

Community Engagement Neuroscience

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Introduction

Previous studies have suggested that repeated contact with different social economic groups is associated with improved social perception. This is due to intergroup anxiety hindering a positive social interaction as individual place unintentional stereotypes on one another. The hypothesis that this improvement in social connection would be associated in a shift in language choices was tested. I analyzed audio recording taken from an academically-based service learning course, Everyday Neuroscience. The transcripts derived from these recording outlined the interaction of Penn Undergraduates and Robeson Students. The goal was to see if by the end of the semester there would be a positive shift in each group's perception of one another.

Materials and Methods

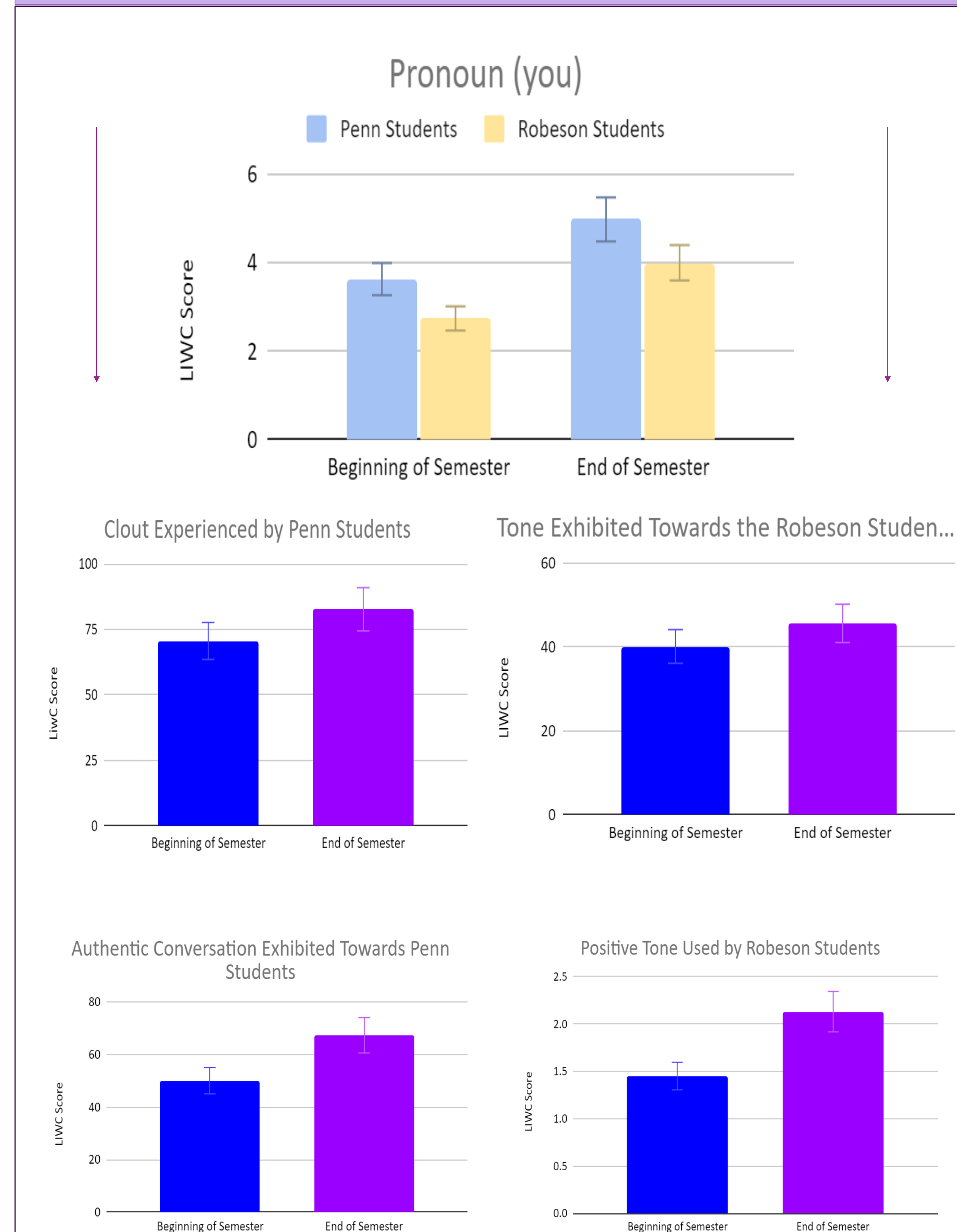
Set up

- Analyzed 7 Groups: 14 Audio recordings
- 20 Penn Students and 21 Robeson Students
- Software: Transcribe and LIWC-22

Method

1. Uploaded the audio files into the application Transcribe.
2. Took the derived transcription from Transcribed and indicated who said what.
3. Uploaded the Transcriptions into LIWC-22

Results



Summary

- Both sets of students increased the use of “you”, suggesting they are more comfortable addressing each other directly.
- The Penn students altered their language to reflect more authority and positive tone.
- The high school students also altered their language, reflect more authenticity and positivity.

Conclusion

- By the end of the Semester the LIWCC scores indicated that the Robeson Students and the Penn Students increased in warmth and closeness
- One limitation that could have shifted results is the audios did not pick up all of the Robeson and Penn Students dialogue

Future Direction

- Putting the data through LIWCC-22 Language Style Matching.
- Collect more audio recording and process the new set of transcripts into LIWC-22 to see if we have comparable data