



GROWING WITH BROCK

SUMMER 2021



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SNAPSHOTS FROM GRADUATE STUDENTS' RESEARCH

Four graduate students share study highlights and what's next with their research.

Anita Twele (Masters student)

Research focus: First impressions of older adult faces

What did you discover from your research study? Both young and older adults form very similar first impressions of older faces. The two main types of impressions that we form of older adult faces is how stern/friendly they are, and how confident they are. First impressions of older adults do not appear to change from young to older adult perceivers. In the future, I plan to also examine whether first impressions of older adult faces are different from the first impressions we make of young adult faces.

Where do you plan to take this research? I will be finishing my master's degree in June 2021, and I am continuing on to do my PhD at Brock. In my PhD, I plan to examine the behavioural consequences of first impressions for older adults. For example, how first impressions of friendliness and confidence influence behaviour towards older adults in settings such as retirement homes and healthcare.

Samantha Moeller (Masters student)

Research focus: How adults perceived children who were forgetful

What did you discover from your research study? Adults perceived children who made social errors much more negatively than those who forgot things in academic settings. Moreover, the amount of experience with children influenced their perceptions: the more time an adult had spent with children per week, the more positively they would rate children's forgetfulness in general. Adults also suggested different memory strategies based on the age of the child who was forgetful. For younger children, adults suggested recruiting adult help whereas they suggested using reminders more often for older children.

Where do you plan to take this research? I defended this thesis research on June 11, and I plan to attend teacher's college to become a science teacher in the future.

Sophia Thierry (Masters student)

Research focus: First impressions of child faces

What did you discover from your research study? Adults were biased to interpret situations involving children as being more prosocial when the child had a face that was previously rated as appearing more "nice" than "mean". Some children may be more likely to be given the benefit of the doubt just based on their facial cues. That is why it is important for adults to be mindful of these facial biases so that it doesn't impact how adults act towards children.

Where do you plan to take this research? I defended my MA thesis and will be continuing my PhD studies under the supervision of Dr. Mondloch. Throughout my PhD, I will continue to examine first impressions of child faces in a variety of new contexts. I'm really looking forward to diving deeper into this research. This summer, one of my projects will examine how children are perceived when wearing a mask!

Claire Matthews, MA (PhD student)

Research focus: Individuals' ability to learn and recognize faces across the lifespan

What did you discover from your research study? Children (ages 6 and older) and older adults show similar patterns of face learning and recognition. They recognize familiar faces with ease, but to learn a new face, they require lots of exposure to the ways in which the person's appearance can change. Children and older adults need to be able to learn and recognize faces in all kinds of social settings. My findings suggest that learning new faces might be more challenging for children and older adults than it is for young adults.

Where do you plan to take this research? This research is part of my PhD thesis, which I will be defending at the end of this summer. Next year, I will be continuing to investigate the development of face learning and recognition as a post-doctoral fellow in the Face Perception Lab at Brock.

RESEARCH UPDATES FROM THE GWB LABS!

Procrastination in Young Children - Developing Memory and Cognition Lab (Director: Caitlin Mahy)

Has your child ever put off an undesirable task saying that they will do it later? If yes, then you are not alone! This past February, we asked 500 parents about their young children's procrastination behaviour through an online survey. This project was part of an undergraduate student honours thesis project, which is a degree requirement of the Honours BA program. No research has examined procrastination in the early childhood years yet, presenting a perfect opportunity for this study.

We found that 3- to 6-year-old children procrastinate in many activities including: cleaning up messes, daily routines (bath time and bedtime), schoolwork, and doing household chores. Older children procrastinated more than younger children. We also found that children who were better at planning and at delaying rewards procrastinated less, and children with easier temperaments and who were more conscientiousness also procrastinated less. Parenting style also had an impact on young children's procrastination: parents who involved their children more in family decision-making had children who procrastinated less.

The results of this study are in line with previous findings with older children and teenagers showing that conscientiousness is related to procrastination. This study suggests that procrastination is a common phenomenon that appears early in the preschool years. Our lab plans to continue to study children's procrastination when we return to doing in-person studies.

Movies, Memory, and Aging - Campbell Neurocognitive Aging Lab (Director: Karen Campbell)

When people watch the same movie, their brains behave in a similar way, with the same parts activating at the same times. This similarity is important because people who respond similarly to others tend to have better memory for the movie. We have previously shown that as we age, our brains become more unique, and our response to things like movies become individualistic. In this study, we tested whether the uniqueness of aging brains during movie watching is caused by older adults simply *looking* at different parts of a movie than young adults.

Older and younger adults watched a movie while their eye movements were tracked, then they had a memory test. Our results showed that both groups looked at similar things throughout the movie, suggesting that older adults' unique brain activity is not caused by where they look, but possibly a lifetime of experiences that changes how we think. We also found that people who looked at the same places as everyone else tended to remember more from the film than people who looked at different places. On average, people attend to the most captivating things on screen. If you are someone whose attention wanders, you are probably missing out on something important!

Recent Publications

Samantha Moeller's study on adult perceptions of forgetful children is now published! You can check out the article [here](#).

Moeller, S. A., Mazachowsky, T. R., Lavis, L., Gluck, S., & Mahy, C. E. V. (2021). Adults' perceptions of forgetful children: The impact of child age, domain, and memory type. *Memory*.
<https://doi.org/10.1080/09658211.2021.1912101>

Sophia Thierry published an article in the *Journal of Experimental Child Psychology* about adults' first impressions of child faces. Read the Brock News article [here](#).

Thierry, S. M., & Mondloch, C. J. (2021). First impressions of child faces: Facial trustworthiness influences adults' interpretations of children's behavior in ambiguous situations. *Journal of Experimental Child Psychology*.
<https://doi.org/10.1016/j.jecp.2021.105153>

Dr. Angela Evans examined children's ability to sequence the order of an event in a recent publication.

Evans, A. D., & Price, H. L. (2021). With support, children can accurately sequence within-event components. *Applied Cognitive Psychology*.
<https://doi.org/10.1002/acp.3816>

THANKYOU!

Many of our research projects are student led and contribute to students' educational requirements for their undergraduate, Masters, or PhD theses. As a Growing with Brock member, your participation in our research studies aid in our students' learning and education. Thank you for your continued support!

Celebrating SUCCESS



Dr. Cathy Mondloch was recently awarded with the Michael Plyley Graduate Mentorship Award. Read more [here](#).



Claire Matthews, MA is one of this year's two recipients of the Jack M. Miller Excellence in Research Award.



Emily Davis, MA's paper on older adults' memory while watching films just got accepted for publication in the journal, *Psychology & Aging*.

TRY THIS FUN EXPERIMENT AT HOME: RAINBOW IN A JAR

What you will need:

- 4 glass jars or cups
- Warm water
- 1-cup measuring cup
- Sugar
- Measuring teaspoon
- Food colouring (recommended: red, yellow, green, blue)
- Spoon and baster/pipette

MAKE A PREDICTION!

Which colour do you think will stay at the top?

Which colour will be at the bottom?

Why did you choose those colours?

Instructions:

1. Set out 4 glasses. Measure 1 cup of water into each glass.
2. Add a few drops of food colouring to each glass of water. You could have your child mix the colours, or help them with mixing the colours!
3. Measure and add a different amount of sugar to each glass of coloured water.
 - **Red** = 2 tbsp; **Yellow** = 4 tbsp; **Green** = 6 tbsp; **Blue** = 8 tbsp
4. Stir until as much of the sugar as possible is dissolved.
5. Time to use your baster or pipette to create a colourful rainbow in a jar.
 - Squeeze the baster and put it in the red water. Release a little of the pressure to suck up some red water.
 - Keeping it squeezed, transfer to yellow, release a little more to suck up some yellow water.
 - Continue to do this for all the colours. Make sure you leave enough pressure in the baster to get you through all four colours.

CHECK YOUR PREDICTION!

Which colour stayed at the top?

Which colour was at the bottom?

WHAT IS WATER DENSITY?

Density is all about compactness of stuff in space. For this experiment, the more sugar in each glass of water, the greater the density of the water. The denser the substance, the more likely it will sink.





Dr. Cathy Mondloch did an interview with **CBC** Hamilton about the **how masks affect our ability to recognize strangers and perceive emotional expressions.**



Check out the article [here](#).

In Case You Missed It!

The Lifespan Institute hosted a webinar about **WHY FACES MATTER.** Watch it [here](#).

UPCOMING EVENTS

Dr. Angela Evans, Dr. Cathy Mondloch, and Dr. Caitlin Mahy will present a **webinar on child development** in November 2021 as part of the Lifespan Institute Speaker Series.

Stay tuned for more details!



IN THE MEDIA

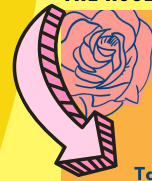


Listen to this new podcast from

PANDEMIC PARENTING

featuring Dr. Angela Evans, on the **importance of talking with kids about the past.**

From the podcast: what is **THE ROSE, THORN, BUD METHOD?**



Talking to Kids Using the **Rose, Thorn, Bud Method**

Advice from The Pandemic Parenting Podcast guest expert **Dr. Angela Evans**

Ask your kids about their

Rose

A highlight, success, small win, or something positive that happened that day.

Ask your kids about their

Thorn

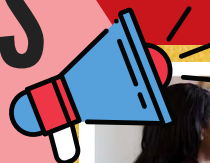
A challenge your child experienced or something they can use more support with.

Ask your kids about their

Bud

New ideas that have blossomed or something they are looking forward to knowing more about or experiencing.

Original Source: Unknown



Apply for the Lifespan Institute Teacher Advisory Committee!

Brock University's Lifespan Development Research Institute is recruiting members for its teacher advisory committee.

The teacher advisory committee will be made up of current full-time elementary or secondary school teachers, administrators or school board employees who will assist the Lifespan Institute team in developing research ideas, strategies for sharing research findings and connecting with students and teachers in the community, and keeping the team informed about important matters affecting educators, students and families.

Interesting in applying or learning more? Visit us online at <http://brocku.ca/lifespan-development-research/teacher-advisory-committee/>



Applications are due by 11:59 p.m. on July 9, 2021.

SPECIAL THANKS TO OUR COMMUNITY PARTNERS



It's Growing with Brock Day @ **SAFARI NIAGARA** ALL SEASON!

Growing with Brock members can enjoy
up to \$10 off a day admission using the
information below:

Company: **Growing with Brock**

Promo Code: **SN246663**

Please note that the discount code will apply the
appropriate discount off of each ticket.

Opening hours:
June 12 to
September 6, 2021
9am – 6pm

September 7 to
October 11, 2021
10am – 5pm



FOR MORE INFORMATION, VISIT
[HTTPS://SAFARINIAGARA.COM/](https://safariNiagara.com/)

Get Active at Heartland Forest!



Trails and Info Booth are Open



Open 7 days a week
Trails 9am-7:30pm
Info Booth 11am-7:30pm

PARTICIPATION! June 1-30



Log your active minutes
and be entered in a draw!

Citizen Science & Trail Activities



Help collect scientific data
on new species each month

Activity Booklets Available



Coupons, Draws & More!
Available in English and French

for more information on upcoming events and activities
visit heartlandforest.org



NIAGARA PARENTS

Parenting information and support from Niagara Region Public Health
Offers a variety of FREE programs and services to support parents and families.



Register for FREE parenting classes, breastfeeding
support and prenatal appointments

Connect with a Public Health
Nurse Monday to Friday, 8:30
a.m. to 4:15 p.m. through
phone, live chat, video call, or
email. Live chat is available in
90 different languages.

Niagara Parents has been hosting monthly
Facebook Live events on a variety of topics
(parenting in a pandemic, breastfeeding,
mental health, introducing solids and more).



Visit our Facebook page under the
“Events” section for our upcoming Lives.

Find Niagara Parents on [Facebook](#) or [Twitter](#) for different activities you
can do with your kids, relevant resources and virtual events for parents.