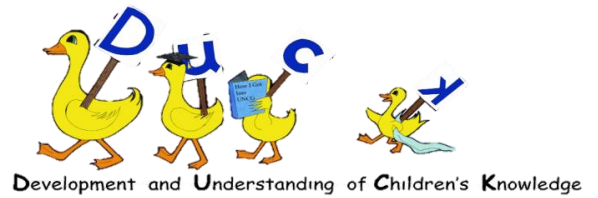


DUCK Lab Newsletter

Fall 2019/Spring 2020 – Volume 13



Meet the Lab!

Directors:

Dr. Janet Boseovski Dr. Stuart Marcovitch

Lab Managers:

Jessica Caporaso Kimmy Marble

Post-Doc:

Dr. Courtney Ball

Doctoral Candidates:

Kathleen Bettencourt Jessica Caporaso
Rachel Croce Kimmy Marble
Andrea Yuly

Research Assistants & Volunteers:

Maddy Church	Michael Dellinger
Nicole Fanatico	Abby Giles
Danielle Guilbeault	Kestyn Harris
Cheyenne Joy	Destiny Langley
Audrey Owings	Natalie Placa
Manny Sixtos	Levi Stubblefield
Caroline Wise	

DUCK Degrees

In the past year, both Rachel Croce and Andrea Yuly successfully defended their Master's theses. These projects were completed due to the generous participation of families, school administrators, and teachers in the Greensboro community. We appreciate your contributions!



What happens when we can't readily identify a person by gender? For her Master's thesis, Andrea investigated children's ideas about people who are perceptually gender ambiguous (i.e., do not look like members of the boy/girl gender binary). She examined whether children think that gender ambiguous individuals are more similar to other gender ambiguous people (i.e., appearance similarities), or to boys and girls with similar preferences or traits. Seven and 8-year-olds, but not 5- and 6-year-olds, were more likely to make trait-based than appearance-based predictions. Children also perceived gender ambiguous people as nice, although liking and desire for friendship reports were neutral. These findings highlight the kinds of judgments children make about people who do not fit into a binary gender category and are a starting point for understanding how to challenge potential prejudice against dissimilar others.

When deciding what to believe, children show a "positivity bias" or tendency to prefer positive over negative information from people irrespective of its accuracy. Is this bias largely due to the positive *traits* of people or the positive *evaluations* that they provide? Rachel examined whether a source's niceness or her positive evaluation was more important in 4- to 8-year-olds' decisions of who to believe about the quality of a work product. She found that children relied more on a source's positive evaluation than her niceness, and this reliance grew stronger with age. These findings highlight the importance of the content of information, suggesting that children may be especially accepting of content that has a positive spin on it.



Croce, R. C. & Boseovski, J. J. (2020). Trait or testimony? Children's preferences for positive informants. *Journal of Experimental Child Psychology*, 190. doi: 10.1016/j.jecp.2019.104726.

New Addition to the UNCG Child Development Research Center, Dr. Shaylene Nancekivell!

Dr. Nancekivell is thrilled to join the Child Development Research Center! She directs the Young Minds Research Lab, which examines how intuitive theories evolve throughout the lifespan, or in some cases, stay the same!



She is particularly interested in how children reason about possessions. Her current projects are focused on identifying the age at which children use knowledge about possessions to make judgments about other people. Dr. Nancekivell is excited to partner with the DUCK Lab and to work with the Greensboro community. She is really enjoying her time here so far!

Website: www.youngmindsresearch.com

Don't miss updates about fun activities for parents and kids!
www.facebook.com/uncgducklab



Be sure to check out our website:
www.duck-lab.com

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
Department of Psychology
PO Box 26170 • Greensboro, NC 27402
(336)-256-0048 • duck_lab@uncg.edu



Research Spotlight



During the preschool years, children must learn how to navigate peer conflict situations in an appropriate and competent way. In a recent study led by Jess Caporaso, we explored how preschool children's self-regulatory abilities support appropriate responses to conflict. We presented 4- to 5-year-olds with a set of hypothetical social conflict situations (e.g., a peer knocking over a block tower, a peer taking their toy) and asked how they would respond if the situation happened to them. Children also played three games that targeted self-regulation skills.

The results revealed that children get better at resolving peer conflict between 4 and 5 years of age and that this improvement is due to the development of self-regulatory abilities. In particular, the ability to remember information and then use that information to regulate behavior supports the appropriate resolution of peer conflict. Children who can remember sociomoral rules in the moment of conflict may be more likely to resolve the conflict in a competent manner.

Caporaso, J. S., Boseovski, J. J., & Marcovitch, S. (2019). The individual contributions of three executive function components to preschool social competence. *Infant and Child Development*, 1-17. doi: 10.1002/icd.2132

There is growing interest in how to promote cultural understanding and appreciation. We may perceive that someone native to our culture of interest is a good source for learning about it, but we could also learn from other sources (e.g., books). Children are particularly sensitive to whether people share familiar identities (e.g., nationality), and may choose to affiliate with familiar teachers at the expense of learning accurate information.

In a study led by Kimmy Marble, we investigated whether 6- to 9-year-olds would endorse learning about cultural practices (e.g., ceremonial wood-carving) from a foreign teacher with a history of relevant cultural immersion or would prefer an American teacher. We also provided information about the method by which each potential teacher acquired her knowledge (i.e., learned from a book or from an in-person demonstration).

Overall, the combination of the teacher's cultural identity and learning method was influential for children's decision-making. Children set aside a preference for someone familiar (i.e., American) for the sake of getting "optimal" cultural information from the foreign teacher. Specifically, children valued foreign teachers who acquired knowledge via an in-person demonstration over individuals who learned from a book.

Marble, K. E. & Boseovski, J. J. (2019). Children's judgments of cultural expertise: The influence of cultural status and learning method. *The Journal of Genetic Psychology: Research and Theory on Human Development* 180(1), 17-30. doi: 10.1080/00221325.2018.1562418

Frequently Asked Questions

Q: How is my child's information stored and used?

A: Your child's personal information is only accessible to our trained DUCK Lab members. Also, we use ID numbers on all stored data so that the information that we collect cannot be paired readily with your child's name.

Q: How are DUCK Lab members trained?

A: All of our student research assistants have received rigorous training in ethical research practice and the proper administration of research protocols.

Q: How can I be confident that the studies are okay for my child?

A: All our research is approved by the Institutional Review Board (IRB) at UNCG. They help to ensure that our studies are always designed with your child's well-being in mind.

Q: What are the studies like for my child?

A: Our data are collected through playing games and reading stories rather than "tests" in which children feel pressured to produce "right" answers.

Further questions? Feel free to contact us!

NEW!

Living Lab at the Children's Museum

We are thrilled to announce that we have partnered with the Greensboro Children's Museum to kick off the UNCG Living Lab Program! This program allows families to participate in shorter research studies while they visit the museum. In these short studies, we ask children questions about what they think about people, foods, and objects. For example, we might ask a child who they think others will share with, what foods they think are healthy, or about the consequences of owning an object.



If you are visiting the museum, stop by and say hello! We are always happy to talk about our child development research, and your child can take home a small prize for participating in a study!



Thank you for participating!

A Child's World-Cherry, A Child's World-Hartman, Altamahaw Baptist Daycare, Apple Tree Academies-Greensboro, Apple Tree Academies-High Point, Arts and Basics, Baptist Temple Day School, Big Brothers Big Sisters of High Point, Building Blocks Children's Center, Childcare Network #162, Childcare Network #161, Childcare Network #237, Childcare Network #242, Childcare Network #56, Childcare Network #78, Childcare Network #157, Childcare Network #163, Childcare Network #207, Children's Christian Playschool, College Hill Childcare Co-operative, Curry 205 UNCG, Curry Annex UNCG, Day in the Park Festival, Educational Playtime Too-Spring Garden, Excel Christian Academy, Fellowship Day School, First Baptist Preschool, First Presbyterian Weekday Preschool, First Step Preschool, Friendly Ave Christian School, Greensboro Children's Museum, Greensboro Science Center, Greensboro Summer Solstice, Guilford County Heart and Stroke Walk, Hartley Dr. Family YMCA, Hester's Creative Schools, Inc., Holy Trinity Day School, Jesse Wharton Elementary School, Jones Elementary School, Junior League of Greensboro Touch-a-Truck Festival, Kids Ahead, Kids-R-Kids 1, Kids-R-Kids 2, La Petite Academy-Greensboro, LeBauer Park, Little Bo Peep Daycare, Little Feet Learning Center, Little Mouse Playhouse, Little One's World Academy, Little Thinkers, Mainstreet United Methodist Preschool, Mt. Pleasant Daycare Center, Muirs Chapel Christian Playschool, Our Children's House, Rainbow Childcare Center, Science Everywhere, Small Wonders Early Education Center, Spartan Cinema, Spears Family YMCA, Sunshine House #209, Sunshine House #39, Sunshine House #40, Sunshine House #125, The Learning Palette Preschool, Wee Care CDC, West Market Methodist Early Childhood Center