# Fall 2018

## Temple University Infant & Child Lab

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

**Interested in participating or know someone who is?**
**We have studies for children 5 months to 9 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 are on the Web**
https://templeinfantlab.com/

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Temple Infant and Child Lab

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TEMPLE INFANT & CHILD LABORATORY

## We welcome new members to the TICL family:

**Amanda Cibischino**
Lab Coordinator for the Spatial Instruction in Preschool Project

**Vivian Mitchell**
Lab Coordinator for the Philadelphia Playful Learning City project

**Elias Blinkoff,**
Graduate Student

**Merve Tansan,**
Graduate Student

# Studies in the Spotlight!

## Parkopolis

Meet Parkopolis—a life-size board game that offers a fun adventure in learning math and science! Using the science of how children learn, we marry STEM concepts with play and physical activity to promote exciting learning opportunities between parents, children, and peers.



# The Play Wall: When I was Little, I Loved to Play...

The Play Wall is our public chalkboard wall, where everyone is invited to share how they "love to play" when they were young!

Thinking, talking, and sharing memories about play has the potential to make communities more *playful*. This project revealed that numerous local communities loved communities loved to play *playful learning* games - where people play and learn or develop skills at the same time!

# Learning on Hold: The Cell Phone Study

We live in a world where cell phones are everywhere. We use them to talk with friends, browse the web, set appointments, send text messages, and share photos with loved ones. Though mobile technology allows for a high level of connectedness, it also creates an opportunity for distraction and disruption.

In this study, we explore what happens when an interaction between a caregiver and their child is disrupted by a cell phone call. How sensitive are young children to the changes in the responsiveness of their caregivers due to momentary "breaks" created by interrupting phone calls? Are there learning opportunities missed when caregivers abruptly cease responding to the child, and instead respond to their phone?

# How Does Sleep Affect The Way Children Remember The Events of Their Lives?

From birth, infants and children are sponges for new information. Each day they learn and from memories for how to eat, walk, talk, and interact with those around them. But children's memory systems are still developing through early childhood, and it is typical for them not to be able to recall the events they experience very well, especially when they have to differentiate between similar memories. There is a critical window between ages 4 and 6 in which memory shows a dramatic improvement, so we work with children of these two ages to serve as a comparison across development.

Our lab is investigating how well children can learn and remember events they encounter both before and after a night of sleep. We created animations for children to watch that mimics how they would really encounter events in real life, and we then see which events the children can correctly recall-both immediately after watching the animations in the lab, and then again the following day at home.

If you have a typically-developing 4- or 6-year-old child and are interested in participating in this study, please contact Susan Benear at susan.benear@temple.edu.We offer a $20 Amazon gift card and a toy for your child as compensation.

# TICL in the News!

Dr. Nora Newcombe published an Organization for Economic Co-operation and Development report on the importance of harnessing spatial skills to support STEM learning.

http://dx.doi.org/10.1787/7d5dcae6-en

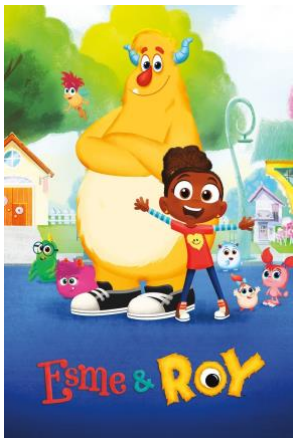
## Learning Through Play

Dr. Kathryn Hirsh-Pasek and her colleagues published an American Academy of Pediatrics article on the role of pediatricians in promoting healthy child development through play.

https://doi.org/10.1542/peds.2018-2058

AAP News
THE OFFICIAL NEWS MAGAZINE OF THE AMERICAN ACADEMY OF PEDIATRICS

## Esme & Roy Sesame Program




Dr. Kathryn Hirsh-Pasek served as an advisor on the new Esme and Roy Sesame program that highlights learning through play.

# Contact Us:

Check out our website:
http://www.temple.edu/infantlab
http://facebook.com/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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**Directors:**
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Corinne Bower, Ph.D.
Dani Levine, Ph.D.
Molly Schlesinger, Ph.D.
Lauren Stites, Ph.D.

**Visiting Faculty:**
Sarah Paterson, Ph.D.

# 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. Follow Nora on Twitter @NoraNewcombe.

**Kathryn Hirsh-Pasek** is the Stanley and Debra Lefkowitz Distinguished Faculty Fellow in the Department of Psychology at Temple University and is a Senior Fellow at the Brookings Institution. Director of Temple University's Infant and Child Laboratory, Kathy is the recipient of the AERA Outstanding Public Communication for Education Research Award, American Psychological Association's Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society, the American Psychological Association's Award for Distinguished Service to Psychological Science, the American Psychological Society's James McKeen Cattell Award for "a lifetime of outstanding contributions to applied psychological research," The Society for Research in Child Development Distinguished Scientific Contributions to Child Development Award and the Temple University Great Teacher Award and the University Eberman Research Award. She was a finalist for 2013 Best Professor of the Year for the American Academy of Education Arts and Sciences Bammy Awards. Kathy received her bachelor's degree from the University of Pittsburgh and her Ph.D. from the University of Pennsylvania. Her research in the areas of early language development and infant cognition has been funded by the National Science Foundation, the National Institutes of Health and Human Development, and the Institute of Education Sciences resulting in 14 books and over 200 publications. She is a Fellow of the American Psychological Association and the American Psychological Society and served as the Associate Editor of *Child Development*. She is the President and also served as 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*, (Rodale Books) won the prestigious Books for Better Life Award as the best psychology book in 2003. Her newest book, *Becoming Brilliant: What Science Tells Us About raising successful children* (Becoming-Brilliant.com) released in 2016, was on the NYTimes Best Seller List in both Education and Parenting. Follow Kathy on Twitter @KathyandRo1