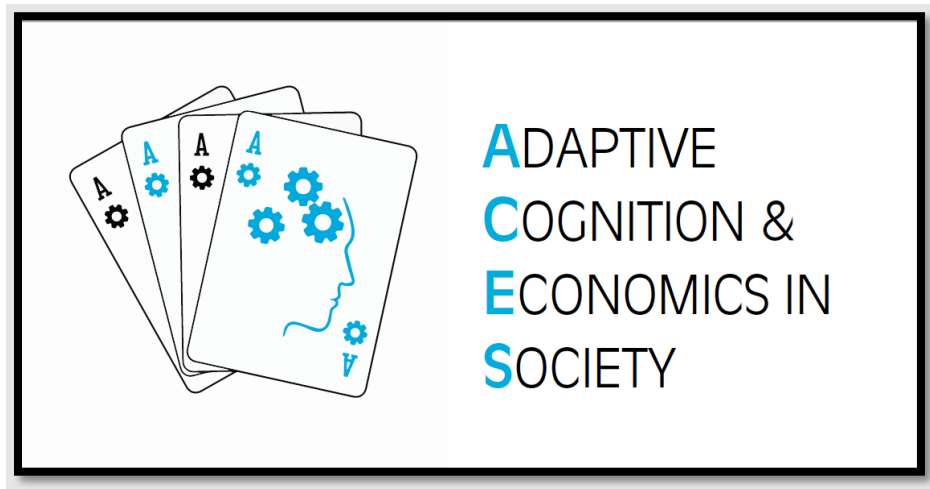# Team handbook

MISSION STATEMENT

Our team studies the cognitive bases of diverse social (cultural and economic) phenomena.

In our research, we aim at:

1. Making clear hypotheses about cognitive processes and mechanisms to explain observed behaviors.
2. Showing how these cognitive processes play out in shaping social and cultural phenomena
3. Considering the adaptive value of hypothesized cognitive mechanisms i.e., Understanding how our hypotheses align with evolutionary biological theories.

We are keen to consider diverse sources of evidence: this includes data from experimental psychology, as well as ethnographic and sociological data. We value methodological pluralism.

OPEN SCIENCE

Our team believes in the added value of adopting open sciences practices.

We suggest the following steps:

- Make all the data and code available when submitting an article. This is the default and can only be avoided when there are strong privacy restrictions. We suggest using a repository such as OSF (https://osf.io/), or GitHub (https://github.com/)

- Pre-register your hypotheses, methods, analysis plan, for instance on Open Science Framework (https://osf.io/) or on AsPredicted (https://aspredicted.org/) .

- Submit registered reports whenever applicable and considering the timeline that this procedure requires (i.e., it involves writing the manuscript and waiting for the review process to end before data gathering): articles in which you write up everything short of the results and discussion, and which are evaluated only based on the methods and quality of the research idea. A list of journals accepting this format can be found there: https://cos.io/rr/ (This list is expanding, see also here).

- Code checking: ideally team members can attempt to replicate each other's analyses of the same data sets, to check that they reach the same conclusions. As this task can be quite demanding, it should be done only if it is sufficiently respectful of others' time and effort.

COMMUNICATION & LOGISTICS

Please keep Christophe informed about the dates of your vacation/leaves. Do not hesitate to send reminders and to specify when some deadline needs to be met.

We are flexible in terms of where people prefer to work, but we encourage team members to spend some time in the department. Presence in the Department is encouraged because:

- makes it easier to have impromptu discussions about one's current research, a problem one encounters, etc.
- it is motivating to work alongside other people
- it is a way to contribute to the life—academic and otherwise—of the Department.

The dept google calendars are available here:

- CSD Academic Schedule
- CSD Absence
- CSD Events
- Music Lab

 The Academic Calendars are available here: Academic Calendar | Department of Cognitive Science (ceu.edu)

Many resources (regarding access, shared resources, etc.) are available on our SharePoint site: [ACE Research Group - Home (sharepoint.com)](). All members must ensure that they can access SharePoint (using your 0365 credentials).

USING SHAREPOINT

All data, code, and confidential material related to our research that cannot be stored in public repositories **MUST** be stored on SharePoint, in a separate folder with the project title, to ensure our eligibility with GDPR rules. The folders of existing projects can be found under the 'ACES projects' folder.

Additionally, we encourage our lab members to upload the ethical approvals they have received to run their experiments. This is to ensure that the ethical approvals can be accessed and used whenever needed during the publication process.

All other important organizational information can be found in the ACES SharePoint, including:

- list of publications from ACES members, including posters and poster templates;

- topic and time of weekly ACES meetings;

- grant and external funding information.

We encourage our members to update the SharePoint with new information, whenever there is a conference, a publication, a new grant option or an idea for an invited speaker for the ACES meetings.

RECURRING EVENTS

There are **weekly lab meetings**.

The goals of the meetings are:

- Joint knowledge acquisition. This includes communicating about papers you read that are likely to be relevant to all, listening to talks from both guest speakers or members, etc.
- Joint knowledge production. This include giving (nice and constructive) feedback on protocols, projects, etc.
- Smooth administration. This includes updates with payment methods, procedures for managing data, etc.

We would like the meetings to be friendly, and with an informal touch.

We would like the meetings to be serious and respectful. This means that you can skip a meeting, cancel an event, arrive late, attend online rather than onsite … but only if you do have a very good reason to do so and being conscient that it does impinge on the smooth progress of the meeting.

The meetings are organized and managed by a "lab meetings coordinator" designated by Christophe. The "lab meeting coordinator" manages the lab meetings schedule and identifies what should be on the agenda of the meeting. The lab meeting coordinator sends an email to the lab members one day before the meeting in order to specify the points on the agenda and communicate possible organizational matters (e.g. where the meeting will take place).

The schedule of the lab meeting is found on our OneDrive: ACES lab meeting schedule (Tuesday 4 pm).xlsx (sharepoint.com).

We also have non-mandatory weekly lunches (Wednesday 12.30 pm) and would enjoy your presence during these informal occasions.

Interesting 'outside' events include:

- *Evolutionary Pragmatics Forum*: internet forum organized by Bart Geurts (Nijmegen) and Richard Moore (Warwick). It takes place every last Friday of the month from 15:00 to 16:30 (CET) / 2pm to 3:30 pm (UK). If you would like to attend, contact evoprag@gmail.com. See https://www.evoprag.org for more info.
- *Relevance Researchers' Network*: Our talks take place on the last Wednesday of the month at 17:30 (UK and Ireland time) via Zoom. Links will be posted via the Relevance mailing list and via our Facebook group. See https://relevanceresearchers.com for more information.

CONFERENCES

Below you can find a list of conferences we are recommended to check out:

- ESPP
- EHBS
- BCCCD
- DuCog
- XPrag
- Society for Judgment and Decision Making Annual Meeting
- Advances with Field Experiments
- CBEN (Cognition, Behaviour and Evolution Network),

- CES (Cultural Evolution Society) Conference,
- Diverse Intelligences Summer Institute (one-month long summer school)
- [International Conference on Experimental Economics](#)
- ISPP (International Society of Political Psychology) Annual Meeting
- Cognitive Science Society Annual Meeting
- **Maastricht Behavioral and Experimental Economics Symposium**

Team members are encouraged to present at conferences, workshops, etc. They should discuss with Christophe the funding available early on, and plan accordingly which conferences they might submit to. There are conferences and summer schools grants offered by CEU (see [here](#)), with deadlines every few months.

We encourage students to present at the Research Club: [CEU RESEARCH CLUB 2022 - Google Docs.](#)

It's recommendable that every presentation (whether for a conference or a PhD defense) should be rehearsed. Team members should thus request the opportunity to rehearse their presentations during team meetings. Presenting one's work well is a very important skill, but not necessarily an easy one to acquire. Presenters should be mindful of respecting the time limit, as overstepping it is at least very rude, and at worst strictly forbidden (as in grant interviews).

Advice on how to design good posters can be found [here](#) or [here](#).

BEHAVIOUR

We try to foster an atmosphere of integrity, inclusivity, and respect. If any team member witnesses any behavior that appears to violate scientific integrity (data manipulation, etc.), they must share their concerns. If possible, concerns should be shared with Christophe. If that doesn't appear to be an option, concerns can be shared with the mentor you have as member of the department, to your secondary supervisor, or to any other member of the Department.

If any team member is a victim of, or witnesses any form of harassment (moral, sexual), they should immediately alert Christophe or, if that doesn't appear to be an option, then either their second supervisor, their mentor, or an Ombudsperson. Complaints can be made following the procedures specified here: https://www.ceu.edu/equal-opportunity/harassment/reporting.

COVID-related behavior: please respect all sanitary instructions provided by CEU. These are available on [COVID Dashboard (sharepoint.com)](#).

Barbara Sarnecka offers nice tips about how to make the most of your time while maintaining mental sanity, with a specific focus on academic writing: [OSF Preprints | The Writing Workshop: Write More, Write Better, Be Happier in Academia (2nd ed., full text).](#) We also recommend this additional resource with [writing](#) advices.

We also encourage members to experiment with the Pomodoro technique - a time management method of writing that includes the use a timer to break work into intervals, typically 25 minutes in length, separated by short breaks. An online version of Pomodoro is [www.focusmate.com.](#)

Team members are not expected to work outside normal office hours (i.e., evening, holidays, weekends). Team members should not feel that emails received outside normal office hours should be immediately answered, and they can request Christophe and their colleagues not to send them emails or work-related messages outside of normal office hours. We encourage the use of scheduled emails, as well as turning off push notifications and setting screen time limits.

Please think of updating our [ACES Rejection List.](#) The purpose is to share with each other our failures (papers, studies, exams, grant proposals, conference submissions…), including the unpleasant details (such as Reviewer 2's comments!) to normalize this aspect of academic life.

ONLINE PRESENCE

We strongly encourage all team members to be mindful of their online engagement.

Team members are strongly encouraged to include rich information on their **CEU webpage**. You are also encouraged to create your own webpage, Google Scholar profile, etc. This isn't a vanity project, simply a way for anyone interested to find relevant information about your research.

Team members are strongly encouraged to put their articles online on an adequate online **open archive**. The most relevant open archive might be: https://psyarxiv.com. But consider other archives such as: https://philpapers.org, https://osf.io/preprints/socarxiv, https://econpapers.repec.org, etc.

Engagement with **social media** is a useful way to keep abreast of the latest developments, and to publicize one's own work. You are encouraged to use Twitter, Facebook, Mastodon and/or other relevant social media. Do share about your own work (not a vanity project; it is part of the job to communicate about your research). We also encourage you to share the work of other team members.

Blogging: The ACES have launched a blog titled Mind the Culture (you can check it out [here](#).) All our members have the right to publish. Ideally, blogposts are short, informative and interesting.

We try to avoid very technical language, to make our topics approachable for readers who are not necessarily scientists. Blogposts can be used to advertise a preprint or a newly published journal article as well as to incentivize a debate around a topic. The blogpost itself can be shared using Twitter/Facebook/other social media site to increase the visibility of your work and interest. Blogposts that were written for publication should be shared with ACES-group, and after this initial phase of "reviews", it is published. We encourage our members to give constructive criticism on blogpost-drafts to each other. It is possible to invite other researchers (ideally PhD students) of relevant fields from other universities, to write a post. Before sending the invitation, however, please contact Christophe for confirmation.

Consider contacting the CEU Communication, outreach and **media office** (https://people.ceu.edu/unit/communications-marketing-outreach-office) if an event or a paper would benefit from media coverage. Please consult with Christophe before contacting them.

HOW TO RUN EXPERIMENTS

The main websites we use for recruiting participants are, among others: Amazon Mechanical Turk (https://www.mturk.com/), Prolific Academic (https://www.prolific.co/), Testable Minds (https://minds.testable.org/).

CEU uses the SONA system: https://ceuparticipate.sona-systems.com/

You can also advertise your experiment on:

- Discord: ask Liuba for details.
- Reddit Sample Size: https://www.reddit.com/r/SampleSize/ …

The main software we use to conduct the experiments are Qualtrics (https://qualtrics.ceu.edu) and Testable (https://www.testable.org/), both available to all department members. Zoom and Overleaf are also available to all department members,

- Please contact Ivett Molnar to get your Qualtrics and Overleaf credentials at Molnariv@ceu.edu
- Follow these instructions to activate your Testable account:
  - Sign up here: https://www.testable.org/members/signup
  - Fill in the required information to create your account. It is crucial that you use your university email address to make use of the departmental license.
  - YOU WILL BE EMAILED a link to activate your account.

Please see here the list of software provided by CEU, and here the list of software available on computers in the various labs of CEU. We have also an Amazon Business account linked to CEU, ask Coordy members for the credentials.

If you need to test participants in the lab, please refer to the lab managers to find out about the rules and logistics. The lab managers are Fanni (TakatsyF@ceu.edu, Somby Lab), Benő (markus.benjamin@gmail.com, CCC), Ági (VoleinA@ceu.edu, CDC), Francesca (bonalumif@ceu.edu, iSearch Lab), Katharina (wenigk@ceu.edu, Causal Cognition Lab).

PUBLICATIONS

As a rule, it is advisable that all the people (team members or not) taking part in a project agree as early as possible on their respective roles and on authorship (not only whether someone would be an author, but who would be first author, etc.). If any collaborator feels that the author order should be revised, they should bring that up as early as possible. In the case of short collaborations authorship order will often be decided as a function of the degree of completion of the project at the end of the internship, and the degree of continued involvement of the student. All authors should be able to agree on a description of who did what (something which is increasingly required for journal submission anyway), and from this authorship should largely follow.

As in everything, communication is key. If a team member feels their contribution hasn't been sufficiently acknowledged, and communication with co-authors hasn't solved the problem, they can turn to other team members, to other department members, or bring up the issue with an ombudsperson.

Publications should **always** reflect the current affiliation of the team members (in addition, they can also include a past affiliation). For ACES members, the affiliation line reads as follows:

 Department of Cognitive Science, Central European University, Quellenstraße 51, 1100 Vienna, Austria.

FINANCES

Departmental funds are available for recruitment of participants. You should organize in advance the request for expenses and the mode of payment of the participants. Talk to Christophe and the current departmental coordinator.

Other expenses should be discussed with Christophe and will vary as a function of grant availability, etc.

OFFBOARDING

When leaving the team, it is critical to ensure that all the data acquired, and the code associated, be available, and easily usable by someone else. The easiest way to ensure so is to keep the data and the other materials uploaded on SharePoint.

All departing team members must set up a discussion with Christophe to talk through these issues, as well as to organize the potential future collaborations (in particular, ongoing or future joint articles).

MENTORSHIP AND DEVELOPMENT

Team members are encouraged to interact with other members. This document provides more detailed information about past, current, and future projects of all the team members.

Do not hesitate to ask for help from other team members, but also be respectful of their time and efforts.

READING LIST

1. Sperber, D., & Wilson, D. (1986). *Relevance: Communication and cognition* (Vol. 142). Cambridge, MA: Harvard University Press.
2. Mercier, H., & Sperber, D. (2011). Why do humans reason? Arguments for an argumentative theory. *Behavioral and brain sciences*, *34*(2), 57-74.
3. Sperber, D., Clément, F., Heintz, C., Mascaro, O., Mercier, H., Origgi, G., & Wilson, D. (2010). Epistemic vigilance. *Mind & language*, *25*(4), 359-393.
4. Baumard, N., André, J. B., & Sperber, D. (2013). A mutualistic approach to morality: The evolution of fairness by partner choice. *Behavioral and Brain Sciences*, *36*(1), 59-78.
5. Mercier, H. (2017). How gullible are we? A review of the evidence from psychology and social science. *General Psychology, 21(2)*.
6. Mercier, H. (2020). *Not Born Yesterday*. Princeton & Oxford: Princeton University Press.
7. Origgi, G. (2020). Trust and Reputation. In.: J. Simon (eds.), *The Routledge Handbook of Trust and Philosophy.* Taylor & Francis.
8. Sperber, D. (1982). Apparently irrational beliefs. In.: S. Lukes, M. Hollis (eds.), *Rationality and Relativism*. Blackwell. 149-180.
9. Scott-Phillips, T. (2014). *Speaking our minds: Why human communication is different, and how language evolved to make it special*. Bloomsbury Publishing.
10. Charness, G., & Rabin, M. (2002). Understanding Social Preferences with Simple Tests. *The Quarterly Journal of Economics, 117(3)*, 817–869.
11. Guala, F. (2016). *Understanding institutions*. Princeton: Princeton University Press.
12. Kurzban, R. (2010). *Why everyone (else) is a hypocrite?* Princeton University Press.

13. Haidt, J. (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgment. *Psychological Review,* 108(4), 814–834.
14. Tomasello, M. (2008). *Origins of Human Communication.* MIT Press.
15. Schelling, T. (1960). *Strategy of conflict*. Harvard University Press.
16. Boyer, P. (2018). *Minds Make Societies*. New Haven: Yale University Press.
17. Morin, O. (2016). *How traditions live and die*. Oxford University Press.
18. Sperber, D. (1996). *Explaining culture: a naturalistic approach.* Oxford: Blackwell Publishers Ltd.

Some relevant publications by faculty members of the Department

- *Gergely Csibra*

Csibra, G., & Gergely, G. (2009). Natural pedagogy. *Trends in cognitive sciences*, 13(4), 148-153.

Mahr, J. B., & Csibra, G. (2018). Why do we remember? The communicative function of episodic memory. *Behavioral and brain sciences*, 41.

- *Ágnes Kovács*

Kovács, Á. M., Téglás, E., & Endress, A. D. (2010). The social sense: Susceptibility to others' beliefs in human infants and adults. *Science*, 330(6012), 1830-1834.

- *Ernő Teglás*

Téglás, E., Vul, E., Girotto, V., Gonzalez, M., Tenenbaum, J. B., & Bonatti, L. L. (2011). Pure reasoning in 12-month-old infants as probabilistic inference. *science*, 332(6033), 1054-1059.

- *Gyuri Gergely*

Csibra, G., & Gergely, G. (2009). Natural pedagogy. *Trends in cognitive sciences*, 13(4), 148-153.

- *Natalie Sebanz & Günther Knoblich*

Sebanz, N., Bekkering, H., & Knoblich, G. (2006). Joint action: bodies and minds moving together. *Trends in cognitive sciences*, 10(2), 70-76.

Sebanz, N., & Knoblich, G. (2009). Prediction in joint action: What, when, and where. *Topics in Cognitive Science*, 1(2), 353-367.

Sebanz, N., Knoblich, G., & Prinz, W. (2003). Representing others' actions: just like one's own?. *Cognition*, 88(3), B11-B21.

- *Jonathan Kominsky*

Kominsky, J.F., & Phillips, J. (2019). Immoral professors and malfunctioning tools: Counterfactual relevance accounts explain the effects of norm violations on causal selection. *Cognitive Science, 43,* e12792

Kominsky, J. F., Phillips, J., Gerstenberg, T., Lagnado, D., & Knobe, J. (2015). Causal superseding. Cognition, 137, 196-209.

- *Azzurra Ruggeri*

Ruggeri, A., Swaboda, N., Sim, Z. L., & Gopnik, A. (2019). Shake it baby, but only when needed: Preschoolers adapt their exploratory strategies to the information structure of the task. *Cognition*, 193:104013. doi: 10.1016/j.cognition.2019.104013

Ruggeri, A., Sim, Z. L., & Xu, F. (2017)."Why is Toma late to school again?" Preschoolers identify the most informative questions. *Developmental Psychology*, 53(9), 1620-1632. doi: 10.1037/dev0000340.

OTHER RESOURCES

Lists of post-doc opportunities. List 1, List 2

https://docs.google.com/spreadsheets/d/1WA2SqCSF9XS_FdSGjbFkAxufXweUsFdHFztOdQTg4mo/edit#gid=1653675699