



Temple University Infant & Child Lab

1st Floor, Haines House
580 Meetinghouse Road,
Ambler, PA 19002

**Interested in scheduling
or know someone who is?
We currently have
studies for children 10
months to 10 years old.**

Give us a call at:
267-468-8610

Or, send us email:
infantlab@temple.edu

We would love to
speak with you!

We're on the Web
www.temple.edu/infantlab

 Like us on Facebook:
[Temple Infant and Child Lab](#)

Fall 2012 Newsletter

Latest Lab News

New Lab Coordinator

Welcome to Shana Ramsook, our new lab coordinator! Shana is a recent graduate from Pomona College and her research interests include emotion regulation and cognition in children.

Congratulations

Congratulations to Jessa Reed who was selected to present her research at the 37th Annual Boston University Conference on Language Development. This is a major accomplishment!

Congratulations to Justin Harris who will be starting a new position at Boston Museum of Science in November! Good luck at your new job!

Nora on the science of spatial learning

<http://www.usnews.com/science/articles/2012/05/17/science-of-spatial-learning>

Check out Kathy's blog

<http://www.huffingtonpost.com/kathy-hirshpasek/>





Our Lab Interns, Summer 2012

From left to right:

Jacqueline Baron (University of Pennsylvania '13),
Leah Sack (Kenyon College '13),
Kristin Denlinger (Emory University, '14),
Stefanie Colino (Villanova University, '13),
Jeanna Stiadle (Penn State University, '14),
Laura Dennis (University of Pennsylvania '07)

Studies in the Spotlight

Computerized Language Assessment

How do we know what words your child knows and how word learning occurs? We are currently creating a state-of-the-art easily administered, automatically scored, computerized touchscreen language assessment tool that is appropriate for use by teachers! Its use is expected to help teachers and providers become aware of how advanced children's vocabulary knowledge is and the importance of language growth. The assessment will be usable on a large scale and with diverse populations.

In addition, we are creating a Spanish version of this test that will be used with Spanish-English bilingual children in order to ensure that we assess general vocabulary knowledge in both languages. We are currently testing this assessment on children ages 3 through 5 years.



An example item from the test testing children's knowledge of connectives, ("The man walks outside *although* it is raining.")





Spatial Scaling Abilities

How do children navigate their environments? When kids visit a museum, for example, they may find a map—but could they use it?

We recently completed a study with 3- to 6-year-old children in which we examined their spatial scaling ability to see what a map can tell them about a large-scale environment. We asked children to find hidden objects on pictures of a field and provided them with maps to help them with the task. The maps were of various shapes and sizes and sometimes contained landmarks such as a tree.



Children improve a great deal between 3 and 6 years of age! What kinds of maps were easiest to use? For the youngest children, landmarks were particularly useful. When we looked closely at children's responses, they provided insights into what kind of strategies children used. In follow-up studies we are currently exploring which strategies children use at different ages on these spatial scaling tasks and how this may relate to how they learn mathematical concepts like proportions and fractions in school.

To read the full article go to: www.temple.edu/infantlab/downloads/Frick.pdf

Check out our other studies on our website: www.temple.edu/infantlab/

Contact Us:

Check out our website:
<http://www.temple.edu/infantlab/>

Questions?
Call us: 267-468-8610,
Email us: infantlab@temple.edu

The Temple Infant and Child Lab is
co-directed by
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Graduate Students:

Nathan George
Justin Harris
Corinne Holmes
Junko Kanero
Jessica Koski
Dani Levine
Jessa Reed
Rachel Snyder

Lab Coordinators:

Max Freeman
Shana Ramsook

Honors Students:

Emily Daubert

Undergraduate

Interns:

Kelsey Decker
Laura Dennis
Karen Ghandy
Victoria Gocht
Kadesha Stewart
Tony Vitello
Jessica Weinstein



Meet the Co-Directors



Nora Newcombe is Professor of Psychology and James H. Glackin Distinguished Faculty Fellow at Temple University. Her Ph.D. is from Harvard University. Her research focuses on spatial cognition and development, including the nature of gender differences in spatial ability. She is also interested in the development of autobiographical and episodic memory. Dr. Newcombe is the author of numerous scholarly chapters, articles, and books on aspects of cognitive development, including *Making Space* with Janellen Huttenlocher (published by the MIT Press, 2000). Her work has been recognized by several awards, including the George A. Miller Award and the G. Stanley Hall Award from the APA. She is a member of the American Academy of Arts and Sciences and of the Society of Experimental Psychologists. She has served as Editor of the *Journal of Experimental Psychology: General* and Associate Editor of *Psychological Bulletin*, as well as on many grant panels and advisory boards. She is currently Principal Investigator of the NSF-funded Spatial Intelligence and Learning Center, whose mission is to understand human spatial cognition, with an emphasis on the idea that spatial knowledge and skills can be improved, and to apply the resulting knowledge to foster spatial learning, especially in Science, Technology, Engineering, and Math (STEM) disciplines.

Kathryn Hirsh-Pasek is the Stanley and Debra Lefkowitz Distinguished Faculty Fellow in the Department of Psychology at Temple University, where she serves as co-director of the Infant and Child Lab and Co-Founder of the Center for Re-Imagining Children's Learning and Education (CiRCLE). Kathy received her Ph.D. at the University of Pennsylvania. Her research in the areas of early language development, literacy and infant cognition has been funded by the NSF, NICHD, and IES, resulting in 11 books and over 150 publications. With her long time collaborator, Roberta Golinkoff, she is a recipient of The APA Bronfenbrenner Award for lifetime contribution to the science of developmental psychology and the APA Award for Distinguished Service to Psychological Science. She also received Temple University's Great Teacher Award and Paul Eberman Research Award. She is a Fellow of the APA and the American Psychological Society, served as the Associate Editor of *Child Development* and treasurer of the International Association for Infant Studies. Her book, *Einstein Never used Flashcards: How children really learn and why they need to play more and memorize less* won the prestigious *Books for Better Life Award* in 2003. Kathy is deeply invested in bridging the gap between research and practice.

