

ARTS 3991, 3992, 3993 – Undergraduate Research & Scholarship

The Faculty of Arts is proud to announce new research-based courses for credit this Fall. Students will be matched with a Faculty member on a special research topic.

Any interested students, please contact the instructors directly by email.

Instructor & department & course	Title	Project Description	Minimum Qualifications Required
Greg Chan, Department of English Greg.Chan@kpu.ca	Research in Support of Mise-en-scene: The Journal of Film and Visual Narration and the KDocs Community Outreach Program	This three-credit project involves two students, one apprenticing for Mise-en-scene, KPU's official film studies journal, and the other for the KDocs Community Outreach Program. Working for the journal, the student will learn about the academic publication process by serving as a junior copyeditor, layout specialist, proofreader, and social media assistant. The student appointed to the KDocs Community Outreach project will be charged with conducting research on the films and keynote speakers for KDocs 2018 in preparation for live podcasts during the film festival in February. This student will also be preparing annotated bibliographies for the eighteen KDocs 2018 films that all festival-goers will receive.	Both students are expected to have strong academic writing and research skills; the ability to work independently and as part of a team; familiarity with MLA style (8th edition); and interest in film. Those with Adobe Acrobat DC, In Design or Photoshop experience are preferred for the journal project, while those who have volunteered for a community organization and are interested in social justice issues are ideal for the outreach program.
David Burns, Department of Education Studies, David.Burns@kpu.ca	University Policy Systems	This project can accommodate 1, 2 or 3 credit involvement. I am looking, ideally, for 3 students at 3 credits each. The Kwantlen Educational Policy Incubator provides applied educational policy research to both community partners and KPU's governance system. For the Fall 2017 semester we will be focusing our efforts on a partnership with the Surrey School District. This partnership seeks to develop a body of	Students should either have previous experience working with the KEPI research team, or coursework in political science, educational studies, policy studies or philosophy.

		<p>knowledge that can be used in reforming K-12 to post-secondary transitions systems. The research will involve extensive literature review, policy analysis, and policy writing opportunities. It will also, potentially, involve mentorship of secondary students conducting their own education research. As the semester progresses, we will also be developing audio visual materials to communicate research findings and policy ideas to the public. The successful students would take part in this research dissemination.</p>	
<p>Carla MacLean, Department of Psychology, Carla.McLean@kpu.ca</p>	<p>Context Effects and Identification Accuracy</p>	<p>Eyewitness testimony is often vital to unearthing what happened in a criminal event. Recent research has demonstrated the profound effect contextual information can have in the applied forensic domains such as forensic assessment, fingerprint identification, polygraph, investigative interviewing, and forensic anthropology. Contextual information is by definition information that is related to the situation but is irrelevant to the judgement being made (e.g., if you were hired by the prosecution or defence, the colour of a person's skin, gruesome details of the criminal case). However, much research has demonstrated the power of this irrelevant information to bias perceptions and opinions (MacLean & Dror, 2016).</p> <p>The present research shines a spotlight on the effect of</p>	<p>PSYC 1100/1200 Preferably PSYC 3300/3400 Experience with: Data collection and analysis; Statistical analysis; Writing reports and preparing conference presentations Excellent written and oral communication skills TCPS 2 Ethics certificate to be completed before commencing work</p>

		<p>context in another area of forensic judgement, witness memory. This research explores how clothing informs our perceptions of gender and subsequent impressions of physical characteristics. The objectives of this research are to: (1) examine the effect of clothing on perceptions of gender, and then height and weight evaluations, (ii) explore participants metacognitive understanding of their performance, and (iii) test the reliability of participants' impressions using a repeated measures design.</p> <p>The project is appropriate for the 2-credit option. Under my direct supervision, the student researcher will be tasked with developing study materials; coding and analysing data using SPSS; conducting a relevant literature review; writing the paper for publication in APA format.</p> <p>In sum, the present research project is an initial foray into an interesting domain in social cognition. One which sits at the cross roads of the areas of schematic processing, meta cognition and witness reliability. The student researcher will gain valuable research skills and be involved in a project that has applicability outside of the lab.</p>	
--	--	---	--

<p>Daniel Bernstein, Department of Psychology, dan.bernstein@kpu.ca</p>	<p>The Lifespan Cognition Study</p>	<p>Social cognition research explores how we process, store, and apply information about other people and social situations. Research in social cognition reveals the processes that underlie everyday social interactions. Social cognitive research also outlines several biases that limit our ability to communicate effectively, empathize and take the perspective of others. Though many studies have examined social cognition and social cognitive biases cross-sectionally (testing people at different ages), there is a lack of longitudinal research. The aim of the Lifespan Cognition Study is to examine social cognition from preschool to old age while tracking developmental changes. This longitudinal study is one of the first of its kind to examine a wide variety of social cognitive biases and cognitive phenomena across the lifespan including: Theory of Mind & False Belief Bias, Hindsight Bias, Risky Decision-Making, Executive Function, Working Memory, Inhibitory Control, Emotional Intelligence, the Sunk-Cost Fallacy, and the Peak-End Rule. Fusing developmental, cognitive, and learning sciences, the proposed work can benefit researchers, teachers, and policy makers. For example, this work has implications for public policy surrounding education, where teachers' beliefs that students "already know" the material and students' beliefs that they "knew it all along" may lead to</p>	<p>PSYC 1100/1200 (negotiable, if student has no prior Psychology experience) Experience with: Data collection and analysis; Statistical analysis; Writing reports and preparing conference presentations Good written and oral communication skills TCPS 2 Ethics certificate to be completed before commencing work</p>
---	---	---	---

		<p>ineffective pedagogy and learning.</p> <p>Students working on this research project will have the opportunity to be involved in several areas including: data collection with a variety of age groups, coding and analysing data using SPSS, and preparation of results for presentation at conference(s) and/or publication. This project is appropriate for the 2-, or 3-credit options.</p>	
	Hindsight Bias and Confirmation Bias	<p>Two biases that can distort our interpretation of stimuli are hindsight bias and confirmation bias. Hindsight bias involves overestimating one's own or others' prior knowledge when an outcome is known. Confirmation bias involves interpreting new evidence as confirmation of one's pre-existing beliefs. Prior research shows that these biases can influence the interpretation of evidence in legal and forensic contexts (Lange, Thomas, Dana, & Dawes, 2011; Kassin, Dror, & Kukucka, 2013). For example, if an investigator must decipher a degraded audio recording related to a case and another investigator tells them what they think they heard, will this influence how the recording is interpreted? If an investigator learns the identity of a muffled word in a recording, will that influence their beliefs about what they or a naive other heard the word as?</p> <p>Understanding how and when these and other cognitive biases affect individuals'</p>	<p>PSYC 1100/1200 (negotiable, if student has no prior Psychology experience)</p> <p>Experience with: Data collection and analysis; Statistical analysis; Writing reports and preparing conference presentations</p> <p>Good written and oral communication skills</p> <p>TCPS 2 Ethics certificate to be completed before commencing work</p>

		<p>judgments in forensic settings is of great theoretical and practical importance. The present research involves a number of computerized studies that investigate how biases affect interpretation of degraded audio stimuli.</p> <p>Students working on this research project will be involved in data collection, coding and analysing data using E-Prime psychology experiment software and SPSS, and preparation of results for presentation at conference(s) and/or publication. This project is appropriate for the 1- or 2-credit options.</p>	
	<p>Perception of social interactions: How affect traits and visual attention influence theory of mind</p>	<p>The ability to understand that others may have thoughts, beliefs, knowledge, desires, and emotions that differ from one's own is crucial for perspective-taking and social interaction. This ability has been dubbed "Theory of Mind" (ToM). Much research has been done on ToM, but a less-investigated area is the potential interaction between anxiety/depression and ToM. For example: Do individuals with trait anxiety or depression differ in their ToM abilities? Do anxious or depressed individuals differ in how they perceive and interpret social situation? The present research aims to answer these questions by investigating how individuals with and without anxiety/depression perform on standard ToM tasks. This research also makes a novel contribution by utilizing eye-</p>	<p>PSYC 1100/1200 (negotiable, if student has no prior Psychology experience) Experience with: Data collection and analysis; Statistical analysis; Writing reports and preparing conference presentations Good written and oral communication skills TCPS 2 Ethics certificate to be completed before commencing work</p>

		<p>tracking technology to track whether anxious/depressed individuals attend differently to social situations. By combining standardized ToM measures and eye-tracking, this study has the potential to provide a comprehensive picture of ToM in anxiety and depression.</p> <p>Students working on this research project will be involved learning how to use eye-tracking instruments and software, data collection, coding and analysing data using eye-tracking software and SPSS, and preparation of results for presentation at conference(s) and/or publication. This project is appropriate for the 1-, 2- or 3-credit options.</p>	
	Prospective False Memory: The Taboo Study	<p>Planning to do something may increase the chances of falsely remembering doing that thing: false prospective memory. For example, creating a plan to take medicine at 4pm may lead to the creation of a false memory of actually taking the medicine (even if one didn't end up following through with the plan). Although there is a rich literature examining false <i>retrospective</i> memory, only recently have researchers begun to examine false prospective memory. Of the work that has been done, researchers have found that planning to do something may increase the chances of falsely remembering doing that thing—even if that thing was never done (Cohen, Silverstein, & Weissman, 2015). These researchers utilized a unique</p>	<p>PSYC 1100/1200 (negotiable, if student has no prior Psychology experience) Experience with: Data collection and analysis; Statistical analysis; Writing reports and preparing conference presentations Good written and oral communication skills TCPS 2 Ethics certificate to be completed before commencing work</p>

paradigm involving the Taboo board game. They had participants plan to use certain remembered cue words when a target word appeared during the game (e.g., Target = "Ice Cream", Cue = "Chocolate"), and then later assessed participants' memories for using cue words versus non-related words. They found that participants had better memories of using relevant cue words even if they didn't actually use the cue word, suggesting that simply planning an action may lead to false memories of performing that action later down the road. The present research is an attempt to replicate these prior findings and pave the way for more work in the developing area of false prospective memory.

Students working on this research project will be involved in data collection, coding and analysing data using SPSS, and preparation of results for presentation at conference(s) and/or publication. This project is appropriate for the 1- or 2-credit option.

	<p>Theory of Mind and False Beliefs: Sandbox Studies</p>	<p>The ability to understand that others may have thoughts, beliefs, knowledge, desires, and emotions that differ from one's own is crucial for perspective-taking and social interaction. This ability has been dubbed "Theory of Mind" (ToM). One task used to measure ToM is the Sandbox Task. In this task, participants view a real or virtual "Sandbox" and are told stories about two individuals interacting with the box. One individual places an object in the box in a certain location and then leaves. The other individual then takes the object and, unbeknownst to the absent individual, moves the object to another location. When the absent individual returns, we ask participants where that individual originally hid the object and where s/he will look for the object. To successfully answer these questions, participants must recognize that the individual in the story has a belief that is both false and differs from the participants' belief about where the object is. Participants who fail to recognize this are said to have a "False Belief Bias" and poorer ToM abilities.</p> <p>The current research is composed of two separate studies that explore (1) the psychometric properties of the Sandbox task and (2) examine how contextual factors affect False Belief Bias and ToM. The first study involves a physical Sandbox and real objects; the aim of this study is to test a</p>	<p>PSYC 1100/1200 (negotiable, if student has no prior Psychology experience) Experience with: Data collection and analysis; Statistical analysis; Writing reports and preparing conference presentations Good written and oral communication skills TCPS 2 Ethics certificate to be completed before commencing work</p>
--	--	---	---

		<p>stronger within-subjects implementation of the task. The second study involves the first computerized version of the Sandbox task; the aims of this study are (a) to test the viability of a computerized Sandbox, (b) to examine how modifying the task difficulty affects False Belief Bias, and (c) to investigate the links between False Belief Bias and other cognitive abilities such as working memory and inhibitory control.</p> <p>Students working on this research project will be involved in data collection, coding and analysing data using SPSS, and preparation of results for presentation at conference(s) and/or publication. This project is appropriate for the 1-, 2-, or 3-credit options.</p>	
<p>Shelly Boyd, Department of English, shelley.boyd@kpu.ca</p>	<p>Canadian Literary Fare</p>	<p>This early-stage project can accommodate 1 or 2 credits for one student. The Canadian Literary Fare project involves researchers at other Canadian universities. This Research Project will give the student experience in the early stages of a book proposal and ongoing project. Research tasks will likely include assisting with the conceptualization of the project through a literature review of food-related research in Canadian literature, targeted research on particular topics and literary genres.</p>	<p>The student is expected to have strong research and writing skills and is preferably an English Major or Minor with an interest in food studies. The student should be able to work independently.</p>

<p>Greg Simmons, Department of Criminology, Greg.simmons@kpu.ca</p>	<p>A Green Criminological Analysis of Salmon Farming in British Columbia</p>	<p>This 3-credit project involves providing assistance with the preparation of articles in the area of green criminology and salmon aquaculture. Activities include reviewing relevant literature, helping with preparation of manuscripts, and aiding with the management of an NVivo database. The project also will include support with communications and public outreach efforts, including the drafting of media pieces and preparation of material aimed at a general audience to be disseminated through the KPU Social Justice Centre and other organizations/media outlets.</p>	<p>The student should have strong academic research and writing skills as well as an interest in issues surrounding green criminology and/or environmental sociology. Experience using research databases and completion of Crim 3104 or other qualitative research methods class are desirable.</p>
--	--	--	--