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My research interests started growing in high school when, as a recipient of the Polish Children's Fund scholarship, I had the opportunity to work on a project examining memory conformity, a phenomenon occurring when our memories are influenced by other people's memory reports. This experience sparked my fascination in the implications of research for misinformation, fake news, and broadly, education. It also made me think of how different areas of psychology might connect with each other. Stemming from this scientific curiosity, I pursued a position as a research assistant in Dr. Radvansky's Memory Lab to explore my interests in the cognitive processes that guide human behavior, specifically metamemory - the awareness people have of their own memory functioning. Eager to explore how cognitive, social, and educational psychology may intersect via metamemory, at the end of my sophomore year I proposed my senior honors thesis, in which I examined how personality affects people's decisions on when to stop learning.

Knowing this would be my first time carrying out an independent research project, I started exploring the tools that were available to assist me throughout this process. Cheri Smith, our psychology librarian, was extremely helpful in navigating those resources. During her guest lectures in my Methods for Behavioral Sciences and Senior Honor Thesis classes I learnt about PsycInfo, a database specifically created for psychology students, where I could access a variety of scientific articles from journals that the university subscribes to. This database was a resource that I have continuously used at every stage of my research process. At the beginning, it was particularly valuable for helping me locate relevant literature, narrow down my research topic and hypotheses, and choose appropriate methods and measures. After Cheri explained how to

use PsycInfo, I was able to focus my literature search on more recent and peer-reviewed articles. However, I knew that what would significantly ease this process would be learning how to use a citation managing software, which is why I also attended Dan Johnson's "Introduction to Zotero" workshop organized by the Navari Family Center for Digital Scholarship. Although I had no previous knowledge of Zotero, I learned how to import journal articles into the software, add my own notes, and create citations. That has significantly helped me during the writing stage of my thesis as I was able to navigate my literature very easily and directly copy the appropriate APA-style citations from Zotero.

The most challenging part of working on my thesis was data analysis. Because my project involved collecting original data from students, I had to learn how to organize and clean my PsychoPy data into Excel files that are ready to be input into a statistical analysis software. I decided to attend two workshops with Julie Vecchio: "Data Organization in Spreadsheets" and "Data Cleaning with OpenRefine". During the first workshop Julie explained well some of the basic functions of Excel that can be useful for entering and organizing our data, and left some time at the end for practice examples. The second workshop helped me navigate OpenRefine, a software I used for cleaning data files. What would have otherwise taken a long time to clean manually, became a fast and easy process after Julie's workshops.

Before I started running my analyses, I also thought it would be useful to research ways in which I can save my statistical code for future reference. I knew that there were softwares specifically designed for that, but I did not have a lot of experience with any of them. Through the Kellogg Developing Researchers Program I learned about another one of the library workshops called "Introduction to Github and Markdown". I had a very vague understanding of Github prior to the workshop, so Dan Johnson was again very helpful as he guided us through

the basic functions and commands used on the platform. The workshop helped me tailor Github to my needs and connect it with my R repository, thanks to which I now have a detailed version of the code I used for my thesis, including my own notes that will help me recreate this code for my future projects.

As I was nearing the end of data analysis for my research, I decided to look into ways in which I could share my project with other people in the field. I knew other students presented posters at conferences, however, I was unsure on how to get started on writing an abstract and designing a poster. I decided to attend one of the Thesis and Dissertation Camps organized by the library during spring break. The camp helped me stay engaged and motivated, and taught me a lot of useful time management skills. I managed to get a head start on writing my thesis introduction, as well as draft an abstract for a few conferences I planned to apply for. The library staff was available during the camp and helped me review and edit my abstract, so that it was ready for submission. Additionally, to learn more about poster design, I attended the “Designing Engaging Research Posters” workshop with Randal Harrison, which helped me plan a visual layout for my poster, so that it is not overwhelming to conference attendees. Since that time I was able to obtain grant funding and successfully present my research at five conferences, including one international.

As a sophomore I had very little knowledge of how to go about conducting an original research project. However, I soon realized that the Hesburgh Library offered a variety of tools that were free and accessible to students. The librarians were always enthusiastic to help with navigating those resources and what I learnt during the workshops was helpful at every stage of the research process, including literature review, data analyses, manuscript preparation, and conference presentations. This knowledge and experience was invaluable for my growth as a

researcher and I am confident that it prepared me well for my future research endeavors as I pursue a Ph.D. in Clinical Psychology this upcoming fall.