• Students may sign up for a maximum of three 161 or 393 credits per semester.
• You should expect to work about 3 hours per week for each credit.
• Students should contact the faculty member whose research area overlaps with their interests directly to discuss a supervised research opportunity.
studies cognitive control in multitask environments. Have you ever wondered whether you really can do two things at once? Or why do you choose to do one thing versus another? This research is aimed at answering questions like these by understanding the basic cognitive processes that underlie our performance in complex environments. These environments include controlled laboratory settings and complex real-world environments such as use of intelligent tutoring systems or electron microscopes. Undergraduate research assistants are needed to help in all aspects of this research.

studies the cognitive processes of attention and working memory. How are we able to control which objects we attend to in our environment, especially when there are so many distractions around? How can we be sure we will maintain relevant information in working memory, at the exclusion of other irrelevant information? In the lab, we use behavioral techniques including eye-tracking as well as cognitive neuroscience techniques (EEG) to address these questions.
Almut Hupbach
alh309@lehigh.edu

studies the malleability of memory in children and adults (e.g., what causes memory change in children and adults; does sleep support memory formation/updating; can suppression of remembering cause forgetting, etc). She is looking for several undergraduate research assistants who are interested in memory and would like to work with either children or adults or both.

Jessecae Marsh
jem311@lehigh.edu

studies how people’s personal theories affect how they reason about categories and causal relationships. She applies this interest to studying how people think about mental disorders as categories in the world. She is currently conducting studies looking at the cognitive beliefs that underlie thinking about disorder categories. Undergraduate research assistants are needed to help in all aspects of this research.
Language Production Lab is conducting experiments on how people talk, in particular how they plan and produce words and sentences. How do we coordinate our thoughts (what we know) with our words (what we say)? What is it about tongue twisters that make them so hard? Why do we sometimes say things (slips of the tongue) that don’t make sense even to ourselves?! Does the language you speak affect how you think and how you talk? Assistants help to run computer-based experiments, edit and code digitized speech, and learn many fascinating things about language. You are encouraged to share ownership of the lab agenda and to develop your research portfolio by presenting results of joint research projects at campus or other symposia/conferences. We are seeking several highly motivated assistants with good technical skills, some background in cognition or linguistics, and a real interest in the topic area.
Developmental Area

Susan Barrett
seb6@lehigh.edu

Is interested in how families experience stigma. Associative, or courtesy stigma, which extends from an individual with a stigmatized condition to other family members, can influence both disclosure and access to support. There is an opportunity for an undergraduate to assist with a project focusing on fetal alcohol spectrum disorders.

Amanda Brandone
acb210@lehigh.edu

studies what infants and young children know and understand about the world and how that knowledge is shaped by their early experiences. Motivated and reliable research assistants are needed to help conduct experiments, recruit and schedule participants, and code observational data of parent-infant interactions. Experience with young children is encouraged.
Deborah Laible
del205@lehigh.edu

studies the social, emotional, and moral development of children and adolescents in the context of close relationships with parents. Our lab is currently interested in understanding how White European American children are acquiring racial attitudes from parents and how these attitudes and parental socialization surrounding race predict children’s compassionate and prosocial behavior towards racial outgroups. We are looking for research assistants who are interested in helping us code lab data that we’ve already collected on these and related topics, although we would eventually like to be back to collecting data in person in the lab sometime soon. We are hoping to find students who are passionate about justice to join our lab.

Ageliki Nicolopoulou
agn3@lehigh.edu

studies preschool and school-age children’s narratives—a complex form of language—and their role in promoting strong oral language skills and narrative comprehension, including social understanding and social competence. One ongoing project focuses on children’s understanding of commercially available picture books and the factors that contribute to their level of difficulty (e.g., narrative structure and language complexity). Another project focuses on children’s use of e-books and the best ways to structure their use. Several students are needed to help in data collection, coding, and analyses.
Social Area

Christopher Burke
ctb208@lehigh.edu

studies how social relationships influence the experience of stressful events. Much of his recent research has examined how individuals respond to getting help and why. Some of his current work is focused on better understanding campus climate issues through the lens of stress and coping. And as director of the Community Health Research Group, he is also working with an interdisciplinary team to better understand health and health disparities in South Bethlehem. He is looking for several enthusiastic and dedicated research assistants for these and other projects.

Michael Gill
mjg6@lehigh.edu

studies the psychology of blame and punishment. When an individual or group engages in morally offensive conduct (e.g., harming others), what factors determine an observer’s response? In particular, when will an observer be overwhelmed by feelings of blame, anger, and spite? In contrast, what are the psychological factors that can temper such potentially destructive blame reactions? These questions are relevant for understanding social domains ranging from close relationships, to criminal justice attitudes, to intergroup prejudice and hatred. Several undergraduate research assistants are needed every semester to help make progress on these questions.
Gordon Moskowitz
gbm4@lehigh.edu

studies the cognitive processes involved in interpersonal perception with a particular focus on the infiltration of stereotypes into our judgments of others. The control over unwanted (such as stereotypic) and desired (such as notions of being a fair person) thoughts is also examined. A limited number of research assistants are needed to help with these projects.

Lucy Napper
lun214@lehigh.edu

studies substance use, risky sexual behaviors, and responses to health risk information. Projects focus on the influence of peers and parents on emerging adults' alcohol and marijuana attitudes and behaviors. She is looking for motivated research assistants interested in the topic area to help with all aspects of her research.
Dominic Packer
djp208@lehigh.edu

studies how people decide to dissent, how they decide to interact with people from groups other than their own, and to do other good things. Research assistantships are available for motivated students. For more information visit www.groupprocesseslab.blogspot.com

Valerie Taylor
vtj218@lehigh.edu

With increasing diversity and greater contact among individuals with different social identities comes the possibility that people might experience social identity threat—the concern or worry that one may be judged or treated negatively based on one’s social group membership. Projects in the lab focus on how social identity threat affects people’s interracial interactions, performance, and perception and evaluation of others. This work also examines ways to reduce social identity threat to improve cross-race interactions and performance using traditional research methodologies and virtual reality.