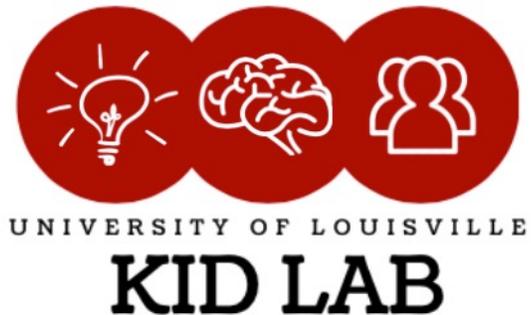


Knowledge in Development Lab News

This is an update on research projects that have been conducted at the Knowledge in Development Lab over the past 6 months.

Because of the COVID-19 pandemic, the KID Lab has looked a little different lately! Faculty, graduate students, and undergraduate students are still conducting research studies in order to gain a better understanding of how children process information, how they seek out and evaluate knowledge throughout their development, and how their thought processes develop. Typically, this research is conducted in our lab at the University of Louisville or at local schools. But, because of the pandemic, we have moved our research entirely online.

An online appointment with our lab involves one 30-minute session, scheduled by the parent, where children ages 4-10 complete a game or activity with our friendly researchers over Zoom! At the end of each session, children receive prizes, including a KID Scientist Certificate and a \$5 Amazon Gift Card. When a study is complete, we analyze the differences in thinking between children of different ages and we publish the results so that they are available to other scientists, parents, and educators.



Get Involved!

To participate in a study, e-mail louisvillekidlab@gmail.com or sign up at <http://louisvillekidstudies.org>.

“Like” our Facebook page ([Louisville KID Lab](#)) or follow us on Instagram ([@louisvillekidlab](#)) to view updates about child development research and our lab.

Be sure to let us know if you changed your contact information, or simply have questions about what we do!

Does opportunity really knock?

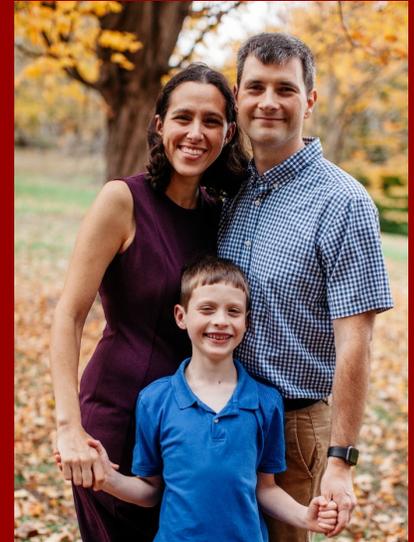
Some people are born into better situations than others. People who grow up in wealthy, educated families and neighborhoods have resources and opportunities that are not available to people from poor families or disadvantaged or stigmatized social groups. But when we think about a person's successes and failures, we often overlook the opportunities that person had.

Children believe that limited resources, such as candy and money, should be shared fairly. Our current studies look at whether children also believe that "opportunities" should also be shared fairly between groups. Six- to 9-year-olds saw two different groups of people and an exclusive club. The club was made up entirely of people from one group (an unfair distribution) but members of both groups could be asked to join the club. Children were asked who they expected the group would ask to join the club, and who they thought would be the fairest choice.

So far, children have said that sharing opportunities between both groups would be the fairest thing to do. However, children also thought that current club members would want people from their group to join the club more than people from a different group. These results suggest that children believe that opportunities, like resources, should be shared, but children think that groups sometimes do things that are unfair. Our upcoming studies will explore why adults – but not children – often fail to recognize that opportunities are sometimes distributed in unfair ways.



Meet the lab directors!



Dr. Judith Danovitch and **Dr. Nicholas Noles** are professors in the Dept. of Psychological and Brain Sciences. They met while earning their PhDs in Psychology from Yale University. In addition to directing the KID lab together, both Dr. Danovitch and Dr. Noles have been honored as Faculty Favorites by their students at UofL.

When they are not conducting research or teaching, they enjoy reading, traveling all over the world, and spending time with their son.

Meet the graduate students!



Allison Williams graduated from Rider University. She currently studies how the media and expertise influences children's trust and decision making. In her free time, Allison loves to hang out with her dog and walk around the city!



Megan Norris graduated from Appalachian State with her M.A. in Psychology. Her current research investigates how children learn about race, gender, and social power. In her free time, Megan enjoys reading and watching sports!

Can a doctor be wrong?

Imagine the scenario: Your child has a fever and a sore throat. You go to the doctor, they diagnose your child with strep throat, give you medicine, and you go home. A week goes by, and the medicine hasn't helped, so you go back to the doctor. This time they say, "It's actually just the flu." Your child just learned that doctors can be wrong. What does your child think about this doctor now? Is he still a doctor? Does he still know a lot about bodies?

A study in our lab explored how children judge experts after they provide inaccurate information. Children ages 6-9 were introduced to an expert (e.g., a doctor) and rated how much the expert knew about his domain (e.g., bodies). Then children heard the expert give inaccurate answers to the experimenter's questions (e.g., "how many bones are in a person's hand?" "A person does not have any bones in their hands"). Children were asked why they thought the expert said that answer and again rated how much he knew after each inaccurate answer.

We found that children initially rate the expert as having a high amount of knowledge about his domain. Then after each inaccurate answer, children decreased this rating. Also, children had a variety of justifications for why the expert said the inaccurate answer, with some children giving justifications about the expert ("he doesn't know anything" or "maybe he forgot") and others giving justifications about the statement ("that's true" or "that's wrong"). Children who made a negative comment about the expert gave lower ratings of his knowledge and children who said the statement was right continued to rate the expert as having higher knowledge.

So, when your child learns a doctor can be wrong, talk to them about why that might have happened. It's important to explain that everyone can make mistakes and sometimes experts change their answers.



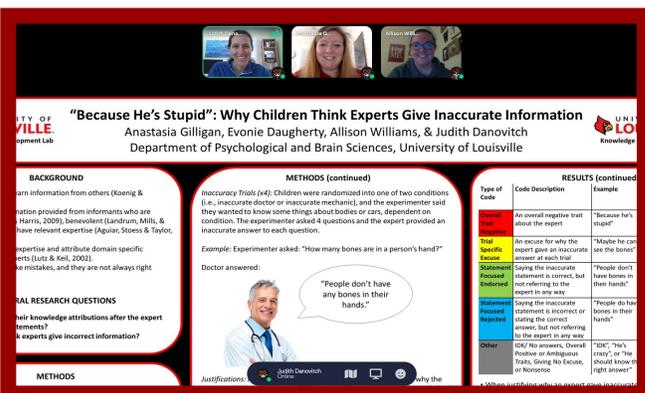
Presenting Our Research

In April 2021, KID Lab members presented their research at the [Society for Research in Child Development](#) Biennial Meeting. Due to the COVID-19 pandemic, this conference was 100% virtual.

Shown here is our virtual meeting place on [gather.town](#)! The KID Lab was involved in 10 different presentations on topics ranging from how children think about voice assistants (e.g., Siri, Alexa, etc.) and media (e.g., Mickey Mouse) to how children think about social hierarchies and the upward social mobility of different groups of people.



Lauren Girouard graduated from New York University with her M.A. Her current research interests include how children use technology. In her free time, Lauren enjoys reading and doing escape rooms.



KID Lab research interns Anastasia Gilligan, Evonie Daugherty, and Savannah Quach presented their research at the UofL [2021 Undergraduate Arts & Research Showcase](#) which also took place virtually on [gather.town](#). Anastasia and Evonie's presentation also won the first-place award for social sciences!



Kriss-Ann Gayle graduated from Penn State University with a B. S. in Psychology. Her current research interests include studying how children perceive group dynamics and equality. Kriss-Ann likes to read, spend time with her cat, and watch movies.



Research Intern Spotlight

Hailey Streble is graduating in May 2021 with a Bachelor of Arts in Psychology and a minor in Philosophy. She first started working in the KID Lab during the Fall of 2019. Hailey is interested in working with children when she graduates, so she joined the KID Lab to get experience working with children in a research setting. As a research intern, Hailey has worked on a wide range of tasks from recruiting families, data entry, coding, and running studies. Working with KID Lab graduate student Lauren Girouard, Hailey helped to create a new and original study. Hailey's favorite project from her time working in the lab was her senior thesis project about digital voice assistants. After graduation, Hailey plans to earn a PhD in Clinical Psychology and study children who have experienced adverse childhood experiences. She is interested in developing different prevention and intervention programs for kids.

Hailey says: "I would also like to add how grateful I am to have been part of this lab. The KID Lab has provided me with so many opportunities I never even thought were possible. I have grown so much as a researcher and even as a student with the help from my mentors and the other graduate students."



Congratulations to KID Lab Graduate!



Congratulations to former KID Lab student, **Rebekah Cook**, on her acceptance to Spalding University's Counseling Psychology PsyD Program! Rebekah says that when she looks back on her time at UofL, working in the KID lab definitely stands out as one of her most rewarding experiences. Rebecca is grateful that she had the opportunity to not only meet, but work alongside, some amazing professionals in the field of psychology.

I loved participating with the KID Lab and want to do more...

If your child loves participating in our research, please considering helping other labs around the country. Developmental researchers have come together to create a website where you can find many studies your children can participate in from the comfort of your home.



Please visit childrenhelpingscience.com for more exciting studies.

A Special Thank You!

We extend a big thank you to the parents and children who made online appointments with our lab. Our research would not be possible without your support! Also, we would like to thank [The Graduate Network in Arts and Sciences](#) and [The Graduate Student Council](#) at UofL for their research awards! All KID Lab graduate students were awarded at least one of these awards and their research could not have continued through the COVID-19 pandemic without them.

KID Lab News

Extra extra! Read all about it! This semester it's a DOUBLE puzzle. Unscramble the words and then find them in the word search to hear about what we've been up to this semester!

H	L	S	V	S	D	R	B	T	H	I	N	K	Y	K
X	L	H	I	T	E	G	R	O	N	J	E	N	F	S
C	E	A	R	U	V	Z	G	N	J	M	X	V	G	X
C	A	R	T	D	E	T	I	L	T	H	P	L	W	E
G	R	E	U	I	L	X	M	I	X	C	L	H	T	W
T	N	V	A	E	O	Z	P	N	Q	V	O	I	K	S
U	D	Z	L	S	P	E	R	E	A	D	R	Z	C	P
K	O	W	D	R	M	M	D	X	R	W	E	G	A	P
O	H	R	I	Y	E	A	H	M	J	I	B	A	W	V
O	M	X	S	J	N	S	Z	O	O	M	M	M	N	R
O	I	R	C	F	T	X	E	O	B	N	S	E	A	B
M	I	C	O	L	X	C	I	A	R	J	H	S	N	U
H	A	W	V	V	P	H	G	M	R	O	L	I	K	T
Q	S	H	E	Z	B	I	B	O	G	C	E	U	Y	R
O	I	W	R	S	C	I	E	N	C	E	H	N	K	Q

dpenemvoelt
eploxre
onnlie
scecine
thnik
zomo

dsciover
gmeas
raed
shrae
vtaiurl

epimerexnt
laern
raercseh
sutdeis
wtire