



# EASP SUMMER SCHOOL

*GROWING THE FUTURE OF SOCIAL PSYCHOLOGY*

CANTERBURY, KENT

JULY 20-30, 2025

University of  
**Kent**

**EASP**  
European Association  
of Social Psychology





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**EASP**

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CANTERBURY, KENT

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## 2025 EASP SUMMER SCHOOL AT KENT

The 2025 Summer School for the European Association of Social Psychology was hosted at the School of Psychology at the University of Kent in July 2025.

The theme of this Summer School, hosted in the 'Garden of England', was *Growing the Future of Social Psychology*.

Over 80 PhD students from around the world joined more than 20 Workstream Leaders and Guest Teachers to create something truly special: 11 days of learning, challenge, connection, and joy.





## MESSAGE FROM THE ORGANISERS



☞ Organising the 2025 EASP Summer School was a little like the English weather: full of surprises. After weeks of sunshine, the rain decided to arrive just as we began - indeed, more rain than we'd ever seen in living memory! Add to that the usual technical and logistical hiccups, and you'd think the elements were conspiring against us.

And yet, none of it really mattered. What stands out to me is not the weather or the technical issues, but the energy, commitment, and brilliance of everyone who came together in Canterbury.

This was the most rewarding and valuable experiences of my academic career. The Summer School reminded me that while research is important, so too is service – and that some of the most meaningful moments come from giving back, building community, and supporting the next generation of scholars. All of the students have made me feel so excited about the future of our discipline.

So yes, it rained. Yes, we almost left two people on the White Cliffs of Dover to be eaten by seagulls. And yes, I was exhausted. But I would do it all again in a heartbeat. I am so grateful to everyone who made this possible – the EASP leadership, our Workstream Leaders, Guest Teachers, helpers, and of course the wonderful students who gave this Summer School its heart.

I will remember this experience forever, and cannot wait to see all the amazing things that the students - the future of social psychology - will do next.

To all of the organisers, and to you on behalf of them, thank you.

*Jim A.C. Everett*

”



## ORGANISERS

### LEAD ORGANISER

Jim A.C. Everett

### WORKSTREAM LEADERS

Dominic Abrams	Nikhil Sengupta	Jim A.C. Everett
Michael Hogg	Robbie Sutton	Gracie Reinecke
Fanny Lalot	Joe Phillips	Kristof Dhont
Tamas Martos	Karen Douglas	Emma Alleyne
Viola Sallay	Sinan Alper	Chris Hopwood

### GUEST TEACHERS & LECTURERS

Jay Van Bavel	Daniel Toribio-Florez	Ethan Landes
Harriet Over	Mikey Biddlestone	Scott Claessens
Aleksandra Cichocka	Ricky Green	Simon Myers
Roger Giner-Sorolla	Theo Gkinopoulos	Nina Waddell

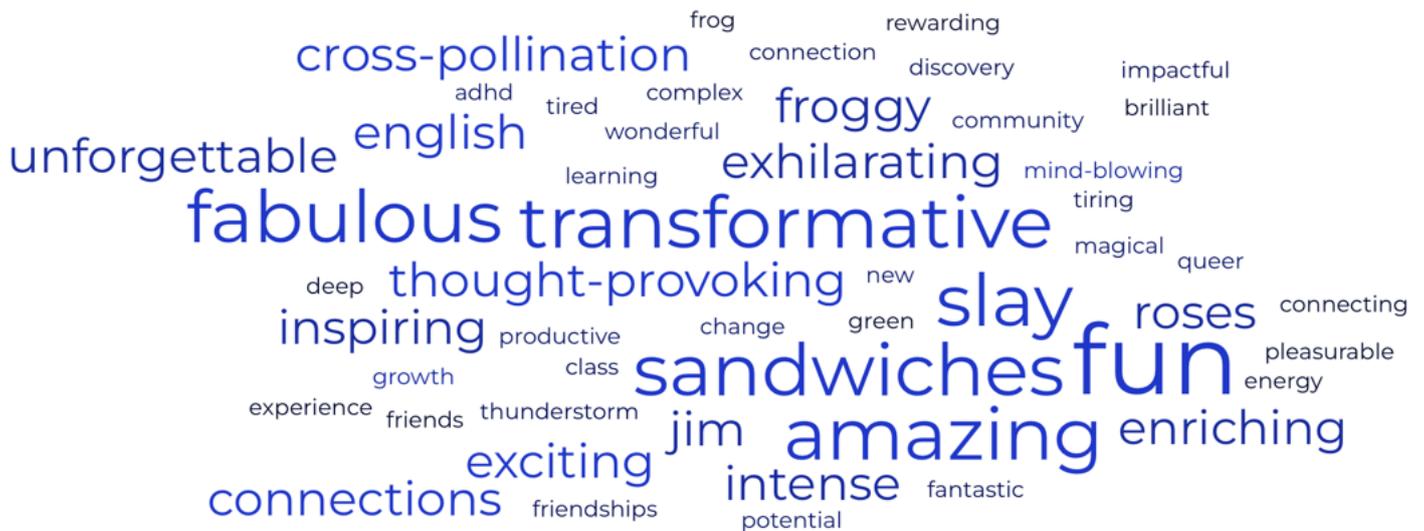
### PHD STUDENT HELPERS

Caiyu Tian	Hadi Azad	Sarah Resanovich
Chiara Zazzarino	Jon Bowman	Tamino Konur
Dylan De Gournville	Penelope Agranov	Zeynep Genc
	Pierce Veitch	



## EASP 2025 IN ONE WORD

We asked the attendees to describe the 2025 EASP Summer School at Kent in one word...

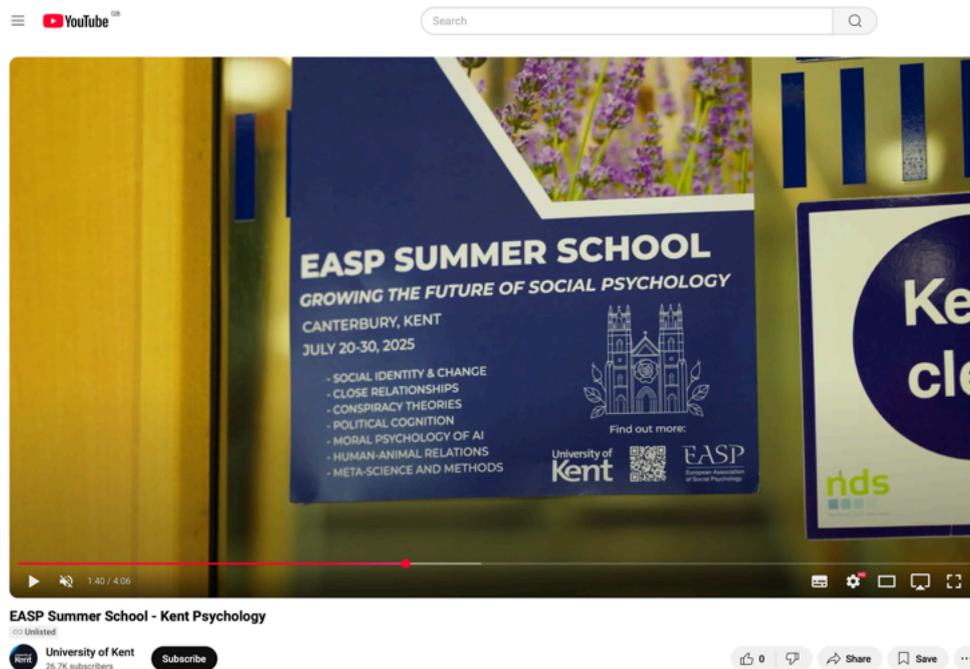


**EASP**  
SUMMER SCHOOL – JULY 2025  
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## EASP IN MOVING PICTURES

We were fortunate to have a professional videographer capture the spirit of the Summer School. From seminars to social events, the video gives a rare glimpse into the energy that defined these 11 days. It's not often that Summer Schools are documented in this way, and we're lucky to have this visual record to share with colleagues, friends, and future participants.



<https://youtu.be/JDcGJJuyRto>



## EUROPEAN ASSOCIATION OF SOCIAL PSYCHOLOGY

The European Association of Social Psychology (EASP) is a leading professional organisation dedicated to advancing the scientific study of social psychology across Europe and beyond. Founded in 1966, EASP supports a thriving international community of scholars by promoting collaboration, hosting events, and providing funding opportunities. With more than 1,200 members, EASP plays a key role in shaping the future of the field and fostering research that is rigorous, inclusive, and globally connected.



- Since the very beginning of our Association, summer schools (with the first edition in 1965) have been at the core of EASP's activities. This reflects the Association's priority and main goal: to expose young researchers to new theories and advanced methodologies and, through an international environment, to build long-lasting interpersonal relationships and professional collaborations, thereby strengthening the sense of community.

One of the defining features of the EASP summer schools are that they are fully organized and taught on a voluntary basis. It is the community taking care of the community: the “older” generation of social psychologists gives back what they once received to the new generation of social psychologists.

Given the centrality of summer schools in our identity and mission, their timing has recently been revised in order to make them more frequent. In addition, the financial allocation for this activity has been increased to allow more students to participate. We are excited to see the legacy and tradition of these Summer Schools continue.



Professor Claudia Manzi  
Meetings Officer for EASPI



## SOCIAL PSYCHOLOGY AT KENT

EASP 2025 was proudly hosted at the University of Kent in Canterbury, a historic city in the “Garden of England” just an hour from London and close to continental Europe. With its medieval skyline, cultural heritage, and welcoming student atmosphere, Canterbury offered the perfect backdrop for this international gathering.

The School of Psychology at Kent is one of the largest and most research-active social psychology centres in Europe. For over three decades, Kent has been at the forefront of social psychological research. Originally formed as a school specifically to understand social psychology, the Centre for the Study of Group Processes (CSGP) was established in 1990 and created to consolidate the School’s growing international reputation in group processes and intergroup relations. That tradition has only deepened over time, with the Centre continuing to be a major hub for innovative and impactful research in the field. It is now home to 15 tenured social psychologists, along with a vibrant community of PostDocs and PhD students. Together, the School leads pioneering research across a broad spectrum of topics, from intergroup relations and political psychology to morality, identity, and social change.

“ As someone who grew up in Kent, studied here, and built my academic career at this University, it was a real privilege to see the 2025 EASP Summer School take place in Canterbury. Kent has always been a special place for me. It is a place where social psychology has flourished for decades, and it was wonderful to welcome colleagues and students from around the world here. What stood out most was not just the quality of the work, but the sense of community that I know grew over these days. I am pleased that our School could do its part to with EASP to have that spirit of collaboration, curiosity, and friendship come alive here in Kent. We will see the legacy of the summer school in the discipline for many years to come. Not only because of the training that students received but the collaborations they have built. These collaborations will be producing new insights, papers and changing the discipline. ”

Professor Tim Hopthrow  
Professor of Social Psychology and Head of School



## ACADEMIC ACTIVITIES

At the heart of EASP 2025 were the thematic workstreams - small, focused groups where students did a deep dive into a specific area of social psychological research. Each stream was led by experts in the field and shaped around a timely, complex theme - from social identity and political division, to artificial intelligence, close relationships, and human-animal relations.

These workstreams were designed to offer more than just content, but provide space to learn, reflect, challenge ideas, and form meaningful connections with mentors and peers - the next generation of social psychologists.





## ACADEMIC ACTIVITIES

Alongside the workstream discussions, participants had the chance to broaden their skills and perspectives through a series of academic activities.

Our keynote lectures from Jay Van Bavel and Harriet Over brought cutting-edge research to the Summer School, with talks that provoked lively discussion and new collaborations.

The Open Science plenary and methods workshops gave students hands-on tools to strengthen their research practices, and the Mentorship sessions made us reflect on what success should and does look like.



Throughout all these sessions, we were reminded us that good science is not only about strong ideas, but also about transparency, hard work, and collaboration.





## ACADEMIC ACTIVITIES



In the second week, students turned to focus on their group projects. Building on ideas developed in their streams, students formed research teams and began designing original group projects. Together, students identified and proposed research topics that would help drive forward social psychology in a changing world, thinking about how the unique skills and methods they all possessed could be brought together to advance our knowledge. Students collaborated on research questions, developed methods, and began writing project proposals on topics from political polarization and animal welfare, nostalgia, dimensions of mental capacity in non-human agents, the manosphere, and relationship change after relocation.

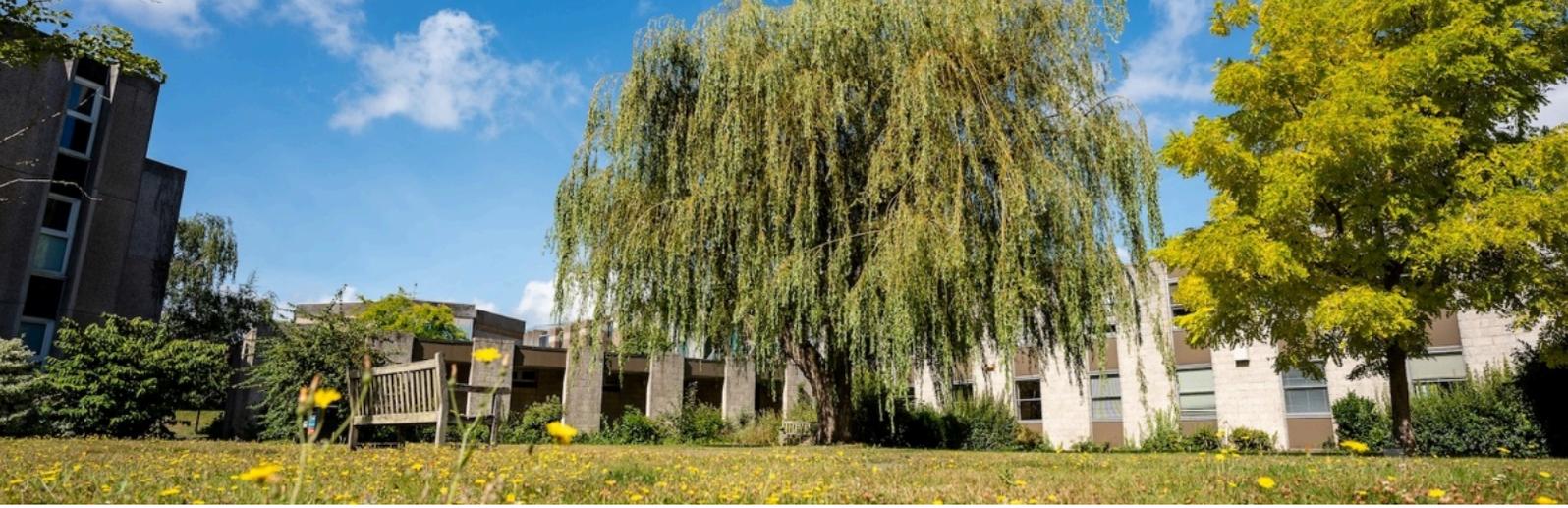




## ACADEMIC ACTIVITIES

On the final day, we all came together to present our proposals and receive feedback from the entire group. With the largest Summer School that EASP has ever hosted, there was some trepidation about how it would feel to sit through so many presentations from different areas, all in one day. We were wrong. The quality of the presentations was exceptional (as expected), but what surprised us most was how quickly the day passed and how much overlap emerged between workstreams. We arrived as separate groups, but we ended as one, recognising and celebrating the shared questions and values that drive us, no matter which workstream we chose. And then, we had wine.





## SOCIAL ACTIVITIES

The academic side is important, but The EASP Summer Schools is just as much about social connection, networking, and having some fun too. We enjoyed a lot of coffee breaks and more sandwiches than anyone needs..





## SOCIAL ACTIVITIES

After braving torrential rain on our first day and receiving a welcome from the EASP committee (complete with old pictures of the teachers at EASP Summer Schools themselves in years gone by!) We enjoyed drinks and pizza together, with live music from our very own Dominic Abrams' band.





## SOCIAL ACTIVITIES

We went on a coach trip to the White Cliffs of Dover - one of the UK's most recognisable natural features. Towering 350 feet above the sea and just 21 miles from France, the cliffs have long symbolised the gateway between Britain and Europe - an especially fitting destination for EASP. And thankfully, nobody fell off the cliffs.





## SOCIAL ACTIVITIES

We visited Leeds Castle, a favourite place to visit in Kent that is described as “the loveliest castle in the world”, famous for its fairy-tale moat, gardens, and rich history. We toured the castle, enjoyed some coffee, got lost in the maze and almost missed the coach back and - most importantly - managed to stay dry.





## SOCIAL ACTIVITIES

We enjoyed dinners in Canterbury in the oak-panelled private dining room at *The Parrot*, Canterbury's oldest pub. Located in one of the city's best-preserved 15th-century buildings, the pub is named after the monks of St Radigund at Bradsole near Dover (and apparently it used to have a pet Parrot?). Thankfully, we did not have to adopt the monastic lifestyle and could still enjoy a fun evening with lively conversation - and some drinks.





## SOCIAL ACTIVITIES

We took the theme of “Growing the future of Social Psychology” to heart and enjoyed some flowers...





## SOCIAL ACTIVITIES

And we went on a guided tour of Canterbury Cathedral - a UNESCO World Heritage Site and one of the oldest and most iconic religious buildings in England.





## MESSAGE FROM STUDENTS

To conclude the Summer School and report, the PhD students wanted to share a few words.

“ On the first day, senior researchers talked about their own summer school experiences and the people they met back then. They presented the EASP Summer School as a place to meet colleagues, develop lasting connections, and spark new projects. This edition of the summer school delivered on each of these promises. We leave with friends, ideas, projects, and a fresh outlook on the future of social psychology.

Thank you to everyone who worked and gave their time to make this possible.

Jim, thank you so much for this great organization! We can't imagine the amount of work you put into it. We really appreciated your availability, your transparent approach, your witty messages, your good mood, and your sense of humor. You truly made us feel welcome.

Workstream leaders and guest teachers, thank you for sharing with us the topics in social psychology that excite you and for mentoring us. It is always inspiring to learn from people who are this passionate and generous.

All organizers and PhD helpers, thank you for working behind the scenes to make everything run smoothly for us. We know this meant many hours of logistics and planning. Thanks to you, we were able to fully enjoy the days.

And of course, thank you to EASP and the University of Kent for hosting us in such a beautiful setting. We are truly grateful for this summer school, proud to be part of the EASP, and we look forward to seeing you all soon in Strasbourg.

”



**EASP**

SUMMER SCHOOL - JULY 2025  
CANTERBURY, KENT

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## SOCIAL IDENTITY, UNCERTAINTY, & CHANGE

The Social Identity Workstream was taught by Dominic Abrams (University of Kent), Michael Hogg (Claremont Graduate University), and Fanny Lalot (University of Basel).

- ☞ We started off the week by discussing what current pressing issues in society could be better investigated through a Social Identity perspective. The teachers lead discussions about these topics, such as immigration, the rise of far-right parties in North America and Europe, criminal justice, and more. Students shared their own research interests that we mapped out and made connections between, creating a map of topics relevant to social identity, uncertainty, and polarisation. Then, as a work stream, we generated research questions that would guide our projects. The next several days were dedicated to working on literature reviews, methodology discussions, and lots of group discussions. Small research groups were formed based on mutual research interests, ensuring we had a variety of experiences in each group. Individual groups worked together to formulate research proposals with the continuous aid of the teaching team.





## SOCIAL IDENTITY, UNCERTAINTY, & CHANGE

- The final projects covered a range of topics from building latent profiles of environmental collective action and inaction, subjective group dynamics and the perceived normative of political violence, moral-based vs competence-based rhetoric influences political moderates' identity threat and affiliation, and uncertainty, collective nostalgia and support for multiculturalism. The proposed projects used a variety of qualitative and quantitative methods.

Outside of working our group enjoyed the Summer School trips to Margate, Dover, Canterbury Cathedral, and Leeds Castle. Additionally, the students and teachers enjoyed exploring Whitstable, eating at several restaurants around Kent, a garden party, and exploring the medieval streets of Canterbury. After one and a half weeks, strong working relationships and personal friendship bonds were formed. Leaving the summer school there are many concrete plans for teachers and students to collaborate and many promises to keep in touch.

”





## SOCIAL IDENTITY, UNCERTAINTY, & CHANGE

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*“This program fosters genuine academic collaboration and friendships. This doesn't just make our work more enjoyable—it enables interactive learning and harnesses everyone's unique abilities to create more well-rounded research.”*

”



Carsten Sander  
University of Hamburg



Theresa Zagers  
Iscte-IUL and KU Leuven

“

*“We all came from different approaches, backgrounds, etc. and still collaborated so positively and enthusiastically together. I feel like the Summer School really emphasized how we can work together and reap the benefits of "disagreeing".”*

”

“

*“EASP Summer Schools are a fantastic chance to meet new people – your generation of social psychologists – and to visit a new destination. I absolutely loved it!*

”



João Pedro Lima  
University of Porto



## SOCIAL IDENTITY, UNCERTAINTY, & CHANGE

Dominic Abrams (University of Kent)  
Michael Hogg (Claremont Graduate University)  
Fanny Lalot (University of Basel)

Amy Lee (University of Melbourne)  
Beatrice Valle (University of St Andrews)  
Carsten Sander (University of Hamburg)  
Chiara Parisse (Sapienza University of Rome)  
Ciara Hernandez (Claremont Graduate University)  
Eszter Hadnagy (ELTE Eotvos Lorand University)  
João Pedro Lima (University of Porto)  
Jon Bowman (University of Kent)  
Laura Docampo (Universidade de Santiago de Compostela)  
Laura Prislei (Sapienza University of Rome)  
Maitland Waddell (Simon Fraser University)  
Mollie Ruler (University of Southampton)  
Sara Rodríguez Fregenal (National Distance Learning University)  
Sarah Resanovich (University of Kent)  
Theresa Zagers (Iscte-IUL and KU Leuven)





## CLOSE RELATIONSHIPS

The Close Relationships Workstream was taught by Viola Sallay and Tamás Martos (University of Szeged & Sigmund Freud Private University).

- In our workstream, we explored the intersection of relationship science, environmental psychology, and health psychology, focusing on how close relationships are shaped by and embedded in everyday socioecological and personal contexts ('niches'). We considered the evolving concept of the family home as both a reflection of, and an influence on, changing intimate relationships and broader societal patterns. Discussions also highlighted the value of situating relationship research within the lived realities of individuals and couples, recognising that these dynamics unfold in physical, social, and cultural spaces. Students engaged with a variety of methodological tools, including experience mapping, qualitative research approaches, and pattern-oriented analytic procedures for dyadic data, building practical skills to investigate relational processes in real-world contexts.

”





## CLOSE RELATIONSHIPS

☛ The second part of the workstream was dedicated to collaborative project development. Students designed three research projects inspired by the themes we explored. The first examined emotion regulation in chronic illness contexts, particularly how partners use strategies such as prosocial lying to manage each other's emotions when living with chronic pain. The second focused on thermal co-regulation in couples, an underexplored but increasingly relevant issue in the context of climate change and rising global temperatures. The third examined couple dynamics during international relocation, considering how the accompanying partner may compromise personal goals and how relational compensation might restore balance. Together, these projects offer fresh perspectives on how intimate relationships adapt to environmental, social, and health-related challenges.

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## CLOSE RELATIONSHIPS

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*“After the summer school, I really hope our cohort understood that we have the power to change things and that we are, in fact, the change”*



Rachele Mazzini  
Københavns Universitet

”



Luke Slattery  
University of Limerick

“

*“I have left Kent as a better social psychologist and researcher through the people I have met and the ideas we have shared. Events like these push you out of your comfort zone, and that is where growth happens, both professionally and personally”*

”

“

*“This summer school showed that as researchers, we should always remain open to new ideas and perspectives: meaningful insights and ideas emerge not just in the library, but also in conversations over cake, coffee, and sandwiches. It's through interaction that they comes alive!”*



Julia Katharina Schäfer  
University of Zurich

”



## CLOSE RELATIONSHIPS

Tamás Martos (University of Szeged & Sigmund Freud Private University)  
Viola Sallay (University of Szeged & Sigmund Freud Private University)

Hadi Azad (University of Kent)

Julia Katharina Schäfer (University of Zurich)

Luke Slattery (University of Limerick)

Michael Pan (University of Sheffield)

Mirna Đurić (Vrije Universiteit Amsterdam)

Ovgun Ses (University of Essex)

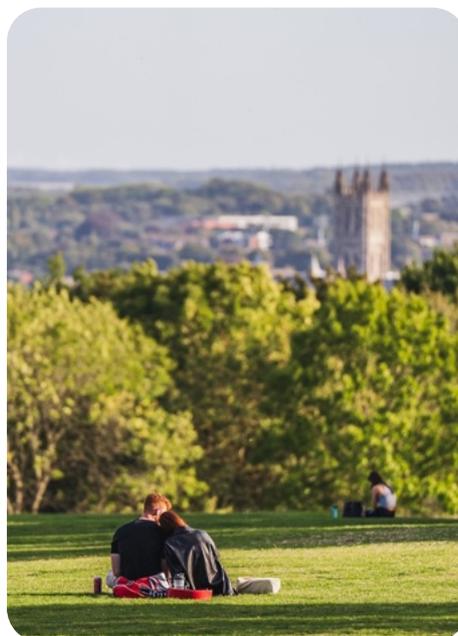
Rachele Mazzini (Københavns Universitet)

Samira Heidari (Australian National University)

Sebastian Wnęk (University SWPS)

Sofia Eriksen (Max Planck Institute for Evolutionary Anthropology)

Xinyi Yang (University of Sussex)





## CONSPIRACY THEORIES AND MISINFORMATION

The Conspiracy Theories & Misinformation Workstream was taught by Karen Douglas (University of Kent) and Sinan Alper (Yaşar University), with Guest Lecturers Daniel Toribio-Florez, Mikey Biddlestone, Ricky Green, and Theofilos Gkinopoulos.

- In the conspiracy theories and misinformation work stream, we highlighted key topics and questions at the cutting edge of research in this field. The teachers presented lectures on the antecedents of belief in conspiracy theories and misinformation, including meta-analytic evidence of the central psychological motives that predict conspiracy belief, research examining the country-level predictors of conspiracy belief, and research investigating societal influences on conspiracy belief such as crisis situations and traumas. Teachers also presented lectures on the consequences of conspiracy theories including the effects of conspiracy beliefs on people's close personal relationships, and the consequences of conspiracy theories in politics, health, and other important societal and personal domains.





## CONSPIRACY THEORIES AND MISINFORMATION



After many productive discussions, the students divided into three groups to develop ideas at the forefront of research on this topic. One group focused on the reasons why perceived corruption is associated with belief in conspiracy theories, focusing on the links between interpersonal trust, the perpetrator of the alleged conspiracy (ingroup or outgroup) and the extent to which people believe in conspiracy theories. Another group focused on the links between individuals' cultural orientations and conspiracy belief, examining associations between individualism, collectivism, the perpetrator of the alleged conspiracy (ingroup or outgroup), and belief in conspiracy theories. The third group focused on how actively open-minded thinking—a cognitive factor that is associated with conspiracy belief—is associated with interest in and search for conspiracy theories versus actual belief in the conspiracy theories. We all enjoyed our time at the Summer School very much. The enthusiasm of both the students and teachers was inspiring. We look forward to seeing these exciting ideas develop further.





## CONSPIRACY THEORIES AND MISINFORMATION

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*When I left University of Kent this summer, I felt I participated in something very special. From classroom discussions to trips and other social activities, the Summer School provided a truly unique, immersive and diverse learning environment. I am grateful to have been able to learn from experienced academics and my fellow early-career researchers alike.*



Monika Gołąb  
Jagiellonian University

”



Sinem Yilmaz  
University of Illinois at Chicago

“

*This summer school has been one of the best experiences of my PhD journey. I have met my people –friends/colleagues with whom I will conduct research for a long time.*

”

“

*“From plausible conspiracies to those leaping into the realm of amphibians, this workstream thrived on fresh ideas inside and outside the classroom and on the friendships that grew just as quickly.”*



Linnea Nöth  
Leibniz University Hannover

”



# CONSPIRACY THEORIES AND MISINFORMATION

Karen Douglas (University of Kent)  
Sinan Alper (Yaşar University)

Theofilos Gkinopoulos (Jagiellonian University)  
Daniel Toribio-Florez (University of Kent)  
Mikey Biddlestone (University of Kent)  
Ricky Green (University of Kent)

Adam Karakula (Polish Academy of Sciences)  
Caiyu Tian (University of Kent)  
Camila Arnal (Université Libre de Bruxelles)  
Eylem İrem Morkoç (Kadir Has University)  
Fabian Wurzinger (The University of Texas at Austin)  
Irem Yilmaz (University of Southampton)  
Linnea Nöth (Leibniz University Hannover)  
Louis Teitelbaum (Ben-Gurion University of the Negev)  
Maciej Siemiątkowski (University of Warsaw)  
Monika Gołąb (Jagiellonian University)  
Sinem Yilmaz (University of Illinois at Chicago)  
Valentin Mang (University of Groningen)  
Yuehui Sun (University of Nottingham)





## POLITICAL COGNITION

The Political Cognition Workstream was taught by Robbie Sutton (University of Kent), Nikhil Sengupta (University of Kent), and Joe Phillips (Cardiff University), along with Guest Lecturer Nina Waddell.

“ Our workstream was blessed with a great diversity of place, background, intellectual and methodological perspective, and research interests. A lot of the students, indeed, would not necessarily have defined themselves as political psychologists, or come from a political psychology lab. So blessed, and so challenged, we started out by trying to figure out, together, what political psychology is. We decided that it’s a fuzzy thing, hard to delineate, but ultimately concerned with the psychology of power, at its best when it’s as curious about social contexts and structures as it is about individuals. Each of us, staff and students, then gave a blitz talk outlining our interests, skills, methodological expertise, and a major research question we’d like to answer. We then spent the rest of the first week hearing indepth talks from all the speakers on their research programmes of interest. ”





## POLITICAL COGNITION

☞ Students then split into groups to discuss a topical issue – the alleged recent trend of marked political polarization between young men and women. Though this was meant as a warm-up exercise for the second week in which students generate research proposals, the groups were so cohesive and creative that they continued to work together on their ideas. The groups devised well-developed and received proposals on: benevolent sexism as a discursive resource for paternalistic political policies; the identity processes at play in the mansphere; the impact of men’s social comparisons between and within gender groups on their attitudes to gender equality; and the social-structural conditions that may moderate the real, or apparent, effects of social contact between groups.

Three of the groups have already applied for funding for their projects and the fourth group is planning such an application at the next opportunity. The whole group together is also working on a review paper on political polarisation, and an empirical project on real and perceived political biases in academia. We ended with a spontaneous disco in our seminar room and celebrated our new ideas, plans, partnerships, and friendships into the evening.

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## POLITICAL COGNITION

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*The EASP Summer School is one of the best opportunities for building the next generation of social psychologists because it encourages diverse collaborations and exposes students to new approaches to research by connecting students across different countries, cultures, theories, and methodologies.*



Emily Haines  
Flinders University

”



Tamino Konur  
University of Kent

“

*The Summer School has made me realise that there are many possible ways in which I can make an impact, both inside and outside of academia. It has helped me being less afraid of all the challenges, but excited to find my own way through.*

”

“

*“What I'll take with me from EASP 2025 is a stronger sense of connection with other young researchers in social psychology, as well as a sense of optimism about how our field will develop! We are curious, challenge orthodoxy and actively figuring out how to adapt to a changing (academic) world.”*



Charlotte Vaassen  
Vrije Universiteit Amsterdam

”



## POLITICAL COGNITION

Nikhil Sengupta (University of Kent)  
Robbie Sutton (University of Kent)  
Joe Phillips (University of Cardiff)  
Nina Waddell (University of Kent)

Abhishek Kumar (Indian Institute of Technology, Bombay)  
Ana Cabrita (University of Coimbra)  
Anna Knorr (Jagiellonian University)  
Burak Cayir (University of Bologna)  
Charlotte Elisabeth Vaassen (Vrije Universiteit Amsterdam)  
Chiara Zazzarino (University of Kent)  
Christiana Nika (Jagiellonian University)  
Emily Haines (Flinders University)  
Marlene Voit (Ludwig-Maximilians-Universität München)  
Natalia Bogatyreva (University of Basel)  
Sunniva Davies-Rommetveit (University of St Andrews)  
Tamino Konur (University of Kent)  
Yufang Arya Liao (University of Vienna)





## MORAL PSYCHOLOGY OF ARTIFICIAL INTELLIGENCE

The Moral Psychology of AI Workstream was taught by Jim A.C. Everett (University of Kent) and Madeline (Gracie) Reinecke (University of Oxford), with Guest Teaching from Ethan Landes and Scott Claessens (University of Kent)

☞ We examined the intersection of AI and moral psychology, exploring how people typically think about and interact with artificial intelligence, as well as its implications. We began with broad discussions about general perceptions of AI: what it is; how people generally use it; how much they trust it; and which factors seem to matter most in shaping these views. We then shared ideas, reviewed literature together and discussed the main themes and challenges in this area. We talked about how we could and should use AI in research and everyday life, the ethical risks of AI, and what social psychology can contribute to our understanding of AI and human-AI interaction. ☞





## MORAL PSYCHOLOGY OF ARTIFICIAL INTELLIGENCE

While we might have got carried away with our seminar-style discussions, we did not neglect the group projects either. In the final days, students worked in groups on our own projects, applying insights from our discussions and helping each other to refine and strengthen our work. The group projects explored a wide range of topics including perceptions of mind in AI, how human-AI relationships impact judgments of AI's moral worth, and perceptions of outsourcing social-relational writing to AI. Throughout the process, these conversations not only highlighted the challenges that AI poses to morality, but also the opportunities to improve our psychological understanding of how humans and AI can interact in an enriching way.

Of course, it was not only AI and Moral Psychology. We also talked a lot about roses, got lost in a maze and almost missed our coach, and learned more about stained glass and Canterbury's martyr than we knew we needed to. We left with an excitement about the field, some fantastic new research proposals and - perhaps most importantly - new and very real friendships.





## MORAL PSYCHOLOGY OF ARTIFICIAL INTELLIGENCE

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*Above all, the Summer School was a space to broaden my horizons. Having contact with plural views on topics about which I had made my mind about in the past forced me to revisit -- and update -- my views. I came back home with a renewed awareness of the importance of transdisciplinarity, open debate, and intellectual humility.*



Francisco Cruz  
University of Lisbon

”

“

*Academic work can be hard. It's events like this that reignite that excitement and passion for the work that we do, and sustain us for years to come through the relationships and ideas formed here. Bringing all of these wonderful people together allows us to learn from each other's unique backgrounds and expertise, providing a rich space to generate new ideas and think about old ideas in new ways.*



Josh Wenger  
The Pennsylvania State  
University

”

“

*I was genuinely moved by the warmth and kindness shown to a scholar from across the globe - me! I'm walking away with a beautiful community of brilliant, generous souls.*



Aakash Thottam  
University of Queensland

”



# MORAL PSYCHOLOGY OF ARTIFICIAL INTELLIGENCE

Jim A.C. Everett (University of Kent)  
Madeline (Gracie) Reinecke (University of Oxford)

Scott Claessens (University of Kent)  
Ethan Landes (University of Kent)

Aakash Thottam (The University of Queensland)  
Afroditi Tsourgianni (University College London)  
Ali Ladak (University of Edinburgh)  
Chaewon Yun (Max Planck Institute for Human Development)  
Daniel Martín (University of Granada)  
Francisco Cruz (Universidade de Lisboa)  
Jason Lam (University of Southampton)  
Joshua Wenger (The Pennsylvania State University)  
Kabir Ghosh (Bremen / Constructor University)  
Laura Charbit (Université Paris Cité)  
Madhulika Shastry (Ohio State University)  
Olivia Hill-Cousins (University of Exeter)  
Pierce Veitch (University of Kent)  
Zeynep Genc (University of Kent)  
Zuzanna Farny (University of Silesia in Katowice)





## HUMAN-ANIMAL RELATIONS

The Human-Animal Relations workstream was led by Kristof Dhont (University of Kent), Chris Hopwood (University of Zurich), and Emma Alleyne (University of Kent)

“ In the Human-Animal Relations workstream, the group began by discussing each student’s and instructor’s research interests, highlighting knowledge gaps and pressing research questions. Instructors led workshops covering key topics and findings in human-animal intergroup relations, including the psychology of speciesism, animal cruelty, and motivations for animal- and plant-based product consumption. Students also participated in workshops on qualitative and quantitative research methods, learning how to identify themes from interview data using real-world data from slaughterhouse workers, conduct scale development and validation, and understand the limitations associated with cross-sectional data, including the application of mediation and moderation models. Throughout, the group addressed core questions such as how people perceive and think about animals, what motivates continued or reduced animal product consumption, and strategies for reducing exploitative attitudes and behaviors toward animals.





## HUMAN-ANIMAL RELATIONS

Following the workshops, students organized into four groups, each focusing on a specific topic of interest within human-animal relations. The chosen topics were: (a) the nature and measurement of speciesism, (b) the pros and cons of engaging political conservatives in animal advocacy, (c) temporal dynamics in human-animal research related to dietary or attitude change, and (d) conceptual and measurement considerations when studying dietary groups. Each group collaboratively produced commentaries on their topics, which are being prepared for publication in *Psychology for Human-Animal Intergroup Relations*.

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## HUMAN-ANIMAL RELATIONS

“

*Methodologically, the summer school was a breath of fresh air. It made me take a step back and reassess some of the ways I've been thinking about my studies.”*



Dylan de Gourville  
University of Kent

”

“

*What I'll take with me from the summer school is how powerful it is to be around a group of like-minded people and how valuable the exchange of ideas is. It's been inspiring to spend these ten days alongside others who are all eager to learn with and from one another, who are driven, and committed to making a positive societal impact.*



Anna Carolin Poernbacher  
Tilburg University

”

“

*I spent my 30th birthday at the summer school. Even though we knew each other only for a few days, everyone in my workstream was so nice to me. It was a great day that I'll always remember.*



Sandro Jenni  
University of Zurich

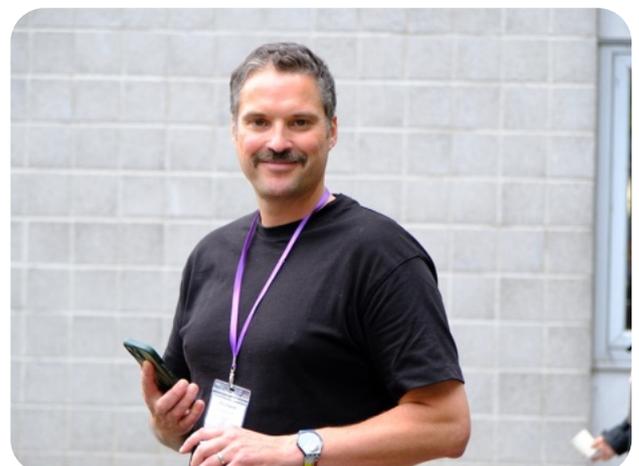
”



## HUMAN-ANIMAL RELATIONS

Kristof Dhont (University of Kent)  
Chris Hopwood (University of Zurich)  
Emma Alleyne (University of Kent)

Anna Carolin Poernbacher (Tilburg University)  
Dylan De Gournville (University of Kent)  
Jessica Schiller (Johannes Kepler University Linz)  
Laura Gagliardi (University of Milan & Ecole Pratique des Hautes Etudes)  
Lotte de Lint (Wageningen University & Research)  
Monica Barnard (University of Sussex)  
Özgün Özakay (Middle East Technical University)  
Penelope Agranov (University of Kent)  
Ruşen Ali Sayat (Middle East Technical University)  
Sada Rice (Florida Atlantic University)  
Sam Vellana (University of Edinburgh)  
Sandro Jenni (University of Zurich)  
Teresa Schenk (Ludwig-Maximilians-Universität München)





## METHODS, MENTORSHIP, AND META-SCIENCE

Good social psychology is not only about strong theory and data, but also about transparent methods, collaborative thinking, and supportive academic culture. To complement the thematic workstreams, students had a Plenary on Open Science, two Keynote Lectures, Methods Workshops, Mentoring Sessions, and Editor Panels.

Roger Giner-Sorolla (University of Kent)

Jay Van Bavel (New York University)  
Harriet Over (University of York)

Simon Myers (Warwick Business School)  
Scott Claessens (University of Kent)  
Mikey Biddlestone (University of Kent)  
Daniel Toribio-Florez (University of Kent)

Aleksandra Cichocka (University of Kent)  
Fanny Lalot (University of Kent)  
Jim A.C. Everett (University of Kent)

Karen Douglas (University of Kent)  
Michael Hogg (Claremont Graduate University)  
Dominic Abrams (University of Kent)





## GROUP PROJECTS

### **REACHING THE RIGHT: POLITICAL POLARIZATION AND ANIMAL WELFARE**

Sandro Jenni (University of Zurich), Dylan de Gourville (University of Kent), Sada Rice (Florida Atlantic University)

Our project consisted of a commentary paper. There we describe several common arguments for and against engaging the political right more strongly in animal welfare. Since these arguments usually rest on untested hypotheses, we propose ideas for future research to bring more clarity into this area.

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### **MORAL VS. COMPETENCE THREAT: HOW POLITICAL RHETORIC DRIVES DISIDENTIFICATION AMONG MODERATES**

Laura Docampo (University of Santiago de Compostela), Eszter Hadnagy (Eötvös Loránd University), Amy Lee (University of Melbourne), Carsten Sander (University of Hamburg)

This project investigates how political messaging affects political moderates' identification with the messenger's political group. We propose that when political messages harshly criticize an individual's views, this triggers a personal identity threat. This threat may lead to disidentification from the messenger's group and increased vulnerability to recruitment by competing groups that offer identity validation. We examine two distinct types of criticism: characterizing opinions as immoral versus incompetent. While moral rhetoric is well-established as a potent feature of political communication—especially on social media—competence-based rhetoric has received less attention. However, research suggests that competence may be more central to personal self-esteem than morality, suggesting that it may produce larger shifts in political identity than moral criticism. Understanding these dynamics is crucial for explaining political polarization and moderate voter behavior in contemporary democracies.



## GROUP PROJECTS

### **BEYOND WEIRD CONTACT: STRUCTURAL CONDITIONS FOR SOCIAL CHANGE**

Burak Cayir (University of Bologna), Yufang Arya Liao (University of Vienna), Charlotte Vaassen (Vrije Universiteit Amsterdam)

This study investigates the structural and institutional factors influencing intergroup contact in democratic versus authoritarian contexts, as well as how this process shapes intergroup attitudes. Existing literature on intergroup contact has predominantly focused on WEIRD (Western, Educated, Industrialized, Rich, and Democratic) countries, where intergroup contact is typically a bottom-up process (i.e., individuals initiate contact with outgroup members based on personal interest). However, such contact does not necessarily lead to improved intergroup relations.

When examining non-WEIRD countries, several important but often overlooked factors emerge, including political structures (democratic vs. authoritarian systems), institutional factors (e.g., policies), and cultural dimensions (e.g., individualism vs. collectivism). This study will utilize the V-Dem dataset, which provides a comprehensive democracy rating, as the index of the structural and institutional differences. Through correlational analyses, survey studies, and experiments, the research aims to understand how individuals in different political systems respond to various institutional factors in terms of intergroup contact and intergroup attitudes.





## GROUP PROJECTS

### **CONSERVATIVES AND LIBERALS NOSTALGIC FOR A DIFFERENT PAST: UNCERTAINTY, COLLECTIVE NOSTALGIA AND SUPPORT FOR MULTICULTURALISM IN THE UK, SPAIN AND ITALY**

Chiara Parisse (Sapienza University, Rome), Sara Rodriguez Fregenal (National Distance Learning University, Madrid), Jon Bowman (University of Kent).

Conservative nostalgia for a monocultural past has been well researched and Donald Trump's MAGA campaign successfully exploited its appeal. His election for a second term as President and the rise of right-wing populism across much of Europe has now given liberals considerable cause to feel uncertain. Many may now feel nostalgic for a more multicultural and tolerant past. This study will explore the effect of political uncertainty on support for multiculturalism, mediated by nostalgia, across the political spectrum in three European countries. Maybe liberal nostalgia can be forged into a potent political force to counter the pull of populism.

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### **INSTITUTIONAL TRUST, CORRUPTION, AND PARTISAN CONSPIRACIES**

Camila Arnal (Université Libre de Bruxelles), Monika Gołąb (Jagiellonian University), Eylem İrem Morkoç (Kadir Has University), Linnea Nöth (Leibniz University Hannover), İrem Yilmaz (University of Southampton)

Our project examines the relationship between institutional trust and conspiracy beliefs. Specifically, we aim to investigate how levels of trust relate to the tendency to attribute conspiracies to outgroup rather than ingroup perpetrators. This research project seeks to shed light on the mechanisms that contribute to conspiratorial polarization.



## GROUP PROJECTS

### **EXPLORING THE LATENT PROFILES OF ENVIRONMENTAL (IN)ACTIVISTS**

Maitland Waddell (Simon Fraser University), Laura Prislei (Sapienza University of Rome), Sarah Resanovich (University of Kent), Beatrice Valle (University of St. Andrews), and Theresa Zagers (Iscte-University Institute Lisbon),

The current literatures' incomplete integration between individual- and social identity-focused theories of PEB limits our understanding of the complexity of profiles that define the movement, its goals, and its consequent actions. The proposed research aims to adopt a person-centred analytic approach, latent profile analysis (LPA), to 1) identify distinct subgroups within the environmental movement, 2) examine who, and who does not, consistently engage in distinct forms of PEBs, and 3) qualify the motivations underlying profiles' distinct pro-environmental attitudes and behaviours, with special attention to "inactive" profiles. We aim to contribute to a deeper understanding of how distinct collective-focused predictors interact to shape and explain differences within the environmental movement, with the scope of integrating individual- and collective-focused predictors more extensively in the future. Our multifaceted approach allows us to expand upon current understandings of the factors most significant in shaping environmental collective action, and its distinct normative (e.g., signing petitions) and non-normative (e.g., vandalization of paintings) manifestations (i.e., SIMCA vs. Nothing-to-Lose debate). Secondly, while recognizing the value of individual-focused PEBs, we also recognize the IPCC's call for systematic citizen mobilization to advance urgent climate change goals and believe that this research contributes to this goal.



## GROUP PROJECTS

### REPLICATING AND EXTENDING DIMENSIONS OF MENTAL CAPACITY

Francisco Cruz (University of Lisbon), Olivia Hill-Cousins (University of Exeter), Jason Lam (University of Southampton), Daniel Martín (University of Granada), Madhulika Shastry (Ohio State University), and Aakash Thottam (Queensland University)

Our project builds on prior work examining perceptions of living and non-living entities (particularly artificial intelligence) as having a mind and morality. Specifically, we investigate how different dimensions of mind perception (e.g., agency, experience, warmth, and competence) relate to one another and shape whether we judge AI as moral agents, moral patients, or neither. We explore these questions using implicit and indirect methods, including reaction times from forced-choice tasks. As AI becomes increasingly integrated in our daily lives, this work offers insights on how we conceptualize and treat AI entities.





## GROUP PROJECTS

### **CAN PEOPLE BE DRAWN TO CONSPIRACY THEORIES WITHOUT BELIEVING IN THEM?**

Sinem Yilmaz (University of Illinois Chicago), Fabian Wurzinger (University of Texas at Austin), Louis Teitelbaum (Ben-Gurion University of the Negev), Valentin Mang (University of Groningen)

This project investigates when engaging with plausible and implausible conspiracy theories (e.g., reading about them, clicking on them) translates into conspiracy belief and when it does not. More specifically, we aim to test the prediction that engagement with conspiracy theories increases belief in both plausible and implausible conspiracy theories for individuals low in actively open-minded thinking. For individuals with high levels of actively open-minded thinking, we expect only engagement with plausible, but not implausible, conspiracy theories to result in conspiracy belief. We will create a database of plausible and implausible conspiracy theories, a conspiracy plausibility rating tool, and test our predictions in a simulated social media environment.





## GROUP PROJECTS

### APPLYING A SOCIAL IDENTITY FRAMEWORK TO UNDERSTAND THE MANOSPHERE

Emily Haines (Flinders University), Sunniva Davies-Rommetveit (University of St Andrews)

In recent years, we've seen the rise of the manosphere – a collection of websites, blogs and online forums involving men promoting masculinity, misogyny and opposition to feminism.

Little work has, however, adopted a theoretical lens to understand the manosphere. A common theme in the manosphere is the perception that men are a disadvantaged group (compared to women), therefore Social Identity Theory can be applied to understand men's strategies for self-enhancement and self-distinctiveness. Using thematic analysis, natural language processing, and a large-scale survey, we will examine how Social Identity Theory's strategies of social mobility, social creativity, and social competition are used by men within the manosphere, and explore how identity content may co-occur with these strategies.





## GROUP PROJECTS

### **WHEN MACHINES MATTER: THE MODERATING ROLE OF HUMAN RELATIONSHIPS IN ATTRIBUTIONS OF AI MORAL PATIENCY**

Joshua Wenger (The Pennsylvania State University), Ali Ladak (University of Edinburgh), Afroditi Tsourgianni (University College London), Zuzanna Farny (University of Silesia in Katowice), Kabir Ghosh (Bremen / Constructor University)

Our project investigates the moderating influence of human-AI relationships in the perception of AI as a moral patient. More specifically, we examine whether a human's caring relationship with an AI companion increases third-party judgements of the AI's intrinsic and/or extrinsic moral worth. We additionally compare these judgments of AI's moral status to that of non-human animals, and inanimate objects.

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### **THE KIND LIE: PROSOCIAL LYING IN THE CONTEXT OF CHRONIC ILLNESS**

Rachele Mazzini (University of Copenhagen), Ovgun Ses (University of Essex), Sebastian Wnęk (SWPS University)

This project investigates prosocial lying as a form of interpersonal emotion regulation in romantic couples coping with chronic illness. Prosocial lies—lies that are intended to protect or benefit others—may serve as subtle support strategies aimed at reducing a partner's emotional distress. Using a 14-day dyadic daily diary design, the study examines whether perceiving a partner as stressed increases the likelihood of engaging in prosocial lying, and whether these lies, in turn, reduce the receiver's stress. The project also tests when and for whom these effects are most effective, focusing on the moderating roles of relationship commitment and partner's perception of the lie. By linking behavioral support strategies to daily emotional outcomes, this research contributes to our understanding of how couples regulate each other's emotions and maintain relationship functioning under chronic stress.



## GROUP PROJECTS

### **WHEN “PROTECTION” PROTECTS ITSELF: THE SELF-SUSTAINING ROLE OF BENEVOLENT SEXISM IN POLITICS**

Ana Cabrita (Universidade de Coimbra), Anna Knorr (Jagiellonian University), Abhishek Kumar (Indian Institute of Technology), Christiana Nika (Jagiellonian University)

While hostile forms of sexism are often the focus of gender inequality debates, subtler forms like benevolent sexism can be equally influential in sustaining traditional gender hierarchies. These beliefs—subjectively positive but patronizing—idealize women as needing protection and support, often under the guise of care. Yet such attitudes can subtly reinforce restrictive gender roles and justify gender-restrictive policies. Prior research shows that benevolent sexism is not only widespread but also politically consequential, shaping attitudes and rhetoric around issues like abortion, military roles, and sex work. We examine the self-sustaining nature of benevolent sexism across political and individual contexts. At the macro level, we use computational text analysis methods to investigate how political elites employ benevolent sexist language when advocating for restrictive gender policies. At the micro level, we experimentally test how individuals respond to such rhetoric, both as recipients (e.g., support for gender-restrictive policies after exposure to protective advocacy) and as communicators (e.g., use of benevolent sexist language when prompted to justify restrictive policies themselves).





## GROUP PROJECTS

### **WHEN TERRORISTS LOOK LIKE US: SUBJECTIVE GROUP DYNAMICS AND THE PERCEIVED NORMALITY OF POLITICAL VIOLENCE**

Mollie Ruler (University of Southampton), Joao Pedro Lima (University of Porto), and Ciara Hernandez (Claremont Graduate University)

Our project examines the extent to which subjective group dynamics and the black sheep effect can be applied to help us explain public reactions to nationalist or Islamic extremism committed by ingroup and outgroup members in Portugal, the UK, and the US.

Specifically, we focus on whether the terroristic act is pro-normative (committed in the name of the ingroup) or anti-normative (committed against the ingroup), and what effect this has on the desire to punish those responsible, as well as the religious institutions and countries with which they are spuriously affiliated with. In doing so, we hope to speak to real-world instances of collective punishment both within the ingroup (i.e., the Southport riots in the UK) and towards the outgroup (i.e., the relative apathy towards Gaza and reluctance to accept Syrian immigrants, both of which stand in stark contrast to the response to the invasion of Ukraine).

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### **ENTANGLING SPECIESISM: THE NEED FOR CLARITY IN CONCEPTUALISING AND MEASURING SPECIESISM**

Penelope Agranov (University of Kent), Özgün Özakay, Anna Carolin Pörnbacher, Teresa Schenk

We are writing a commentary paper on the need for clarity in conceptualising and measuring speciesism. Speciesism is a central concept in the study of animal and intergroup relations but is measured in a number of different ways. In our commentary, we discuss different ways of conceptualising and operationalising speciesism and implications for future research.



## GROUP PROJECTS

### **BEING THE LESSER MAN: DOES SUBJECTIVE STATUS FRUSTRATION PREDICT OPPOSITION TO GENDER EQUALITY?**

Chiara Zazzarino (University of Kent), Tamino Konur (University of Kent), Natalia Bogatyreva (University of Basel), Marlene Voit (LMU Munich), Emily Haines (Flinders University), Sunniva Davies-Rommetveit (University of St Andrews)

Public discourse on gender equality often emphasizes men's structural advantages but may overlook the perspectives of men who feel left behind, both in comparison to women and to other men. When men hear that "men" are generally advantaged but do not personally experience those benefits, they may instead compare themselves to high-status male peers. This can heighten feelings of personal failure and deprivation, reinforcing a sense of being in "last place" within the social hierarchy. Prior research suggests that feeling "last place" in a social hierarchy can lead advantaged group members to defend the status quo as a way to reclaim status. We examine this dynamic in the gender context by asking men to rank themselves, as well as men and women in general, on a socio-economic ladder. We also measure the gap between their perceived current and ideal status. We hypothesize that perceiving oneself as in "last place", especially when paired with a large gap between actual and ideal status, predicts stronger opposition to gender equality. If supported, the findings would suggest that narratives around male advantage may unintentionally fuel backlash when they trigger feelings of personal deprivation.



## GROUP PROJECTS

### **WHAT'S IN A DIET? A CALL FOR CONSISTENCY IN RESEARCH ON DIETARY GROUPS**

Sam Vellana (University of Edinburgh) & Monica Barnard (University of Sussex)

We are writing a commentary on the need for greater consistency in how dietary group membership is defined and measured in research. Current definitions vary along three key dimensions: behaviour- vs. identity-based definitions, spectrum vs. discrete categorisation of dietary practices, and the collapsing vs. separation of related groups (e.g., vegans and vegetarians). We argue that greater consistency is needed to improve theoretical integration and enable meaningful synthesis of findings across studies.

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### **TIME MATTERS: TEMPORAL DIMENSIONS OF CHANGE IN ANIMAL-PRODUCT CONSUMPTION AND ANIMAL ATTITUDES**

Lotte de Lint (Wageningen University & Research), Jessica Schiller (Johannes Kepler University Linz), Laura Gagliardi (University of Milan & Ecole Pratique des Hautes Etudes), Ruşen Ali Sayat (Middle East Technical University)

We wrote a commentary that explores the importance of considering the element of time in the study of how change occurs within people's diets and attitudes towards animals. It points out relevant considerations and challenges like the absence of detailed theories, difficulties in timing measurements, and overlooked long-term effects of interventions. Additionally, it stresses the importance of recognizing that changes in behavior may not follow a straight line and acknowledges the real-world limitations researchers encounter.



## GROUP PROJECTS

### **“TOO HOT/COLD TO HANDLE?” TOUCH AND TEMPERATURE (IN-)COMPATIBILITY IN ROMANTIC COUPLE’S DYNAMICS**

Julia K. Schäfer (University of Zurich), Michael C. Pan (University of Sheffield) , Hadi Azad (University of Kent)

Everyday experiences suggest that incompatibilities in perceived body temperature, like your partner's ice-cold or boiling hot feet brushing against your legs, can influence how we perceive and react to affectionate touch. While affectionate touch is known to foster relational, psychological, and physical well-being, little is known about how physical boundary conditions, such as perceived warmth or coldness of the partners skin temperature, shape these interactions. Our project uses a sequential mixed-methods approach to explore how romantic partners perceive, react to, and are affected by temperature (in)compatibility during non-sexual affectionate touch. In a follow-up experiment, we seek to examine these effects using a scenario-based 2x2 design to investigate possible emotional and relational outcomes.





## GROUP PROJECTS

### **OUTSOURCING SOCIO-RELATIONAL WRITING TO LLMS**

Laura Charbit (Université Paris Cité), Pierce Veitch (University of Kent), Chaewon Yun (Max Planck Institute for Human Development)

This project investigates how people perceive the use of AI-outsourcing in socio-relational writing. Across four studies, we examine participants' preference between high-quality messages written with the help of ChatGPT and medium-quality messages written solely by a human; how they evaluate the sender of these messages; whether these evaluations vary depending on the closeness of the relationship; and the behavioral consequences when participants respond to these messages.

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### **IF I AM YOU, THEN WHO AM I? IDENTITY AND RELOCATION IN ROMANTIC RELATIONSHIPS**

Sofia Eriksen (Max Planck Institute for Evolutionary Anthropology), Luke Slattery (University of Limerick), Samira Heidari (Australian National University), Xinyi Yang (University of Sussex), Mirna Đurić (Vrije Universiteit Amsterdam)

Many people relocate to a different city, a different country, or even a different continent to be with their romantic partner. While this can be an exciting opportunity, it can also be a substantial challenge for psychological well-being. To shed light on these processes, our longitudinal investigation will examine the motivations that people have when relocating for their partner, and the subsequent links of these motivations with self-identity and couple-identity clarity after settling in a new location. The results of this research stand to have important implications for improving the psychological adjustment of those who relocate to be with their romantic partners



## GROUP PROJECTS

### **THE 'WE' THAT BELIEVES: CULTURAL ORIENTATION AND CONSPIRACY THEORIES**

Adam Karakula (Polish Academy of Sciences), Caiyu Tian (University of Kent), Yuehui Sun (University of Nottingham), Maciej Siemiątkowski (University of Warsaw)

Despite the growing interest in conspiracy theory beliefs, previous research has produced inconsistent findings about the relationship between cultural orientation and conspiracy endorsement. This project addresses this gap by examining whether individualistic or collectivistic cultural orientations predict different patterns of belief in conspiracies. The core theoretical proposition is that the types of conspiracies people find credible depend on how they define themselves. People high in vertical collectivism, who emphasize group hierarchy and perceive intergroup threats, are expected to gravitate toward conspiracy theories that specifically target their in-group. Conversely, individuals with individualistic orientations may be more susceptible to generalized conspiracy beliefs that lack specific group targets.





Organising the 2025 EASP Summer School was - fittingly for its location in the “Garden of England” - a bit like growing roses: it needed planning, support, weathering the odd storm, and people who weren’t afraid to get their hands dirty.

Thank you to all of our Workstream Leaders and Guest Teachers for volunteering their hard-pressed time to work on this and sharing their expertise and wisdom. These Summer Schools require so much time and effort from you, and your service is seen, recognised, and valued.

Thank you to the staff at Kent who contributed financially to bringing speakers and teachers (Dominic Abrams; Karen Douglas; Aleksandra Cichocka; Nikhil Sengupta; Jim Everett). Thank you to our PhD student helpers for their important support behind the scenes. Thank you to the University of Kent for supporting us - especially our Head of School Tim Hopthrow, and Rachel Walmesley and Susana Lawrence for their invaluable support with logistics and finances. A special thanks to Milo at Speedwagon Productions for the fantastic video documenting the event.



**EASP**

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Thank you to the European Association of Social Psychology for their financial support and wisdom that made this possible, and in particular Claudia Manzi for her tireless support and optimism.

And last but not least, thank you to the students - you make the summer school, and without you our field would be going nowhere. Here’s to future collaborations, lasting friendships, social psychology - and always, more roses.



**THANK YOU TO EVERYONE WHO PROVIDED FINANCIAL SUPPORT FOR THIS EVENT:**

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