

School/Department:	<i>Psychology (Department of Psychology, Education and Child Studies), Erasmus School of Social and Behavioral Sciences</i>
Project Title:	<i>Multisensory memory</i>
Abstract:	<p><i>In our lab we study human memory, in particular the contribution of embodied experiences in mental representations. We are looking for candidates for this project:</i></p> <p>It has been well-established that memory can benefit from overlap between study and test. Learning is best when the study environment and test environment are most similar and all information provided at study is test-relevant, consistent with major (cognitive) memory models and research in multimedia learning in education. Surprising therefore, are recent findings that memory for <i>unisensory</i> items (e.g., picture of a dog) is better if they were studied as <i>multisensory</i> items (picture plus barking sound) than as <i>unisensory</i> items (picture alone) even when the sound was task-irrelevant. Because this multisensory memory advantage is inconsistent with fundamental cognitive theories it needs to be better understood. In this project we will set up behavioral experiments to investigate how multisensory presentation enhances memory. In these experiments we will focus on the role of attention and on the role of variability of information during study in order to better understand the cognitive mechanisms that explain the multisensory benefit.</p> <p><i>For more information on our research see: www.memorylab.eu</i></p>
Requirements of candidate:	<p>Background: <i>Cognitive Science or Experimental Psychology</i></p> <p>Master's degree: Yes</p>

	EUR requirement: See Table Information about English requirements
Supervisor information:	<p><i>Formal Promoter and daily supervisor:</i></p> <p><i>Prof. dr. Diane Pecher</i> pecher@essb.eur.nl</p> <p>Pecher, D., Wolters, F., & Zeelenberg, R. (In Press). The Role of Motor Action in Long-Term Memory for Objects. In M. D. Robinson & L. E. Thomas (Eds.). <i>Embodied Psychology: Thinking, Feeling, and Acting</i>. Springer. https://doi.org/10.1007/978-3-030-78471-3_13</p> <p>Zeelenberg, R., Remmers, S., Blauwgeers, F., & Pecher, D. (2020). The influence of post study action congruency on memory consolidation. <i>Experimental Psychology</i>, 67(4), 211–223. https://doi.org/10.1027/a0000001</p> <p>Thomas, E. R., Stötefalk, N., Pecher, D., & Zeelenberg, R. (2019). Alignment effects for pictured objects: Do instructions to "imagine picking up an object" prime actions? <i>Journal of Experimental Psychology-Human Perception and Performance</i>, 45, 1346-1354. doi:10.1037/xhp0000676</p> <p>Pecher, D. (2019). Finding Lisa with SAM: #AS50 and a simple story of forgetting and remembering. Blog post for a digital event of the Psychonomic Society celebrating the Atkinson & Shiffrin (1967) model. https://featuredcontent.psychonomic.org/finding-lisa-with-sam-as50-and-a-simple-story-of-forgetting-and-remembering/</p> <p>Pecher, D., Roest, S., & Zeelenberg, R. (2019). The effect of grasp compatibility in go/no-go and two-choice tasks. <i>Memory & Cognition</i>, 47, 1076–1087. https://doi.org/10.3758/s13421-019-00917-5</p> <p>Pecher, D., & Zeelenberg, R. (2018). Boundaries to grounding abstract concepts. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i>, 373. https://doi.org/10.1098/rstb.2017.0132</p> <p>Canits, I., Pecher, D., & Zeelenberg, R. (2018). Effects of grasp compatibility on long-term memory for objects. <i>Acta Psychologica</i>, 182, 65-74. https://doi.org/10.1016/j.actpsy.2017.11.009</p>

	<p>Pecher, D. (2018). Curb your embodiment. <i>Topics in Cognitive Science</i>, 10, 501–517. https://doi.org/ 10.1111/tops.12311</p> <p>Zwaan, R.A., Pecher, D. Paolacci, G., Bouwmeester, S., Zeelenberg, R., Verkoeijen, P., & Dijkstra, K. (2018). Participant nonnaïveté and the reproducibility of cognitive psychology. <i>Psychonomic Bulletin & Review</i>, 25, 1968–1972. https://doi.org/ 10.3758/s13423-017-1348-y.</p> <p>Carr, E. W., Huber, D. E., Pecher, D., Zeelenberg, R. Halberstadt, J., & Winkielman, P. (2017). The ugliness-in-averageness effect: Tempering the warm glow of familiarity. <i>Journal of Personality and Social Psychology</i>, 112, 787-812. https://doi.org/ 10.1037/pspa0000083</p> <p>Pecher, D. & Zwaan, R. A. (2017). Flexible concepts: A commentary on Kemmerer (2016). <i>Language, Cognition and Neuroscience</i>, 32, 444-446. https://doi.org/ 10.1080/23273798.2016.1274413</p> <p>Topolinski, S., Boecker, L., Erle, T., Bakhtiari, G., & Pecher, D. (2017). Matching between oral inward-outward movements of object names and oral movements associated with denoted objects. <i>Cognition and Emotion</i>, 31, 3-18. https://doi.org/ 10.1080/02699931.2015.1073692</p> <p>Pecher, D. & Van Dantzig, S. (2016). The role of action simulation on intentions to purchase products. <i>International Journal of Research in Marketing</i>, 33, 971-974. https://doi.org/ 10.1016/j.ijresmar.2016.03.006</p> <p>Roest, S., Pecher, D., Naeije, L., & Zeelenberg, R. (2016). Alignment effects in beer mugs: Automatic action activation or response competition? <i>Attention, Perception, & Psychophysics</i>, 78, 1665-1680. https://doi.org/ 10.3758/s13414-016-1130-7</p> <p>Zeelenberg, R. & Pecher, D. (2016). The role of motor action in memory for objects and words. In B. Ross (Ed.). <i>The Psychology of Learning and Motivation</i>, vol. 64 (pp. 161-193). Cambridge, MA: Academic Press.</p>
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Erasmus University Rotterdam, the Netherlands
CSC PhD 2022 Project Description (proposal)
Application to: euccchinaoffice@eur.nl
Application deadline: Friday Mar 4, 2022



English requirements: Please refer to Erasmus University China Center official website for your information www.eur.nl/eucc

Erasmus University China Center -> CSC Scholarship -> "I am a prospective CSC PhD Candidate" -> Table 1

Please note that each institute requires difference level of English, make sure to find the right institute. 2022 CSC-PhD programme information will be shared and updated soon!