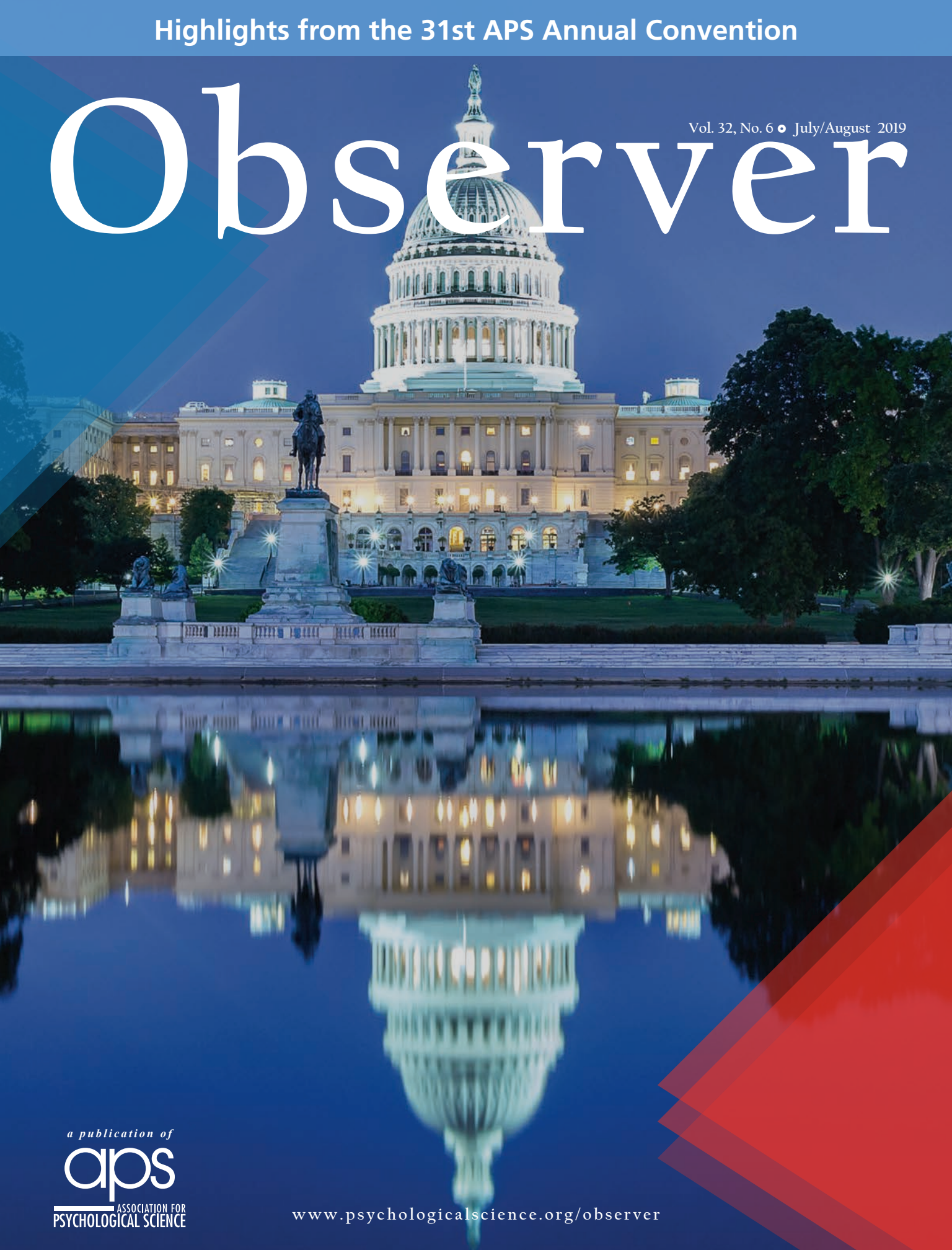


Highlights from the 31st APS Annual Convention

# Observer

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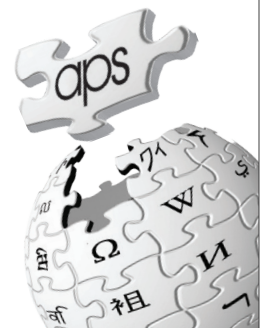
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# Pulling Together

## *Michael Tomasello on How Shared Intentionality and Social Coordination Set Humans Apart*



Experiments show that, unlike chimpanzees, 3-year-old children can understand the idea of a joint goal — and the joint commitment to that goal, says APS Fellow **Michael Tomasello**.

**D**espite being among neither the fastest nor the largest species on Earth, humans occupy a uniquely dominant position. Yet many of the characteristics once thought to account for this dominance — culture, morality, language — have reportedly been found in our nearest living relatives, the great apes. And so the question remains: What *really* makes us different?

Michael Tomasello outlined his theory of what separates humans from other primates in his Fred Kavli Keynote Address at the 31st APS Annual Convention in Washington, DC. He acknowledged that great apes possess a general capacity for higher level cognitive and social processes but posited that when we drill down into just *how* they do those things, the differences between humans and apes become more apparent. Despite their remarkable cognitive abilities and capacities for social relationships, great apes are not built for cognitive and social coordination with others in the same way as humans, Tomasello said.

He has posited that a dual-level schema of shared intentionality enables humans to share goals and other mental states with others and, at the same time, to coordinate their individual

roles and perspectives within such acts of collaboration and communication.

“This is a kind of dual-level engagement that I believe is unique to the species, that enables us to put our heads together, to accomplish things together that we can’t accomplish alone,” Tomasello said.

### **A Shared Understanding**

To explore this idea, Tomasello and his colleagues have designed experiments in which children ages 1 to 3 must work together with another child or an adult experimenter to complete a task to obtain a reward — one that they would not be able to attain on their own. For example, a long rope was looped through two ends of a plank such that each participant had to pull his or her end of the rope to move the reward-containing plank toward them; pulling on one end of the rope just slid it out of the loops, preventing the plank from moving at all. He compared the outcomes of these scenarios in children of different ages with those of one of humans’ closest evolutionary relatives, chimpanzees.

“Our capacity for taking others’ perspectives, and our ability to regulate our behavior normatively, single us out as an especially collaborative species.”

When the task required collaboration but delivered a reward to one subject before the other, 3-year-olds tended to continue in the task until their partner received their reward. Chimpanzees, however, bailed as soon as they got their prize, without regard for their bereft partner, suggesting their collaborative behavior was simply a means to an individual end. Three-year-olds also engaged in normative protest when their partner wasn’t executing the task correctly, instructing the partner that they must do it a certain way. They also tended to offer an excuse for abandoning a joint activity rather than just leaving, acknowledging their responsibility to their partner.

These findings indicate that at 3 years of age, children are already able to understand the idea of a joint goal and the joint commitment that they have made to that goal. They hold each other accountable, not just on a personal level (e.g., “I want you to do it this way”) but on a normative one (“you ought to do it this way”).

“What children have accomplished by age 3 is a kind of collaborative engagement with a partner in which ‘we’ self-regulate each of the two of us,” Tomasello explained. “It’s a ‘we’ over ‘me,’ normative self-regulation.”

### What’s Fair Is Fair

Implicit in this kind of joint commitment is the notion that just as the work should be divided equally, so should the rewards. Tomasello and colleagues found that chimpanzees collaborated on these types of cooperative tasks only if the rewards were predivided for them on the two ends of the plank. However, if food was placed in a single bowl in the middle of the plank, the dominant partner took all the food and the nondominant partner very quickly stopped participating. No sense of equal deservingness here.

In contrast, 3-year-old children tended to share the spoils equally and even took corrective measures to ensure that outcome. Even if one took more than his or her share, protest from the partner tended to spur corrective measures. If the collaborative element was removed — if the children walked into the room and the reward was unfairly split between them without requiring them to complete a task together — the children seldom shared fairly. This suggests that humans’ sense of normative fairness is grounded in collaborative engagement, especially as structured by joint commitments.

“The cooperative engagement leads children to this kind of normative moral interaction and relationship to one another,” Tomasello said.

### Seeing the Bigger Picture

On the cognitive side, in this same task, children as young as 18 months exhibited an understanding of their partner’s role in the collaboration; they knew how to coordinate what they had to do *and* what their partner had to do to accomplish the goal.

“They’re monitoring and simulating from both perspectives,” Tomasello explained. Apes lack this bird’s-eye view of the situation, only ever grasping their own role in a task.

Cooperative communication is another ability that Tomasello has found to be present only in humans. Apes have the ability to follow another’s gaze and thus can be directed to a target, such as a pile of food, by a person pointing at it. However, if the target is concealed under an upturned bucket, for example, they cannot infer the meaning of the pointing. Humans as young as 12 months old, on the other hand, can infer that their partner is trying to give them information to help them achieve their goal.

Tomasello calls this a recursive inference, which requires mental coordination of different perspectives that go beyond the kind of straightforward “mind reading,” or a basic understanding of what one’s partner knows, in which apes *can* engage.

“This embedding of one mental state in another — ‘she *intends* for me to *know* something’ — I don’t think apes do,” he said.

Tomasello believes that these simple comparative experiments bring the picture of human uniqueness into sharper focus. Our capacity for taking others’ perspectives, and our ability to regulate our behavior normatively, single us out as an especially collaborative species. And ontogeny is important: Humans are endowed from birth with psychological capacities for engaging with others cooperatively in unique ways, but only through social interactions do these capacities develop, he explained. ●

-Amy Drew



Watch Michael Tomasello's keynote address at [psychologicalscience.org/observer/tomasello-keynote](https://psychologicalscience.org/observer/tomasello-keynote).

# Making Thinking Visible

## *Drawing New Connections Between Science and Art*



*The arts allow us to extend our minds into the world when words would get in the way, said APS President **Barbara Tversky** (Teachers College, Columbia University and Stanford University) during her Presidential Symposium at the 31st APS Annual Convention in Washington, DC. Tversky invited researchers and experts in the arts to show how our creative pursuits help us forge connections between our internal and external worlds.*

### Editing Everyday Events

Movies occupy a substantial footprint in our cultural and economic landscape, giving us vivid experiences that we may remember better than most of our real lives — in part because of the way editing allows filmmakers to manipulate event boundaries, said APS Fellow Jeffrey M. Zacks (Washington University in St. Louis).

“The brain itself is a pretty impressive film editor,” Zacks explained. “Commercial editing practices give a sequence of views that cater to our evolved visual routines.”

In the real world, objects appear stable because our visual systems have evolved to construct coherent events that smooth over the discontinuities caused by our eye movements and blinking, among other physiological limitations. In the world of film, an edit that cuts from one shot to the next can cause *every* point in an image to change, a huge visual disruption human minds had not encountered before film was invented about 125 years ago. Zacks’ research suggests our brains may react to this by filling in the blanks, a phenomenon known as edit blindness, so long as the edits align



“The brain itself is a pretty impressive film editor,” says APS Fellow **Jeffrey Zacks**. “Commercial editing practices give a sequence of views that cater to our evolved visual routines.”

with the natural event boundaries on screen, such as when a character walks through a doorway or finishes washing their hands.

These edits and events can influence what we remember about a film. In one study, Zacks and colleagues tracked participants' eye movements as they watched a pair of short films about 2 days in the life of an actor; the days were either exactly the same or included some slight changes. For example, on the first day, the actor might be shown to enter her home by unlocking a doorknob and, on the second day, she might do the same thing or switch to unlocking the deadbolt. When things changed, participants who wrongly predicted that she would unlock the same lock by visually attending to that area were more likely to remember the change than those who did not.

In our day-to-day lives, retrieving past events guides our comprehension of ongoing experiences, influences how they are stored in memory, and helps us to predict the future.

In film, Zacks continued, repeating or contradicting past events can also lead to a sense of nostalgia or surprise, allowing filmmakers to leverage our neural mechanisms to create new experiences on the silver screen.



Interactions between top-down conscious awareness and bottom-up processes can lead to a sense that our drawing is almost drawing itself, says visual artist **Andrea Kantrowitz**.

## No Straight Lines

“Art and science, we have something in common: There’s never a final answer. It’s always a process, there’s always something else to ask,” said visual artist Andrea Kantrowitz (State University of New York at New Paltz).

To Kantrowitz, a bad drawing is one that relies, as does bad science, on unwarranted certainty. But good drawing is not simply the ability to reproduce something exactly as it exists in the world or in the mind, she continued. Novices tend to rush toward certainty. Experts use ambiguity and improvisation to prompt discovery, an emergent process that weaves together specific details as part of a coherent whole over time.

Interactions between top-down conscious awareness and bottom-up perceptual processes, between habits and routines, can also lead to the sense that “someone else is in the room” directing the artist’s hand, a form of hyperactive agency detection that can lead artists to feel a drawing is almost drawing itself, said Kantrowitz, cofounder of Thinking through Drawing, an international network linking artists, educators, and researchers across disciplines.

“Drawing makes thinking visible,” she said. “Thoughts not ready or able to be put into words can be put down sometimes in arrangements of marks and lines.”

Similar to the scribble birds that audience members created during her talk, Kantrowitz’s paintings are often intended to evoke an experience similar to cloud watching, inviting viewers to find landscapes or human forms within the extreme close-up view of the torn flesh of an orange or piece of coral.

“Messy lines can actually get you somewhere, somewhere you’re not expecting,” she explained. “They lead you to see, understand, and imagine the world just a little bit differently.”



Watch all four Presidential Symposium presentations at [psychologicalscience.org/observer/pressymp19](https://psychologicalscience.org/observer/pressymp19).



## Thinking Inside Out

Interactions with the outside world can improve creativity by allowing us to think faster, harder, and with more complexity, said cognitive scientist David Kirsh (University of California, San Diego). This process is often aided by tools, such as an artist's sketchbook, notations, or a musician's instrument. Research suggests that we can use our bodies to aid in this process as well — for example, “marking” a dance phrase by approximating the choreography rather than practicing it perfectly can enhance learning, enabling dancers to focus on a phrase's component parts.

“They're using their bodies to think,” Kirsh said. “This non-neural activity of the body is being harnessed to permit them to drive their thought faster and with greater precision.”

In a study of 10 professional dancers, Kirsh and colleagues found that participants who practiced a new dance phrase by marking it performed with greater accuracy and memory for detail than they did when they practiced the phrase at full resolution. By using their bodies to create a dynamic but imperfect model of the dance phrase they wanted to perform, dancers were better able to visualize what they wanted the phrase to look like, Kirsh explained.

People are able to coordinate what they're thinking inside with some of the movements and transitions they cause on the outside, Kirsh said. Architects, for example, use computer-aided design programs to model their buildings, allowing them to make alterations while accounting for outcomes they would be unable to visualize on their own.

“I see thought as emergent through the interactions with outside things,” Kirsh said.



Marking a dance phrase by approximating the choreography can enhance learning, enabling dancers to focus on a phrase's component parts, explains cognitive scientist **David Kirsh**.

## A Mind for Music

Artistic inspirations and associations can arrive in a number of forms, from harmless earworms to hallucinations spurred by sensory deprivation or intense trauma, said researcher and composer Jonathan Berger (Stanford University). Many of Berger's chamber compositions and operas have been inspired by such phenomena — including “Theotokia,” which represents the auditory hallucinations of schizophrenia, and “Memory Slips,” a piano trio based on his mother's vivid musical hallucinations in the last months of her life.

Through a series of transcriptions, Berger was able to identify his mother's fragmented tune as “Cruising Down the River (on a Sunday Afternoon),” a 1940s radio hit by Eily Beadell and Nell Tollerton.

That still left one question unanswered, though, Berger said:

“Out of all the music she may have heard throughout her life, how was it that she recalled this song? By that point in her life, my mother didn't recognize me, she didn't recall who my brother was, and yet she was enjoying a seemingly random, mediocre popular song.”

After further investigation, Berger realized the song wasn't so random after all — in fact, it had reached the top of the US music charts the same week his brother had been born in 1949.

“My mother's sensorially deprived world was an incubator and a breeding ground for her musical hallucination, an auditory analogy [to the visual hallucinations of] Charles Bonnet Syndrome,” Berger concluded. ●



Artistic inspirations and associations can emerge from sources ranging from harmless earworms to serious hallucinations, says researcher and composer **Jonathan Berger**.

-Kim Armstrong

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# Renewing the New Normal

*Betsy Levy Paluck on Norms and How to Change Them*



APS Fellow **Betsy Levy Paluck's** work has increasingly focused on the power of institutional communications to change people's perceptions of social norms.

In the days following the 2016 US presidential election, two misshapen swastikas and the words “Go Trump” were spray-painted on playground equipment in the affluent, liberal-leaning Brooklyn Heights neighborhood of New York City.

The shape of the swastikas, one of which was painted backward, prompted this reflection from author Maria Konnikova in a 2017 article for *The New Yorker*:

Apparently, the person engaging in hate speech didn't know what a Nazi swastika looked like. This was someone trying on the role of anti-Semite for size — someone who hadn't been a rabid neo-Nazi his whole life but who felt emboldened by the election of the new President. It was a new behavior prompted by a new event. Were such incidents, then, the new “normal”? And, if this shift of norms could happen with such speed, in such an improbable location, then how quickly and how much might the norms of our whole society change?

The Brooklyn Heights vandalism, says APS Fellow Betsy Levy Paluck, exemplifies the shifts in standards, attitudes, and behaviors that occur in communities and societies across the globe.

“We've been hearing a lot about norms in the world lately,” Paluck, a professor of psychology and public affairs at Princeton University, said in the Saturday Keynote Address at the 31st APS Annual Convention. “It's what you've been seeing in the news, and not just in the United States. Populist, neofascist movements are forming all over the globe. And, most importantly, things are happening that we thought were against the law or that were relics of the past.”

But can those trends be redirected toward social harmony? Paluck's research has demonstrated that norms can shift with theory-driven interventions.

In her dissertation work in postgenocide Rwanda, Paluck showed how a radio show featuring an interethnic couple led people to view such relationships as normal, which in turn appeared to influence their behavior without necessarily changing their personal beliefs. In longitudinal work involving 56 middle schools in New Jersey, Paluck and colleagues demonstrated



We're particularly motivated not to stick out," Paluck said. "We take these social signals as what's likely true and what's likely desirable. ”

how antiprejudice interventions targeted at certain individuals can spread through groups and reduce peer conflict and disciplinary problems.

More recently, she's found evidence that the US Supreme Court's legalization of same-sex marriage helped change perceptions of social norms and increased public support for marriage equality.

Her research earned her the MacArthur Fellow Award, known as the "Genius Grant," in 2017.

Psychological studies have repeatedly shown that our behavior is shaped by what our social groups believe to be normal.

"We're particularly motivated not to stick out," Paluck said. "We take these social signals as what's likely true and what's likely desirable."

Paluck's work, however, has increasingly focused on the power of *institutional* communications to change our perceptions of social norms, even if they don't change our personal attitudes.

### If You See Something, Say Something

Mass media is an example of these institutional forces, and Paluck recently collaborated with political scientist Graeme Blair (University of California, Los Angeles) and psychological researcher Rebecca Littman (MIT) to put the power of film to the test in Nigeria, where corruption is rampant at nearly all levels of society. Nigeria's "Nollywood" movie industry is the third largest in the world behind Hollywood and Bollywood, and its films often respond to cultural and political events.

Paluck and her colleagues commissioned the production of a movie that included a subplot about characters who band together to report corruption in their communities. A "placebo"

version of the movie excluded the subplot. Both versions advertised an actual hotline set up by an activist group to enable Nigerians to text reports of corruption.

The researchers randomly showed either the experimental or placebo version of the film across 106 different communities. Four months later, the hotline had received more than 1,181 responses and 241 concrete corruption reports that were predominantly from people in the "treatment" communities.

"We were very excited to receive any reports at all," Paluck said. "Most of our Nigerian colleagues predicted that no one would use the hotline. Corruption has been an issue for so long that there's such an enormous wellspring of apathy and hopelessness built up, and they predicted that no one would use it at all."

The scientists subsequently surveyed people across the communities and found that although the "treatment" film appeared to influence norms about the community's corruption and anger about corruption, it didn't change perceptions that reporting was becoming more widespread. Contrary to the prediction that viewers would overgeneralize the behaviors of characters in the film to others in their community, they did not think that reporting was on the rise — even when it was happening in their own communities. The viewers kept their own reports of corruption private and believed that the illicit activity remained largely unreported in their community.

### Pledge, Then Party

In another test of institutional influences, Paluck turned to Princeton's historic eating clubs — the private social institutions made famous in F. Scott Fitzgerald's debut novel *This Side of Paradise*. The clubs host large parties on a weekly basis, and one particular club drew media attention in 2016 for its approach to combatting sexual violence. The Charter Club required all student partygoers to recite a written definition of consent that was handed to them at the door.

Paluck and colleagues Ana Gantman (Brooklyn College), Jordan Starck (Princeton University) and Ajua Duker (Yale University) worked with the club to use its entrance policy as the basis for an experiment. Some attendees were randomly assigned to read the original message, which contained legalistic content; others were required to recite a statement indicating that they stood with their fellow Princeton students against sexual violence, which was designed to convey an institution-wide norm.

When the students left later that night, an experimenter asked what they remembered and thought about the consent pledge they had read earlier. As the research team hypothesized, those who read the normative statement appreciated the pledge more and believed students were responsible for obtaining consent in sexual situations. Paluck and colleagues replicated the experiment at another eating club that had never used such a pledge as an entry requirement, and they found that reading the legalistic consent definition had a stronger influence on students than did the normative message.

"We're interpreting these results to show that certain types of normative messaging might be too strong for institutions that have never considered this idea before," Paluck explained. "There

might be some way in which the type of messaging needs to fit to the institution, or needs to fit to the public that's receiving it from this institution."

Paluck is extending her research on the intersection of laws and social norms — a junction she examined in her study on the Supreme Court's marriage equality decision. Currently, she is exploring how recently implemented state restrictions on abortions may be affecting perceived norms about women's rights.

"Is this a similar institutional signal that's coming from your state?" she asks. "Does it tell you about the way our country is going, or is it more localized?"

Paluck believes our conception of norms, like our institutions and laws, shapes the way we think about the society in which we live.

"I think that norms matter," she concluded. "I don't know how much yet. I think we'll be researching this for a long time. ●"

-Scott Sleek

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Watch Betsy Levy Paluck's keynote address at [psychologicalscience.org/observer/levypaluck-keynote](https://psychologicalscience.org/observer/levypaluck-keynote).

# Call for Nominations: APS Rising Stars

Deadline: September 30, 2019



The APS Rising Star designation recognizes outstanding psychological scientists in the earliest stages of their post-PhD research careers. Nominations will be evaluated based on the following criteria:

- Significant publications
- Significant recognitions
- Significant discoveries, methodological innovations, or theoretical or empirical contributions
- Work with potentially broad impact

Eligibility for the 2019 nomination period is limited to individuals who received a PhD between January 1, 2013 and December 31, 2016.

**Nominations Process:** Each nomination must be supported by two APS Members, one of whom must be an APS Fellow. For information on submitting nominations, please visit:

[www.psychologicalscience.org/rising-stars](http://www.psychologicalscience.org/rising-stars)

APS honors Members with the field's most prestigious awards and recognitions. This is a critical part of supporting and encouraging scientific advances in our field. The dramatic pace of discovery in psychological science over the past three decades reflects the outstanding accomplishments of APS Members and Fellows.

## **APS William James Fellow Award**

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Honoring APS Members for their lifetime of significant intellectual contributions to the basic science of psychology.

**Nomination Deadline: October 15, 2019**

## **APS James McKeen Cattell Fellow Award**

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Honoring APS Members for their lifetime of significant intellectual achievements in applied psychological research and their impact on a critical problem in society at large.

**Nomination Deadline: October 15, 2019**

## **APS Mentor Award**

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Recognizing APS Members who have significantly fostered the careers of others, honoring those who masterfully help students and others find their own voices and discover their own research and career goals.

**Nomination Deadline: October 15, 2019**

# Recognizing Excellence

Call For Nominations

## APS Janet Taylor Spence Award

For Transformative Early Career Contributions

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Recognizing transformative early-career contributions to psychological science. Award recipients are APS Members who reflect the best of the many new and cutting-edge ideas from our most creative and promising investigators.

**Nomination Deadline: September 15, 2019**

## APS Fellows

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Fellow status is awarded to APS Members who have made sustained outstanding contributions to the science of psychology in the areas of research, teaching, service, and/or application.

**Nomination Deadline: October 15, 2019**

## APS Rising Stars

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The Rising Star designation recognizes outstanding APS Members in the earliest stages of their post-PhD research careers whose innovative work has already advanced the field and signals great potential for their continued contributions.

**Nomination Deadline: September 30, 2019**

To submit a nomination or for more information, including past recipients and nomination materials, please visit [www.psychologicalscience.org/awards](http://www.psychologicalscience.org/awards)

[www.psychologicalscience.org/awards](http://www.psychologicalscience.org/awards)

# ★ CAPITAL SCIENCE IN THE NATION'S CAPITAL ★

SEE THE PHOTOS ONLINE AT [PSYCHOLOGICALSCIENCE.ORG/OBSERVER/APS19-PHOTOS](http://PSYCHOLOGICALSCIENCE.ORG/OBSERVER/APS19-PHOTOS)



Participants practice their new statistical mediation skills in an interactive workshop led by **Amanda K. Montoya** of the University of California, Los Angeles.



## PREDICTING THE FUTURE

Our tendency to think about the future from the perspective of the present often leads us astray, said Harvard University psychological scientist **Daniel T. Gilbert** in his APS William James Fellow Award Address.



The APS photo booth is always a popular stop for attendees as they walk the exhibit hall.



## ADMINISTRATIVE INSIGHTS

Don't be afraid to promote yourself in your annual review if you have the details and data to make your case, said psychological scientist and university provost **Betsy L. Morgan** of the University of Wisconsin, La Crosse in the Teaching Institute Opening Plenary.



## SCIENCE IN GOVERNMENT

Behavioral scientists embedded in the federal government are testing whether tailored messaging helps increase vaccine uptake. Details on those projects were presented by, from left, **Mary Steffel** (Northeastern University), **Pompa Debroy** (US Office of Evaluation Sciences), **Kris-Stella Trump** (Social Science Research Council), **David V. Yokum** (Brown University), and APS Fellow **Gretchen B. Chapman** (Carnegie Mellon University).





**INSIDE THE PSYCHOLOGIST'S STUDIO**

Identifying the fundamental attribution error is just one of the many career highlights that APS Fellow **Lee D. Ross** reflected on during his recorded interview.



**Diana W. Kimondo** of George Mason University presented research exploring how college students' satisfaction with their sleep relates to their levels of stress and anxiety.



**NAVIGATING THE JOB MARKET**

Students should discuss their career goals with their mentors early and often to pave the way for their next steps, advised "Naked Truth" panelists **Kelsie Forbush** (University of Kansas), **Jeffrey M. Girard** (Carnegie Mellon University), **Elisa di Rosa** (Washington University in St. Louis), and **Catherine Hartley** (New York University).



**TEACHING MINDSETS**

Incorporating the science of mindsets into teaching can help students achieve personal growth in ways that also serve society, said APS James McKeen Cattell Fellow **Carol S. Dweck** of Stanford University in the APS-David Myers Distinguished Lecture on the Science and Craft of Teaching Psychological Science.



The Convention offers ample opportunities for networking, learning, and collaborating.

**HACKATHON**

Working groups developed tools and resources aimed at making best research practices easier to access and communicate, documenting their progress on the Open Science Framework.



Direct neuronal measurement and behavior data from smartphones can be combined to better understand brain plasticity, action control, and other processes, said Leiden University neuroscientist **Arko Ghosh** in the Cross-Cutting Theme Program "Me, My Phone, and I."

**EXPLORING EMOTIONS**

APS Past President **Elizabeth Phelps** of Harvard University began her scientific career with an insight: Everyday variation in emotional experience can influence how we learn, remember, and decide. Phelps received the 2019 William James Fellow Award from APS Fellow **BJ Casey** of Yale University.



Convention attendees waited in line to have books signed by APS James McKeen Cattell Fellow **Carol S. Dweck**, APS President **Barbara Tversky**, **Kevin Mitchell**, and **Jan-Willem W. van Prooijen**.

**SCIENCE OF LEARNING**

APS William James Fellow **Nora S. Newcombe** of Temple University surveyed what the field has learned from 2 decades of research on learning in an invited talk organized by the Society for the Teaching of Psychology.

**MINDS ON THE MOVE**

In her new book *Mind in Motion: How Action Shapes Thought*, APS President **Barbara Tversky** builds on the premise that spatial thinking is the foundation for all thought. Tversky signed copies of the book, which was released just days before the Convention began.



**UNDERSTANDING TRAUMA**

Psychological responses to trauma can follow various trajectories that go beyond the mere presence or absence of PTSD, said Columbia University researcher **George A. Bonanno** in his APS James McKen Cattell Fellow Award Address.



Incoming APS President **Lisa Feldman Barrett** congratulated 2019 APS Janet Taylor Spence Award recipient **Luke Chang** of Dartmouth College.



**MASTERS OF MENTORING**

Looking for a good fit between mentees' interests and mentors' strengths can make for productive relationships, said moderator and APS Past President **Robert W. Levenson** (University of California, Berkeley) and 2019 APS Mentor Award recipients **Marcia K. Johnson** (Yale University), **Carol S. Dweck** (Stanford University), and **Geraldine Downey** (Columbia University).



### DIVERSITY AT WORK

Research findings show that diversity can affect team outcomes, including feelings of efficacy and performance, in positive *and* negative ways, said APS Fellow **Katherine W. Phillips** of Columbia University in an Invited Address.

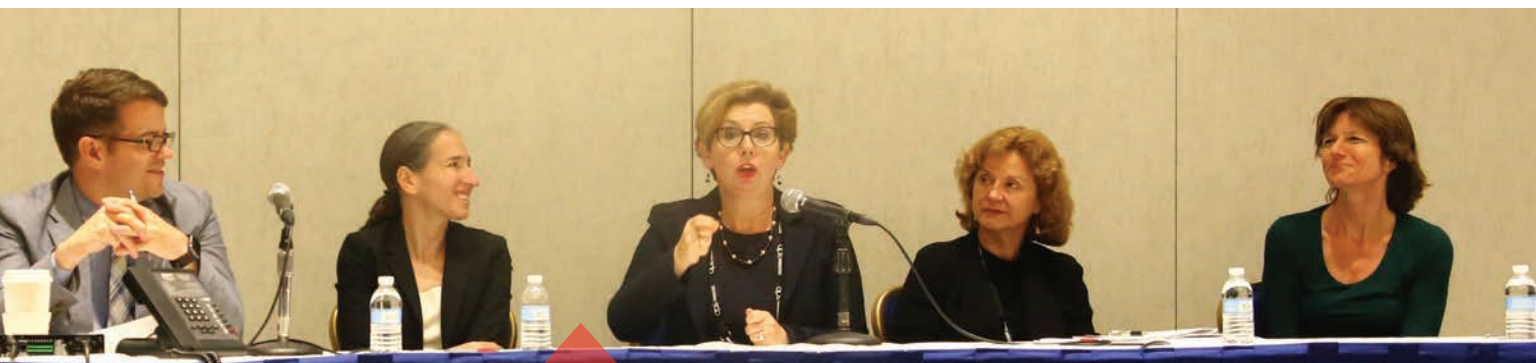


**Kevin Wilson** of the Lab @ DC and Commander **Ralph Ennis** of the Metropolitan Police Academy detailed an applied research project in which police officers received cultural training at the National Museum of African American History and Culture in Washington, DC.



### MEETING THE CHAMPS

Students had the opportunity to talk about research questions, career paths, and other burning issues with leading scientists, including APS William James Fellow **Janet F. Werker** of the University of British Columbia, in the "Champions of Psychological Science" event.



### PSYCHOLOGICAL SCIENCE AND POLICY

Nutrition labeling, environmental decision making, and public mental health are a few of the domains in which psychological science is helping to inform policy, noted panelists **David V. Yokum** (Brown University), **Christina A. Roberto** (University of Pennsylvania), **Karina Davidson** (The Feinstein Institute of Medical Research at Northwell Health), APS Fellow **Elke Weber** (Princeton University), and **Linda Steg** (University of Groningen, Netherlands).



**ARTIFICIAL INTELLIGENCE**

New computational frameworks and tools from neural networks and video game engines are bringing scientists one step closer to building AI systems that learn and develop like humans do, MIT researcher **Josh Tenenbaum** said in a Cross-Cutting Theme Program.



Coffee breaks keep attendees fueled throughout 4 days of nonstop science.



**SOCIAL MEDIA SCIENCE**

YouTube sensation **Ali Mattu** of Columbia University revealed what using social media as an educational platform has taught him about teaching psychological science.



**Bruce Gellin**, President of Global Immunization at the Sabin Vaccine Institute, explained the role that psychological science can play in increasing vaccination rates. Gellin was a speaker during the *Psychological Science in the Public Interest* symposium.



Sporting red shirts and plenty of enthusiasm, volunteers help attendees make the most of their Convention experience.

# MARK YOUR CALENDAR

# aps

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May 21-24, 2020



Association for Psychological Science | 32nd Annual Convention  
[www.psychologicalscience.org/convention](http://www.psychologicalscience.org/convention)

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# REQUEST FOR PROPOSALS

## Advanced Training in Mathematical and Computational Modeling for Psychological Science

*Sponsored by the William K. and Katherine W. Estes Fund*



**Initial Proposal Deadline  
September 1, 2019**

**Full Proposal Deadline  
December 1, 2019**

The William K. and Katherine W. Estes Fund invites proposals to fund advanced training opportunities in mathematical and computational modeling for psychological science in summer schools or focused workshops.

Potential proposers are encouraged to contact members of the Estes Fund Committee during the initial proposal preparation process.

The Association for Psychological Science and the Psychonomic Society are committed to scientific merit, which entails the inclusion of scientists of all genders, races, sexual orientations, countries of origin, geographical locations, and disciplinary expertise.

### **ESTES FUND COMMITTEE**

**Gordon D. Logan**, *Vanderbilt University, Chair*, [gordon.logan@vanderbilt.edu](mailto:gordon.logan@vanderbilt.edu)

**Elizabeth L. Bjork**, *University of California, Los Angeles*, [elbjork@psych.ucla.edu](mailto:elbjork@psych.ucla.edu)

**Alice Healy**, *University of Colorado Boulder*, [alice.healy@colorado.edu](mailto:alice.healy@colorado.edu)

**David Rosenbaum**, *University of California, Riverside*, [david.rosenbaum@ucr.edu](mailto:david.rosenbaum@ucr.edu)

For more information on the Estes Fund visit  
[WWW.PSYCHONOMIC.ORG/PAGE/ESTESFUNDREQUESTS](http://WWW.PSYCHONOMIC.ORG/PAGE/ESTESFUNDREQUESTS)



# Naked Truths, Champions, and More: Student Events at Convention

**A**PS Student Caucus (APSSC) events at the 31st APS Annual Convention in Washington, DC, provided students at every career stage with opportunities to gain valuable insights into a variety of topics, from how to survive graduate school to how to get published. Panelists shed light on different professional paths open to psychological science graduates, including those outside of academia. Students also had the opportunity to network with one another at a student social and to participate in informal conversations with some of psychological science's most prominent researchers.

The APSSC student programming kicked off with a student social that provided undergraduate and graduate students an opportunity to meet and network with one another in a casual setting. The venue was packed with students enthusiastically discussing their research and experiences in psychological science.

A full day of student programming began with a series of “Naked Truth” panels designed to provide attendees with information about the graduate school process, covering everything from applying to programs to graduating and navigating the job market inside and outside of academia. In “The Naked Truth I: Getting into Graduate School,” chaired by APSSC Undergraduate Advocate Kelly Bielonko of Eastern Connecticut State University, six graduate students shared their experiences in applying to graduate school and the admissions process. Irina Kuzmich (The Graduate Center, City University of New York), Jamie Striler (University of Central Florida), Parco Sin (University of Guelph, Canada), Adam Smith (Auburn University), Viann Nguyen-Feng (University of Minnesota), and Duygu Gulseren (Saint Mary's University) provided attendees with advice on how to reach out to potential mentors, seek experiences that make for competitive graduate applications, and prepare for the interview process. The panelists emphasized the importance of narrowing one's research interests before applying to graduate school, underscoring how critical it is to select a graduate program that aligns with those interests.

In “The Naked Truth II: Surviving Graduate School,” chaired by APSSC Graduate Advocate Lauren Drandorff of Rosalind Franklin University of Medicine and Science, the panel offered attendees a look into some of the most common difficulties encountered by graduate students and highlighted examples of how others navigate these obstacles. Panelists Vivienne Badaan

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APSSC Student Notebook Editor **Amanda Merner** is a third-year doctoral student specializing in affective neuroscience at Case Western Reserve University. Her research focuses on the neural underpinnings of emotion regulation and how individual differences in executive functioning affect the ability to regulate emotion, both in healthy populations and in those with various neurodegenerative diseases.



2019 APSSC Student Research Award recipients, from left to right: **Haowei Wang** (University of Massachusetts Boston), **Emily Starr** (Northwestern College), **Adi Wiesel** (Arizona State University), and **Sophia Seonyeong Park** (Temple University).

(New York University), Chenlu Gao (Baylor University), Matthew Bahnson (North Carolina State University), and Ceren Sönmez (Teachers College, Columbia University) discussed the importance of organization, setting aside time for writing, and being realistic about the length of time that tasks will take to be able to budget time effectively and be productive while managing stress. They all agreed that, in graduate school, you have to do your best while accepting you can't do everything. Graduate student panelists also highlighted the value of establishing support networks with people in other departments or universities.

APSSC Past President Amy Heard Egbert of Loyola University, Chicago, chaired the next session, “The Naked Truth III: Navigating the Job Market After Graduate School,” which presented attendees with advice on how to prepare for applying for postdoctoral and faculty positions. Panelists Elisa Di Rosa (Washington University in St. Louis), Kelsie Forbush (University of Kansas), Catherine Hartley (New York University), and Jeffrey Girard (Carnegie Mellon University) came from a range of research areas, but they all agreed it is essential to discuss your career goals with your advisor early and often to pave the way for the next step in your journey. Although it may be scary or uncomfortable, the panelists added, you need to take chances, say yes to opportunities, and not be afraid to network and reach out to researchers about positions within their departments.

The standing-room-only “The Naked Truth IV: You're Working Where?” event, moderated by outgoing RISE Coordinator

Tim Valshtein of New York University, featured four panelists who found careers they are passionate about outside of academia. The panelists discussed the experiences that ultimately swayed them to pursue these careers, as well as how they went about finding jobs outside of academia. All of the panelists, including Joel Dubenitz of the Office of the Assistant Secretary for Planning and Evaluation in the US Department of Health and Human Services, emphasized the importance of networking with other psychological scientists who had pursued careers beyond academia. Nonacademic jobs for psychological scientists are out there but can be difficult to find unless you know where to look, they noted.

Emily Hanson of the ACLU, a doctoral candidate in her final year at Washington University in St. Louis, and Natasha Thalla of Facebook discussed their experiences with searching for jobs as early-career scientists and recommended looking for internships or volunteer opportunities as a way of getting a foot in the door. William Klein of the National Cancer Institute at the National Institutes of Health offered some reflection for the graduate students in the room, saying, “Things are changing. Twenty years ago, if you didn’t go into academia, you were marked. Now people realize you can leave academia and still do meaningful things.”

In “How to Get Published: Guidance from Journal Editors,” outgoing APSSC Student Notebook Editor Ryan Thompson of Palo Alto University moderated a discussion with journal editors Paul Frick (Louisiana State University; Editor of the *Journal of Abnormal Child Psychology*), Lisa Harlow (University of Rhode Island; Editor of *Psychological Methods*), and Derek Issacowitz (Northeastern University; Associate Editor of *Psychology and Aging* and *Emotion*). The editors discussed the most common reasons for rejecting articles, how to best approach a “revise and resubmit” decision, and the importance of targeting the appropriate journals and adhering to journal guidelines.



Students had a chance to talk with APS James McKeen Cattell Fellow **Robert J. MacCoun**, a social psychologist at Stanford Law School (pictured top left) at the “Champions of Psychological Science” event.



2019 APSS RISE Award recipients, from left to right: **Caroline Cummings** (University of Nevada, Reno), **Mercedes Zapata** (University of California, Berkeley), **Gabriel Camacho** (University of Connecticut), **Rebecca Cipollina** (Rutgers University – New Brunswick), **Cindy Chang** (Rutgers University), **Monica Perez** (University of Notre Dame), and **Mariam Reda** (University of Michigan).

APSSC events continued with the Student Research Award and RISE Research Award addresses. The Student Research Awards are given each year to recognize APS student affiliates for outstanding contributions to psychological science. Winners this year included Sophia Seonyeong Park (Temple University), Haowei Wang (University of Massachusetts Boston), Emily Starr (Northwestern College), and Adi Wiesel (Arizona State University). The RISE Research Award is given to students each year who conduct research on socially and economically underrepresented populations. This year’s recipients of the RISE Research Award included Cindy Chang (Rutgers University), Gabriel Camacho (University of Connecticut), Mercedes Zapata (University of California, Berkeley), Rebecca Cipollina (Rutgers University), Akash Wasil (Harvard University), Caroline Cummings (University of Nevada, Reno), Mariam Reda (University of Michigan), and Monica C. Perez (University of Notre Dame).

The APSSC student programming ended with the annual “Champions of Psychological Science” event, which gave students the opportunity to meet and speak with some of the most prominent psychological scientists in the world in an informal setting. This year’s champions were James McKeen Cattell Fellows George A. Bonanno (Columbia University) and Robert J. MacCoun (Stanford Law School), William James Fellows Elizabeth A. Phelps (Harvard University) and Janet F. Werker (University of British Columbia, Canada), and Keynote Address Speaker Betsy Levy Paluck (Princeton University).

The APSSC thanks all of the panelists and attendees for making the student programs at this year’s Convention such a great success. ●

# Call for Applications

## APS Fund for Teaching and Public Understanding of Psychological Science

### Small Grants Program

APS invites applications for nonrenewable grants up to \$5,000 to launch new projects broadly addressing the categories below:

- **Scholarship of Teaching and Learning (SoTL):** Grants in this category support high quality, potentially publishable scholarship directed at the teaching and learning of psychological science.
- **Meetings and Conferences:** Grants in this category support efforts that facilitate communication among teachers of psychological science who share common challenges and who would benefit from sharing ideas and resources.
- **Technology and Website:** Grants in this category support projects leveraging technological resources to enhance the teaching and learning of psychological science, and to increase the reach and efficient dissemination of related resources.

**NEXT APPLICATION DEADLINE: OCTOBER 1, 2019**

For details, go to: [www.psychologicalscience.org/smallgrants](http://www.psychologicalscience.org/smallgrants)

Questions? Contact [teachfund@psychologicalscience.org](mailto:teachfund@psychologicalscience.org)

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**[www.chapman.edu/heterodoxyinpsychology](http://www.chapman.edu/heterodoxyinpsychology)**

# PUT YOUR SKILLS TO WORK AT APS

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[www.psychologicalscience.org/r/reinventing](http://www.psychologicalscience.org/r/reinventing)



# ANNOUNCEMENTS

Send items to [apsobserver@psychologicalscience.org](mailto:apsobserver@psychologicalscience.org)

## GRANTS

### NIH Funding Opportunity for Neuroimaging Data Secondary Analysis

The National Institutes of Health (NIH) has announced a funding opportunity for projects that will conduct secondary analysis of existing data from the Brain Research through Advancing Innovative Neurotechnologies (BRAIN) Initiative. The BRAIN Initiative aims to develop technologies that help researchers understand neural networks for the treatment and prevention of brain disorders. NIH intends to commit an estimated total of \$4 million to fund 8 awards in fiscal year 2020.

Applications will be accepted for a variety of research topics, including projects related to behavioral science, such as:

- Analyzing datasets to explore brain complexity through the course of development, or across the lifespan or neurobehavioral trajectories
- Exploring gene expression or neurological pathways that regulate cognition and behavior
- Using multiscale modeling to explore how the dynamics of neural activity drive behavior, and how circuit dysfunction can result in behavior or create a disorder

**Letter of Intent Deadline:** August 6, 2019

**Application Deadline:** September 6, 2019

Go to [grants.nih.gov/grants/guide/rfa-files/RFA-MH-20-120.html](https://grants.nih.gov/grants/guide/rfa-files/RFA-MH-20-120.html) for more information on this funding opportunity.

### NIH Funding for Using Driving to Detect and Study Dementia

A new grant opportunity offered by the National Institute on Aging (NIA) may be of special interest to psychological scientists who study cognition, clinical science, methodology, or more. Titled "Aging, Driving and Early Detection of Dementia," it is a significant NIH research project grant (R01) aimed at supporting scientists in conducting research using automobile technology and automobile data to detect early signs of cognitive impairment in older drivers.

This opportunity seeks to fund two kinds of research. In NIH's words, these are:

- Basic research on identifying unobtrusive technology for monitoring driving performance and integrating it with other data to detect cognitive decline
- Methodological research on integrating driving-related data (and databases) with data on an individual's health and functional status to detect cognitive impairment.

Successful applications to this opportunity will build a multidisciplinary, integrative team; NIA specially notes that contributions of psychological scientists are invited in this work. This new opportunity will offer teams of scientists up to \$500,000 in direct costs annually.

**Letter of Intent Deadline:** September 22, 2019

**Application Deadline:** October 22, 2019

Go to [grants.nih.gov/grants/guide/rfa-files/RFA-AG-20-022.html](https://grants.nih.gov/grants/guide/rfa-files/RFA-AG-20-022.html) for more information on this funding opportunity.

### Call for Papers on Organizational Culture and Strategy

Strategy Science is seeking papers for a special issue titled "Reinvigorating Research on Organizational Culture and its Links to Strategy." The special issue aims to tackle two core questions: First, how do different conceptions of culture relate to one another in organizational contexts, and second, how can integrating these different conceptions help to advance our understanding of a firm's strategy and performance?

The submission deadline is October 1, 2019. For more information, view the full call for submissions online ([pubsonline.informs.org/pb-assets/CallforPapers\\_Linking\\_Strategy\\_and\\_Culture\\_final.pdf](https://pubsonline.informs.org/pb-assets/CallforPapers_Linking_Strategy_and_Culture_final.pdf)). To submit a manuscript, visit [pubsonline.informs.org/journal/stsc](https://pubsonline.informs.org/journal/stsc).

**Submission Deadline:** October 1, 2019

## MEETINGS

### 32nd APS Annual Convention

May 21–24, 2020

Chicago, Illinois

[psychologicalscience.org/conventions](https://psychologicalscience.org/conventions)

### 4th International Convention of Psychological Science

March 25–27, 2021

Brussels, Belgium

[psychologicalscience.org/conventions](https://psychologicalscience.org/conventions)

### European Conference for Cognitive Science 2019

September 2–4, 2019

Bochum, Germany

[ruhr-uni-bochum.de/philosophy/EuroCogSci2019](https://ruhr-uni-bochum.de/philosophy/EuroCogSci2019)

### Society for the Study of Human Development Biennial Meeting

October 11–13, 2019

Portland, Oregon

[sshdonline.org](https://sshdonline.org)

### 2019 Behavior, Energy & Climate Change Conference

November 17–20, 2019

Sacramento, CA

[beccconference.org](https://beccconference.org)

### 42nd Annual National Institute on the Teaching of Psychology

January 3–6, 2020

St. Pete Beach, FL

[nitop.org/](https://nitop.org/)

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