

# Kurt Lewin Institute Teaching Program 2015-2016

2015-2016 - 1st Semester (September – December 2015)

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## Basic Courses

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### Introduction to the Kurt Lewin Institute

#### Teaching staff

Prof.dr. Linda Steg (RuG), prof.dr. Gerben van Kleef (UvA), dr. Esther Kluwer (UU), prof.dr. Tineke Willemsen (UL), dr. Marleen Gillebaart (Utrecht University), Lotte Veenstra, MSc. (VU University Amsterdam)

#### Type of course

Basic Courses

#### Date

October 26, 2015

#### Location

University of Amsterdam: REC B2.09

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### Duration

11.00 am - 16.30 pm (drinks afterwards)

### Language

Dutch or English (depending on participants)

### ECTS

0,5 EC will be appointed for participation in the complete course

### Content

The aim of this introduction is two-fold. First, new Ph.D. students are familiarized with the Kurt Lewin Institute. In addition, the management and opportunities of the Ph.D. research program and the KLI teaching program will be outlined. The second purpose of this meeting is to introduce your own Ph.D.-project and to exchange ideas with other new Ph.D. students.

### Format

In the morning the Executive Committee of the KLI will offer an insight into the scope, management, history and future of the KLI. After lunch senior Ph.D. students in different stages of their project will share their research and project management experiences and their plans for the future. In the afternoon, participants are asked to introduce their own research projects and will prepare a brief presentation in small groups. Here, we will focus on the introduction of research programs to scientific and laymen audiences.

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## Methodological and Practical Courses

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### Designing Studies With High Informational Value

#### Teaching staff

Dr. Uri Simonsohn (The Wharton School, University of Pennsylvania), dr. Ellen Evers, MSc. (The Wharton School, University of Pennsylvania), dr. Daniel Lakens (Eindhoven University of Technology)

#### Type of course

Methodological and Practical Courses

#### Date

September 9 and September 10, 2015

#### Location

VU University Amsterdam: computer room 1G-28 (Hoofdgebouw, Filosofenhof)

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### Duration

2 days 10.00 am - 5.00 pm

### Language

English

### Content

In pursuit of knowledge, our field is faced with two big problems. The first problem is publication bias. Due to a focus on significant results (and with very few not significant findings being published) it is difficult to know which findings are likely to be true. If lines of research have evidential value, publication bias makes it very difficult to know what an accurate approximation of the true effect size is. The second problem is a lack of power in performed studies. Lack of power undermines the informational value of studies. Underpowered experiments are unlikely to observe an effect even when it is actually true, and thus hinder theoretical progress.

In this workshop, students will gain hands-on experience with novel statistical techniques that will allow them to meta-analytically evaluate lines of research. First, we will discuss challenges in interpreting meta-analytic findings published in the literature based on traditional meta-analysis of effect sizes. We will provide recommendations to increase the quality of meta-analyses, including open data and disclosure tables. Subsequently, we will discuss novel statistical techniques to estimate true effect sizes in the presence of meta-analysis. We will get hands-on experiences with p-curve analyses, and learn how p-curves can provide information about the true effect size. Furthermore, we will review alternative meta-analytic approaches, such as meta-regression.

In addition, we will explain what normal patterns of experimental findings look like. Recently, empirical papers have been criticized for containing too many true effects, which is unlikely in light of the power of the performed experiments. We will explain how such sets of studies can be identified, what the effect of publication bias can be on the effect size estimation, and how to write-up sets of studies containing statistically significant and non-significant findings.

Students are invited to send in questions before the workshop starts, and we will try to address their questions during the workshop.

This workshop builds on a previous KLI workshop "How we know what is likely to be true" organized on June 19, 2014 (KLI Teaching Program 2013-2014), and assumes some of the knowledge taught in that workshop to be known. Additional reading is provided for students who did not attend this earlier workshop, and a brief summary will be provided on the first morning.

## **PhD thesis: lay-out and preparing for print**

### **Teaching staff**

Jelle de Vries (Ipskamp printing office)

### **Type of course**

Methodological and Practical Courses

### **Date**

November 16, 2015

### **Location**

University of Amsterdam, room REC C3.03

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### **Duration**

Approximately 2 hours, 10.00-12.00 am

### **Language**

Dutch/English, depending on participants

### **ECTS**

No EC will be appointed for participation in this course

### **Content**

Tijdens de presentatie worden de diverse facetten m.b.t. het tot stand komen van een proefschrift belicht. In chronologische volgorde komen o.a. layout van omslag & binnenwerk, papierkeuze, bindwijzes, veredelingsopties, druktechnieken, digitale mogelijkheden en de doorlooptijd aan bod. Doel is om door een goede voorlichting het gehele productie/layout-traject m.b.t. het proefschrift soepel te laten verlopen.

### **Format**

Presentatie met Q & A

*Jelle de Vries is werkzaam bij Ipskamp drukkers. KLI promovendi krijgen korting bij Ipskamp drukkers voor het drukken van hun proefschrift. Graag willen we benadrukken dat deelname aan deze cursus geheel vrijblijvend is en dat de keuze voor een drukker volledig bij de promovendus ligt.*

## **Pursuing a career in or outside science - day 1**

### **Teaching staff**

Prof.dr. Naomi Ellemers (UL) and drs. Joost Baas (Management coaching) with a guest speaker on day 2.

### **Type of course**

Methodological and Practical Courses

### **Date**

December 8, 2015

### **Location**

Leiden University

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### **Duration**

2 days

Day 1 on December 8, 2015 (theory and data, analysis of own career development goals, assignments for second part).

Day 2 on January 26, 2016 (preparing a cv for 'external' use, how to present yourself to different employers).

### **Language**

Dutch or English (depending on participants). In view of the nature and goals of the course (focusing on personal development and practicing a.o. how to present yourself orally and in writing on the Dutch labor market), the preferred language of interaction during the meetings will be Dutch.

### **Maximum number of participants**

25

### **ECTS**

2 EC will be appointed for participation in the complete 2-day course

### **Enrollment**

Please note that the two days are integrated into a single course. It is not possible to participate in one of the two days only.

### **Content**

The Ph.D. trajectory often constitutes the first step of a further career as a social/organizational psychologist, in or outside science. Accordingly, during this first career stage, Ph.D. students are further socialized as scientific researchers, and are in the process of learning what is the best way for them to function effectively in a research environment. An important decision to make during this period is what it is they actually want in their professional career, and what is the best way for them to realize their ambitions.

### **Format**

This course consists of two parts.

## **Day 1**

The first part is intended to explicitly address the question of what students want to get out of their professional careers, to consider the possibilities and consequences of pursuing a career as a scientific psychologist, and to become aware of the choices that can be (and need to be!) made. Specific topics of concern include setting career goals and dealing with feedback on scientific work, coping with the organizational culture and office politics, establishing effective working relationships with other researchers, etc. Based on statistical data, social psychological theory, and results from scientific research, participants will first be reminded of the psychological processes that are also relevant for the development of their own professional careers. In doing this, special attention will be devoted to the ways these processes can work differently for men and for women. The aim of this part of the course is for students to find out what is the best way for them to achieve optimal effectiveness and satisfaction in their own work-related interactions, during their Ph.D. and later in their professional careers.

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## Theory-oriented Workshops

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### **G&OP: Self-concept and social identity**

#### Teaching staff

Prof.dr. Robert Lord (Durham University), prof.dr. Barbara Wisse (University of Groningen), dr. Annebel de Hoogh (University of Amsterdam)

#### Type of course

Theory-oriented Workshops

#### Date

September 17 and September 18, 2015

#### Location

University of Amsterdam: Bungehuis K.03 (day 1) & Bungehuis 3.02 (day 2), Spuistraat 210-212 Amsterdam

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*This workshop is organized by the KLI Research Group "Group and Organizational Processes"*

### **Duration**

2 days

### **Language**

English

### **ECTS**

1 EC will be appointed for participation in the complete 2-day workshop

### **Content**

The aims of this workshop are threefold. First, it aims to expose students to cutting edge research in the area of group and organizational processes. Second, it offers students the opportunity to receive feedback on their research and third, it allows students to get inside information on how to publish and review from a leading scholar in this area. This workshop will feature a keynote guest lecture by professor Robert Lord from Durham University. Dr. Lord has published more than 125 articles and book chapters on the topics of motivation and self-regulation, information processing and leadership (see Professor R Lord - Durham University for more information). Professor Lord will discuss his recent work on self-concept and social identity and will address questions like "What are self-concepts and social identities and how are they different? How do they affect information processing and social behavior? How are they measured? How are they influenced by leadership? How are they important to organizational processes? How do they develop?"

### **Format**

Professor Lord will give a guest lecture in the afternoon of day 1. After a coffee break, students and teaching staff will discuss the relation between their own work and that what is discussed by Professor Lord. On day 2, PhD students will

be given the opportunity to present their own work for feedback. Thereafter, in a Q&A session, professor Lord will provide insights on the dos and don'ts of scientific publishing. In addition, tips and tricks about how to review will be shared. There will be enough time for informal discussion, part of which can happen during dinner on day 1.



## **SC: Theoretical and Methodological Advances in Social Psychological Research on Affect**

### **Teaching staff**

Dr. Alan Lambert (Washington University), dr. Kai Epstude (RUG), dr. Pontus Leander (RUG), dr. Madelijn Strick (UU), & prof. dr. Henk Aarts (UU)

### **Type of course**

Theory-oriented Workshops

### **Date**

November 4 and November 5, 2015

### **Location**

University of Groningen

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*This workshop is organized by the KLI Research Group "Social Cognition"*

### **Duration**

2 days

### **Language**

English

### **ECTS**

1 EC will be appointed for participation in the complete 2-day workshop

### **Content**

Social psychologists have long known that affective experience (emotion, mood) can play an important role in driving cognition and behavior. Nevertheless, the nature and function of such experience is more complex than it might seem, with several issues only recently receiving empirical attention from researchers. The first day of the workshop will focus on cutting-edge research in affective experience and its connection to areas of current interest to social cognition, including the role of automaticity/unconscious processing, misattribution, counterfactual thinking, health-related decisions, and persuasion. We also consider extensions to relatively new areas of inquiry, such as the affective dynamics of nostalgia. A running theme throughout our discussion is that affect serves as a critical "connection" between what we can remember from the past and how we intend to act in the future (memory --> affect --> action).

We will also consider the implications of affective experience for social relations between large groups (e.g. nations). For example, if memories of the past influence how we act in the present via affect understanding the nature of that process could, at least in theory, explain how to minimize historically important tensions among and between nations, such as that involving Russia vs. former members of the Soviet Union (e.g. Ukraine, Armenia, Georgia).

## **Format**

### **Day 1**

Procedurally, the first day will be portioned into three parts. First, we will briefly review classic and contemporary theories of emotion/affect, making note of relevant issues (e.g. how different models conceptualize affective experience in different ways, different assumptions made about the link between affect and behavior). This part is essential in order to provide a common theoretical grounding (i.e. “starting point”) for all attendees. Second, we will consider the strengths and weaknesses of these models, making note of relevant boundary conditions. Third, we will consider extensions of these models, both in terms of how these models might be applied to understudied issues/questions, as well as integration with recent developments within other areas of psychology (e.g. cognitive psychology, social neuroscience).

### **Day 2**

On the second day, we will shift our attention to the methodological implications of these considerations. That is, if we assume that affective experience is an important variable to measure, what is the best way to measure it? We shall focus on at least two issues, including (a) when to use “broad band” vs. “narrow” conceptualizations of affect, and (b) how to capitalize on Pennebaker’s LIWC (Linguistic Inquiry and Word Count) program, which represents a powerful but as-yet underutilized tool among social psychologists interested in measuring affective experience.

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## Joint Seminars

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### Conducting Field Experiments

#### Teaching staff

Linda Steg (University of Groningen), Wesley Schultz (California State University San Marcos), Kees Keizer (University of Groningen)

#### Type of course

Joint Seminars

#### Date

August 23, 2015

#### Location

University of Groningen, Heerenhuis: Spilsluizen 9, Groningen

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### Duration

1 day on Sunday August 23. The meeting will start at 9.30 am and end around 5.00 pm.

### Language

English

### ECTS

1 EC will be appointed for participation in the complete 2-day workshop

### Content

One of the first methodological issues that behavioral researchers face is whether to conduct their studies in the laboratory or in the field. Often researchers rely on studies in the lab, because it is believed that lab studies allow researchers to have more control over the study. Another, maybe even more important reason, is that researchers are often far more familiar with designing and executing lab studies. But in recent years, there has been a resurgent interest in using field experiments, and there is a growing recognition of their importance in understanding human behavior.

First, field experiments typically have high external validity, that is, the results and conclusions of field experiments are often more easily generalized to the population at large than results from lab studies. Second, field experiments and its results are often more insightful, compelling and convincing to a broad audience. Due to this appealing factor, field researchers have managed to attract attention and resources from practitioners, policy makers and media.

This workshop will provide the participants with training in field experiments. The workshop will focus on deciding when field experiments may be worthwhile, key methodological considerations, and the scope, limitations and merits of field experiments. Students will learn and practice which issues to consider when designing and conducting field experiments. The lecturers have considerable experience in designing and conducting field experiments, and will share their expertise and experiences with the students. The lectures are highly interactive. Students are expected to be

actively involved and respond to the topics being discussed, and to actively apply the knowledge gained by designing their own field experiments.

The workshop will be a joint seminar co-hosted by the organizers of the 11th Biennial Conference on Environmental Psychology. As such the first day of this 2-day workshop will also be open as a masterclass to some researchers that visit the conference. The co-sharing safeguards the presence of Wesley Schultz as a teacher and we hope that the diversity in participants will create a more multi-disciplinary atmosphere that is typical for this form research.

### **Accommodation**

Although arriving at Sunday morning and leaving at Sunday evening is an option, you may want to consider adding some additional nights, as there will be a social program on Sunday evening. Also there is a very nice (free) festival in Groningen around this time: Noorderzon. Check out: <http://www.noorderzon.nl/en/> We will visit the festival for sure on Monday, so you are more than welcome to join. There are a number of nice/ affordable accommodations in Groningen. For tips, and price indications see <http://bcep2015.nl/accommodation/>. For some of these hotels we have arranged a discount if you book by using the links on this page.

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## Research Group Meetings

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### Interpersonal Processes Research Group Meeting

#### Teaching staff

Coordinators: dr. Hans IJzerman (VU University Amsterdam), dr. Lotte van Dillen (Leiden University). Guest speakers: Robin van Emden, MSc (VU University Amsterdam) and dr. Francesca Righetti (VU University Amsterdam).

#### Type of course

Research Group Meetings

#### Date

October 9, 2015

#### Location

VU University Amsterdam: 10.00-1.00 room MF-B541 / 1.00-5.00 room BV-1H50

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#### Duration

1 day

#### Language

English

#### ECTS

0,5 EC will be appointed for participation in the complete 1-day meeting

#### Content

Research meetings are planned for each of the four thematic groups: 1. Social Cognition (SC) 2. Interpersonal Processes (IP) 3. Group and Organizational Processes (G&OP) and 4. Group Processes and Intergroup Relations (GP&IR). These research meetings are excellent opportunities for exchanging information and ideas between the faculty and Ph.D. students.

Ph.D. students are expected to (informally) present their own research once a year in these meetings if possible, and they will receive feedback from KLI faculty and fellow Ph.D. students. Participants can for example practice a presentation they will give at a conference, present research ideas, preliminary data, or discuss a paper they are currently writing and get feedback from colleagues.

#### This meeting

During this specific Research Group Meeting, we will discuss the methodological concerns that you face in your research. To facilitate this process, two researchers with very diverse approaches will discuss some of their work. Francesca Righetti, one of our very own relationship researchers, will discuss her experience with experience sampling methods. Robin van Emden, a PhD student at VU University, will show what is now becoming a reality with modern

technological equipment. To take full advantage of this workshop, we challenge you to think about your own challenges, and how we can collectively deal with these issues head on.

## **Group Processes and Intergroup Relations Research Meeting**

### **Teaching staff**

Dr. Nina Hansen (University of Groningen) and dr. Esther van Leeuwen (Leiden University)

### **Type of course**

Research Group Meetings

### **Date**

October 29 and October 30, 2015

### **Location**

Leiden University

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### **Duration**

2 days

### **Language**

English

### **ECTS**

1 EC will be appointed for participation in the complete 2-day meeting

### **Content**

Research meetings are planned for each of the four thematic groups: 1. Social Cognition (SC) 2. Interpersonal Processes (IP) 3. Group and Organizational Processes (G&OP) and 4. Group Processes and Intergroup Relations (GP&IR). These research meetings are excellent opportunities for exchanging information and ideas between the faculty and Ph.D. students.

Ph.D. students are expected to (informally) present their own research once a year in these meetings if possible, and they will receive feedback from KLI faculty and fellow Ph.D. students. Participants can for example practice a presentation they will give at a conference, present research ideas, preliminary data, or discuss a paper they are currently writing and get feedback from colleagues.

## 2015-2016 – 2nd Semester (January – June 2016)

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### Basic Courses

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#### How to Publish and Review

##### Teaching staff

Prof.dr. Ernestine Gordijn and prof.dr. Sabine Otten University of Groningen

##### Type of course

Basic Courses

##### Date

June 16 and June 17, 2016

##### Location

University of Groningen

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#### Duration

2 days

#### Language

English

#### Maximum number of participants

25

#### ECTS

2 EC will be appointed for participation in the complete course

#### Content

The focus of Day 1 is on how to publish research articles. The objective is to present and discuss all important aspects of the process of getting one's work published in international refereed journals. The main topics for publishing are (1) manuscript preparation, form and content; and (2) strategic issues in publishing (such as choice of journal, how to react to reviews).

The focus of Day 2 is on how to review a paper that is submitted for publication. The main topics are (1) how to structure and write a review; (2) when to accept or decline an invitation to review; and (3) what happens after you wrote your review. During both days, there will be ample opportunity for participants in the workshop to ask questions and to engage in discussion.



**Format**

Participants are expected to actively participate in each meeting. Day 1 (publishing) asks each participant to write part of an introduction to be discussed during the course, and Day 2 (reviewing) asks each participant to write and submit a review of a manuscript prior to the meeting.

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## Methodological and Practical Courses

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### Time-management

#### Teaching staff

Tim Theeboom, MSc (University of Amsterdam) & prof.dr. Bianca Beersma (VU University Amsterdam)

#### Type of course

Methodological and Practical Courses

#### Date

January 11, 2016

#### Location

University of Amsterdam, room REC-JK B.18

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This course has been cancelled

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### Duration

1 day

### Language

English

### Maximum number of participants

15

### ECTS

0,5 EC will be appointed for participation in the complete course

### Content

One of the advantages of working in an academic context is the flexibility and freedom with regards to time-management. Although PhD students do have some deadlines (conference submissions, revision deadlines), the only major deadline is the submission of their masterpiece (dissertation). This flexibility has several obvious advantages but it also has a downside, it requires a lot of self-discipline and strong time-management capabilities. In this workshop we will work on skills such as pro-active planning, prioritizing, and email-management as well as on how to implement these skills in a sustainable way with the goal of developing a stress-free and productive workflow.

The Workshop consists of three parts: 1) Discovering how we are currently managing our time 2) Adopting a new system and workflow 3) Optimizing conditions for implementation (enhancing focus and minimizing procrastination opportunities).

## **Preparation**

While there is almost no empirical work on effective time-management behavior, there are several classic pop. psychology and self-management books on time-management such as 'Getting Things Done' by David Allan, the 4 hour workweek by Tim Ferris and '7 habits of highly effective people' by Stephen Covey. In the workshop, we will borrow (and adjust) some of their 'theories' and models, so these might be interesting reads for the participants. However, reading them is by no means obligatory.

We will send out a short assignment two weeks before the start of the workshop.

## **Pursuing a career in or outside science - day 2**

### **Teaching staff**

Prof.dr. Naomi Ellemers (UL), drs. Joost Baas (Management coaching), guest speaker

### **Type of course**

Methodological and Practical Courses

### **Date**

January 26, 2016

### **Location**

Leiden University

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### **Duration**

2 days

Day 1 on December 8, 2015 (theory and data, analysis of own career development goals, assignments for second part).

Day 2 on January 26, 2016 (preparing a cv for 'external' use, how to present yourself to different employers).

### **Language**

Dutch or English (depending on participants). In view of the nature and goals of the course (focusing on personal development and practicing a.o. how to present yourself orally and in writing on the Dutch labor market), the preferred language of interaction during the meetings will be Dutch.

### **Maximum number of participants**

25

### **ECTS**

2 EC will be appointed for participation in the complete 2-day course

### **Enrollment**

Please note that the two days are integrated into a single course. It is not possible to participate in one of the two days only.

### **Content**

The Ph.D. trajectory often constitutes the first step of a further career as a social/organizational psychologist, in or outside science. Accordingly, during this first career stage, Ph.D. students are further socialized as scientific researchers, and are in the process of learning what is the best way for them to function effectively in a research environment. An important decision to make during this period is what it is they actually want in their professional career, and what is the best way for them to realize their ambitions.

### **Format**

This course consists of two parts.

## **Day 2**

The second part more explicitly addresses different career possibilities inside and outside science. First, a guest speaker - someone who pursued a career outside the university after completing a Ph.D. in social psychology – will share his/her experiences, to illustrate how the skills acquired during a Ph.D. trajectory may be valued in different types of careers. Subsequently, students practice how to present their skills and achievements to others, and how this can help them find a job outside the university. Practicing this orally and in writing, and receiving feedback from the course teachers and other students will help learn more about the things to consider when pursuing a professional career in different types of organizations.

## **Methodological Seminars: 1. A Moderated View of Regression**

### **Teaching staff**

Dr. Marcello Gallucci (University of Milano-Bicocca, Italy)

### **Type of course**

Methodological and Practical Courses

### **Date**

February 15, 2016

### **Location**

VU University Amsterdam, room 3C-26 (Transitorium)

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*A Moderated View of Regression: The general linear model and its applications to mediation and moderation*

### **Duration**

Half a day, 10.00 am - 1.00 pm

### **Language**

English

### **ECTS**

1 EC will be appointed for the complete course of 5 Methodological Seminars. Seminar 1 is optional. Please note that EC are only appointed if all 4 seminars 2 through 5 are participated in.

### **Content**

In this class we review the general linear model as applied to various research designs and problems, with particular emphasis on mediation and moderation and their combination. We discuss a general approach to obtain effect sizes and hypothesis testing for regression, ANOVA and ANCOVA, path analysis, and models with continuous and nominal mediator and moderator variables.

## **Methodological Seminars: 2. A mix within**

### **Teaching staff**

Dr. Marcello Gallucci (University of Milano-Bicocca, Italy)

### **Type of course**

Methodological and Practical Courses

### **Date**

February 16, 2016

### **Location**

VU University Amsterdam, room P624 (W&N gebouw)

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*Mixed models, and hierarchical linear models applied to within-subject and hierarchical designs*

### **Duration**

Half a day: 10.00 am - 1.00 pm

### **Language**

English

### **ECTS**

1 EC will be appointed for the complete course of 5 Methodological Seminars. Seminar 1 is optional. Please note that EC are only appointed if all 4 seminars 2 through 5 are participated in.

### **Content**

In this class we review theory and applications of the general mixed model, with fixed and random effects, applied to different research designs. Student will get familiar with the classical toolbox associated with the regression/ANOVA approach, but generalized to mixed models applied to clustered data.

## **Methodological Seminars: 3. Practice makes perfect**

### **Teaching staff**

Dr. Marcello Gallucci (University of Milano-Bicocca, Italy)

### **Type of course**

Methodological and Practical Courses

### **Date**

February 16, 2016

### **Location**

VU University Amsterdam, room K2B-75 (basement in Transitorium, computer room)

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### **Duration**

Half a day: 2.00 pm - 5.00 pm

### **Language**

English

### **ECTS**

1 EC will be appointed for the complete course of 5 Methodological Seminars. Seminar 1 is optional. Please note that EC are only appointed if all 4 seminars 2 through 5 are participated in.

### **Content**

Seminar on how to select, estimate and interpret GLM (regression and ANOVA), mixed models, and hierarchical linear models with the help of popular statistical software, such as SPSS, SAS or R (depending on students' preference). Many practical aspects of the mentioned models are discussed with the help of practical examples. The aim of the seminar is to illustrate some of the major theoretical issue of important statistical models from a very practical point of view. Students will work with the help of the teacher on datasets provided by the teacher in order to concretely solve some statistical challenges, and acquire confidence in every-day data analysis.



## **Methodological Seminars: 4. Count on me**

### **Teaching staff**

Dr. Marcello Gallucci (University of Milano-Bicocca, Italy)

### **Type of course**

Methodological and Practical Courses

### **Date**

February 17, 2016

### **Location**

VU University Amsterdam, room 3C-26 (Transitorium)

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*Count on me: the generalized linear model and other techniques to model non-normal, non-linear variables*

### **Duration**

Half a day, 10.00 am - 1.00 pm

### **Language**

English

### **ECTS**

1 EC will be appointed for the complete course of 5 Methodological Seminars. Seminar 1 is optional. Please note that EC are only appointed if all 4 seminars 2 through 5 are participated in.

### **Content**

In this class we review theory and applications of the generalized linear model, useful to analyze data when the dependent variable cannot follow a normal distribution, such as nominal, categorical, counts, percentages, frequencies and response time kind of variables. Techniques such as logistic regression, Poisson regression, loglinear models are also discussed.

## **Methodological Seminars: 5. Let your data be seen!**

### **Teaching staff**

Dr. Marcello Gallucci (University of Milano-Bicocca, Italy)

### **Type of course**

Methodological and Practical Courses

### **Date**

February 17, 2016

### **Location**

VU University Amsterdam, room K2E-09 (basement in Transitorium, computer room)

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### **Duration**

Half a day: 2.00 pm - 5.00 pm

### **Language**

English

### **ECTS**

1 EC will be appointed for the complete course of 5 Methodological Seminars. Seminar 1 is optional. Please note that EC are only appointed if all 4 seminars 2 through 5 are participated in.

### **Content**

Seminar on how to select, estimates and interpret results useful for real research problems provided by the students. Students will work with the help of the teacher on their own dataset (or colleagues' datasets). The aim of the seminar is to illustrate how to approach and analyze data from very up-to-date and interesting research designs. Within a certain range, all major topics may be discussed depending on the statistical problems raised by data provided by the students. Students who wish to work with their data in class may want to contact the teacher in advance.

## **An Introduction to Bayesian Statistics**

### **Teaching staff**

Prof.dr. Eric-Jan Wagenmakers (University of Amsterdam), dr. Daniel Lakens (Eindhoven University of Technology).  
Coordinator: dr. Nils Jostman (University of Amsterdam).

### **Type of course**

Methodological and Practical Courses

### **Date**

March 16 and March 17, 2016

### **Location**

University of Amsterdam: day 1 REC-JK 1.90 / day 2 REC M1.01 (= CHANGED LOCATION)

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### **Duration**

2 days

### **Language**

English

### **ECTS**

1 EC will be appointed for participation in the complete course

### **Content**

Null hypothesis significance testing (NHST) is the leading statistical paradigm for most social and work psychologists. Unfortunately the paradigm bears some serious problems. For instance, psychologists often have to rely on fairly inaccurate estimations of effect sizes and thus do not know in advance how many participants they need for an experiment. In NHST doing interim analyses to see whether more participants are needed increases type I error and should therefore be avoided. To make sure that the study has sufficient power, many psychologists chose to run as many participants as possible. It's easy to see, however, that unlimited use of resources is not very economic and may even be considered unethical (it's tax payers' money after all). Bayesian statistics offer a solution to this and other problems with NHST.

In this course we receive an introduction to Bayesian statistics. We will learn the underlying theoretical ideas and do some practical exercises using a new software tool (JASP). We will also discuss the pro and cons of Bayesian statistics for social and work psychology and learn about novel solutions to the problem of interim analyses within the NHST paradigm. The aim of the course is to enable participants to critically compare NHST with Bayesian statistics and to make an educated decision about their usefulness.

### **Preparation**

Participants are kindly requested to bring their own laptop.

## **How to Present**

### **Teaching staff**

Dr. Fieke Harinck and dr. Marret Noordewier (Leiden University)

### **Type of course**

Methodological and Practical Courses

### **Date**

June 2 and June 3, 2016

### **Location**

Leiden University

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## **Duration**

2 days

## **Language**

English

## **Maximum number of participants**

14

## **ECTS**

1 EC will be appointed for participation in the complete 2-day course

## **Content**

The course will focus on a training in the presentation of papers for international audiences e.g. oral presentation and the use of (media) facilities.

During these 2 days, participants will practice their presentation skills, and they will learn to use a new presentation format. Participants need to prepare a 10-minute presentation for this course.

On the first day, they will practice parts of their presentation, and on the second day they will give a full presentation. Participants will receive a lot of feedback on their presentation and presentation skills. On both days we will also do exercises on how to handle your nerves, how to handle questions and how to prepare for a presentation.

## **Preparation**

For this course, you need to prepare an English presentation of 10 minutes about your own research. The presentation may be an existing one, or a new one. Participants who just started their PhD project or have not collected data yet can give a presentation about their Master thesis or their research proposal. The presentation lasts 10 minutes at maximum.

There will be a beamer. It is advised to take your presentation with you on a USB-stick. On day 1, you will practice parts of your presentation, on day 2 you will present your entire presentation. Usually, participants want to change their presentation after the first day, so it is advised to plan some spare time after the course to make those changes.

## **An introduction to R**

### **Teaching staff**

Willem Slegers, MSc (Tilburg University), Dalya Samur, MSc (VU University)

### **Type of course**

Methodological and Practical Courses

### **Date**

June 6 and June 20, 2016

### **Location**

VU University Amsterdam, all three days: room TR-K2B75 (Transitorium)

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### **Duration**

Three four hour sessions spread across three weeks:

Dates: June 6, 13 and 20, 2016

Time: 1.00 - 5.00 pm

### **Language**

English

### **ECTS**

1 EC will be appointed for participation in the complete course

### **Content**

This course will show you how you can make use of the R statistical programming environment in your own research. R is a powerful tool that will enable you to process and analyze data, and make beautiful (print quality) graphics. The aim of this course is to make you familiar with R, giving you enough of a basis to really start using it. We assume no prior programming knowledge.

We will discuss:

- the R programming language,
- handling data (e.g., merging and transforming data frames),
- performing basic analysis (e.g., t-tests, regression, anova),
- visualizing data for data exploration as well as to create publication quality graphics,
- using R to document your research and write papers with maximum transparency,
- if we have time, a primer into R's more advanced statistical methods like mixed model analysis

All students are encouraged to install the program before the course (see <http://www.r-project.org>), but no prior knowledge of R or other programming languages is required to sign up. We do expect you to have enough knowledge of statistics that we can fully focus on R instead of the statistics themselves. There will be ample time to practice and ask questions during the course.

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## Theory-oriented Workshops

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### **G&OP: Polynomial Regression, Response Surface Methodology, Moderation and Mediation**

#### Teaching staff

Prof.dr. Jeffrey Edwards (University of North Carolina)

#### Type of course

Theory-oriented Workshops

#### Date

March 15 and March 16, 2016

#### Location

University of Groningen

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*This workshop is organized by the KLI Research Group "Group and Organizational Processes" (coordinators Research Group Annel de Hoogh and Barbara Wisse; contact-person workshop: Susanne Scheibe)*

#### **Duration**

2 days

#### **Language**

English

#### **ECTS**

1 EC will be appointed for participation in the complete 2-day workshop

#### **Content**

##### **Day 1: Alternatives to Difference Scores: Polynomial Regression and Response Surface Methodology**

For decades, difference scores have been used in studies of congruence in organizational research. Despite their widespread use, difference scores have numerous methodological problems. These problems can be overcome by using polynomial regression and response surface methodology, which can examine a wide range of congruence hypotheses. This workshop will review problems with difference scores, introduce polynomial regression and response surface methodology, and illustrate the application of these methods using empirical examples. Students will be provided data to analyze during the class with the goal of creating a hands-on experience that will clarify and reinforce the methods discussed.

## **Day 2: Methods for Analyzing Moderation and Mediation**

Studies that examine moderation and mediation are widespread in organizational research. This workshop will address methods for moderation, mediation, and their integration. We will begin by reviewing moderation, focusing on the formation and analysis of product terms, the interpretation of coefficients on higher-order and lower-order terms, and deriving and testing simple slopes. We will then turn to mediation, including the specification and analysis of models with single and multiple mediator variables, criteria of establishing mediation, and techniques for testing mediated effects. We will conclude by discussing procedures that combine moderation and mediation. This workshop will provide opportunities to analyze data used to illustrate the techniques presented.

See: Prof. Jeffrey R. Edwards' homepage

### **Format**

Professor Edwards will introduce the various techniques and illustrate them with practical examples. On the first day, course participants will be provided data to analyze during the class with the goal of creating a hands-on experience that will clarify and reinforce the methods discussed. On the second day, there will also be opportunities to analyze data used to illustrate the techniques presented. For both sessions, each student should bring a laptop computer and statistical software, such as SPSS or STATA.

## **GP&IR: Crowd action and social change**

### **Teaching staff**

Steve Reicher (University of St Andrews, Scotland, UK), dr. Nina Hansen (University of Groningen), dr. Jojanneke van der Toorn (Leiden University)

### **Type of course**

Theory-oriented Workshops

### **Date**

April 12 and April 13, 2016

### **Location**

University of Groningen

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*This workshop is organized by the KLI Research Group "Group Processes and Intergroup Relations"*

### **Duration**

2 days

### **Language**

English

### **Content**

This workshop will focus on theoretical and methodological approaches to studying crowd action and social change. Prof. Reicher will present his research grounded in a model of crowd action that accounts for both social determination and social change. Theoretical questions that will be addressed in the workshop are how do individual-social relationships develop and shape crowd action in very different contexts and how can we use this knowledge to mobilize and manage crowds? In addition, Prof. Reicher will present on the potential usefulness of qualitative research methods in examining these questions.

The aims of the workshop are four-fold: participants will (a) be introduced to the relevant theories in understanding crowd action and social change; (b) learn about Prof. Reicher's model of crowd action that accounts for both social determination and social change; (c) learn about applying and conducting qualitative research; and (d) develop new research ideas.

### **Format**

#### **Day 1: Theoretical Issues**

Prof. Reicher will present an overview of his work on crowd action and social change. Participants are requested to read key papers, and to prepare questions for the discussion. The discussion will focus on open theoretical questions in this area of research and the possible application of the model to other social psychological phenomena. In the afternoon, students whose work is related to these topics will be invited to give presentations.



**Day 2: Methodological Issues**

Prof. Reicher will start off with a methodological presentation on applying and designing qualitative research. He will also address what types of questions are particularly suited to this method and how we go about conducting such an analysis. The workshop will then split into groups to stimulate further discussion and work on a group assignment to develop a new research idea to apply qualitative and quantitative research in the field of social change. Each group will briefly present on the results of their group.

## **IP: Stress and Peace: Psychophysiology of Prosociality**

### **Teaching staff**

Teaching staff: Elizabeth Page-Gould (University of Toronto), dr. Lotte van Dillen (Leiden University) and dr. Hans IJzerman (VU University Amsterdam).

### **Type of course**

Theory-oriented Workshops

### **Date**

April 28 and April 29, 2016

### **Location**

Leiden University

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This course has been cancelled

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*This workshop is organized by the KLI Research Group "Interpersonal Processes"*

### **Duration**

2 days

### **Language**

English

### **ECTS**

1 EC will be appointed for participation in the complete 2-day workshop

### **Content**

#### **Day 1: Intergroup Contact and Intergroup Interaction**

What is the relationship between our social interactions and our intergroup attitudes? This is the topic of the first day's lecture. Page-Gould will describe a series of studies that examine social interactions with friends and strangers from different social groups. In two studies, Page-Gould and her colleagues found that people feel more positively towards a social outgroup on days when they had more social interactions with members of that particular outgroup. However, the quality of intergroup contact is supposed to matter a great deal. In a diary study and an experimental study, close groups in outgroups mattered: People with outgroup close friends (vs. without friends) did not avoid outgroup members after intergroup interactions that involved conflict, but in fact turned to them as a source of social support, an effect that was replicated experimentally, as making a new cross-group friend in the lab led to decreased stress responses during the intergroup interactions. Altogether, past research on intergroup contact has generally conceptualized it as a stable characteristic of a person, but Page-Gould's research reveals that the processes of contact are much more dynamic than previously thought. Beyond these theoretical insights, Page-Gould will give a brief, practical introduction to multilevel modeling, which is the statistical analysis that was used to handle the dyadic and longitudinal data reported in the first part of the talk.

## Day 2: Stress and Social Behavior

What is the relationship between physiological stress and moral behavior? Much of the research examining moral behavior has relied on people's responses to hypothetical moral situations, but peripheral physiological stress responses are only evoked when participants are actively immersed in a stressful situation. This talk will describe three studies where participants were placed in situations that demanded real moral decisions while acute stress was measured or manipulated. Across these three studies, we find that greater physical stress responses leads to less cheating, greater perceptions of physiological stress through false feedback leads to more prosocial behavior, and that evoking acute physiological stress leads to less stealing of money and candy. These findings suggest that acting morally — or at least normatively — may serve as a form of coping in response to stress. For the last portion of the talk, Page-Gould will discuss the psychophysiology of stress more generally, beginning with a meta-analysis on the relationship between physiological measures of stress and the psychological, subjective experience of stress. The talk will close with a crash course on the biological systems that are most relevant to social psychologists and the physiological measures that capture them.

## Bio

Dr. Elizabeth Page-Gould is an Associate Professor at the University of Toronto and the Canada Research Chair in Social Psychophysiology. Her research seeks to understand the core elements of successful, diverse societies by studying social interactions between friends and strangers from different social groups. She also has a more general interest in the relationship between physiological responses and behavior during social interactions. Throughout her work, Page-Gould takes a multi-method approach to research on friendship and social interaction, typically combining behavioral, physiological, self-report, dyadic, and longitudinal elements within a single study. In 2013, Page-Gould was named a "Rising Star" in psychology by the Association for Psychological Science, and she currently serves on the editorial boards of 9 journals, including *Psychological Science*, *Journal of Personality and Social Psychology*, *Journal of Experimental Psychology: General*, and *Psychological Methods*.

## Literature

### Day 1

Page-Gould, E., Mendoza-Denton, R., & Tropp, L. R. (2008). With a little help from my cross-group friend: Reducing anxiety in intergroup contexts through cross-group friendship. *Journal of Personality and Social Psychology*, 95, 1080 - 1094.

Page-Gould, E., Mendes, W. B., & Major, B. (2010). Intergroup contact facilitates physiological recovery following stressful intergroup interactions. *Journal of Experimental Social Psychology*, 46, 854 - 858.

Page-Gould, E. (2012). To whom can I turn? Maintenance of positive intergroup relations in the face of intergroup conflict. *Social Psychological and Personality Science*, 3, 462 - 470.

### Day 2

Teper, R., Inzlicht, M., & Page-Gould, E. (2011). Are we more moral than we think? Exploring the role of affect in moral behavior and moral forecasting. *Psychological Science*, 22, 443 - 558.

Gu, J., Zhong, C.-B., & Page-Gould, E. (2013). Listen to your heart: When false somatic feedback shapes moral behavior. *Journal of Experimental Psychology: General*, 142, 307 - 312.

Page-Gould, E. & Akinola, M. (2015). Neuroendocrinology in intergroup relations. *Group Processes and Intergroup Relations*, 18, 366-383.

## **Pre-Registration as a Research and Publication Method**

### **Teaching staff**

Dr. Kai Jonas (University of Amsterdam) and dr. Dora Matzke (University of Amsterdam)

### **Type of course**

Theory-oriented Workshops

### **Date**

May 12 and May 13, 2016

### **Location**

University of Amsterdam: day 1 REC-E 1.51 / day 2 Oost Indisch Huis D3.06

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### **Duration**

2 days

### **Language**

English

### **ECTS**

1 EC will be appointed for participation in the complete workshop

### **Content**

Pre-Registration or Registered Reports is an emerging research and publication format in Social Psychology. The discipline has, with the new EASP/SASP sponsored journal "Comprehensive Results in Social Psychology" (editors in chief, Kai J. Jonas, Joe Cesario) the first RR-only journal within psychology, additionally many other core publication outlets for social psychology are offering RR sections, for example Cognition and Emotion, JESP, Experimental Psychology, etc. This development is seconded by initiatives such as the Open Science Framework that offer study registration and data and material repository.

But how do you actually plan and successfully conduct research as a Registered Report? This is the teaching goal of the current workshop.

RR is social psychology research conducted in a given framework. It goes back to the classic approach of rigorous hypothesis testing and exploratory analyses. The DNA of Registered Reports is that hypotheses, hypothesis tests, experimental set-up, dependent measures, sample size, exclusion criteria and other relevant aspects are defined in a protocol that is made public. Deviation from those criteria, or put differently, becoming flexible regarding stringent hypothesis tests, would be considered to be a violation of the preregistration, but of course additional exploratory analyses are possible – those just need to be flagged as exploratory and must be conducted in addition to the registered test.

But RR is more than just defining what you are going to do. It requires a thorough theoretical knowledge to derive testable hypotheses, robust statistical knowledge on sample size computation, power analyses, resampling, stop-rules and other novel aspects of hypothesis testing (e.g. an introduction to Bayesian analysis, or sequential testing), and

novel writing skills (given a greater information richness). The two teachers in the workshop will focus on exactly that: Dora Matzke (Psychological methods department, UvA) will focus mostly on the methodological aspects of RRs, while Kai Jonas will teach on the write-up format, presentation skills, and how to develop and formulate relevant and testable hypotheses. The participants are required to submit a quasi RR proposal (on their research or topic of choice) that will be reviewed given the RR standards of CRSP (deadline to be announced). Given positive evaluations, authors of selected RR will be invited to submit those to CRSP.

Pre-registration is not a new format, of course. Other disciplines have made use of this format before social psychology. Today, this gives us a well-developed tool for our discipline at hand: Quite prominently within life sciences and clinical trials, pre-registration is now employed in many disciplines, and more and more psychology sub-disciplines are adding pre-registration section to their journals. Still, scientists need to be acquainted with the format, to be able to conduct research following this protocol and to be able join international collaboration (and replication) projects.

## **Format**

### **Day 1**

Introduction to pre-registration

Methodological aspects of pre-registration and formulation of hypotheses I

Feedback on the RR proposals in a general fashion

Time to discuss the individual proposal

### **Day 2**

Methodological aspects of pre-registration and formulation of hypotheses II

Tips and tricks how to write a successful RR proposal

What can happen along the way – information on RR research

Time to discuss the individual proposal

## **How to Theorize: A two-day workshop on creative theory generation and critical thinking**

### **Teaching staff**

Dr. Martijn van Zomeren (University of Groningen)

### **Type of course**

Theory-oriented Workshops

### **Date**

May 19 and May 20, 2016

### **Location**

University of Groningen

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### **Duration**

2 days

### **Language**

English

### **Participants**

The maximum number of participants in this workshop is 10. If needed, selection will be based on starting date of the PhD project: priority will be given to senior PhD students.

### **ECTS**

1 EC will be appointed for participation in the complete workshop

### **Content**

Graduate school curricula typically focus on teaching students how to do research, but fail to include training on how to theorize. However, the latter is absolutely pivotal because theorizing is essential to interpreting any research finding. Specifically, being trained in creative theory generation and critical thinking will make one's research designs stronger and the resulting findings more meaningful. This two-day workshop introduces the question of how to theorize through a focused, creative, and interactive approach. Its main message is that, much like doing research, theorizing is something that is fun, interactive, and inherently social. As such, it can be learned through exercise and training. In the workshop, we will focus, for instance, on using helpful heuristics to creatively generate hypotheses (based on McGuire's (1997) approach); and on 'critical thinking' that revolves around identifying and playing around with meta-theoretical assumptions (Slife & Williams, 1995); introspectively and collectively defining core concepts in social psychology (through the Socratic Dialogue technique); and identifying one's own 'hidden assumptions' about what one studies. Through this hands-on approach, this workshop should not just lead to more knowledge and understanding of how to theorize, but also to a more creative and critical approach to theory and research in social psychology.

## **IP: Motivation, Need Fulfillment, and Support Provision in Close Relationships**

### **Teaching staff**

Prof.dr. C. (Chip) Raymond Knee (University of Houston), dr. Esther Kluwer (Utrecht University), dr. Reine van der Wal (Utrecht University)

### **Type of course**

Theory-oriented Workshops

### **Date**

June 7 and June 8, 2016

### **Location**

Utrecht University: day 1 Ruppert building, room 139 / day 2 Unnik building, room 216

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*This workshop is organized by the KLI Research Group "Interpersonal Processes"*

### **Duration**

2 days

### **Language**

English

### **ECTS**

1 EC will be appointed for participation in the complete 2-day workshop

### **Content**

#### **Day 1: Intergroup Contact and Intergroup Interaction**

An Actor-Partner Interdependence Model of Attachment and Need Fulfillment

Close relationships can promote or hinder psychological well-being. Basic psychological needs theory (Deci & Ryan, 2000a, 2008) defines optimal psychological well-being in terms of fulfillment of basic psychological needs for autonomy, competence, and relatedness. To what degree do one's partner's attachment anxiety and avoidance predict one's own basic psychological need fulfillment? The Actor-Partner Independence Model (APIM) has been increasingly useful in partitioning patterns of interdependence in dyadic data. Knee will present data from two samples of couples in which one's partner's anxious and avoidant attachment predict unique patterns of one's own basic psychological need fulfillment. Having a more anxiously attached partner predicts higher relatedness but lower autonomy, whereas having a more avoidantly attached partner predicts lower relatedness but higher autonomy need fulfillment. This research suggests that one's partner's anxious and avoidant attachment have distinct implications for one's own psychological outcomes, and further integrates self-determination theory with attachment processes. Beyond these insights, Knee will provide an introduction to APIM, which is the statistical analysis employed, with an emphasis on how it can be used to model interdependence in novel and unique ways.

## Day 2

### Why Motivation Matters: Relationship Motivation and Support Provision

Do individuals' reasons for being in their relationship predict how they provide support in that relationship? Self-determination theory (Knee, Hadden, Porter, & Rodriguez, 2013; Ryan & Deci, 2000b) is fundamentally a theory of optimal relationship functioning and development. Knee will describe three studies that tested whether being more intrinsically motivated to be in one's relationship is associated with providing more support for one's romantic partner. Study 1 tested this association with a cross-sectional design. Study 2 employed a multi-level daily diary design in which participants reported the extent to which they were responsive to and supportive of their partner on a daily basis for 14 days. Study 3 employed a dyadic design and tested unique actor and partner associations. Across these studies, results suggest that having more self-determined reasons for being in the relationship is associated with overall supportiveness in terms of both secure base support and basic psychological need support. Additionally, more self-determined motivation was associated with less intrusiveness, suggesting that these associations do not reflect hyper-vigilance or being overbearing, but rather attending to the partner's needs. In addition to these theoretical insights, Knee will provide a brief introduction to hierarchical linear modeling of diary data which was the statistical analysis employed.

### Work cited above:

Deci, E. L. & Ryan, R. M. (2000a). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.

Deci, E. L., & Ryan, R. M. (2008). Facilitating optimal motivation and psychological well-being across life's domains. *Canadian Psychology*, 49, 14-23.

Ryan, R. M., & Deci, E. L. (2000b). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.

Knee, C. R., Hadden, B. W., Porter, B., & Rodriguez, L. M. (2013). Self-determination theory and romantic relationship processes. *Personality and Social Psychology Review*, 17, 307-324.

### Bio

Dr. C. Raymond Knee is a Professor of Psychology and Director of Graduate Education in the Department of Psychology at the University of Houston. He also directs the Self, Motivation, and Relationship Theories research laboratory in the psychology department. His research explores close relationships and interpersonal processes from a motivation perspective that incorporates personality, developmental, and situational influences on optimal individual and relational health. He is especially interested in theories of interpersonal dynamics in which individuals in romantic relationships can influence each other's behaviors in important and meaningful ways, especially on a daily basis. Throughout his work, Knee takes a multi-method and multi-analytic approach to research on close relationships, typically combining cross-sectional, dyadic, and longitudinal designs with self-report, observational, and meta-analytic methods. He has served as Associate Editor for *Personality and Social Psychology Bulletin* and *Personal Relationships*. He is currently serving as one of four editors for the series *Advances in Personal Relationships*, which is sponsored by the International Association for Relationship Research. He most recently co-edited with Harry T. Reis the forthcoming volume on *Positive Approaches to Optimal Relationship Development*.

### Teaching Forms

Beyond lectures provided by Knee, Ph. D. students will share their work in the form of a presentation. In addition, Ph. D. students will work in groups to discuss and to apply the methods Knee presents throughout the two days. On the second day, there will be brief (5 minute) presentations by the groups' representatives.



## Literature

### Day 1

- Patrick, H., Knee, C. R., Canevello, A., & Lonsbary, C. (2007). The role of need fulfillment in relationship functioning and well-being: A self-determination perspective. *Journal of Personality and Social Psychology*, 92, 434-457.
- Wickham, R. E., & Knee, C. R. (2012). Where theory and method converge: Interdependence theory and the actor-partner interdependence model. *Personality and Social Psychology Review*, 16, 375-393.
- Hadden, B. W., Rodriguez, L. M., Knee, C. R., Dibello, A. M., & Baker, Z. G. (in press). An actor-partner interdependence model of attachment and need fulfillment in romantic dyads. *Social Psychological and Personality Science*. Published online before print on December 23, 2015.

### Day 2

- Knee, C. R., Hadden, B. W., Porter, B., & Rodriguez, L. M. (2013). Self-determination theory and romantic relationship processes. *Personality and Social Psychology Review*, 17, 307-324.
- Wickham, R. E., & Knee, C. R. (2013). Examining temporal processes in diary studies. *Personality and Social Psychology Bulletin*, 39, 1184-1198.
- Hadden, B.W., Rodriguez, L. M., Knee, C. R., & Porter, B. W. (2015). Relationship autonomy and support provision. *Motivation and Emotion*, 39, 359-373.

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## Research Group Meetings

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### Social Cognition Research Group Meeting

#### Teaching staff

Coördinators: dr. Kai Epstude (RuG), dr. Madelijn Strick (UU), dr. Pontus Leander (RuG)

#### Type of course

Research Group Meetings

#### Date

May 26 and May 27, 2016

#### Location

University of Groningen (= CHANGED LOCATION)

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#### Duration

2 days, 10.00 am - 5.00 pm

#### Language

English

#### ECTS

1 EC will be appointed for participation in this 2-day meeting

#### Content

Research meetings are planned for each of the four thematic groups: 1. Social Cognition (SC) 2. Interpersonal Processes (IP) 3. Group and Organizational Processes (G&OP) and 4. Group Processes and Intergroup Relations (GP&IR). These research meetings are excellent opportunities for exchanging information and ideas between the faculty and Ph.D. students.

Ph.D. students are expected to (informally) present their own research once a year in these meetings if possible, and they will receive feedback from KLI faculty and fellow Ph.D. students. Participants can for example practice a presentation they will give at a conference, present research ideas, preliminary data, or discuss a paper they are currently writing and get feedback from colleagues.