

Research Projects at the Child Study Center 2005-2006

Title, Researcher(s), Professor, Course

Fall 2005

“Storybook Task,” Elanna Levine, Laura Schulz, Massachusetts Institute of Technology

“Memory for Stories With and Without Supplemental Sensory Engagement,”
Katherine Tyson and Carly Fair, Tracy Gleason, Psych 307R*

“The Social Advantage of Birth Order,” Elaine Cheng, Elyse Hume and Radhika Nayar, Tracy Gleason, Psych 307R

“Interference of First Language Effects on New Vocabulary Acquisition,” Paola Jones and Rebecca Dautoff, Tracy Gleason, Psych 307R

“The Development of Gender Constancy,” Joa Ahern-Seronde and Bailey MacDonald, Tracy Gleason, Psych 307R

Spring 2006

“Preschoolers’ Self-Concept: Investigating Theory and Measurement,” Class Project, Emily Cleveland, Psych 307R

“Investigating Multiple Intelligence in Preschoolers,” Dana Stelmokas and Courtney Jacobs, Emily Cleveland, Psych 307R*

“Gender Differences and Across Task Consistency in Preschoolers’ Private Speech,” Neon Brooks and Becky Deering, Emily Cleveland, Psych 307R*

“Gender and the Effects of the “Beauty is Good” Stereotype on immediate interactions and Information Processing,” Stephanie Kjelleren, Halina Dour, Becky Lee, Emily Cleveland, Psych 307R

“Plastic Preschoolers: Assessing the Degree to Which Peer Approval Influences Children’s Playmate Preferences,” Christine Cha and Sarah Jeon, Emily Cleveland, Psych 307R

Sociometrics, Pre Tests for Peer Approval Study, Mary Ucci and MaryJane Olson for Christine Cha and Sarah Jeon, Tracy Gleason, Psych 307R

“Does the Use of Visual Props During Initial Encoding Facilitate or inhibit Comprehension and Long-Term Retention of a Short Story for Preschool Children?” Lucy Malcolm and Christina Laitner, Emily Cleveland, Psych 307R

“Perspective Taking Ability in Children – A Close Look at Moral Development and Interpersonal Decision-Making,” Adelaide Walker, Harvard Graduate School of Education

“Children’s Conceptual Understanding of Space-Time Relations,” Anna Shusterman, Doctoral Student in Developmental Psychology, Harvard University

*Study was presented at the Ruhlman Conference 2006