

MPES Colloquium Series

Living in Pasteur's Quadrant: Navigating the Uncharted Waters between Basic and Applied Research

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How can social scientists balance the need to do basic science with their desire to be relevant to the questions and issues of their time? In his classic book, *Pasteur's Quadrant*, Daniel Stokes proposes an answer. Cross-cutting two dimensions - a quest for understanding and considerations of use, Stokes offers 4 quadrants that capture the areas of scientific progress. This talk signals a migration towards Pasteur's quadrant, that exemplifies what Stokes called *use-inspired* basic research. Using data from the science of learning and early development, I offer examples of how my work in language, literacy, and playful learning fits neatly within this quadrant. I also caution that in a world filled with social media and distorted messages about our science and its use, It is imperative that we not only do work in Pasteur's Quadrant, while also jumping beyond use-inspired work to take dissemination of science seriously. We challenge the field and our institutions to share our science in a way that preserves its integrity and increases its utility for the wider community while offering several examples of how we are doing that through traditional and non-traditional means.

Kathryn Hirsh-Pasek is the Stanley and Debra Lefkowitz Faculty Fellow in the Department of Psychology at Temple University and a Senior Fellow at the Brookings Institution. Her research examines the development of early language and literacy as well as the role of play in learning. With her long-term collaborator, Roberta Golinkoff, she is author of 14 books and hundreds of publications, she is the recipient of the American Psychological Association's Bronfenbrenner Award, the American Psychological Association's Award for Distinguished Service to Psychological Science, the Association for Psychological Science James McKeen Cattell Award, the Society for Research in Child Development, Distinguished Scientific Contributions to Child Development Award and the APA Distinguished Lecturer Award. She is a Fellow of the American Psychological Association and the American Psychological Society, is the President of the International Society for Infant Studies and served as the Associate Editor of *Child Development*. She is on the Steering Committee of the Latin American School for Education, Cognitive Neural Science as well as on the advisory board for Vroom, The Boston Children's Museum, *The Free to Be Initiative* and Jumpstart. Her book, *Einstein never used Flashcards: How children really learn and why they need to play more and memorize less*, (Rodale Books) won the prestigious Books for Better Life Award as the best psychology book in 2003. Her recent book, *Becoming Brilliant: What the science tells us about raising successful children*, released in 2016 was on the NYTimes Best Seller List in Education and Parenting. Kathy received her bachelor's degree from the University of Pittsburgh and her Ph.D. from the University of Pennsylvania and is a frequent spokesperson for her field appearing in the NYTimes, npr and in international television outlets.