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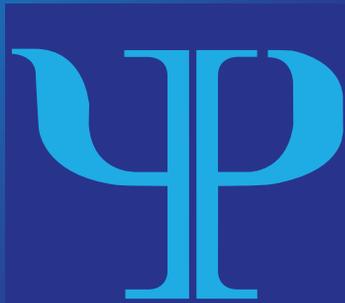
Psychology Postgraduate Affairs Group

Quarterly

Issue 118 March 2021

Out of sight out of mind?

Experimenter presence in an online experiment with children during Covid-19



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Starting a PhD in a pandemic



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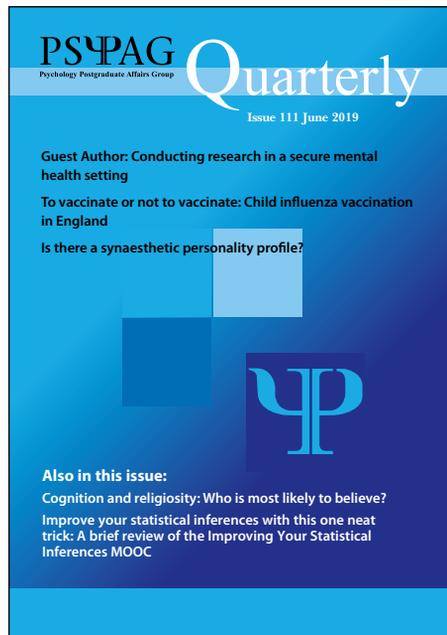
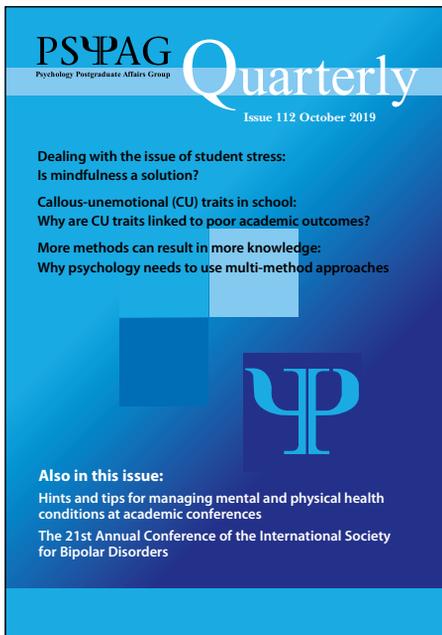
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This list is a fantastic resource for support and advice regarding your research, statistical advice or postgraduate issues.



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Editorial

Ngozi Anyadike-Danes

THIS ISSUE of the *Quarterly* has faced a few hurdles. You may notice that the format is a bit different, and that the content seems lighter this issue – we thought that, for the most part, we would turn this issue over to you, the reader, your advice and experiences. With most of academia transitioning to the online environment, we put out a call to our postgraduate community to hear how they (and their research) have been affected by the pandemic and the bulk of this issue concerns those responses. This is my first issue as editor, and it has certainly been a trial by fire – but I live for a challenge and I hope that I have managed to keep the spirit of the *Quarterly* alive. Before I dive in with a summary of what you can expect in this issue, I wish to deeply thank my fellow editors, the PsyPAG community and all the authors who have contributed with their opinions and experiences – without you, there would be no issue. From reading your submissions, it is clear that the pandemic has been creative in its ability to impact your lives and your research, yet, you have persevered, and I must commend you for your strength and resilience. The *Quarterly* is always interested in hearing from postgraduate researchers so please feel free to check out our website if you would like to contribute. Alternatively, send us an email! Recruitment is ongoing for specialist reviewers to add to our reviewer's database – if you would be interested in reviewing one or two articles a year, you can register your interest here: rebrand.ly/quarterly. The goal is to amass a large variety of experience across methodologies and research interests such that specialist reviewers may peer-review articles specific to their background. If you'd like further information, or have any questions about the process, please feel free to send us an email (quarterly@psypag.co.uk).

In case you're a new *Quarterly* reader – welcome! If you would like to receive a reminder email as soon as the *Quarterly* goes live, please subscribe to our mailing list for a spam-free notification. Link to subscribe: tinyletter.com/TheQuarterly. Additionally, we're continuing to try and gather the email addresses of a department contact for every university in the UK to improve *Quarterly* distribution. If you think you might know the best person to contact in your department, pop their details onto this form: bit.ly/3phXhCP. And, the final bit of housekeeping from me – if you'd like to submit a 'Meet the Reader' piece, we've included a template on page 16.

Now, to the issue! The first piece is a discussion piece by Madeleine Ingham addressing the issue of conducting online research with children during Covid-19. Following this, we have an interview between our very own *Q* editor Lucy Porter and Johanna Keeler-Schäffeler: 'Starting a PhD in a pandemic'. They discuss the impact to Johanna's PhD plans and how her experiences match up with her expectations.

This leads nicely into the final event: a montage of opinions from you, our readers, answering some questions we posed online. Advice ranges from surviving the pandemic, minding mental health and, how the pandemic has affected research plans.

Again, I would like to thank all of you who answered our call and submitted your thoughts and answers to our questions. I know that, at times, it seems like our lives have been turned every which way and changed irrevocably. I certainly have noticed ebbs and flows in my motivation and, most assuredly, some days have been better than others. Whilst it might be difficult to see an end to where we are now, please know that you are not alone, and tomorrow brings opportunity for a better day.

I truly hope that you can see your own experiences reflected in the responses from our PsyPAG community and that the suggestions of looking after your mental health are helpful. If you are inspired to write your own piece, please send us an email and we'll get back to you.

Stay safe, stay well, and enjoy this issue!

Ngozi Anyadike-Danes

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Chair's Column

Maddi Pownall

A WARM welcome to the latest edition of the *PsyPAG Quarterly*. I have a couple of exciting updates to share with the postgraduate community.

Firstly, I am very pleased to report that Jenny Terry (University of Sussex) has been elected the PsyPAG Chair Elect and Tanya Schrader (Staffordshire University) has been elected Treasurer Elect! Welcome to the core committee, Jenny and Tanya! Jenny and I have already started the handover process ready to the official handover at our AGM in July.

I have also spent the past few months working with the 2021 conference committee on #PsyPAG2021 online preparations. I'm happy to tell you that our call for papers will be live very soon! Visit the www.psypag-conference.co.uk website for all of the juicy details. We also plan to trial a new presentation format this year called a 'blitz session'. These will be shorter, snappier sessions, ideal for giving a whistle-stop tour of your research or letting us know about a specific method or approach in your work. We hope that this will give as many postgraduates as possible the chance to present, no matter what stage of your PhD, Masters, or doctoral training you're at. Please do consider submitting your work, I can say from experience that it really is a supportive and welcoming space to showcase your work.

The conference will be held virtually again this year, but we will be going 'live' rather

than hosting pre-recorded content, which hopefully should bring a bit more interactivity to the proceedings. Keep a look out for conference updates on our Twitter page @PsyPAG2021 for details about our keynote speakers and all-important social events.

Also, just a friendly reminder that we offer funding for hosting workshops (www.psypag.co.uk/workshops/) as well as bursaries (www.psypag.co.uk/bursaries-2/) to fund conference attendance (both international and domestic), workshops and training events, study visits and travel bursaries. I would encourage you look out for PsyPAG funded online workshops as these are free to attend for all postgraduates.

Finally, I'd like to wish every postgraduate a restful and happy rest of the year. It's been a hard year to be studying for a postgraduate qualification, but we're getting there. Our second Covid-19 microgrant scheme was a roaring success in February, and we have a couple of exciting ideas in the pipeline to support postgraduates even further, which I'll be sharing on the Twitter page over the new few months. As ever, I'd also like to say a huge thanks to all the PsyPAG reps and volunteers who have made this work possible.

Maddi Pownall

PsyPAG Chair

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Out of sight out of mind? Experimenter presence in an online experiment with children during Covid-19

Madeleine Ingham

The initial plan for my MSc research – which explores if metacognitive measures can predict accuracy in children – was to recruit child participants in schools. However, Covid-19 meant that I needed to pivot to online testing. Children (aged four to eight) completed a memory task while I guided and recorded the session via Zoom. Here, I reflect on my experiences and consider empirical evidence about experimenter effects in virtual studies. Specifically, should the experimenter have their camera turned on or off? Research suggests there are advantages and disadvantages for both methods, presenting a novel challenge for conducting virtual studies with children.

MY MSc project investigates how implicit metacognition measures (e.g. gestures, response time) and explicit metacognitive measures (e.g. confidence ratings) can be used to predict memory accuracy in children. The initial plan was to conduct the experiment in schools with children aged four to eight. The children would watch two videos I had created of two every-day events (making breakfast, washing up), and then answer questions about what they could remember from the videos (e.g. ‘what did the kettle look like?’). The experiment would have been completed on a tablet, overseen by an experimenter and would have also been recorded so I could later code and analyse implicit metacognitive measures. The memory test data would have been stored via the tablet so that I could examine explicit metacognitive measures from confidence judgements made after each question.

Just as I began reaching out to schools, the first Covid-19 lockdown was implemented in England. This led my supervisor and I to think about how the experiment protocol could be adapted for online data collection,

to achieve my research goals. I considered the methodological and ethical issues raised by the prospect of online data collection and addressed them carefully according to British Psychological Society remote testing guidelines (British Psychological Society, 2020) (<http://tiny.cc/BPSremote>) before testing. A big hurdle was finding an appropriate software that would allow participants to simultaneously screen share (so that I could see them watch the videos and complete the online memory task), have their video on (so that I could see and interact with participants), and also enable me to record the session (so that I could later analyse children’s behaviours). In the end, I settled on Zoom (<https://zoom.us/>) which enabled me to do all three. It also allowed me to save the recordings directly to the University’s secure datastore and enable password-protected sessions.

Pre Covid-19, I (the experimenter) would have been present in the room with the child whilst they completed the experiment. To keep the plan closest to the original – and to mimic me being in the room with the children – I chose to keep my camera on during

the pilot testing. It quickly became apparent that my video distracted the children during the task, and there were instances where children became shy once they saw me. Many would stop talking and hide out of view of the camera, and one child even refused to take part once they knew I was there. The reactions from children were interesting, and I began to research how experimenter presence can affect task performance. Should experimenters keep their camera off or on during when conducting an online experiment with children?

On the one hand, there seemed to be positives for keeping my video on during the experiment. Computer studies are thought to create a sense of perceived privacy, because the presence of the experimenter becomes less salient (Wood et al., 2006). As a result, it can be difficult to keep the children engaged and encouraged in an online task, especially with the experimenter's camera turned off (Bond & Titus, 1983; Meddock et al., 1971). Studies with children have shown an increase in performance when the experimenter was present, and that experimenter presence can promote task engagement (Draeger et al., 1986). Experimenter presence also seems to lessen non-compliance. The drive theory (Zajonc, 1965) suggests that the presence of others increases drive to perform well at a task, and so facilitates performance. There is evidence of this in research; in Milgram's classic study (1963) obedience dropped when the experimenter was removed (e.g. <http://tiny.cc/Milgram>). Similarly, it's been found that experimenter presence leads to participants engaging in fewer off-task behaviors, affecting their overall performance (Palmer et al., 2018). Experimenters who are viewed as experts and as evaluating participant behavior have also been shown to enhance performance (Stotland & Zander, 1958).

On the other hand, there also seemed to be positives for keeping my video turned off. I found classic research that suggests experimenter presence can be detrimental

to performance (Dashiell, 1930) and more recent research suggesting that working memory is particularly susceptible to the effects of cognitive distraction (Belletier & Camos, 2018). Social presence is thought to capture attention during recall tasks and use up attentional resources needed for working memory. I wondered if children were attending more to my video presence than to the task, and if this was affecting how well they performed. Moreover, Moston (1992) noted that the presence and appearance of an interviewer can be detrimental for children's recall when giving memory evidence in a forensic capacity. Experimenters who are viewed as experts can also cause increased apprehension from experimenter evaluation (Cottrell et al., 1968). Indeed, before starting the experiment, I read out the task instructions. I noticed that some children seemed anxious about what would happen if they didn't do well on the task when they saw me. Therefore, there seemed to also be benefits of me having my video turned off during the experiment.

Eventually, I settled on having my camera off during the experiment but remaining present to read aloud instructions and questions. On the whole, I think this worked well and I've now collected data from over 100 children aged between four and eight. However, there are some final points to consider. When completing the experiment, I noticed when having my video turned off some children would forget I was there until I spoke again. There were some instances where a shy child would become more confident when doing the task but when I spoke to encourage them or ask them the next question, they would regress back to being timid. I found research that suggests an experimenter who leaves the room can cause participants to have increased arousal from anticipation of evaluation paired with being unable to monitor the experimenter's behavior (Guerin, 1986). It could be the case that not having a visual of the experimenter but hearing my voice intermittently

made my presence unpredictable and so caused some children to be nervous.

One option for other experimenters could be to be present during the study, but refrain from talking during the experiment; attention to experimenter is believed to level off when the experimenter is passive during the task (Platania & Moran, 2010) as their presence is less threatening to participants and easier to monitor. Performance on a task with a passive experimenter has been found the same as doing the task alone (Smith & Crabbe, 1976). This would have been difficult to implement for my project though, as I wanted to read the questions aloud to children, to make sure that any effects that I found were not due to differences in reading ability across ages in children.

Shifting the experiment online has been a big learning curve, it was stressful at times,

but I feel I have learnt a lot of invaluable skills in a short space of time. After looking into the experimenter presence literature, and conducting multiple testing sessions with children, it seems that there are positives and negatives to being 'present' during an online experiment. When research conducted during Covid-19 begins to be published, I'm excited to learn about how other researchers navigated these important experimental decisions.

If you would like more information, please do get in touch!

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Starting a PhD in a pandemic

Lucy Porter & Johanna Keeler-Schäffeler

WHAT IS IT like to start a PhD in a new research area at a new university in the middle of a pandemic? Quarterly editor Lucy Porter spoke to first-year PhD student Johanna Keeler-Schäffeler to find out...

Q: Hi Jo, how are you doing?

JKS: I am doing okay! Things are a bit monotonous in this third lockdown and I am doing a LOT of looking at a computer screen. But I am trying to keep upbeat by taking regular breaks and remembering that I am quite lucky to be able to be spending my days researching and writing about a topic that I find interesting.

Q: I feel your pain, but I'm glad to hear you're doing okay! Could you tell us a little more about your PhD topic?

JKS: Of course! I'm based at King's College London in the Department of Psychological Medicine. My project is looking at the concept of 'neuroprogression' in anorexia nervosa, which is a term used to describe changes in the brain structure, cognitive functions and clinical characteristics over the course of the illness. I am looking specifically at how the hippocampus (a brain area involved in memory and learning) is impaired in anorexia nervosa, and how this could prevent people from getting better. It's a really interesting topic, but my project can't go ahead as originally planned, as we were hoping to take blood samples and face-to-face neuropsychological measures.

Q: I'm sorry to hear your plans have had to change, I think that's something a lot of people can sympathise with at the moment. How far into your PhD are you, and how have you adjusted your research plans?

JKS: Yes, not just inside of academia too, it's pretty tough for everyone. I'm a few months in to my first year, so there is still time

to make quite large changes to the original project. I've basically mapped out the next three years to be all remotely administered experiments. In terms of what I've done to adjust my research plans, I've managed to use online software to programme experiments that I otherwise would have done face-to-face (e.g. neuropsychological tasks). I've had to drop the blood-analysis element of the study, although I've just been told it may be possible to collect saliva samples through the post. I've also adapted by using this first year to work on a systematic review and meta-analysis, as well as analysing and writing up pre-existing data. It's kind of amazing how much can actually be done remotely, and how quickly everyone has adapted to not being able to do face-to-face research...

Q: That's definitely true! It's great to see that you've been able to adapt your research so quickly. Beyond research, the pandemic has also affected the day-to-day aspects of a PhD, like supervisor meetings and working alongside other students – how has that experience been for you?

JKS: To be honest, it's been very strange. I'm quite used to being familiar with a department, and breaking up the day with face-to-face meetings or even just bumping into people in the hallway. I'm quite extroverted, so I am missing that sort of casual contact quite a lot, where you get to know people. Because I was joining a new department, I was quite conscious of this and so made an effort to reach out to other academics and PhD students, who mostly were quite open to a casual Zoom call. It feels quite difficult though to reach out to people to have a casual chat, because you have to make the effort to arrange a Zoom/MS Teams call. Similarly, I haven't been able to get to know the other students on my

course, although we do have a WhatsApp group and we had to work together in pairs for a workshop. I am very lucky however to know a great and supportive group of academics who have invited me to various drop-in ‘virtual offices’ and small lab meetings. I’ve been trying as much as I can to accept invitations to social and research lab meetings to try and get to know everyone. Somehow I find it more anxiety provoking attending these meetings, even though you could technically just leave whenever you want, so I have missed a few.

Q: It sounds like a huge change, not only adapting to a new department but also a new way of living and working! How has the experience differed from your original expectations?

JKS: Hmm... well, I was looking forward to going to lunchtime lectures in the department, going to social events and even just having my own office space. Obviously this isn’t possible (although I have an office space at home, yay!). I think also I am not collaborating with other students as much as I anticipated, and it does sometimes feel like I don’t have anyone to ask when I am encountering a problem or am trying to work something out (usually statistics). I have found it really useful to have virtual offices for this, because it synthesises the real office environment a bit more, and I feel more able to ask for help. I should probably also add that I am really enjoying being able to get out of bed a little bit later, too, which wouldn’t have been possible otherwise!

Q: That’s definitely a silver lining! Before we wrap up, is there anything you wish you’d known before you started that you’d like to share with other people who are about to start a PhD in a pandemic?

JKS: First of all, don’t panic! In some ways, it has been more manageable than I anticipated, because it’s been quite a steady pace. I think overall, the thing that helped me the most was being realistic about what it would be like. I started in October, so

had a few months to prepare for the fact that it would probably be entirely different from what I expected. I would try to make a conscious effort to optimise your workspace (e.g. getting a monitor, or at least a desk) to mimic the office, and to definitely attend social events that are often scheduled in the first month or so. I think I wish I had known how difficult it can be to feel connected to a new team without being physically there – and that it feels more effortful somehow to join meetings and reach out online. A final thing is that I had not anticipated having periods of time where my productivity crashed – it’s very important to be kind to yourself, take regular breaks, and acknowledge that it is likely that your productivity will be impacted at times by the trauma of the pandemic.

Q: That’s some very useful advice – it can be really helpful to hear that other people are experiencing those peaks and troughs too. Finally, when you’re not researching, what do you like to do with your time? (Feel free to talk about non-pandemic past times too!)

JKS: Ah, I’m glad you asked this because I think it’s a common misconception that PhD students have to be working 24/7. I try to do a lot of things in my free time, albeit recently a lot of it has been spent binge-watching comedy shows. I try and get outside for a walk as much as I can, as well as doing yoga to counterbalance the effects of sitting at a screen all day (I also recently got a ‘dumbphone’ to replace my iPhone so that I’m not spending too much time on screens). I really enjoy creative things too such as playing instruments, knitting and drawing, which also really help in my academic work, when solving problems and writing.

Q: I see you snuck some more good tips in there as well! Thank you for talking to us Jo, and best of luck with your studies!

Lucy Porter

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Readers' advice and experiences

WE CURRENTLY exist in uncertain times and I'm sure that way of life has changed (and continues to change) for many of you. For this issue, we decided to reach out to you, our PsyPAG community, to hear directly how the pandemic has affected you – either you or your research. What follow are some tips on surviving the pandemic, reflections on how the pandemic has resulted in changes to research and a final comment on the importance of minding your mental health.

What are your tips for surviving a pandemic?

'My best tip, after spending nearly a year in the WFH environment, is to join a virtual classroom or virtual SUAW (shut up and write) group. I was invited to join one hosted by a former university I'm affiliated with, by a PhD friend who is still based there. Being in the classroom has given me a mix of interaction (I can see actual, real life people and we chat between pomodoros), structure to my working day/afternoon/morning and accountability for my work. I have found joining the SUAW group both productive and beneficial for my mental health. If you can't join one create one and invite your pals; any pals, from all over, doing any level of PGR work'.

Catherine Hitch

'I've found it really helpful to regress to my childhood as much as possible – I've been listening to 90s music and watching old shows like the Vicar of Dibley on repeat. I recently spoke to a healthcare professional about anxiety and one of the things they advised me to do was to return to the activities I loved as a child and make time in the day to get lost in those (drawing and writing stories for me!), so that's my next plan. I think it's really helpful to mix things up to get a sense of time passing – learning a dance routine one month and then prac-

ticating baking the next. And as much as we all have Zoom fatigue, staying connected has helped a lot. One way to make it less effortful is to watch something on Netflix at the same time as a friend - we have video on so we can make faces at each other, and talk via the chat, but otherwise mute the call so we can listen to whatever we're watching!'

Lucy Porter

How have you had to adjust your research during the pandemic?

'The pandemic has made me shift the narrative of my PhD altogether. Originally, I would have done a photobooth-style for data collection. I am half-funded by a cosmetic company and was going to measure skin components of ethnic groups. Data collection was meant to start the week lockdown happened and had been on hold since. The side-projects I originally planned were meant to feed into this photobooth – now I had to make these the focus of my PhD! Doing this during lockdown meant I had to design online studies, juggle childcare and home-schooling, and share the working day with my husband (also an academic). This meant I have three hours during the day, and maybe two at night. It was tough – I had to be on top of my time management skills and had to be 'in the zone' most times. There were days that the motivation just does not come through, but I take the small wins. Now, I have nine months left of my funded period, and nearing the end of data collection. It may not have been the PhD I first planned, but I'm glad it's getting there.'

Michael Jean Childs

'In what feels like centuries ago pre-Coronavirus era, I had conducted research exploring children's ability to understand relief in others. To explore alternative explanations to my data, I was planning to run a quick-and-final follow-up study then hopefully submit my findings

to a journal. However, in March 2020, the very day that I was about to start collecting data with my updated paradigm at a new school (whom I had spent weeks emailing), Northern Ireland went into lockdown and my plans to wrap up this study were foiled. In the following months, whilst tediously writing and practicing R on my overanalysed dataset, I discovered some advice and materials from Stanford University (https://github.com/sociallearninglab/online_testing_materials) for moving in-person experiments online. Using this wonderfully open-access material, I adapted my paradigm so it could be screen-shared with families remotely over Teams and children could make their judgements verbally or by pointing at the screen. Over the summer, I had Teams calls with over 100 generous families and was able to finally complete this study. I have just recently submitted these findings to a journal and currently waiting to hear back whilst designing my next remote study and dreaming of the days when we can go to pubs again.'

Matthew Johnston

Minding your mental health during the pandemic

'There is a growing body of evidence that shows that the pandemic has worsened the pre-existing mental health conditions of many university students. What I particularly find helpful for me in keeping my mental health in check is connecting with other PhD researchers across the globe. Right now, I'm a member of an international networking group of resilience researchers where we share papers that we've read, and we also do informal research presentations. Also, as a form of self-care, I indulge in activities that I enjoy doing such as blogging, gardening, hosting my [YouTube channel](#), and spending time with my husband.'

Dennis Relajo-Howell

Dates for your diary

Webinars

Date	Event	More information
26.03.21	Inspiring counselling psychologists of Northern Ireland	www.bps.org.uk/events/inspiring-counselling-psychologists-northern-ireland
27.05.21	Viral strain? Working life in the Covid-19 pandemic.	www.bps.org.uk/events/viral-strain-working-life-covid-pandemic

Annual Conferences

Date	Event	More information
25.03.21– 26.03.21	Division of Educational and Child Psychology	www.bps.org.uk/events/division-educational-and-child-psychology-virtual-conference-2021
15.04.21– 16.04.21	Northern Irish Branch Annual Conference	www.bps.org.uk/events/northern-ireland-branch-bps-annual-conference-2021
27.04.21– 28.04.21	Faculty for People with Intellectual Disabilities Annual Conference	www.bps.org.uk/events/faculty-people-intellectual-disabilities-annual-conference-0
04.05.21	Defence and Security Psychology Annual Conference	www.bps.org.uk/events/defence-and-security-psychology-changing-world-annual-conference
29.06.21– 30.06.21	Division of Health Psychology Annual Conference	www.bps.org.uk/events/division-health-psychology-annual-conference-2021
15.07.21– 16.07.21	Division of Forensic Psychology Annual Conference	www.bps.org.uk/events/division-forensic-psychology-annual-conference
06.07.21– 07.07.21	Cyberpsychology Section Annual Conference	www.bps.org.uk/events/cyberpsychology-section-virtual-conference
16.07.21– 17.07.21	Division of Counselling Psychology Annual Conference	www.bps.org.uk/events/division-counselling-psychology-annual-conference
08.09.21– 09.09.21	Psychology of Education Section Annual Conference	www.bps.org.uk/events/psychology-education-section-annual-conference-2021
15.09.21– 17.09.21	Developmental Psychology Section Annual Conference	www.bps.org.uk/events/developmental-psychology-section-annual-conference
14.10.21– 15.10.21	Division of Neuropsychology Annual Conference	www.bps.org.uk/events/division-neuropsychology-annual-conference

22.10.21	Male Psychology Section	www.bps.org.uk/events/male-psychology-2021-mens-mental-health-and-wellbeing
09.11.21- 10.11.21	Division of Forensic Psychology Annual Conference	www.bps.org.uk/events/division-forensic-psychology-annual-conference

Need a reason to write for us?

- Great addition to the CV;
- Engage with the wider academic community;
- Provides experience in the process of publishing (i.e., responding to peer-review etc.);
- Most importantly, it is good fun!

More information can be found on our website (www.psypag.co.uk), or on the back pages of this edition. Alternatively, e-mail or Tweet us ideas:

quarterly@psypag.co.uk / [@PsyPAGQuarterly](https://twitter.com/PsyPAGQuarterly)

We look forward to hearing from you.

PSYPAG

Psychology Postgraduate Affairs Group

Postgraduate Bursaries

Need help with the cost of attending a conference, workshop or other event related to your research? PsyPAG might be able to help!

All psychology postgraduates registered at a UK institution are eligible to apply for our bursary funds. We have three rounds of bursaries each year. The deadlines for each round are: 10 February, 10 June and 10 October.

We offer the following:

International Conference Bursaries* up to £300

Domestic Conference Bursaries up to £100

Study Visit Bursaries* up to £200

Workshop/Training Bursaries up to £100

Research Grant Bursaries* up to £300

Travel Bursaries up to £50

*Successful applicants are required to write an article for the PsyPAG Quarterly.

To apply and for further information, please visit www.psypag.co.uk or contact the Information Officer at info@psypag.co.uk.

Meet the Readers

We want to feature you!! Write for our new 'Meet the Readers' section. This feature is all about you, the reader. Each issue, we give our readers from across the country the chance to tell us a little bit about themselves and their research to help promote collaboration between postgraduate psychologists. If you would like to be featured in an upcoming issue of the *Quarterly*, please email quarterly@psypag.co.uk for a short form to fill out! Here are some of the questions we would ask – and you choose the Wildcard question.

What is your current research project?

What do you find most exciting about your research?

Wildcard questions:

- How did you become interested in your particular area of research?
- Where do you hope your research takes you?
- What do you plan to do following your postgraduate degree?
- What are your main areas of interest?
- What do you like to do outside of your research?
- Who is your psychology hero?
- What is the weirdest piece of psychology-related trivia you know?
- What inspired you to follow your chosen career path?
- Tell us a little more about yourself.

Each answer should be a maximum of 100 words, and no more than 300 overall.

We would also include your correspondence details so that other postgraduates can get in touch, or simply just follow you on Twitter!! Ours is [@PsyPAGQuarterly](https://twitter.com/PsyPAGQuarterly) by the way, in case you want to follow us.

Meet the Supervisors

We also have a new 'Meet the Supervisors' section that is aimed at connecting postgraduate psychology students with potential supervisors and any corresponding opportunities for PhD, RA or postdoctoral research projects they may have in the future.

We want to showcase some of the amazing supervisors and research positions out there. We also aim to humanise the PhD/RA/postdoctoral application process a little! Wouldn't you like to know a few fun facts about a supervisor before applying to work with them? We hope that our readers find this a useful opportunity to learn more and reach out to one another, building more connections and collaborations across the UK. If you would like to be featured, then please fill in the two core questions below, and then pick a 'Wild Card' question from the list. If you have any further queries then please contact us at quarterly@psypag.co.uk.

Each answer should be a maximum of 150 words, and no more than 450 overall.

What are your ideas or plans for future research projects involving postgraduate students?

What do you find most exciting about the plans and ideas you have just described?

Wildcard questions:

- What do you like to do outside of your research?
- Who is your psychology hero?
- What is the weirdest piece of psychology-related trivia you know?
- How did you become interested in your particular area of research?
- What inspired you to follow your chosen career path?

PsyPAG Committee 2021/2022

Position	Currently held by	Due for re-election
Core Committee Members: corecommittee@psypag.co.uk		
Chair	Maddi Pownall chair@psypag.co.uk	2021
Treasurer	Benjamin Butterworth treasurer@psypag.co.uk (For claim forms: payments@psypag.co.uk)	2021
Vice Chair	Michelle Newman vicechair@psypag.co.uk	2022
Communications Officer	Chris Robus commsofficer@psypag.co.uk	2022
Information Officer	Oliver Clark info@psypag.co.uk	2021
Quarterly Editors: quarterly@psypag.co.uk		
Bradley Kennedy b.kennedy@chester.ac.uk		2021
Hannah Slack Hannah.Slack@nottingham.ac.uk		2021
Ngozi Anyadike-Danes Anyadike_Danes-N@ulster.ac.uk		2022
Lucy Porter L.Porter@exeter.ac.uk		2022
Division Representatives		
Division of Clinical Psychology	Siu Chung Tang ST1314@live.mdx.ac.uk	2021
Division of Counselling Psychology	Jade Hardy J.Hardy2@wlv.ac.uk	2022
Division of Educational and Child Psychology	Chloe Casey ccasey@bournemouth.ac.uk	2022
Division for Academics, Researchers and Teachers in Psychology	Veronica Diveica psuda2@bangor.ac.uk	2021
Division of Forensic Psychology	Ana DaSilva anadasilva203@gmail.com	2021
Division of Health Psychology	Lauren Rockliffe lauren.rockliffe@manchester.ac.uk	2021
Division of Neuropsychology	Stephanie-Roxanne Blanco stephanie.blanco@ntu.ac.uk	2022

Position	Currently held by	Due for re-election
Division Representatives (contd.)		
Division of Occupational Psychology	Arianna Prudenzi A.Prudenzi@leeds.ac.uk	2022
Division of Sport and Exercise Psychology	Dane McCarrick psdjm@leeds.ac.uk	2022
Section Representatives		
Cognitive Psychology Section	Christopher Robus Christopher.Robus@study.beds.ac.uk	2022
Consciousness and Experiential Psychology Section	Josh Bolam bsjwb@leeds.ac.uk	2022
Cyberpsychology Section	Danielle Paddock d.paddock@yorksj.ac.uk	2021
Defence and Security Psychology Section	Catherine Hitch chitch01@qub.ac.uk	2022
Developmental Psychology Section	Ellen Ridley ellen.ridley@durham.ac.uk	2021
History and Philosophy of Psychology Section	Sophia Fedorowicz sophia.fedorowicz@student.ataffs.ac.uk	2022
Psychology of Sexualities Section	Zyra Evangelista z.evangelista.1@research.gla.ac.uk	2022
Male Psychology Section	Dennis Relejo-Howell drelejo.howell@gmail.com	2022
Mathematical, Statistical and Computing Section	Jenny Terry jlt26@sussex.ac.uk	2022
Political Psychology Section	Prince Kouassi Prince.Kouassi@city.ac.uk	2021
Psychobiology Section	Sarah Docherty s.docherty@northumbria.ac.uk	2021
Psychology of Education Section	Elaine Coxon E.M.Coxon@2017.ljmu.ac.uk	2021
Psychology of Women and Equalities Section	Lois Donnelly l.donnelly@worc.ac.uk	2022
Psychotherapy Section	Nicola McGuire n.mcguire.1@research.gla.ac.uk	2022
Qualitative Methods Section	Emma Kemp emma.j.kemp@northumbria.ac.uk	2022

Position	Currently held by	Due for re-election
Section Representatives (contd.)		
Social Psychology Section	Annayah Prosser ap832@bath.ac.uk	2022
Transpersonal Psychology Section	VACANT	-
Special Group in Coaching Psychology	Beth McManus hi@bethclaremc.com	2022
Community Psychology Section	Sophie Coleman sophiecoleman@live.co.uk	2022
Crisis, Disaster and Trauma Section	Sara Gardener sgardn07@mail.bbk.ac.uk	2021
Branch Representatives		
North East of England Branch	VACANT	-
East of England Branch	Siu Chung Tang ST1314@live.mdx.ac.uk	2021
East Midlands Branch	Kalli Ashton Shreves K.A.Shreves@lboro.ac.uk	2021
North West of England Branch	Charlotte Maxwell charlotteamymaxwell@outlook.com	2021
Northern Ireland Branch	Natasha Dalton Dalton-N1@ulster.ac.uk	2022
Scottish Branch	Lizzie Collins elizabeth.collins@stir.ac.uk	2022
South West of England Branch	Anastasiia Kovalenko A.G.Kovalenko@exeter.ac.uk	2021
Welsh Branch	Veronica Diveica psuda2@bangor.ac.uk	2021
Wessex Branch	VACANT	-
West Midlands Branch	Shipla Khunti shilpa.khunti@outlook.com	2022
London and Home Counties Branch	Zoe Haime z.haime@ucl.ac.uk	2022

Board Representatives		
Ethics	Vicky Lister vpml2@kent.ac.uk	2022
Research Board (Chair)	Maddi Pownall chair@psypag.co.uk	2021
Other Committees		
Standing Conference Committee	Anna Widemann anna.wiedemann@hotmail.com	2021
Undergraduate Liaison Officer	Tanya Schrader tanya.schrader@research.staffs.ac.uk	2021



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PSYPAG

About PsyPAG

PsyPAG is a national organisation for all psychology postgraduates based at UK institutions. Funded by the Research Board of the British Psychological Society, PsyPAG is run on a voluntary basis by postgraduates for postgraduates.

PsyPAG's aims are to provide support for postgraduate students in the UK, to act as a vehicle for communication between postgraduates, and represent postgraduates within the British Psychological Society. It also fulfills the vital role of bringing together postgraduates from around the country.

- PsyPAG has no official membership scheme; anyone involved in postgraduate study in psychology at a UK institution is automatically a member.
- PsyPAG runs an annual workshop and conference and also produces a quarterly publication, which is delivered free of charge to all postgraduate psychology departments in the UK.
- PsyPAG is run by an elected committee, which any postgraduate student can be voted on to. Elections are held at the PsyPAG Annual Conference each year.
- The committee includes representatives for each Division within the British Psychological Society, with their role being to represent postgraduate interests and problems within that Division or the British Psychological Society generally.
We also liaise with the Student Group of the British Psychological Society to raise awareness of postgraduate issues in the undergraduate community.
- Committee members also include Practitioners-in-Training who are represented by PsyPAG.

Mailing list

PsyPAG maintains a JISCmail list open to *all* psychology postgraduate students.

To join, visit www.psypag.co.uk and scroll down on the main page to find the link, or go to tinyurl.com/PsyPAGjiscmail.

This list is a fantastic resource for support and advice regarding your research, statistical advice or postgraduate issues.

Social networking

You can also follow PsyPAG on Twitter (twitter.com/PsyPAG) and add us on Facebook (tinyurl.com/PsyPAGfacebook).

This information is also provided at www.psypag.co.uk.

www.psypag.co.uk

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