

(For JSPS Fellow)

Form B-5

Date (日付)

21/January/2013 (Date/Month/Year: 日/月/年)

Activity Report -Science Dialogue Program-

(サイエンス・ダイアログ事業 実施報告書)

- Fellow's name (講師氏名): Alexander O' Connor (ID No. P12314)
- Participating school (学校名): Jr and Sr High School at Komaba University of Tsukuba (Tsukukoma)
- Date (実施日時): 19/January/2013 (Date/Month/Year: 日/月/年)
- Lecture title (講演題目): (in English) An introduction into social, personality, cultural, and health psychology

(in Japanese)

- Lecture summary (講演概要): Please summary your lecture 200-500 words.

I first gave a brief introduction of myself and where I am from (America). I then described life at UC - Berkeley, and the surrounding San Francisco Bay area, where I completed by graduate work. I then discussed what lead me to become a psychologist. Specifically, I discussed research on social norms and the bystander effect – the phenomena that people are less to likely to come to the aid of others in large public groups. I then showed some videos that illustrated the phenomena. I then provided a simplified organization of different areas of research psychology (biological, clinical, and social/cognitive), describing my place within this structure. I then gave some examples of interesting, applied work done in my area of social psychology (e.g., work that psychologists are doing with Facebook).

The remainder of the lecture focused on two areas of my research: on emotion regulation and on creativity. I describe how we often regulate our emotions and that a common strategy is *expressive suppression* – which entails hiding and minimizing the expression of one's emotions so that others cannot tell what the suppressor is feeling. I then described how, and why, this particular strategy can have negative personal and social consequences, including mentioning my recent work on the relationship suppression may have with physiological stress responses. Finally, I described my work on creativity, specifically how beliefs about the malleability of creativity are related to creative thinking. Often, holding a view that creativity is fixed and immutable is associated with decreased creativity. I walked students through some studies I have that demonstrate this phenomenon.

- Language used (使用言語): English

- Lecture format (講演形式):

◆Lecture time (講演時間) 90 min (分), Q&A time (質疑応答時間) 15 min (分)

◆Lecture style (ex.: used projector, conducted experiments)

(講演方法 (例: プロジェクター使用による講演、実験・実習の有無など))

Powerpoint presentation on projector

◆Interpretation (ex.: assistance by accompanied person, provided Japanese explanation by yourself) (通訳 (例: 同行者によるサポート、講師本人による日本語説明))

Assisted by accompanied person

◆Name and title of accompanied person (同行者 職・氏名)

Hiroya Sato – Masters student at Hitotsubashi – Kunitachi campus

◆Other note worthy information (その他特筆すべき事項):

- Impressions and opinions from accompanied person (同行者の方から、本事業に対する意見・感想等がありましたら、お願いいたします。): We were both so impressed by the students. They were genuinely interested in the subject and impressively able to answer all questions we posed to them.