

FALL 2020

Widener Hall, Suite 217
580 Meetinghouse Road
Ambler, PA 19002

Interested in
participating or know
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We are conducting
studies online for
children 3-8 and for
parents and teachers
of preschoolers-3rd
graders.

Email us at
infantlab@temple.edu

268.468.8610

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TEMPLE
**INFANT
& CHILD**
LABORATORY

Where Children Teach Adults

IN THIS ISSUE:

Vocabulary Interventions: The effects of organizing new language on children's understanding

Museum Tour Study: Help us explore how children understand new places and remember new events

Coming Soon: An exciting project is in the works to begin this summer

Curiosity and Playful Learning: Explore the links between curiosity and learning

Featured Reading: Check out the new Playful Learning Landscapes Playbook and a call for changes to education prompted by COVID-19



Thank you to all of our supporters in 2020:

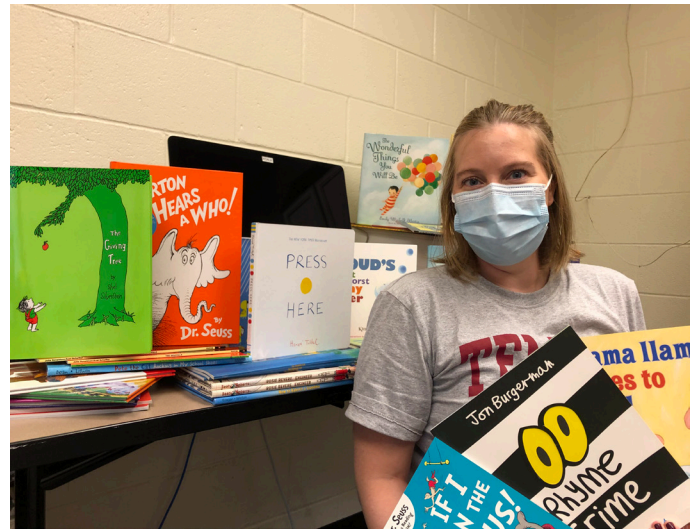
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Structuring New Knowledge

Recent lab graduate, Molly Scott, PhD, looked at how teachers can improve children's vocabulary knowledge through classroom book readings. This work was conducted in partnership with the amazing Montgomery County Intermediate Unit Head Start classrooms. Preschoolers made significant gains on their ability to categorize and also

showed significant learning of ocean-related vocabulary words! Thanks to our generous funders, the lab was able to deliver new books to participating teachers' classrooms.



Museum Tour Study

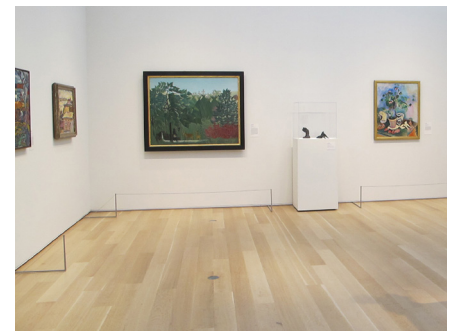
Age: 8-13 year-olds

Payment: toy or gift card

Location: Weiss Hall, Temple main campus

This new study looks at how children understand new environments and remember new events!

In this study, children will go on an in-person, child-friendly museum tour. They will learn interesting facts about animals, objects, books, and movies during the tour and then they will answer questions about their experience. If your child participates, they will receive a toy and/or a gift card as a token of our appreciation! Please contact Kim Nguyen at kimvnguyen@temple.edu if your child is 8-13-years-old and is interested in participating in this study. Thank you and we really appreciate your family's support in our research!



Coming this Summer

We hope to begin recruiting this summer for an exciting, new, long-term study combining child development and neuroscience. This study will include numerous opportunities to discover the nature of learning and memory abilities in 4-6 year old children. Children will reminisce with their parents, play math games, and even participate in an MRI session so that we can learn about how their brains help them learn and remember. More details will be available in the Spring!



Curiosity and Playful Learning

Does your child love to ask questions and explore their surroundings? Curiosity is a natural part of childhood, and occurs when a child notices a gap in his or her knowledge and seeks to close that gap. Curiosity may be very important for learning, indeed a recent study found that curiosity is linked to academic performance in kindergarten children. Current TICL graduate student Natalie Evans is examining curiosity as part of her dissertation study.

In this study, preschool children play games over Zoom that measure curiosity, exploration, and learning. For instance, in one learning game, children explore blocks to figure out which ones make a machine turn on. After playing the game, children are tested on their knowledge of which blocks make the machine work. So far, over 40 children ages 4- to 6-years have participated in the study. Preliminary findings indicate that children who are more curious are better able to learn the rules of the game and identify which blocks make the machine work. Curiosity may ultimately represent an “appetite for knowledge”, and the current study aims to illuminate the connection between young children’s curiosity and their learning.



Building Language Skills with New Parents

Funded by the William Penn Foundation, Post-Doctoral Researcher Brooke Rumper, PhD, is expanding the impacts of the lab's Duet project by translating the library of resources into Spanish. The modules are designed to enhance parents' conversational skills with their children. These new resources will be distributed using a remote, light-touch delivery system and will be culturally relevant for Spanish speakers in Philadelphia.

This is one of several efforts to expand our research to populations who are not predominantly English-speaking. The Quick Interactive Language Screener: English-Spanish is now available with [Brookes Publishing](#). Baby QUILS will be available soon following our lab's testing of the measure!

The Duet Project

EARLY ENGAGEMENT, FUTURE SUCCESS

Read more about the
Duet Project

Playful Learning Cities

Partnering with KABOOM!'s Play Everywhere Philadelphia challenge and funded by the William Penn Foundation, Playful Learning Landscapes will support the design of playful learning installations and activities in 16 Philly communities. This work builds on the findings from a collaboration with The City of

Philadelphia's Play Streets and Fab Youth Philly's neighborhood children. In partnership with Playful Learning Landscapes Action Network, the Temple Infant and Child Lab will provide technical assistance, design review, and perform research and evaluation of the Play Everywhere Philadelphia sites.

The lab also received a grant from the National Science Foundation to scale and research Playful Learning Landscapes across Santa Ana, California. The lab works closely on this project with former Post-doctoral Researcher, Andres Bustamante, PhD (UC Irvine). The Playful Learning Landscapes work is also expanding with the Literacy Rich Neighborhoods and the Philadelphia Playful Learning City Phase II grants awarded by the William Penn Foundation. Through partnerships with the Community Design Collaborative, these projects will engage communities to redesign, co-create, and transform their schoolyards and community gathering spaces.



The new, reimagined Playful Learning Landscapes Playbook was launched in November 2020. This new edition includes action steps for creating playful learning opportunities, a deep dive into the science of playful learning, and examples ranging from DIY to larger installations.



Check it out on the new website:
playfullearninglandscapes.fun

COVID-19 and the 6Cs: A Brookings Report

We are living in an unprecedented time in history. The COVID-19 pandemic is affecting nearly every aspect of our lives and has demanded abrupt changes in the status quo. Nowhere is this more evident than in education. Schools closed virtually overnight and went online for many students. These changes, however, offer an opportunity for policymakers, scientists, and educators to rethink how we might create a system that is designed for the 21st rather than the 20th century—one that will equip students for the jobs of tomorrow and address systemic inequalities. Current graduate student, Elias Blinkoff, wrote a report with lab co-director, Kathy Hirsh-Pasek, and Brookings Fellow, Helen Hadani, on how we can encourage the 6Cs approach as a method of combatting this. Read more about:

- Why the Status Quo isn't Working
- A Call for Playful Learning and Breadth of Skills Approach to Education
- Bringing Playful Learning and the 6Cs into the Community and Across the World

It's true that a "6Cs" approach is a departure from what "school" has looked like for centuries. Yet, sometimes, being forced to think outside the box invites educational solutions that better fit the current times. Our recent report offers one pathway to modern transformational reform.

Read an Expanded
Summary

Read the Full Report

A new path to education reform: The next chapter on 21st century skills

January 13, 2021

12 PM - 1 PM EST

Join Kathy Hirsh-Pasek, Ted Dintersmith, Elizabeth Haas Edersheim, and Victoria Sullivan for a panel discussion on reimagining education.

<https://www.brookings.edu/events/a-new-path-to-education-reform-the-next-chapter-on-21st-century-skills/>

COVID-19 Resources for Parents

Explore these articles and videos featuring lab co-director, Kathy Hirsh-Pasek, PhD:

- Avoiding the COVID slump (WMC Action News 5): <https://www.wmcactionnews5.com/2020/07/02/best-life-covid-slumpstudents/>
- Online pre-k may be better than nothing (The Ledger): <https://www.theledger.com/news/20200525/online-pre-k-may-be-betterthan-nothing>
- Avoiding the COVID slump (WGN9): <https://wgntv.com/midday-news/avoiding-the-covid-slump/>
- Raising kids during a pandemic (30Seconds): <https://30seconds.com/mom/tip/19255/Raising-Kids-During-a-Pandemic-12-Tips-for-Parenting-Young-Kids-During-the-Coronavirus-COVID-19-Crisis>
- Many parents are struggling with childcare during coronavirus. Is asking for help allowed? (The Lily): <https://www.thelily.com/many-parents-are-struggling-with-child-care-during-coronavirus-is-asking-for-help-allowed/>
- A support guide for parents raising babies and toddlers during the coronavirus crisis (Quartz): <https://qz.com/1830026/resources-for-babies-and-toddlers-stuck-at-home-due-to-coronavirus/>
- Kids and COVID isolation & stress: What parents need to know (Al Jazeera): <https://www.aljazeera.com/economy/2020/12/14/how-covid-isolation-and-stress-are-impacting-children>
- How can video-conferenced lessons affect learning for the youngest students? (Ed Week): <https://www.edweek.org/leadership/how-can-video-conferenced-lessons-affect-learning-for-the-youngest-students/2020/10>





Thank you to all the families and teachers who have participated in our research, either in-person or, more recently, online! We could not do it without you. Stay safe, stay healthy, and we can't wait to connect again soon!

Publications

Many of our lab members have been published in the past year! Explore our recent papers [here](#).

Some highlights:

- Evans, N., Todaro, R., Schlesinger, M. A., Golinkoff, R. M., & Hirsh-Pasek, K. (in press). Examining the impact of children's exploration behaviors on creativity. *Journal of Experimental Child Psychology*.
- Hassinger-Das, B., Brennan, S., Dore, R. A., Golinkoff, R. M., & Hirsh-Pasek, K. (2020). Children and Screens. *Annual Review of Developmental Psychology*, 2. <https://doi.org/10.1146/annurev-devpsych-060320-095612>
- Zhao, J., Sensibaugh, T., Bodenheimer, B., McNamara, T. P., Nazareth, A., Newcombe, N., Minear, M., & Klippel, A. (2020). Desktop versus immersive virtual environments: effects on spatial learning. *Spatial Cognition & Computation*. <https://doi.org/10.1080/13875868.2020.1817925>

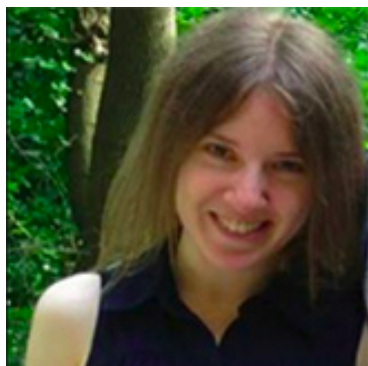
In the News

Lab Co-director, Kathy Hirsh-Pasek, weighs in on parent's concerns about the obstacles facing children in the absence of peer interaction:

[In wary communities, children are left without playmates and parents are concerned. *The New York Times*.](#)

Find more stories featuring our lab members [here](#).

TICL Members Start New Journeys!



DANI LEVINE, PH.D.
Post-Doctoral Researcher
University of Chicago



BRIANNA McMILLAN, PH.D.
Assistant Professor
Psychology Department,
Smith College



MOLLY SCOTT, PH.D.
Post-Doctoral Research
Scholar
Teacher's College,
Columbia University

**Happy
Holidays!**
Wishing you a
safe and happy
2021

CONTACT US

Check out our website:
<http://templeinfantlab.com>

Questions?
(267) 468-8610
infntlab@temple.edu

The Temple Infant and Child
Lab is co-directed by
Kathy Hirsh-Pasek, Ph.D. &
Nora Newcombe, Ph.D.

Widener Hall
2nd Floor
580 Meetinghouse Rd
Ambler, PA 19002



Directors

Kathy Hirsh-Pasek, Ph.D.
Nora Newcombe, Ph.D.

Visiting Scientists

Adalet Baris Gunersel, Ph.D.
Lien Vu

Lab Coordinators

Jelani Medford
Doug Piper

Graduate Students

Susan Benear
Elias Blinkoff
Natalie Evans
Lilian Masek
Ally Masters

Post-Doctoral Researchers

Alina Nazareth, Ph.D.
Annelise Pesch, Ph.D.
Brooke Rumper, Ph.D.
Rachael Todaro, Ph.D.

MEET THE CO-DIRECTORS



NORA S. NEWCOMBE is a Laura H. Carnell Professor of Psychology at Temple University. Dr. Newcombe was educated at Antioch College, where she graduated with a major in psychology in 1972; and at Harvard University, where she received her Ph.D. in Psychology and Social Relations in 1976. She taught previously at Penn State University. Dr. Newcombe has served as Editor of the *Journal of Experimental Psychology: General* and as Associate Editor of *Psychological Bulletin*, as well as on numerous editorial boards and grant review panels. She is currently an Associate Editor for *Cognitive Psychology* and for *Cognitive Research: Principles and Implications*. Honors include the Distinguished Scientific Contributions Award from the Society for Research in Child Development, the William James Fellow Award from APS, and the George Miller Award and the G. Stanley Hall Awards from APA, the Award for Distinguished Service to Psychological Science, also from APA, and the Women in Cognitive Science Mentor Award. She is a fellow of four divisions of the American Psychological Association (General, Experimental, Developmental, and Psychology of Women), of the American Psychological Society, and of the American Association for the Advancement of Science, and has been a Visiting Professor at the University of Pennsylvania, Princeton, and the Wissenschaftskolleg in Berlin. She is a member of the American Academy of Arts and Sciences and the Society of Experimental Psychologists. She served as the PI of the Spatial Intelligence and Learning Center (SILC) from 2006-2018, headquartered at Temple and involving Northwestern, the University of Chicago and the University of Pennsylvania as primary partners.



KATHRYN HIRSH-PASEK is the Stanley and Debra Lefkowitz Faculty Fellow in the Department of Psychology at Temple University and a Senior Fellow at the Brookings Institution. Her research examines the development of early language and literacy as well as the role of play in learning. With her long-term collaborator, Roberta Golinkoff, she is author of 14 books and hundreds of publications and a fellow of the Cognitive Science Society. She is the recipient of the AERA Outstanding Public Communication for Education Research Award, the American Psychological Association's Bronfenbrenner Award, the American Psychological Association's Award for Distinguished Service to Psychological Science, the Association for Psychological Science James McKeen Cattell Award, the Society for Research in Child Development, Distinguished Scientific Contributions to Child Development Award and the APA Distinguished Lecturer Award. She is a Fellow of the American Psychological Association and the American Psychological Society, is the Past President of the International Society for Infant Studies and served as the Associate Editor of *Child Development*. She is on the Steering Committee of the Latin American School for Education, Cognitive Neural Science as well as on the advisory board for Vroom, The Boston Children's Museum, Disney Junior, The Free to Be Initiative and Jumpstart. Her book, *Einstein never used Flashcards: How children really learn and why they need to play more and memorize less*, (Rodale Books) won the prestigious Books for Better Life Award as the best psychology book in 2003. Her recent book, *Becoming Brilliant: What the science tells us about raising successful children*, released in 2016 was on the NYTimes Best Seller List in Education and Parenting. Kathy received her bachelor's degree from the University of Pittsburgh and her Ph.D. from the University of Pennsylvania and is a frequent spokesperson for her field appearing in the NYTimes, npr and in international television outlets.