

Title masterproject:	The role of social cognition in the development of reading comprehension abilities: Evidence from behavioral, eye-tracking, and neuro imaging methods
Theoretical context:	Children acquire and practise most of their reading skills in the context of narrative texts for which social-cognitive abilities are needed. To accurately comprehend a narrative it is often necessary that the reader infers the emotional state of the story characters and takes the perspective of the protagonist, as well as that of other story characters, into account.
Research Question(s):	Example of possible research questions: Is there a relation between social-cognitive abilities and reading comprehension? Does imposing a perspective during reading influence what is remembered from a text? Is this similar in childhood, adolescence, and adulthood? Etc. The exact research question is determined in consultation <b>and dependent on the phase of the research project.</b>
Study population:	Age range: 8-22
Type of measures:	Experimental tasks, eyetracking, questionnaires: <b>(these may vary dependent on the phase of the research project)</b> Director Task (measures perspective-taking ability) Reading Task (reading with/without an imposed perspective) / different variations on this task Raven's Progressive Matrices (reasoning ability) Peabody's Picture Vocabulary test (vocabulary) Interpersonal Reactivity Index (empathy) Petersen's Physical Development Scale (pubertal phase).
Activities for students:	Your tasks will consist of: collecting data (possibly with an eyetracker or without), process data, analyze data, and writing a thesis.
Supervisor:	Marcella Paviás
Max. number of students:	1-2
# ECTS	20 (thesis) <i>or</i> 30 (20 thesis + 10 internship)
Schedule:	It is possible, and preferred, to start data collection early on in the project.