

Erasmus University Rotterdam, the Netherlands
CSC PhD 2015 Project Description

School/Department:	Psychology Department
Project Title:	Emotional Memory
Abstract:	<p>Emotions affect almost every aspect of human cognitive functioning (e.g., attention, perception, decision making). Research in our lab has shown effects on elementary perceptual processes such as the perception of tilt (orientation) and changes in visual stimuli over time (Bocanegra & Zeelenberg, 2009, <i>Psychological Science</i>; Bocanegra & Zeelenberg, 2011, <i>JEP: General</i>). Emotional stimuli are often better perceived than neutral stimuli (e.g., Zeelenberg, Rotteveel, & Wagenmakers, 2006, <i>Psychological Science</i>). Research also suggests that emotion affects memory. Many studies on emotional memory, however, suffer from inappropriate stimulus construction, experimental design and data-analyses. With carefully controlled experiments important questions concerning the influence of emotion on memory can be addressed. These include questions such as: Are emotional stimuli better remembered than neutral stimuli? Do emotions enhance associative learning? How do the effects of emotions on memory change over time? Do emotional stimuli influence memory for neutral stimuli? Answers to these questions help to understand the cognitive and neural mechanisms of emotional memory.</p> <p>Our lab studies the basic cognitive processes involved in memory, perception and conceptual processing. We have ongoing collaborations with researchers in different countries. Former Master students have obtained PhD positions at Dutch Universities as well as in Australia, England, and Belgium. Former PhD students have obtained research positions at universities and in industry.</p>
Requirements of candidate:	<p>Background: Experimental/Cognitive Psychology; Statistics and Research Methods; Practical Research Experience (programming experiments, testing participants, analyzing data; writing APA-style research report).</p> <p>Master degree: Yes</p> <p>IELTS Grade: 7.0 (minimal 6.0 per component) or TOEFL: 100 (minimal 20 per component)</p>

<p>Supervisor information:</p>	<p>Ass. Prof. René Zeelenberg zeelenberg@fsw.eur.nl www.memorylab.eu</p> <p>Recent Publications</p> <p>Zeelenberg, R., de Jonge, M., Tabbers, H. K., & Pecher. (in press). The effect of presentation rate on foreign language vocabulary learning. <i>Quarterly Journal of Experimental Psychology</i>.</p> <p>de Jonge, M., Tabbers, H. K., Pecher, D., Jang, Y., & Zeelenberg, R., (in press). The efficacy of self-paced study in multitrial learning. <i>Journal of Experimental Psychology: Learning, Memory, & Cognition</i>.</p> <p>Zeelenberg, R., & Pecher, D. (in press). A method for simultaneously counterbalancing condition order and assignment of stimuli to conditions. <i>Behavior Research Methods</i>.</p> <p>Quak, M., Pecher, D., & Zeelenberg, R. (in press). Effects of motor congruence on visual working memory. <i>Attention, Perception, & Psychophysics</i>.</p> <p>Halberstadt, J., & Pecher, D., Zeelenberg, R., Ip Wai, L., & Winkielman, P. (2013). Two faces of attractiveness: Making beauty-in-averageness appear and reverse. <i>Psychological Science</i>, 24, 2343-2346.</p> <p>Bocanegra, B.R., Huijding, J., & Zeelenberg, R. (2012). Beyond attentional bias: A perceptual bias in a dot-probe task. <i>Emotion</i>, 12, 1362-1366.</p> <p>Jang, Y., Wixted, J.T., Pecher, D., Zeelenberg, R., & Huber, D.E. (2012). Decomposing the interaction between retention interval and study/test practice: The role of retrievability. <i>Quarterly Journal of Experimental Psychology</i>, 65, 962-975.</p> <p>de Jonge, M., Tabbers, H.K., Pecher, D., & Zeelenberg, R. (2012). The effect of study time distribution on learning and retention: A Goldilocks principle for presentation rate. <i>Journal of Experimental Psychology: Learning, Memory, & Cognition</i>, 38, 405-412.</p> <p>Oosterwijk, S., Winkielman, P., Pecher, D., Zeelenberg, R., Rotteveel, M., & Fisher, A. (2012). Mental states inside out: Switching costs for emotional and non-emotional sentences that differ in internal and external focus. <i>Memory & Cognition</i>, 40, 93-100.</p> <p>Pecher, D., Boot, I., van Dantzig, S., Madden, C., Huber, D.E., & Zeelenberg, R. (2011). The sound of enemies and friends in the neighborhood:</p>
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	<p>Phonology mediates activation of neighbor semantics. <i>Experimental Psychology</i>, 58, 454-463.</p> <p>Bocanegra, B.R., & Zeelenberg, R. (2011). Emotional cues enhance the attentional effects on spatial and temporal resolution. <i>Psychonomic Bulletin & Review</i>, 18, 1071-1076.</p> <p>Zeelenberg, R., & Bocanegra, B.R., & Pecher, D. (2011). Emotion-induced impairments in speeded word recognition. <i>Experimental Psychology</i>, 58, 400-411.</p> <p>Bocanegra, B.R., & Zeelenberg, R. (2011). Emotion-induced trade-offs in spatialtemporal vision. <i>Journal of Experimental Psychology: General</i>, 140, 272-282.</p> <p>van Dantzig, S., Cowell, R. A., Zeelenberg, R., & Pecher, D. (2011). A sharp image or a sharp knife: Norms for the modality-exclusivity of 774 concept-property items. <i>Behavior Research Methods</i>, 43, 145-154.</p> <p>Zeelenberg, R., & Bocanegra, B.R. (2010). Auditory emotional cues enhance visual perception. <i>Cognition</i>, 115, 202-206.</p> <p>Bocanegra, B.R., & Zeelenberg, R. (2009). Dissociating emotion-induced blindness and hypervision. <i>Emotion</i>, 9, 865-873.</p> <p>Camp, G., Pecher, D., Schmidt, H.G., & Zeelenberg, R. (2009). Are independent cues truly independent? <i>Journal of Experimental Psychology: Learning, Memory, & Cognition</i>, 35, 934-942.</p> <p>Bocanegra, B.R., & Zeelenberg, R. (2009). Emotion improves and impairs early vision. <i>Psychological Science</i>, 20, 707-713.</p> <p>Pecher, D., de Rooij, J., & Zeelenberg, R. (2009). Does a pear growl? Interference from semantic properties of orthographic neighbors. <i>Memory & Cognition</i>, 37, 541-546.</p> <p>Pecher, D., van Dantzig, S., Zwaan, R., & Zeelenberg, R. (2009). Language comprehenders retain implied shape and orientation of objects. <i>Quarterly Journal of Experimental Psychology</i>, 62, 1108-1114.</p> <p>van Dantzig, S., Pecher, D., & Zeelenberg, R. (2009). Unconstraining theories of embodied cognition. <i>Journal of Experimental Social Psychology</i>, 45, 345-351.</p>
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