UCLouvain

Institut de recherche en sciences psychologiques
IPSY
Psychological Sciences Research Institute

# IPSY

## Institut de recherche en Sciences Psychologiques

## Louvain-la-Neuve

# Rapport d'activités 2025

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# Informations générales

*General information*

# Gestion de l'institut - *Management*

## Président - *President*

Martin Edwards

## Bureau – *Executive bureau*

President: M. Edwards

CAI: N. Fraselle

Until September 1st, 2025: Academic members: L. Coertjens, M.-P. Noël, V. Saroglou, J. Willemsen, Temporary scientific staff member: M. Grandjean. Administrative and technical staff member: I. Legrain

From September 1st, 2025: Academic members: M. Andres, L. Coertjens, M. Mikolajczak, V. Saroglou. Temporary scientific staff member: M. Grandjean. Administrative and technical staff member: C. Letesson

## Equipe administrative – *Administrative staff*

Nadine FRASELLE: Administrative Coordinator of the Institute

Nadine DIDIER: Proximity secretariat, pool of research participants, conferences for the general public

Siegrid VANDERVEKEN: Proximity secretariat and central secretariat of the Institut

Anaïs THIBAUT: Proximity secretariat and premises management

Sarah SCHUMILIVER (since October 2025)

Virginie LEBLANC: Secretariat of CPS (Specialised Psychological Consultations)

Laurence LENOIR: Secretariat of CPS (Specialised Psychological Consultations)

Isabelle LEGRAIN: Logistics and accounting manager

Achraf TSSICHE: Logistics and accounting manager

Eric LEGRAND: Logistics and accounting manager (since October 2025)

Dominique HOUGARDY: Multimedia and technical assistance

Nathalie LEFEVRE: Statistics Unit

Clément LETESSON: Research manager

# Services aux chercheur.e.s - *Services to researchers*

## Administrative coordination of the Institute (CAI)

### 1.1.1. Central administrative services

The **organisation of administrative work** within the Institute is based on integrated teamwork led by the CAI through the following activities: team meetings, vade-mecum, procedures and databases, coaching, shared work processes, monitoring of results, management of promotion cases, periodic professional evaluations of administrative staff.

With regard to the **institute support services**, the CAI:

- advised PhDs and investigated compensation claims for participation in a congress
- investigated claims for compensation related to the hosting of guests in IPSY seminars
- processed applications for special status (scientific collaborators, affiliated members and trainees in mobility)
- accompanied and guided the updates of the Institute's portal (with D. Hougardy)
- coordinated the collection and updating of databases: Assignments, Activity Reports
- provided the secretariat of the ethics commission
- carried out career monitoring of PAT staff members in collaboration with the ARH
- took part in the work of the human sciences sector (meetings of the college of CAI)
- instructed the recruitment process for new PAT members
- provided the coordination of the CPS
- supported actions / services in IPSY building / office management, welcoming new members, security, DHC event, IPSY Day

With regard to its mission to **support the development of research**, the CAI:

- provided advice to young researchers on their scientific careers and mobility plans
- assisted in the development of research agreements between PAC members and universities, foundations etc.
- supervised the organisation of the Institute's scientific communication activities (IPSY seminars, information and events within the Institute)
- assisted the PAC in the search of funding options
- promoted researchers with the opportunity to have ethics approval
- promoted scientific communication activities (collaboration with AREC and ADRE)

**C. Letesson** (chargé de gestion recherche) was in charge of :

- support in the preparation of applications and review of projects
- proofreading of projects and submission of documents
- management and technological monitoring of research laboratories and equipment
- assistance in the design of experimental protocols
- identification and production of methodological and/or technical tutorials and training
- assistance in the drafting of ethical submissions and data management procedures
- actions and information on open science and data management (takeaway talks)

### 1.1.2. Proximity secretariats and cross-cutting tasks

The division of the work into proximity tasks (TP) and cross-cutting tasks (TT) made it possible to offer collective services to researchers and to consolidate the development of certain professions within the university.

Proximity tasks covered:

- basic logistics (expense reports, reception, post, telephony, equipment, mail, premises, purchase of small equipment, etc.)
- convening and organising meetings
- drafting minutes of meetings
- layout of letters, documents, reports, brochures, etc.
- management of supplies and equipment
- organisation of travel for researchers
- organisation of travel and accommodation for jury members and receptions related to theses, dissemination of information and its archiving
- organisation of small events
- management of examination papers
- management of premises (entrances and exits)

Cross-cutting tasks covered: central secretariat (S. Vanderveken), administrative support to international researchers (S. Schumiliver), CLC-logistics and accounting unit (I. Legrain, A. Tssiche, E. Legrand), premises management (A. Thibaut), management of the pool of participants in research and general public conferences (N. Didier).

The distribution of time spent each week on proximity and cross-cutting tasks varies greatly according to current events (e.g. requests for services, events, conferences, etc.). However, these proximity tasks occupy on average half of their working time.

Finally, IPSY provided the secretariat of the CPS up to 40% EFT (V. Leblanc and L. Lenoir); the accounting management of the CPS is centralised within the CLC.

## CPS – Specialised Psychological Consultations

As a direct extension of their scientific activities, research groups at the Institute organise specialist consulting in their respective domains of competence: emotional disorders; logopaedics; neuropsychology and psychomotricity; young people with high potential(s); life stories; parenting; specialized psychoanalytic and person-centered consultations.

IPSY provided the secretariat of the CPS up to 40% EFT (V. Leblanc and L. Lenoir).

## Statistical consultancy

The support provided to researchers in the domain of statistics revolves around consultancy and training in software and statistical calculation. The consultancy service (N. Lefèvre) aims at the autonomy of researchers in solving their problem(s). In addition, the statistical unit IPSY collaborates

with the SMCS in the organization of basic or advanced training courses in data analysis software as well as "tailor-made" training courses on demand.

## Multimedia and web design services

The service (D. Hougardy) managed the loan of equipment and offered advice on audio-visual and multimedia matters in the context of the experiments. Multimedia documents are handled in accordance with the ethical rules of viewing and distribution.

## Ethics commission

The IPSY Institute has set up an Ethics Committee to promote and enforce ethics in the conduct of research in the Institute. The Commission is chaired by N. Vermeulen.

## Pool of research participants

The pool of participants facilitates contact between researchers and volunteers to carry out their studies. The rules for the protection of privacy are strictly adhered to. Participants are free to refuse a request without any justification. The pool is managed by N. Didier.

As of December 2025, the pool included 642 volunteers and responded to recruitment requests from IPSY researchers in 9 studies.

# Domaines de recherche

*Research domains*

# Introduction

IPSY comprises four domains in which members conduct their research activities. These research domains are (i) Cognition and Neurosciences, (ii) Developmental and Educational Psychology, (iii) Clinical and Health Psychology, and (iv) Social Behaviour, Work and Society. Although each of these domains is characterized by specific methodological approaches and theoretical paradigms, as well as populations and/or particular studied situations, IPSY members are all united by the study of a common object: the psychological and educational processes underlying human behaviour, in children as well as adults, at the individual, group and/or society levels.

# Cognition et neurosciences, *Cognition and neurosciences*

- Apprentissage de la lecture et de l'écriture - *Learning to read and write*
- Attention sélective – *Selective attention*
  - Cécité, surdité, dysplasie des membres, aphasie, cognition numérique, lecture, dyscalculie, dyslexie, dysgraphie, trouble du développement du langage, trouble d'apprentissage non verbal, développement, corrélats neuronaux, aphasie, bilinguisme
    *Blindness, deafness, limb dysplasia, aphasia, numerical cognition, reading, dyscalculia, dyslexia, dysgraphia, developmental language disorder, non-verbal learning disability, development, neural correlates, aphasia, bilingualism*
- Cognition incarnée – *Embodied cognition, grounded cognition*
- Cognition numérique, Acalculie – *Numerical cognition, Acalculia*
- Cognition sociale – *Social cognition*
- Cognition spatiale, représentation et perception de l'espace – *Spatial cognition, spatial representation and perception*
- Connaissances conceptuelles – *Conceptual knowledge*
- Conscience – *Conciousness*
- Déprivation sensorielle et réorganisation cérébrale – *Sensory deprivation and brain reorganization*
- Développement cognitif – *Cognitive development*
- Douleur et nociception – *Pain and nociception*
- Dyscalculie développementale – *Developmental dyscalculia*
- Empathie, prise de perspective, théorie de l'esprit – *Empathy, perspective taking, theory of mind*
- Imagerie par Résonance Magnétique fonctionnelle (MRIf) – *Functional Magnetic Resonance Imaging (fMRI)*
- Intégration multisensorielle – *Multisensory integration*
- Langage – *Language*
  - Accès lexical en production du langage - Bilinguisme - Contrôle cognitif de la production du langage - Développement du langage oral (lexique/syntaxe) - Implication de la mémoire (déclarative/procédurale) dans l'acquisition du langage - Périodes sensibles dans l'acquisition du langage (voir aussi Troubles de la parole et du langage) - Production de mots
    *Bilingualism - Cognitive control in language production - Development of oral language (vocabulary/syntax) - Involvement of memory (declarative/procedural) in language acquisition - Lexical access in language production - Sensitive periods in language acquisition (see also Speech and language impairments) - Word production*
- Machine learning (appliquée à la psychopathologie cognitive) – *Machine learning (applied to cognitive psychopathology)*
- Magnéto- et Electro-encéphalographie – *Magneto, and Electro-encephalography*
- Mémoire – *Memory*
  - Mémoire de travail - Interférence (proactive) – Mémoire pour l'ordre sériel – Mise à jour de la mémoire – Fonctions exécutives/contrôle cognitif et mémoire
    *Working memory - Interference (proactive) - Memory for serial order - Update memory - Executive functions/ cognitive control and memory*
- Neuroimagerie du développement - *Developmental Neuroimaging*
- Neuroimagerie structurale - *Structural Neuroimaging*
- Neuromodulation (techniques de) – *Neuromodulation (methods)*

- Neuropsychologie clinique, Neuropsychologie cognitive - *Clinical neuropsychology, C neuropsychology*
- Neuropsychologie de l'enfant – *Child neuropsychology*
- Neuropsychologie appliquée à la psychopathologie - *Neuropsychology applied to psychopathology*
- Oculométrie – *Eytracking*
- Perception et action - *Perception and action*
- Perception et reconnaissance des visages – *Face perception and recognition*
- Potentiels évoqués - *Evoqued potentials*
- Prise de décision - *Decision making*
- Stimulation Magnétique Transcranienne (SMT) - *Transcranial Magnetic Stimulation (TMS)*
- Tomographie par Emission de Positrons (TEP) - *Positron Emission Tomography (PET)*
- Troubles du langage et de la parole - *Language and speech impairments*
  - Aphasie - Bégaiement - Dysarthie - Dyslexie - Dysorthographie (voir aussi Langage)
    *Aphasia - Dysarthria - Dyslexia - Dysorthographia - Stuttering (see also Language)*
- Vision chez l'Homme – *Human vision*

## Research groups in this domain:

**Development of Literacy Lab (DeLi Lab)**
http://www.delilabucl.com
**Goffaux Vision Research lab**
**http://sites.uclouvain.be/goffauxlab/index.html**
**IVE LAB**
**https://uclouvain.be/en/research-institutes/ipsy/ivelab**
**Laboratory for Cognitive and Affective Dynamics in Stress and Anxiety**
**https://www.heerenlab.com**
**LANgage et COMmunication (LANCOM)**
**https://uclouvain.be/fr/instituts-recherche/ipsy/lancom.html**
**Numerical Cognition Lab**
**https://uclouvain.be/fr/instituts-recherche/ipsy/numerical-cognition.html**
**P-syllab**
**https://sites.google.com/view/p-syllab/home**
**Psy-NAPS**
**http://www.psy-naps.org/**
**Research Group on Language, Brain & Cognition**
**https://uclouvain.be/fr/instituts-recherche/ipsy/research-group-on-language-brain-cognition.html**
**Social Perception, Reasoning and Interaction Neuroscience Group (SpringLab)**
**https://www.springlab.org/**

## Associated research group

**Pain Research Lab**
https://www.nocions.org/
**Stress and Anxiety Research lab (STARlab)**
**https://www.heerenlab.com**

- Members:

| Seniors members | | Junior members | |
|---|---|---|---|
| Andres | Michael | Rombaux | Elise |
| Goffaux | Valérie | Lacroix | Emilie |
| | | Gosse | Claire |
| | Marie-Pascale | Geers | Laurie |
| Noël | | Gosselain | Joanne |
| Pesenti | Mauro | Brise | Benjamin |
| | | Lepoittevin | Samuel |
| Van Reybroeck | Marie | Iserentant | Mathilde |
| | Virginie | Parmentier | Chloé |
| | | Grandjean | Marius |
| Vannuscorps | Gilles | Houbben | Marie |
| | | Yang | Ying |

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|---|---|---|---|
| Samson | Dana | Giraudet | Eléonore |
| Edwards | Martin | Gerin | Sylvain |
| | | Sorrentino | Gregorio |
| Masson | Nicolas | Dey | Mrittika |
| Szmalec | Arnaud | Van Heuverswyn | Elise |
| | | Masquelier | Elise |
| Vanderauwera | Jolijn | Dasse | Virginie |
| Hameau | Solène | Salpeteur | Laure |
| | | Rifon | Lucas |
| | | Corriat | Clémence |
| | | Khoury | Myriam |
| | | Langérôme | Léa |
| | | Védie | Suzanne |
| | | Piret | Amandine |
| | | Liegaut | Armand |
| | | Geuquet | Cloé |
| | | Demortier | Marie |
| | | Mahtab | Rameesha |
| | | De Walsche | Maurice |

## Comportement social, travail et société, *Social behaviour, work and society*

- Attitudes (objets, personnes, préférences, biais, comportement) - *Attitudes (objects, people, preferences, biases, behaviour)*
- Cognition sociale (catégorisation, traitement visage) - *Social cognition (categorization, face treatment)*
- Emotions (impact, régulation, partage, expression, émotions positives) - *Emotions (impact, control, sharing, expression, positives emotions)*
- Interculturel (acculturation, religions comparées) - *Intercultural (acculturation, comparative religion)*
- Méthodologie et statistique en Sciences du comportement - *Methodology and Statistics in Behavioural Science*
- Négociations (conflits) - *Negotiation (conflict)*
- Organisations et entreprises (implication, justice sociale, diversité, support perçu, leadership) - *Organizations and enterprises (involvement, social justice, diversity, perceived support, leadership)*
- Relations employé-organisation - *Employee-organization relationship*
- Relations intergroupes (stéréotypes, préjugés, discriminations, identités sociales) - *Intergroup relations (stereotypes, prejudice, discrimination, social identities)*
- Relations sociales - *Social relations*
- Religion (fondamentalisme, valeurs, spiritualité, personnalité, émotions positives) - *Religion (fundamentalist, values, spirituality, personality, positive emotions)*
- Travail (bien-être, vieillissement, attitudes, comportements, performance) - *Work (welfare, ageing, attitudes, behaviour, performance)*

**Research groups in this domain:**

**Centre Interdisciplinaire de Recherche Travail, État et Société CIRTES**
**https://uclouvain.be/fr/chercher/cirtes**

**Centre de psychologie de la religion**
**https://www.psyreli.org/**
**Louvain Social Psychology Lab**
**https://louvain-social-psychology-lab8.webnode.be/**
**WOrC Psy Lab (Work, Organizational, and Career Psychology Lab)**
**https://www.worcpsylab.com**

- Members:

| **Seniors members** | | **Junior members** | |
|---|---|---|---|
| Corneille | Olivier | Rodriguez Conde | Charlotte |
| Demoulin | Stéphanie | Vucic | Dragan |
| Desmette | Donatienne | Brison | Noémie |
| Saroglou | Vassilis | Van Oost | Pascaline |
| Stinglhamber | Florence | Castaigne | Nathalie |
| Yzerbyt | Vincent | Leman | Gaëlle |
| Woltin | Karl-Andrew | Carpinelli | Alice |
| Raemdonck | Isabel | Rouard | Martin |
| Caesens | Gaëtane | Wathelet | Colin |
| Casini | Annalisa | Chaabouni | Fatma |
| | | Tognon | Elisa |
| | | Kasper | Alice |
| | | Bertrand Van Ouytsel | Sophie-Charlotte |
| | | Fantin | Claire |
| | | Van Sevendonck | Olivia |
| | | Shapira Navon | Mayan |
| | | Paris | Bastien |
| | | Dujardin | Louise |
| | | Li | Jiaxin |
| | | Fournier Berenard | Chloé |

## Développement psychologique et éducation, *Developmental and educational psychology*

- Adolescence – Adolescence
- Cognition sociale – *Social cognition*
- Concept de soi et identité – Self-concept and Identity
- Construction de carrière – *Career building*
- Créativité – Creativity
- Développement vocationnel – *Vocational development*
- Difficultés scolaires - *Learning problems*
- Enseignement / apprentissage au primaire et au début du secondaire - *Learning and instruction on elementary and secondary school*
- Evaluation – *Educational assessment*
- Formation et apprentissage - *Education and learning*
- Haut potentiel – *Gifted and talented*
- Interventions en contexte scolaire - *School context intervention*
- Motivation et engagement - *Motivation and engagment*
- Orientation scolaire et professionnelle -*Educational and Vocational Guidance*
- Pédagogie universitaire – *University pedagogy*
- Personnalité – Personality
- Pratiques d'enseignement du français oral et écrit - *Teaching practices: oral and writing skills*
- Qualité de l'enseignement - *Quality of teaching*
- Régulation – *Regulation*
- Transitions professionnelles – *Professional transitions*

### Research groups in this domain:

**Chaire Baron Frère en orthopédagogie**

https://uclouvain.be/fr/instituts-recherche/ipsy/chaire-orthopedagogie.html

**Chaire UCL - IRSA**

https://uclouvain.be/fr/instituts-recherche/ipsy/chaire-ucl-irsa.html

**Chaire UNESCO de Pédagogie Universitaire**

https://uclouvain.be/fr/instituts-recherche/ipsy/chaire-unesco-pedagogie-universitaire.html

**Groupe interdisciplinaire de Recherche sur la Socialisation, l'Education et la Formation GIRSEF**

https://uclouvain.be/fr/chercher/girsef

**LirÉcrire**

https://uclouvain.be/fr/instituts-recherche/ipsy/lirecrire.html

- Members:

| Seniors members | | Junior members | |
|---|---|---|---|
| Frenay | Mariane | Mazzone | Stéphanie |
| Galand | Benoît | Houssa | Marine |
| Grosbois | Nathalie | Srichinda | June |
| Nils | Frédéric | | |

| | | | |
|---|---|---|---|
| Stordeur | Marie-France | Jean Philippe Pumagualle | Gianie |
| Colognesi | Stéphane | Moinet | Valérie |
| Coertjens | Liesje | Van Meenen | Florence |
| Barbot | Baptiste | Barbier | Elise |
| Demonty | Isabelle | Bigot | Alix |
| | | Golab | Dominik |
| | | Blanc | Anne-Claire |
| | | Shehu | Melisa |
| | | Louvegny | Héloïse |
| | | Debliquy | Noémie |
| | | America | Matthieu |
| | | Urbaniak | Jean |
| | | Davreux | Zoé |
| | | Dejardin | Sandra |
| | | Pire | Maël |
| | | Di Tullio | Sandrine |
| | | Taquet | Lucie |
| | | Hannuzet | Amy |
| | | Cordero Cordero | Maria |
| | | Manzoni | Coralie |
| | | Bauwens | Kevin |
| | | Streel | Chloé |
| | | Longton | Gilles |
| | | De Vuyst | Julie |
| | | Abrassart | Frédérique |
| | | Cantillon | Julie |

## Psychologie clinique et de la santé, *Clinical and health psychology*

- Activité physique - *Physical activity*
- Age subjectif **-** *Subjective Age*
- Approches transdiagnostiques - *Transdiagnostiques approaches*
- Attachement - *Attachment*
- Burn-out parental - *Parental burnout*
- Comportement de prévention - *Preventive behaviour*
- Cognition sociale - *Social cognition*
- Croyances de contrôle et d'auto-efficacité - *Control beliefs and self-efficacy*
- Développement de l'adulte et de la personne âgée (lifespan) - *Development of adults and the elderly (lifespan)*
- Développement durable - *Sustainable Development*
- Efficacité des attitudes thérapeutiques ; l'empathie, la congruence et la considération positive inconditionnelle - *Efficacy of therapeutic attitudes: empathy, congruence and unconditional positive regard*
- Efficacité des formations aux compétences d'aide et relationnelles - *Efficacy of training in helping and relational skills*
- Efficacité des interventions psychosociales et psychothérapeutiques - *Efficacy of psychosocial and psychotherapeutic interventions*
- Empathie - *Empathy*
- E-training
- Evaluation et auto-évaluation de la mémoire - *Evaluation and self-assessment of memory*
- Inégalités de santé - *Health inequalities*
- Mobilité - *Mobility*
- Obésité - *Obesity*
- Parentalité - *Parenting*
- Perfectionnisme - *Perfectionism*
- Personnalité - *Personality*
- Pornographie - *Pornography*
- Prévention des accidents - *Accident prevention*
- Profil psychologique - *Psychological Profiling*
- Psychanalyse - *Psychoanalysis*
- Psychoendocrinologie - *Psychoendocrinology*
- Psychologie du mourir et du deuil - *Psychology of death, bereavement and grief*
- Psychologie du sport - *Sport psychology*
- Psychopathologie cognitive - *Cognitive psychopathology*
- Psychopathologie de l'adolescent - *Adolescent Psychopathology*
- Recherche qualitative - *Qualitative Research*
- Relations sexuelles et sexualité - *Sexual Relationships and Sexuality*
- Résilience – *Resilience*
- Santé – *Health*
- Sexologie clinique - *Clinical sexology*
- Stress et santé - *Stress and health*
- Testing en ligne - *Online testing*
- Troubles de la symbolisation - *Disturbances of symbolization*
- Troubles de l'identité - *Identity disorders*
- Troubles du comportement - *Behavioural problems*
- Utilisation de substances (tabac, alcool et drogue) - *Substance use (tobacco, drugs and alcohol)*
- Variabilité intra-individuelle - *Intra-individual variability*
- Vieillissement cognitif - *Cognitive aging*

**Research groups in this domain:**

**Burn-out Parental**
https://www.burnoutparental.com/
**Health, Emotion, Cognition, and Memory (IlLuminetti group)**
**https://sites.google.com/site/illuminettilab/home**
**Louvain Psychotherapy Research Group**
https://www.louvain-psychotherapy-research-group.com
**Person-centred research and training lab (PCLab)**
**https://uclouvain.be/pclab**
**Stress and Anxiety Research lab (STARlab)**
**https://www.heerenlab.com**
**The Research Group on Psychology of Public Health and Aging (PHA)**
https://uclouvain.be/fr/instituts-recherche/ipsy/pha.html

- Members:

| Seniors members | | Junior members | |
|---|---|---|---|
| Bestgen | Yves | Woine | Aline |
| Douilliez | Céline | Cullman | Liselotte |
| Luminet | Olivier | Van der haegen | Aurélie |
| Mikolajczak | Moïra | Grenier | Catherine |
| Philippot | Pierre | Saliez | Zoé |
| Roskam | Isabelle | Cobbaut | Gabrielle |
| Vermeulen | Nicolas | de Condé | Hubert |
| Zech | Emmanuelle | Cordonnier | Aline |
| De Sutter | Pascal | Wollast | Robin |
| Maurage | Pierre | Delor | Bérénice |
| Lahaye | Magali | Bollen | Zoé |
| Heeren | Alexandre | Mallien | Zoé |
| Brevers | Damien | Lafait | Anne-Claire |
| Van den Broucke | Stephan | Blanchard | Marie |
| Agrigoroaei | Stefan | Pabst | Arthur |
| Willemsen | Jochem | Perez Pena | Marbella |
| Bukowski | Henryk | Banse | Emilie |
| | | Perna | Soliana |
| | | Jeitani | Celine |
| | | Alves Jorge | Sara |
| | | Leemans | Charlotte |
| | | Equeter | Charline |

| | |
|---|---|
| Martini | Elisa |
| Dawant | Déborah |
| Mas | Marine |
| Billaux | Pauline |
| Flores | Sam |
| Matar | Maria |
| Lacassagne | Doris |
| Mouguiama-Daouda | Camille |
| Koumba Maguena | Ruth-Janet |
| Nguyen Minh | Thanh |
| Leganes Fonteneau | Mateo |
| Fragakis | George |
| Roulin | Marie |
| Oz | Irem |
| Cardon de Lichtbuer | Ségolène |
| Bresmal | Gwenaëlle |
| Van den Bossche | Saartje |
| Robert | Lily-Charlotte |
| Becq | Juliette |
| Breda | Louann |
| Caruso | Guido Maria |
| Touron | Edelweiss |
| Estner Roy | Léa |
| Mauclet | Antoine |
| Jeandrain | Alexandra |
| Cesarano | Chiara |
| Theis | Annelise |

# Personnel académique et scientifique définitif

# *Permanent academic and scientific members*

**Stefan AGRIGOROAEI**



Stefan Agrigoroaei is Associate Professor in Psychology and Ageing. He completed his doctoral degree in psychology at the University of Savoie, Chambéry, France. Before joining UCLouvain in 2014, he worked at Brandeis University, Waltham, Massachusetts, USA, as a postdoctoral research fellow and as an assistant director of the Lifespan Developmental Psychology Laboratory, with Professor Margie Lachman. While at Brandeis, he was involved in multiple research projects using data from the MIDUS (Midlife in the United States) national longitudinal study and BOLOS (Boston Longitudinal Study). He also had teaching responsibilities at Brandeis and in the Department of Gerontology at the University of Massachusetts Boston. Stefan Agrigoroaei approaches his research with an interdisciplinary and lifespan perspective. His general research program is in the area of health and aging, with a focus on examining the contribution of psychosocial (e.g. socioeconomic status, sources of disparities, control beliefs), behavioural (e.g. physical and cognitive activities), and stress-related factors (e.g. cortisol response) for optimizing and maintaining good cognitive and physical health as people age. His projects involve a wide range of cognitive and physical health assessments, including biomedical indicators, in both surveys and laboratory settings.

Research field: Clinical and health psychology
https://intranet.uclouvain.be/fr/repertoires/stefan.agrigoroaei

**Michael ANDRES**



Michael Andres is Research Associate at the Fonds National de la Recherche Scientifique and Professor in Scientific Communication. He investigates how the human brain supports high-level cognition, including mental calculation, tool recognition, or empathy for pain, with a special interest in the interface between these functions and the sensory-motor functions. He relies on a multimodal approach combining behavioural, electrophysiological, neuroimaging and neuromodulation methods. He has gained wide experience in the use of transcranial magnetic stimulation to probe corticospinal excitability or to interfere transiently with a target brain region during cognitive tasks. He also studies the effect of perceptual and motor impairments on high-level cognition in aplasic individuals and brain-lesioned patients with spatial neglect, finger agnosia or apraxia. His research benefits from a partnership between the Psychological Sciences Research Institute and the Cognition and System Division of the Institute of Neuroscience. He has been the President of the PSP Library Committee since 2018, and member of the SMCS Users Committee since 2019.

Research field: Cognition and neurosciences
https://intranet.uclouvain.be/fr/repertoires/michael.andres

**Baptiste BARBOT**



Baptiste Barbot is Assistant Professor (Francqui Docent) of Psychology. His background is in both differential psychology and developmental psychology with a focus on adolescence. After completing his PhD (Paris Descartes), he held research scientist and faculty positions at Yale University (CT) and Pace University (NYC). His research mainly focuses on creativity development in adolescence in relation to psychosocial (self and identity) and personality development including among youth with externalizing and delinquency-related behaviours. He also has interest on measurement issues, innovative methods for the study of change and development, as well as Virtual Reality-based interventions that engage youth in unusual problem solving and embodied perspective taking, to trigger change in their cognitive and psychosocial development. His work was funded by multiple awards by the American Psychological Foundation, Spencer Foundation, Imagination Institute (John Templeton Foundation) and he was a co-investigator on multiple federally funded projects in the United States (IES, NIH) and in Europe (DFG, ANR). He is the Editor-in-Chief of Wiley's thematic journal New Directions for Child and Adolescent Development, and an Associate Editor of APA's Division 10 journal, Psychology of Aesthetics, Creativity and the Arts, the leading outlet in the field of creativity research. He joined the Institute in September 2019.

Research field: Developmental and educational psychology
https://intranet.uclouvain.be/fr/repertoires/baptiste.barbot

**Noémie BAUDOIN**



Noémie Baudoin is Assistant Professor in Psychology of Learning since September 2023. She obtained a Ph.D degree from UCLouvain in 2018 and conducted postdoctoral research at UCLouvain and University of Lausanne. Her research interests are on Instructional practices and learning inequalities, Psychological processes underlying teaching effects, and School climate and student well-being. She's member of the Interdisciplinary Research Center on Socialization, Education, and Training (GIRSEF). She teaches courses on Educational Sciences and Psychology of Learning in Teacher training programmes.

Research field: Developmental and educational psychology
https://intranet.uclouvain.be/fr/repertoires/noemie.baudoin

**Yves BESTGEN**



Yves Bestgen is Research Associate at the Fonds National de la Recherche Scientifique and part-time Professor. He teaches courses in psycholinguistics and statistics. He is a member of the Centre for English Corpus Linguistics. His main research interests are on text production and comprehension by native and second language learners and on the development of techniques for automatic text analysis.

Research field: Developmental and educational psychology
https://intranet.uclouvain.be/fr/repertoires/yves.bestgen

**Damien BREVERS**



Damien Brevers is Assistant Professor in Psychology of Physical Activity. His background is in clinical psychology and affective neurosciences with a focus on self-regulation. After completing his PhD (Université Libre de Bruxelles; FNRS Aspirant), he undertook several post-doctoral stays; at the University of California (NIH grant), at the Université Libre de Bruxelles (Chargé de Recherche FNRS), and at the University of Luxembourg (FNR Junior CORE Grant). He also served as a clinical psychologist at the Department of Diabetology (CHU-Brugmann) and at the Centre of Sport Performance (CAPS; UCLouvain). His research programme consists in adopting translational and multi-markers approaches (EEG, fMRI, rTMS, psychophysiological sensors) for better understanding neurocognitive processes involved into the initiation and the maintenance of (mal)adaptive habits as applied to physical activity, elite sports, pro-ecological behaviors, as well as addictive disorders. By capitalizing on this approach, the work of Prof. Brevers currently allows to better understand how environmental factors and individual characteristics impact on the neural processing of reward-related cues, fostering the emergence of a fine-grained knowledge on the (neuro)cognitive markers that disentangle healthy from harmful reward-seeking habits. He is an Editor for Addictive Behaviors and International Gambling Studies. He joined the Institute in September 2021.

Research field: Clinical and health psychology
https://intranet.uclouvain.be/fr/repertoires/damien.brevers

**Henryk BUKOWSKI**

Henryk Bukowski is Assistant Professor. He teaches psychodiagnostic and psychometric methods since September 2021. He completed his Ph. D at UClouvain in 2014, then a 3-year postdoc at the University of Vienna and a 2-year postdoc at UCLouvain to respectively study perspective taking (capacity to adopt someone else's point of view), empathy, and self-knowledge through the lens of cognitive psychology and cognitive neuroscience. He is experienced with fMRI, rTMS, neuroimaging meta-analysis, and web experiment programming. Driven by a need to understand the underlying processes of social cognition, Henryk's current projects are to develop and test multidimensional web-based psychometric tools that assess sociocognitive performance in the general and clinical populations. He is the academic responsible of the testothèque, president of the testothèque commission, and cofounder of the eco-responsible commission.

Research fields: Clinical and health psychology
https://intranet.uclouvain.be/fr/repertoires/henryk.bukowski

**Gaëtane CAESENS**



Gaëtane Caesens is Assistant Professor of Human Resource Management and Personnel Psychology since September 2019 and member of the "Work, organizational, and career psychology laboratory" (WORCpsylab) of IPSY. She obtained a Ph.D degree in Organizational Psychology from UCLouvain in 2016 and was a visiting postdoctoral researcher at Concordia University. Her research interests include perceived organizational support, organizational dehumanization, organizational socialization, and work engagement. As an Assistant Professor, she teaches courses on personnel psychology, organizational behaviour, and statistics. She joined the Institute in September 2019.

Research field: Social behaviour, work and society
https://intranet.uclouvain.be/fr/repertoires/gaetane.caesens

**Annalisa CASINI**



Annalisa Casini is a work, social and health psychologist. She is Assistant Professor of Work and Occupational Health Psychology. She is a member of the Work and Organizational Psychology Laboratory (WOP Lab) of the Centre for the Study of Social Behaviour (CSSB) and of the Interdisciplinary Research Centre on Work, State and Society (CIRTES). Her doctoral dissertation dealt with the "glass ceiling" phenomenon and the hidden obstacles contributing to keeping women on the lower rungs of the professional ladder. She is currently working on the association between working conditions and well-being, with a particular focus on the notion of professional recognition.

Research field: Social behaviour, work and society
https://intranet.uclouvain.be/fr/repertoires/annalisa.casini



**Liesje COERTJENS**

Liesje Coertjens is Assistant Professor in Assessment for Learning since September 2016. She completed her doctoral degree at the University of Antwerp in 2013 on changes in learning strategies during the transition from secondary to higher education and statistical concerns in modelling growth. From 2013 to 2016, she was as a postdoctoral researcher at the University of Antwerp, in charge of the day-to-day coordination of an interuniversity project on quality concerns with performance assessment. During 2015-2016, she was also guest professor of statistics in educational sciences. Her research interests include the impact of different rating methods (e.g. rubrics rating, comparative judgement) on reliability, validity and efficiency and students' transition to higher education and to the workplace. From a methodological point of view, her expertise concerns growth modelling, missing data and inter-rater reliability. As an Assistant Professor, she is responsible for courses in educational assessment, designing learning environments and research methods.

Research field: Developmental and educational psychology
https://intranet.uclouvain.be/fr/repertoires/liesje.coertjens



**Stéphane COLOGNESI**

Stephane Colognesi is Assistant Professor and member of Interdisciplinary Research Center on Socialization, Education, and Training. He completed his doctoral degree at the University of Louvain in 2015 (on the writing skills of primary school students) and conducted a post-doctoral stay at the University of Geneva in 2016 (oral skills of primary school students). His research interests span on learning and instruction, especially writing and oral skills at primary and secondary school (scaffolding, peer review and metacognition) and Teacher Education. He teaches: "research methodology", "didactics of French" (Master's degree in Educational Sciences) and "psycho-social-pedagogical approaches to higher education" (CAPAES Program: Certificate of aptitude for higher education).

Research field: Developmental and educational psychology
https://intranet.uclouvain.be/fr/repertoires/stephane.colognesi

**Olivier CORNEILLE**



Olivier Corneille is Professor; his research is concerned with social cognition (i.e. the application of cognitive psychology models and methods to the understanding of social phenomena). He has long been interested in how categorization influences the perception, judgment and memory of social stimuli, including faces. More recently, he has been increasingly interested in (1) food-related judgment and decision biases in the normal adult population and (2) evaluative conditioning effects. Olivier Corneille has been serving as an associate editor for Social Cognition and Social Psychological and Personality Science. He was the President of IPSY from September 2012 to August 2015.

Research field: Social behaviour, work and society
https://intranet.uclouvain.be/fr/repertoires/olivier.corneille

**Virginie CROLLEN**



Virginie Crollen is Assistant Professor. She teaches topics related to sensory deprivation (blindness, deafness) and numerical development in the Speech and language therapy program. Her main topic of research is mathematical and reading acquisition. She examines questions such as how do visual and auditory experiences shape the mental and neural correlates of number and reading learning processes. Her main approach is the study of sensory-deprived people (blind and deaf adults and children) with several experimental methods such as behavioural testing, eye tracking, EEG and fMRI.

Research field: Cognition and neurosciences
https://intranet.uclouvain.be/fr/repertoires/virginie.crollen

## Isabelle DEMONTY

Isabelle Demonty conducts research in mathematics education at the primary level, focusing on the development of early algebraic thinking. Her work investigates how cognitive, affective, and motivational factors interact in pupils' learning of arithmetic. Her previous research has focused on supporting pedagogical innovations, particularly in mathematics education. Additionally, her work includes the design and analysis of assessments in mathematics education, at both national and international levels (TIMSS, PISA, PIAAC).



Research field: Developmental and educational psychology

**Stéphanie DEMOULIN**



Stéphanie Demoulin is Professor of Social Psychology. Her research interests are on infra-humanization, intergroup relations, intergroup emotions, intergroup misunderstandings, and negotiations.

Research field: Social behaviour, work and society
https://intranet.uclouvain.be/fr/repertoires/stephanie.demoulin

**Donatienne DESMETTE**



Donatienne Desmette is Professor and member of the "Centre Interdisciplinaire de Recherche Travail, Etat, et Société" and of the "Centre for the Study of Social Behaviour" of IPSY. Her research interests are in aging and age discrimination at work, social diversity at work, volunteer work, and work accomodation for workers' wellbeing.

Research field: Social behaviour, work and society
https://intranet.uclouvain.be/fr/repertoires/donatienne.desmette



**Pascal DE SUTTER**

Pascal De Sutter is Professor of Psychology and Sexology. He is Co-director of the University Certificate in Clinical Sexology. His teaching and research domains cover human sexual health and sexual dysfunction. He also studies political psychology, diplomatic psychology and psychological warfare with special interests in negotiation and conflicts resolution linked to personality.

Research field: Clinical and health psychology
https://intranet.uclouvain.be/fr/repertoires/pascal.desutter



**Céline DOUILLIEZ**

Celine Douilliez is Assistant Professor. She teaches courses on abnormal psychology, clinical psychology and evidence-based practice in psychotherapy. In her research, she takes a transdiagnostic and processual approach towards psychopathology. Her current main research interest is perfectionism as a vulnerability factor for various psychopathological states (e.g., depressive, anxious, and eating disorders). In particular, she is investigating cognitive mechanisms that make perfectionists more prone to experience emotional distress and develop psychological disorders. She examines questions such as how do goal-regulation processes contribute to perfectionists' higher propensity to ruminate? How do emotional information processing biases (e.g., failure-oriented attentional bias, overgeneral autobiographical memory) contribute to maintain maladaptive perfectionism? Her research is ranging from lab studies to applied research evaluating the effects of perfectionism-focused interventions. She is also a trained clinical psychologist and cognitive behavioural therapist.

Research field: Clinical and health psychology
https://intranet.uclouvain.be/fr/repertoires/celine.douilliez



**Martin Gareth EDWARDS**

Martin Edwards is Professor of Neuropsychology and Cognitive Neurosciences. He leads the Psy-NAPS research group that investigates sensory perception and action behaviour in cognitive neuroscience and neuropsychology. His research aims to understand the fundamental relationships and neural processes involved in perception and action behaviours, and then to apply these findings to develop new perception and action measures and treatment exercises, particularly using new technology. A variety of methods are used including motion tracking kinematic analysis, eye-tracking, robot interaction, virtual and augumented reality, simple dexterity and cognitive testing, reaction time, neural stimulation, electroencephalography, brain imaging and voxel lesion behaviour mapping with normal aged and brain injured participants. He is the deputy chief editor of the British Journal of Psychology, associate editor of the Journal of Neuropsychology, secretary of the British Association of Cognitive Neuroscience (BACN) and the human sciences representative of Louvain Bionics. He has been the President of IPSY since September 2021.

Research field: Cognition and neurosciences
https://intranet.uclouvain.be/fr/repertoires/martin.edwards

**Cindy EIRA NUNES**

Cindy Eira Nunes is a Professor in Couple Psychology who recently joined IPSY. She focused her research on couple relationships from multiple perspectives, ranging from couples in distress seeking therapy to the ways broader societal and cultural factors shape contemporary couple relationships. She obtained a PhD in psychology at Université de Lausanne (Switzerland), where she studied change processes unfolding in couple therapy for parents. More recently, at the Université libre de Bruxelles (ULB), her work explored how macro-contextual factors influence mother–father dynamics and family relationships.

Research field: Clinical and health psychology



**Mariane FRENAY**



Mariane Frenay is Professor of Pedagogy and Educational Sciences. She chairs the UNESCO Chair of University Teaching and Learning and is a senior member of the Interdisciplinary Research Center on Socialization, Education and Training (GIRSEF). Her research interests are teaching and learning processes in higher education, motivation and persistence of university students, faculty engagement in teaching, faculty development and educational development. She was the Dean of the Faculté de Psychologie et des Sciences de l'Education from September 2009 to August 2015 and from September 2020 to September 2022. She has been the Dean of the Faculté des sciences de l'Education since September 2024.

Research field: Developmental and educational psychology
https://intranet.uclouvain.be/fr/repertoires/mariane.frenay

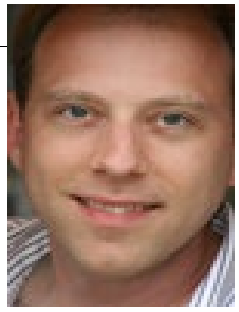
**Valérie GOFFAUX**



Valerie Goffaux is Research Associate of the Fonds National de la Recherche Scientifique and Professor. By means of psychophysics, electrophysiological, and resonance imaging techniques, Goffaux's lab research addresses how the human visual system perceives the faces, scenes, and objects composing our visual environment. She is also an affiliated member of the Institute of Neuroscience. She has been the President of the IPSY Council since September 2020.

Research field: Cognition and neurosciences
https://intranet.uclouvain.be/fr/repertoires/valerie.goffaux

**Benoît GALAND**



Benoît Galand is Professor and member of the Interdisciplinary Research Center on Socialization, Education, and Training.

He obtained a Ph.D degree in Psychology from UCLouvain in 2001. His research focuses on (a) school violence, victimization and bullying, (b) motivation, engagement, and drop-out, and (c) the effects of instructional practices (e.g. goal structures, classroom management) on student learning and adjustment.

Research field: Developmental and educational psychology
https://intranet.uclouvain.be/fr/repertoires/benoit.galand

**Solène HAMEAU**



Solène Hameau is Assistant Professor. Her initial training is in Speech Pathology and Linguistics with over 10 years of clinical practice as a speech pathologist. She obtained a PhD in Cognitive Science (Macquarie University, Australia) in 2017. Her research stems from the question "Why do we sometimes have trouble finding the words we want to say?". Her PhD and postdoc at Macquarie University used behavioural methods, single-case methodology and computational modelling to investigate the dynamics of word production with regards to co-activated words in the lexicon. She focuses on various adult populations including bilinguals and in individuals with aphasia. She joined UCLouvain in 2022 to

further her research on aphasia and language production and she is responsible for the option "Acquired Disorders of Language with a Neurological Origin" in the Master of Speech Pathology.

Research field: Cognition and neurosciences
https://intranet.uclouvain.be/fr/repertoires/solene.hameau



**Alexandre HEEREN**

Alexandre Heeren is Research Associate at the Fonds National de la Recherche Scientifique, Professor and researcher at both the Psychological Science Research Institute and the Institute of Neuroscience since October 2017. An enduring theme across his research is the role of cognitive mechanisms of psychopathology, especially of anxiety and related psychopathology. He has published over 50 articles in international peer-review journals, with several papers appearing in the Institution for Scientific Information's "Highly Cited" list for clinical psychology [i.e. belonging to the top 1% of the most cited papers in a research field over a year]. Current research includes extension of his work to the application of computational network modeling to psychopathology, investigation of potential transdiagnostic "bridges" across disorders (e.g., attentional mechanisms, rumination, brain alterations, avoidance, affiliative system), and several translational-research agendas (e.g., neuromodulation, cognitive training). Besides research, his clinical experience includes serving as a behavior therapist for clients suffering from anxiety and mood disorders. He has also been involved as a scientific expert for several national and governmental research councils and currently serves as an associate editorial board member for several international peer-review journals. Over the last years, Alexandre has been the recipient of several awards and fellowships for both his research and clinical works.

Research field: Clinical and health psychology
https://intranet.uclouvain.be/fr/repertoires/alexandre.heeren



**Magali LAHAYE**

Magali Lahaye is an assistant professor in child clinical psychology. After completing her PhD in pediatric psychology at UCLouvain and a postdoctoral stay at the Université de Montreal, she worked for 10 years as a clinician psychologist and researcher in the Pediatrics Department of the Cliniques universitaires Saint-Luc (Brussels). Her research primarily focuses on better understanding the psychological processes involved in the adaptation of children with mental and physical health problems and their families, taking into account their needs and resources. She develops a research program based on a participatory and interdisciplinary perspective.

Research field: Clinical and health psychology
https://intranet.uclouvain.be/fr/repertoires/magali.lahaye

**Olivier LUMINET**



Olivier Luminet is Research Director at the Fonds National de la Recherche Scientifique and Professor. After a Master's degree at the University of Liège and an Erasmus-grant at the University of Toulouse, Olivier Luminet started a Ph.D at the Université catholique de Louvain (UCLouvain) in 1992. He did research training at the University of Manchester (1994-95). After his thesis (1997), he did a post-doctoral period at the University of Toronto with Mike Bagby and Graeme Taylor (1998-99). He received a permanent research and teaching position at the Université catholique de Louvain in 2001. He also teaches at the Université libre de Bruxelles (ULB). His research interests include the moderation of personality factors (alexithymia, emotional competence) in the link between emotional reactions and health indicators. He also works on the links between emotion and memory, both at an individual and at a collective level.

Research field: Clinical and health psychology
https://intranet.uclouvain.be/fr/repertoires/olivier.luminet

**Pierre MAURAGE**



Pierre Maurage is Research Associate at the Fonds National de la Recherche Scientifique and Professor. He is the co-director of the Laboratory for Experimental Psychopathology (LEP) and member of the Institute of Neuroscience (IoNS). His main research interest is offering a better understanding of the emotional, interpersonal and cognitive (attention, executive functions) deficits in addictive states (mainly alcohol-dependence and binge drinking). His experimental approach is based on the complementary use of behavioural, neuropsychological and neuroscience (EEG, ERPs, fMRI) tools.

Research field: Clinical and health psychology
https://intranet.uclouvain.be/fr/repertoires/pierre.maurage

**Moïra MIKOLAJCZAK**



Moïra Mikolajczak is Professor in Health Psychology. Her first line of research focuses on emotions to understand the behavioural and biological pathways by which emotional competence influences health and develop emotional competence training programs. Her second field of research focuses on hormones and their influence on behaviour.

Research field: Clinical and health psychology

https://intranet.uclouvain.be/fr/repertoires/moira.mikolajczak

**Nathalie NADER-GROSBOIS**



Nathalie Nader-Grosbois is Professor in Special Education and in Developmental Psychopathology. Her research is focused on the early development of typically developing children and children with intellectual disabilities, autism spectrum disorders and those at risk. Her studies aim at understanding how their delays and deficits in social cognition, in self-regulation have an impact on their socio-emotional (mal)adjustment, and which individual, familial and educational factors intervene in the development of these processes. Since 2002, she has been the holder of the Chaire Baron Frère in Special Education, aiming at improving the assessment and the intervention of children with disabilities and handicaps. She was the Dean of the Faculté de Psychologie et des Sciences de l'Education from September 2015 to August 2020.

Research field: Developmental and educational psychology
https://intranet.uclouvain.be/fr/repertoires/nathalie.nader



**Frédéric NILS**

Frédéric Nils is Professor of Vocational Psychology. His teaching and research activities are in the field of lifelong vocational guidance and interventions in educational settings. His current research topics focus on the vocational processes underlying study choice during the transition from secondary to higher education, and the influence of career adaptability resources when facing planned or constrained career transitions.

Research field: Developmental and educational psychology
https://intranet.uclouvain.be/fr/repertoires/frederic.nils

**Marie-Pascale NOEL**

Marie-Pascale Noël is Senior Research Associate at the Fonds National de la Recherche Scientifique of Belgium and Professor. Her research is in the field of numerical cognition and child neuropsychology.



Her studies aim at understanding the typical numerical development and the characteristics and brain-cognitive bases of developmental dyscalculia. She is also the head of a clinical centre of child neuropsychology at the Consultations Psychologiques Spécialisées (CPS). She was the President of the IPSY Council from September 2010 to September 2016.

Research field: Cognition and neurosciences
https://intranet.uclouvain.be/fr/repertoires/marie-pascale.noel



**Mauro PESENTI**

Mauro Pesenti is Senior Research Associate at the Fonds National de la Recherche Scientifique and Professor. He leads a research group studying numerical cognition in adults with the aim of defining the functional components of calculation and number processing and finding their neuroanatomical correlates. He uses different but complementary methodologies: the study of cerebral activations with functional imaging techniques, the study of brain-damaged patients performance, and mental chronometric studies in healthy adults. In recent years, this group has been funded by grants from the National Fund for Scientific Research (Belgium), the Fonds de Developpement Scientifique (UCLouvain), the PAI/IUAP Program from the Belgian Government, and the RTN and ITN Programs from the European Community. He was the President of IPSY from September 2015 to August 2020.

Research field: Cognition and neurosciences
https://intranet.uclouvain.be/fr/repertoires/mauro.pesenti

**Pierre PHILIPPOT**



Pierre Philippot is Professor of Clinical Psychology. His teaching and research fields cover emotion (with special interests in the cognitive regulation of emotion and emotional facial expression recognition) and psychotherapy, especially Cognitive Behavioural Therapy and emotion focused approaches. He is a past president of the Belgian French-Speaking CBT Association. He founded and is presently directing a clinical centre specialized in the treatment of emotional disorders. He was the President of IPSY from September 2009 to August 2012 and from September 2020 to September 2021.

Research field: Clinical and health psychology
https://intranet.uclouvain.be/fr/repertoires/pierre.philippot



**Isabel RAEMDONCK**

Isabel Raemdonck is a professor in Adult Learning. She works in the field of Work and Organizational Psychology. Her research focuses on *professional development and career transitions, workplace learning and successful aging at work.*

Research field: Social behaviour, work and society

**Isabelle ROSKAM**



Isabelle Roskam is Professor of Developmental Psychology. Her research is in the field of parenting and child development, in particular social development. Her studies aim at understanding how and to what extent parenting and the quality of the relationships within the family influence behavioural issues in young children. She has also worked as a clinician for 10 years at the Cliniques Universitaires Saint-Luc (Bruxelles). She founded and currently directs a clinical centre specialized in parenting.

Research field: Developmental and educational psychology
https://intranet.uclouvain.be/fr/repertoires/isabelle.roskam

**Dana SAMSON**



Dana Samson is Professor of Clinical and Experimental Neuropsychology. She completed her Ph.D at UCLouvain in 2001 and worked as a clinical neuropsychologist at the Centre for Traumatology and Readaptation in Brussels (1999-2001). She then moved to the UK where she worked as a postdoctoral

researcher at the University of Birmingham (2005 – 2007) and then as an associate Professor at the University of Nottingham (2007 – 2010). In 2010, she came back to UCLouvain where she currently carries out research in affective and social cognitive neuroscience and teaches clinical neuropsychology. She has been the conference secretary of the Experimental Psychology Society (2009-2011), the membership secretary of the British Neuropsychological Society (2009-2011) and she is currently the secretary of the Belgian Association for Psychological Science. She is associate editor of the Journal of Neuropsychology. She has been vice-rector of International Affairs from November 2016 to September 2024.

Research field: Cognition and neurosciences
https://intranet.uclouvain.be/fr/repertoires/dana.samson



**Vassilis SAROGLOU**

Vassilis Saroglou, degree in Religious studies, bachelor in Philosophy, and PhD in Psychology, is full Professor of Psychology. Since 2001, he has been director of the Centre for Psychology of Religion (founded in 1961). His research is focused on the psychology of religion (including fundamentalism, spirituality, and atheism), as well as personality, social, moral, and cross-cultural psychology, and the psychology of positive emotions. He has served as President of the International Association for the Psychology of Religion, President of the Académie Internationale des Sciences Religieuses, and co-Editor of the International Journal for the Psychology of Religion. For his work he received: the (quinquennial) Godin Prize from the International Association for the Psychology of Religion; the Early Career Award, the Mentoring Award, and the (triennial) William James Award from APA-Division 36; and was elected Fellow of the Society for Personality and Social Psychology, the American Psychological Association, and the Association for Psychological Science. He has also been a long-term visiting scholar/professor at the Catholic University of Lille, College of William and Mary-Virginia, Arizona State University, and New York University.

Research field: Social behaviour, work and society
https://intranet.uclouvain.be/fr/repertoires/vassilis.saroglou



**Florence STINGLHAMBER**

Florence Stinglhamber is Professor of Organizational Psychology and Human Resource Management. Her research interests include perceived organizational support, organizational dehumanization, employees' commitment in the workplace, perceived organizational justice, and work behaviours (e.g. presenteeism, green behaviours at work). She was the President of the IPSY Council from September 2016 to August 2020. She has been the vice rectrice à la politique du personnel since June 2024.

Research field: Social behaviour, work and society
https://intranet.uclouvain.be/fr/repertoires/florence.stinglhamber

**Marie-France STORDEUR**



Marie-France Stordeur est romaniste et agrégée de l'enseignement secondaire supérieur. Après avoir obtenu un master en sciences de l'éducation à l'UCLouvain en 2018, elle a mené une thèse de doctorat supervisée par les Professeurs Stéphane Colognesi et Frédéric Nils (IPSY) et intitulée : "Les exposés oraux en primaire. Emotions des élèves et pratiques des enseignants".
Ses recherches actuelles portent sur l'enseignement/apprentissage intégré du français qui associe l'oral, la lecture et l'écriture pour les élèves de 5 à 8 ans, avec un focus sur les aspects cognitifs, émotionnels, motivationnels et didactiques de cet enseignement/apprentissage.

Research field: Developmental and educational psychology



**Arnaud SZMALEC**

Arnaud Szmalec is Professor. He has a Master's in Theoretical and Experimental Psychology and obtained a Ph.D in Psychological Sciences from Ghent University in 2005. He joined UCLouvain in September 2012. He lectures in Psychology of Language, Language Acquisition and General Psychology to Bachelor students in Speech Therapy and Psychology. His research field is language development in which he pursues three main lines of research: fundamental research on language development, bilingualism, and language pathologies.

Research Field: Cognition and neurosciences
https://intranet.uclouvain.be/fr/repertoires/arnaud.szmalec



**Stephan VAN DEN BROUCKE**

Stephan Van den Broucke is Professor of Health Psychology. He holds a Ph.D in Psychology (KU Leuven) and a degree in Complementary Studies in Health Policy (University of Antwerp). Before joining the Université catholique de Louvain in 2010 where he is Professor, he was a senior expert at the Flemish Institute for Health Promotion (1993-2005), project officer at the Executive Agency for Health and Consumers of the European Commission (2006-2009), and associate Professor at the Department of International Health at Maastricht University (2009-2010). He has coordinated a large number of national and international research projects in the areas of health promotion planning and evaluation, mental health promotion, health inequalities, capacity building and health literacy. He serves as an expert adviser for the European Commission and for the WHO, and is advisor to the regional Vice-President for Europe of the International Union for Health Promotion and Education (IUHPE). He is associate editor of Health Promotion International and a member of the editorial committee of Psychology & Health, Health Psychology Review and Archives of Public Health.

Research field: Clinical and health psychology
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**Jolijn VANDERAUWERA**



Jolijn Vanderauwera is Assistant Professor. She teaches courses on evaluation and intervention for developmental disorders of language and communication disorders. Her current main research interest is typical and atypical development of oral language and communication skills. In particular, she is investigating early predictors of oral language problems and different developmental trajectories of oral language development. In her research, she takes a longitudinal and multi-method approach, including neural and behavioural measures, as well as measures of the home environment of a child. She examines question such as what are specific risk and protective factors for developmental language disorder (DLD)? Do children with oral language problems show early difficulties in child-parent turn taking? What is the neural basis of DLD? Why do children with DLD develop among different trajectories?

Research field: Cognition and neurosciences
https://intranet.uclouvain.be/fr/repertoires/jolijn.vanderauwera

**Gilles VANNUSCORPS**



Gilles Vannuscorps is Assistant Professor. He teaches topics related to peripheral and central aspects of typical and atypical speech production, including diagnosis and rehabilitation, in the speech and language therapy program. His main topic of research is the neuropsychology of language, action, perception and their relations. He examines questions such as how does visual and motor experience shape the mental and neural representation of tools and actions? How does speech perception contribute to speech production and vice-versa? How do operations performed in the dorsal and ventral visual pathway complement each other in the service of behaviour? His main approach is the neuropsychological study of individuals with developmental and acquired (focal and degenerative) language, perceptual and motor disorders (e.g. aplasia, aphasia, apraxia) with experimental methods, eye tracking techniques, and brain imaging methods.

Research field: Cognition and neurosciences
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**Marie VAN REYBROECK**



Marie Van Reybroeck is Professor. She holds a degree in Speech and Language Therapy and a Ph.D in Psychology and Educational Sciences. She is a member of the Interdisciplinary Research Center on Socialization, Education and Training. Before becoming a Professor at UCLouvain, she was a Professor at the Université de Mons and a lecturer at the Université Libre de Bruxelles. Her research focuses on children with dyslexia and children with learning disabilities at school, the process of learning to read and write, learning assessment, remedial teaching for children with learning disabilities and effective instruction at school.

Research field: Cognition and neurosciences
https://intranet.uclouvain.be/fr/repertoires/marie.vanreybroeck



**Nicolas VERMEULEN**

Nicolas Vermeulen is Research Associate at the Fonds National de la Recherche Scientifique and Professor. His research interests are in embodied theories of cognition and in embodying emotions. He has been the President of the Ethical Committee for psychological research of the IPSY since September 2015.

Research field: Cognition and neurosciences
https://intranet.uclouvain.be/fr/repertoires/nicolas.vermeulen



**Jochem WILLEMSEN**

Jochem Willemsen is professor of Clinical Psychology. After completing his PhD on psychopathic personality features and affective disorders in prison detainees (supervised by professor Paul Verhaeghe) at Ghent University, he did postdoc research on the treatment of people with personality disorders and deviant sexuality. In the meanwhile, he trained as a psychoanalytic psychotherapist and work in private practice for several years. In 2014 he secured a post as a lecturer at the University of Essex (UK) where he developed his portfolio of teaching and research in psychoanalysis, psychotherapy and case study methodology. He co-founded the Single Case Archive (www.singlecasearchive.com), an online repository of published psychotherapy case studies. In 2019, he came to UCLouvain to teach clinical psychology and criminological psychology. His research focusses on psychotherapy processes, in which he often, but not exclusively, relies on qualitative methods. A particular point of interest is the use of the case study method to bridge the gap between research and practice in clinical psychology.

Some of the research topics that interest him are the therapist factor in psychotherapy (what does the therapist contribute to effective treatment?), single case methodology (what is a good case study, what can we learn from a case study?) and the treatment of offenders (how do offenders engage in compulsory treatment?).

Research field: Clinical and health psychology
https://intranet.uclouvain.be/fr/repertoires/jochem.willemsen



**Karl-Andrew WOLTIN**

Karl-Andrew Woltin is Assistant Professor in Social Psychology. His research is interested in exploring intrapersonal and interpersonal fit from a motivational and cognitive perspective. His current research focuses on consequences of fitting values to individual differences as well as interpersonal regulatory fit (i.e., two individuals sharing self-regulation preferences and strategies). More recently, he also turned to judgement biases of the powerful stemming from fluency (i.e., ease of information processing). He is a member of the Louvain Social Psychology Lab. He teaches intragroup and interpersonal processes, social psychology in educational settings, and deviance. He has been serving as associate editor for the *British Journal of Social Psychology* and *Frontiers in Psychology* since 2017.

Research field: Social behaviour, work and society
https://intranet.uclouvain.be/fr/repertoires/karl-andrew.woltin

**Vincent YZERBYT**



Vincent Yzerbyt is Professor of Social Psychology. His research focuses on social cognition, attribution, stereotyping, and intergroup relations. His main interests are in stereotyping and more specifically in the formation and preservation of stereotypes as well as their reduction. He also conducts research on social and group-based emotions. More recently, he turned to the issue of the fundamental dimensions of social perception in the context of what he calls the 'compensation effect': People who are perceived to be competent also tend to be perceived as not so warm, and conversely. Vincent Yzerbyt has served as an associate editor of the *British Journal of Social Psychology*, of the *Personality and Social Psychology Bulletin*, and of the *Journal of Personality and Social Psychology: Attitudes and Social Cognition*. He is the founding Editor of *Social Psychological and Personality Science*. He has been the president of the Executive Committee of the European Association of Social Psychology. He has been the Dean of the Faculté de psychologie since September 2024.

Research field: Social behaviour, work and society
https://intranet.uclouvain.be/fr/repertoires/vincent.yzerbyt

**Emmanuelle ZECH**



Emmanuelle Zech is Professor of Clinical and Health Psychology. She was president of the Research Center for the Study of Health and Psychological Development (CSDP) until April 2015. Her research focuses on the impact and coping processes involved in loss and trauma as well as on psychotherapeutic processes involved in the therapeutic relationship. She has been trained as a psychotherapist and has a clinical practice at the Mental Health Center in Louvain-la-Neuve. She is associate editor of the journal *Psychologica Belgica*. She participates in the evaluation of research proposals for funding societies (e.g. "Conseil de recherches en sciences humaines" in Canada and in the "Dutch Cancer Society"). She is also a member of several scientific associations: Association for Death Education and Counseling, Belgian Association for Psychological Sciences, European Health Psychology Society, and International Society for Research on Emotion. She was the Dean of the Faculté de Psychologie et des Sciences de l'Education from September 2022 to September 2024.

Research field: Clinical and health psychology
https://intranet.uclouvain.be/fr/repertoires/emmanuelle.zech

# Equipement et groupes de recherche

*Equipment and research groups*

## Research facilities

The Psychological Sciences Research Institute (IPSY) aims to provide the best opportunities to facilitate high quality research. One innovation to meet this aim is in the provision of laboratory facilities to IPSY members. The Institute has four multi-computer labs for testing groups of participants (containing 2, 5, 6 and 12 computers) and 25+ laboratories for individual testing.

In 2011, IPSY created a reservation system allowing IPSY members to reserve the use of available laboratory spaces when required. Members who gain funding for research that uses specialised equipment are provided with a secure laboratory. A charter supports the laboratory resource, which encourages sharing of resources, equipment, and expertise. An explanation of the specialised laboratories is provided in this section.

IPSY also has audiovisual equipment, including high-definition digital cameras, sound recording equipment, computers and software for image and sound processing. A loan service allows researchers to use this equipment, which can be useful for observational research methods (viewing and listening) for analyses of behaviours such as parent-child interaction, difficulties in speaking, and responses to various manipulated situations.

**Psychophysiology Laboratory**

This laboratory allows a wide range of physiological measures to be recorded for further statistical processing. Measuring the electrical activity of the brain during different cognitive tasks (visual attention, memory and language functions) makes it possible to analyse the role of implicit emotional bias in life events.

The laboratory is specially equipped to study the physiological component of emotions by stimulating the participant to induce certain emotions, and to measure changes of several physiological parameters such as heart rate, skin conductance or activity of certain facial muscles (EMG).

The lab consists of two rooms:

- A machine room with hardware acquisition and two computers and monitors.
- A room for the participant, equipped with a camera, microphone, headphones, loudspeakers and a video screen for stimulation.

To minimize electromagnetic interference, these rooms are shielded using a Faraday Box and electricity is provided by a specific generator.

The acquisition unit allows simultaneous recording of multiple EMG, EKG, PPG and SC channels.

**EEG-ERP Laboratory**

The laboratory enables the measurement of Evoked-Response Potentials (ERPs) to study cognitive processes with a high temporal resolution. Research using the laboratory aims to identify spatio-temporal patterns of brain activity that underlie perceptual processing modified by attention.

The laboratory was specially developed for the study of ERPs. Electrical potentials recorded at the surface of the scalp are used to localize and quantify brain activity induced by external stimuli or cognitive processes.

The acquisition unit has 128 channels EEG, 8 bipolar channels (i.e. EMG), 8 auxiliary analog channels and 8 logical channels. Two computers are available, one for recording signals with ASA and the other to stimulate the participant with software such as Matlab or experimental stimuli presentation software.

**Immersive Virtual Environment Laboratory**

This laboratory uses immersive / non-immersive virtual or augmented reality to place individuals into a controlled or manipulated environment, dispensing with the practical problems encountered with traditional techniques of ‘in vivo’ research.

The laboratory is equipped with multiple XR devices, including Oculus Quest, HTC Vive and HTC Vive Pro virtual reality headsets. For non-immersive VR, there is a projector and a motion analysis device for tracking body position and limb action within space. The laboratory uses a range of software to generate and display virtual environments.

Using a combination of the different equipment, the current system allows for interactive virtual reality where a participant can make actions with objects within the virtual environment.

**Eye-Tracking Lab**

Eye-movements can be recorded using a table mounted, infra-red Eyelink 1000 upgraded system. The equipment can measure a variety of eye measures, up to 1000 times a second. The equipment can be used for measuring any aspect of psychology involving visual cognition.

The laboratory recently acquired two mobile Tobii systems that can record eye-gaze with good accuracy, and approximately 60 or 120 captures a second. This allows for mobile eye-tracking possibilities, for example testing attention in a clinical setting.

# Research groups and scientific activities

***SpringLab (Social Perception, Reasoning and Interaction Neuroscience Group)***
***https://www.springlab.org/***

**Team:** Dana Samson (principal investigator)

**Research field and subjects:** At SpringLab, we specialise in developing innovative behavioural paradigms to investigate the broad scope of social cognition, from basic perspective-taking to complex moral reasoning. More recently, we initiated two new lines of research to explore the relationship between social cognition and, on the one hand, social isolation (one of the most detrimental predictors of mental and physical health) and, on the other hand, wisdom (one of the most sustainable approaches to decision-making). Drawing on a wide range of experimental psychology and neuroscience techniques, we study individuals with social impairments, including brain-damaged and psychiatric patients, as well as healthy adults. Our aim is to contribute to both scientific knowledge and its clinical and broader societal applications.

**1. Social isolation and loneliness**

Social isolation and loneliness are widely recognised as having significant detrimental effects on both mental and physical health, in part due to stress-induced physiological changes. Gaining a better understanding of the mechanisms leading to social isolation and loneliness is essential for the development of effective and targeted interventions.

In one project, we aim to develop objective cognitive markers of distinct facets of social motivation and pleasure for social stimuli to examine how these facets relate to real-life measures of social isolation and experience of loneliness in young adults, one of the most-at-risk subpopulations. In several other projects, we investigate the social impact in other subpopulations at risk of social isolation, i.e. individuals with neurodegeneration, mental illness and autism spectrum disorder. Social impact is examined through hypothesised links between brain function, social cognition (including social motivation), behavioural changes (withdrawal and vulnerabilities) and environmental changes (interpersonal and care environment).

**2. Wisdom and moral cognition**

There is a broad consensus in the literature that what makes wisdom unique is the combination of metacognitive reasoning processes, such as the ability to consider multiple perspectives, intellectual curiosity and humility, and cognitive flexibility, with a strong moral foundation, including an orientation toward the common good, self-transcendence, and ethical rigor.

Building on our extensive experience in studying perspective-taking and moral cognition, we have initiated a new line of research aimed at exploring the cognitive and neural mechanisms underlying wisdom. More specifically, we are interested in how wisdom influences moral decision-making, how wisdom can be fostered, and how we recognize wisdom in other people's advice.

**3. Visual perspective taking**

Visual perspective-taking is one of the most fundamental social abilities found in humans and various animal species. It can arise from low-level attentional processes as well as higher-level cognitive mechanisms involving self-other processing. We investigate the cognitive and neural underpinnings of these two types of processes and how they operate in different social contexts (See Figure 1).

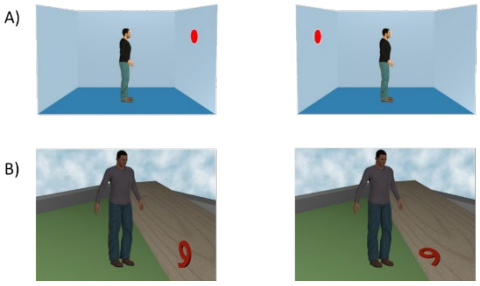



Fig. 1. Illustration of stimuli that we use in our research on visual perspective taking. A) Level 1 visual perspective taking: participants have to judge the number of red discs that they can see (self-perspective judgment) or that the avatar can see (other-perspective-taking). B) Level 2 visual perspective taking: participants have to judge the identity of the number as they see it (self-perspective judgment) or as it is seen by the avatar (other-perspective judgment). Judgments are more difficult when the self and the other have different perspectives (top right panel) than when they have the same perspective (left panels). Through this task, we can examine the salience given to the self and others as well as the ease with which individuals can deal with conflictive perspectives. We showed that these are powerful markers to examine individual differences and understand how various forms of mental health conditions can affect perspective taking.

**4. Theory of Mind**

At the core of social interaction lies the ability to understand and predict human behaviour. This requires the development of a Theory of Mind, i.e. an understanding of the workings of the human mind, and the ability to use this knowledge to understand social interactions or predict how they may unfold. The use of Theory of Mind is known to involve a widespread network of brain regions. Our research seeks to identify the fundamental cognitive and neural mechanisms that underlie this capacity (See Figure 2).

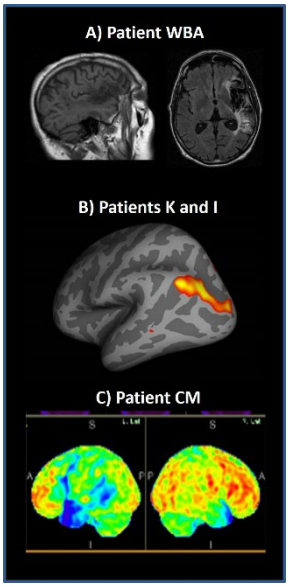



Fig 2. Depending on the brain lesion localisation, different profiles of Theory of Mind impairments can be observed

A) Lesions to the right lateral prefrontal cortex (patient WBA) lead to a selective deficit in self-perspective inhibition. Patients become unable to see other people's point of view if they have themselves a different point of view. B) Lesions to the left temporo-parietal junction (patients K and I) lead to a selective deficit in spontaneously tracking other people's point of view. C) However, not all lesions to the Theory of Mind brain network lead to impairments in Theory of Mind reasoning. For example, lesions to the left temporal pole (patient CM) have no impact on the patients' Theory of Mind abilities despite the recurrent activation of this area in fMRI studies when healthy adults reason about mental states. This finding provides an important constraint to understand the role of the left temporal pole in Theory of Mind.

More information about the laboratory's activities can be found here: http://www.springlab.org

**Keywords**: social motivation, social isolation, loneliness, Theory of Mind, perspective taking, empathy, moral cognition, wisdom.

**Funding**:

*Current funding*: WelCHANGE-FNRS (2026-2030), EU Joint Programme – Neurodegenerative Disease Research (2026-2029), Louvain Foundation (2025-2030), UCLouvain South Partnership scholarship (2025-2028).

*Previous funding from*: Medical Research Council (UK), Leverhulme Trust (UK), Stroke Association (UK), Experimental Psychology Society, FSR (new academic fund, Marie-Curie Cofund incoming post-doctoral fellowship), FNRS (mandates of aspirant and chargé de recherches, CDR), ARC.

**Equipment**: Eye tracking. Use of the brain imaging facilities of the Cliniques universitaires Saint-Luc.

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***Numerical Cognition Laboratory***
*http://www.uclouvain.be/fr/instituts-recherche/ipsy/numerical-cognition.html*

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**Team**

The team is divided into 2 groups:

**Development Group**

Marie-Pascale Noël, senior investigator, Senior Research Associate from the FRS-FNRS (Belgium) and Professor at UCLouvain, Cloé Geuquet, PhD student and two scientific collaborators: Giannis Karagiannakis, from Athens, Greece and Lien Le Thi Mai, from Ho Chi Minh Ville, Vietnam.

**Adult Numerical Cognition Lab**

Mauro Pesenti, senior investigator, Senior Research Associate from the FRS-FNR (Belgium) and Professor at UCLouvain; Michael Andres, senior investigator, Research Associate from the FRS-FNRS (Belgium) and Professor at UCLouvain; Laurie Geers, post-doctoral fellow; Samuel Lepoittevin, PhD student; Nicolas Masson, post-doctoral fellow; Laurens Van Calster, post-doctoral scientific collaborator, Sylvain Gerin, PhD student.

**Research field and subjects**: Our group studies numerical cognition in children and adults with the aim to (i) understand how number processing and calculation develop and which factors contribute to this development, (ii) understand why this numerical development goes wrong in some individuals leading to dyscalculia, and (iii) define the functional components of calculation and number processing and find their neuroanatomical correlates. We use different but complementary methodologies integrating the functional and neuroanatomical levels of analysis (see Fig. 1): mental chronometric and oculometric studies, functional brain imaging studies (e.g., functional magnetic resonance imaging [fMRI]), and lesional studies examining the cognitive performance of single cases or groups of brain-damaged patients or healthy adults undergoing transient virtual lesions created by neurostimulation (e.g., Transcranial Magnetic Stimulation [TMS]) or neuromodulation methods (transcranial Direct-Current Stimulation [tDCS], transcranial Random Noise Stimulation [tRNS]). Our projects follow several major lines of investigation, each of them dealing with a highly critical issue in the field of numerical cognition: how number magnitude processing and arithmetic develop, which general cognitive factors and which specific numerical factors contribute to this development and account for atypical development, how the brain processes numerical and non-numerical magnitudes, how the meaning and the computations performed on numbers get embodied with the contribution of sensory-motor processes, and how the brain solves basic and complex arithmetical problems. Some of these streams are described below. The study of numerical cognition also provides us with a unique paradigm to address issues transversal to other domains of human cognition, such as the respective role of nature and nurture, the embodiment of abstract concepts, or the notion of cognitive cost. Several of our research projects have been conducted in collaboration with colleagues from the Université Libre de Bruxelles (B), the Université de Liège (B), Gent Universiteit (B), the Katholiek Universiteit Leuven (B), University College London (UK), the University of Loughborough (UK), the Université de Bordeaux (F), the Université du Luxembourg (L), the Università Milano-Bicocca (I), the Università degli Studi di Padova (I), Tübingen University (D), and the Université de Montréal (C). In the past 5 years, the group has published numerous articles on numerical cognition in international scientific journals, and contributed to several book chapters on this topic.



**Figure 1.** The numerical cognition group studies the cognitive and neural mechanisms supporting the concept of number and the arithmetic operations in children and adults, including dyscalculic people and brain-lesioned patients. To do so, we use developmental and neuropsychological tests, as well as chronometric, psychophysical, brain imaging and brain stimulation methods.

**Project 1: Influence of language structure on numerical development**

French language uses different names for the first 16 numbers and specific names for all the decades and is thus not transparent to be base-10 structure of numbers. For instance, "seize" means "10 + 6" and "quatre-vingt" means "8x10". By contrast, many Asian languages have a very clear base-10 structure, with specific names for the first 10 numbers and then combination of these number names for the others. For instance, "16" is literally expressed as "10_6" and "80" is "8_10". Due to these differences, Asian children develop their verbal numerical chain faster than Western children. Previous literature indicated that they are also quicker in developing a base-10 understanding of numbers. However, these results have been recently challenged. In this project, we test the development of the understanding of the base 10 structure of both verbal and Arabic numbers in children around age 6 who speak languages that differ in terms of their transparency to the base 10. More specifically, we compare children speaking Vietnamese (a very transparent number system), to children who speak Belgian French, French from France (complex decade structures) or Belgian Dutch (a system with a reverse order for decade and unit) in a series of tasks assessing their understanding of the base 10 representation.

**Project 2: A fully computerized test of math skills**

Each country has currently its own tools to assess numerical development and math abilities. As a consequence, criteria for dyscalculia differ according to the country and between studies. In collaboration with Giannis Karagiannakis from Athenes, we have developed a battery to assess children's numerical development. This battery is fully computerized (including the instructions) and has minimal verbal components so that it could easily be adapted from one language to the other. We are currently working with different partners to adapt and collect norms in different languages (French, Dutch, Greek, Italian and Maltese).

**Project 3: A neurofunctional architecture for mental arithmetic and its link with other high-order cognitive functions**

Mental arithmetic, the ability to solve mentally simple or complex arithmetic problems, is highly influenced by cultural practices and is too recent in the human evolution to enjoy its own dedicated brain circuit. Neuronal recycling theories suggest that it is acquired by recruiting pre-existing cortical circuits supporting functions with a longer history in human evolution. Among these functions, the motor control of fingers and the orientation of attention in space possess several relevant properties to support numerical representations and the computations performed on these representations. Children often use their fingers for learning to count and teaching methods also encourage them to rely on spatially organized representations to solve arithmetic problems (see above). Our research group works to elucidate the neurofunctional mechanisms underlying mental arithmetic in adults and to examine whether they can be explained by the coopting of motor and/or attentional functions to solve arithmetic problems. A first ongoing project concerns the role of eye movements and their links with shifts in visuo-spatial attention. We have tested the idea that mentally subtracting or adding large numbers requires shifting attention respectively to the left and to the right of a mental continuum where numbers are aligned in ascending order. In the past years, we have conducted (1) chronometric studies showing that healthy adults take more time to mentally solve arithmetic problems when they have to perform concurrent finger movements or when they are distracted by lateralized visual stimuli; (2) psychophysical and eyetracking studies showing that the focus of attention is moved to the right side of space while solving addition and to the left side of space while solving subtraction (see Fig. 2); (3) neuropsychological studies showing that brain-damaged patients neglecting the left side of space experience more difficulties to solve subtraction than

addition problems whereas a patient neglecting the right side of space exhibited the opposite pattern. With these studies, we have demonstrated that mentally visualising numbers on a spatial continuum makes it possible to reduce the range of plausible responses, in a predictive manner, which reduces cognitive load. A second ongoing project concerns the influence of the finger-counting experience on the mental representation of numbers. Here, our results show that fingers and numbers share a common representation in the human parietal cortex, with properties reminiscent of the base-5 system underlying finger counting. Finally, another ongoing project concerns the role of visual processing pathways in the perception of numerosity, length and duration.

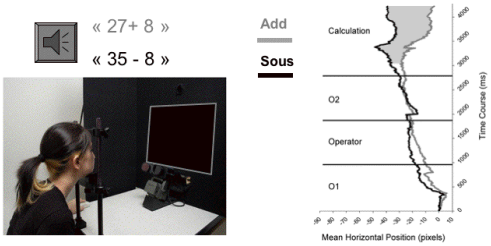



Figure 2: Participants are asked to solve mentally addition or subtraction problems presented auditorily while looking at a blank screen, and their spontaneous eye movements are recorded using an eyetracker. The right panel shows the time course of the mean horizontal gaze position as a function of operation (grey: Addition vs. black: Subtraction). The grey area indicates the statistically significant differences for at least 20 consecutive samples. This happens only during the calculation period. O1: first operand of the problems ["twenty seven" or "thirty five" in the examples] ; Operator: arithmetical sign ["plus" or "minus"]; O2: second operand of the problems [e.g., "eight" in the examples]; Calculation: period during which the participants calculate.

**Keywords:** numerical cognition, spatial attention, development, acalculia, dyscalculia, mathematics, functional brain imaging, non-invasive brain stimulation, eyetracking

**Funding:**

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Grant FNRS 1.A057.12

Grant FNRS 1.B005.12

Grant FNRS 1.B025.12

Grant FNRS 1.B.129.16 F

Grant FNRS 1.B303.21

Grant FNRS 1.C.004.14 F

PDR-FNRS T.0163.14

PDR-FNRS T.0047.18

PDR-FNRS T.0006.20

EQP-FNRS U.N001.21

ARC 21/26-112

**Equipment:** Mental chronometry computers, eye-tracker, tDCS, fMRI (Radio-diagnosis Unit, St-Luc Hospital), TMS (CoAction Lab, UCL/IoNS/COSY), virtual reality (IPSY).

The Numerical Cognition laboratory uses:

- E-Prime© and PsychoPy® to measure performance (i.e. response latencies and error rates) on various computerized tasks with children, healthy adults and brain-damaged patients;
- EyeLink 2000 eye trackers acquired with other research groups of IPSY. These equipments measure the distance between a light source reflection on the eye ball and the centre of the pupil 2000 times a second;
- Transcranial Direct Current Stimulation (tDCS), a neurostimulation technique that uses low current delivered to the brain area of interest via electrodes on the scalp, to improve cognitive performance on a variety of tasks, depending on the area of the brain being stimulated. tDCS is used to modulate attentional, visuo-spatial and numerical abilities in healthy participants, with the aim to develop new protocols combining behavioural training and dual tDCS to improve neurocognitive rehabilitations proposed to brain-damaged patients;
- Brain imaging scanner facilities (3T SIGNATM Premier, General Electric Company) at the Cliniques universitaires St-Luc, UCLouvain, to record brain activity;
- Transcranial Magnetic Stimulation (TMS) facilities at UCLouvain (CoAction Lab, COSY, IoNS). TMS is a non-invasive technique investigating the extent to which a brain area necessarily contributes to a specific cognitive process by causing a temporary and reversible impairment of this process by applying locally a small magnetic field over the scalp. We are using this opportunity to interfere actively with cerebral processes during behavioural performance to investigate various numerical processes, such as numerosity processing or mental calculation;
- Virtual reality facilities as part of a joint IPSY–ICTeam, UCLouvain, technical platform. The system records room body position and limb actions wirelessly using a Polhemus Liberty Latus 120HZ Motion Analysis System, and hand actions using 5DT Data Gloves. The system records physical movements, and synchronizes visual virtual

movements displayed in a 3D in the head mounted display.

**Products and services**

*Products*: Development of an assessment tool for the diagnosis of dyscalculia in grade 3 and up (Noël, M. P. & Grégoire, J. (2015). TediMath Grands, Test diagnostique des compétences de base en mathématiques du CE2 à la 5e. Pearson France – ECPA, Montreuil, 145 pages).

*Services*: Assessment, diagnosis and rehabilitation of dyscalculic patients at the "Centre de Consultation psychologique spécialisée en logopédie et neuropsychologie de l'enfant" (IPSY).

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***Psy-NAPS (Psychological Interactions in Neuroscience, Action, Perception and Sensation)***
***http://psy-naps.org/***

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**Team:** Martin Edwards (senior investigator), Emilie Lacroix (research fellow), Magda Mustile (research fellow), Stéphane Grade (associate research fellow), Khawla Ajana (PhD), Gregorio Sorrentino (PhD) and Florence Vanhoof (Research Assistant).

**Research field and subjects**: the Psy-NAPS research group investigates sensory perception and action behaviour in the domain of cognitive neuropsychology / neuroscience. Our research has two main objectives: (1) to fundamentally understand the relationships and neural processes involved in perception and action behavior, and; (2) to develop new applied diagnosis measures and rehabilitation treatment exercises of perception and action, particularly using new technology.

In the first objective, one track of research uses virtual reality environments to measure how manipulations in the perceptual properties of environment influences action, and how manipulations in action interaction within virtual environments influences perception. For example, we manipulate object-environment congruency to measure speed of action selection, or we manipulate the size of virtual embedded bodies and measure the effects on the perception of space. In another track, we use manipulations of mental action simulation and test the effect on resulting action performance.

In the second objective, we develop new diagnosis tests and re-education exercises to better understand, and to better rehabilitate patients with brain damage, or brain developmental profiles. These innovations use new technology. We have developed several innovative diagnosis tests that measure spatial attention and executive functions using tablets, smartphones, virtual reality and interactive rehabilitation robotics. The tests self-correct, measure more variables and provide more precise detail than existing tests. We also develop serious game rehabilitation methods that automatically modify difficulty to match the individual level of the participant, motivating them to continue treatment and at the same time, providing a feasible challenge to facilitate learning of cognitive skills.

**Keywords**: psychology, perception, action, cognitive neuroscience, neuropsychology

**Funding**: Wallonie-Bruxelles Win2Wal, FSR, FNRS.

**Equipment:** The equipment of the IVE lab and EEG-ERP lab.

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***UCL IVE lab (Immersive Virtual Environment Laboratory)***

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**Team**: Martin Edwards, Baptiste Barbot, Khawla Ajana, Stéphane Grade, Gregorio Sorrentino, Emilie Lacroix and Benoît Macq

The general aim of this laboratory is to immerse individuals in virtual reality. By synchronizing physical and virtual actions, we can measure participant

behaviour while they interact within a controlled and manipulated virtual environment. The laboratory is equipped with multiple virtual reality headsets, hand controllers and software tools to generate and display the virtual environments. The laboratory also contains an Axinesis rehabilitation robot for controlling the actions of participants in real and virtual space. By controlling interactive force, the robot enables participants to 'feel' objects within immersed virtual environments.

**Research field and subjects**: the laboratory is a collaborative platform that operates between the Psychological Sciences Research Institute (IPSY), the Institute of NeuroSciences (IoNS) and the Institute of Information and Communication Technologies, Electronics and Applied Mathematics (ICTEAM), and is affiliated to Louvain Bionics. The IVE Lab members develop and use the virtual reality technologies for a range of different research projects, all of which immerse participants in virtual environments or simulated situations. The core technology uses 3D software environments presented through a head mounted display. The IVE Lab provides an excellent tool for behavioural research as it gives the opportunity to create perfectly controlled and safe environments to investigate research hypotheses, or develop new clinical interventions to treat behavioural problems such as anxiety disorders or those stemming from brain injury.

**Keywords**: psychology, virtual reality

**Funding**: DG06 Programme Wallonie-Bruxelles Win2Wal 2019, FSR, FNRS

**Equipment**: Various head-mounted displays, Axinesis interactive robot.

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***Center for Psychology of Religion***

***http://www. psyreli.org***

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Team: Vassilis Saroglou, Professor, chair, Moise Karim, postdoc affiliate, Sophie-Charlotte Bertrand Van Ouytsel (FNRS PDR research fellow), Jiaxin Li (CSC research fellow), Colin Wathelet (research assistant)




Research field and subjects

*Research field:*

Psychology of religion, in interaction with social and personality, cross-cultural, moral, and developmental psychology, and psychology of positive emotions.

In the Centre for Psychology of Religion, a series of research programs have been carried out the last 20 years to investigate the cognitive, emotional, moral, social, cultural, and behavioral characteristics (determinants, correlates, or outcomes) of religion, fundamentalism, spirituality, and irreligion. This research has extended to the study of more universal uncommon beliefs, self-transendent positive emotions, personality traits, values and moral dilemmas, collective identities, acculturation, and prosocial and antisocal behavior, including various forms of prejudice.

*Research subjects (current):*

Cognitive, emotional, moral, personality and social determinants of ideological dogmatism and uncommon beliefs (Vassilis Saroglou);

Psychology of nonbelievers: agnostics vs. atheists (Moise Karim);

Pro-environmental attitudes and behavior and the role of eligion and spirituality within individual differences (master's theses)

Spirituality in non-Western cultures (Jiaxin Li) The psychology of engagement in non-eisure activities (Colin Wathelet)

Benevolent vs. hostile forms of ageism (master's theses) Conspiracy beliefs, religion, and personality (Sophie-Charlotte Bertrand Van Ouytsel)

Keywords: religion, spirituality, fundamentalism, positive emotions, awe, humor, personality, beliefs, values, deontological vs. consequentialist morality, prosocial behaviour, prejudice (ethnocerligious, sexism, antigay), pro-environmental attittudes, cross-cultural comparisons, meta-analysis, priming, Islamophobia, atheism, agnosticism.

Funding: FNRS PDR, China Scholarship Council fellowship.

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***Louvain Social Psychology Lab***

***https://louvain-social-psychology-lab8.webnode.be/***

Senior members: Stéphanie Demoulin, Karl-Andrew Woltin, Vincent Yzerbyt

Junior members: Julien Barbedor, Fatma Chaabouni, Claire-Thaïs Fantin, Alice Kasper, Gaëlle Leman, Bastien Paris, Martin Rouard, Marine Rougier, Elisa Tognon, Louise Dujardin, and Pascaline Van Oost

Research field and subjects

The social psychology lab focuses on the study of various cognitive, psychological, group, and cultural variables that shape the way people perceive, influence and interact with the social world. In recent years, we have dealt with a wide variety of topics involving research on:

- approach/avoidance behaviour
- attitudes and behavior change
- conflict management and mediation
- diversity, migration, and cross-cultural relations
- epistemic blame, privilege confrontation, counterfactual thoughts
- gender issues and intersectionality
- impression formation and social perception
- intergroup relations and social emotions
- negotiation
- (self) dehumanization and objectification
- self-regulation, fluency, values
- stereotyping, prejudice, and discrimination

Most of the research we conduct is experimental, but we rely upon a large variety of techniques ranging from surveys, questionnaires to laboratory experiments, and from archival data to implicit measures.

Aside from this experimental work, we are also involved in field studies and applied projects. Examples are the involvement of members of the laboratory in the interuniversity Motivation Barometer launched during the Covid pandemic. We are also very much committed to research on the determinants of pro-environmental behaviour, notably in the context of the Environmental Baromoter (conducted in collaboration with several other Belgian universities).

Keywords: attitudes and social cognition, conflict, intergroup relations and group processes, negotiation, mediation, approach/avoidance, migration, diversity, categorization, stereotyping, prejudice, discrimination, objectification, (sefl) dehumanization, self-regulation, fluency, values

Funding: Fonds de la Recherche Scientifique (FNRS-mandats d'aspirant et projets de recherche), Action de Recherche Concertée (ARC – Académie universitaire

'Louvain'), FSR, Centre pour l'égalité des chances, Seedcorn grant (EASP), Tournesol (French Belgian) funding scheme, Belgian Federal Research Policy (BELSPO), federal and regional ministries (Ministère de l'environnement, Ministère de l'enseignement supérieur), Western Australian Council of Social Services, Global PhD Partnership UCLouvain – KU

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***WOrC Psy Lab***

***https://worcpsylab.wixsite.com/worcpsylab***

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**Team**

*Senior members*: Gaëtane Caesens, Annalisa Casini, Donatienne Desmette, Edina Doci (LSM), Corentin Hericher (LSM), Ginette Herman, Isabel Raemdonck, Florence Stinglhamber.

*Junior and associated members*: Julie Aglave, Bolanle Ajibola, Noémie Bison, Quentin Brouhier, Fatma Chaabouni, Antoine Cordier, Sarah Dekeyser, Stéphanie Delroisse, Marie de Radigues, Anne Fromont, Vivian Gomolka, Gül Beril Kimilli, Constantin Lagios, Gaëlle Leman, Bonaventure Nikoyandoye, Michaël Parmentier, Thomas Pirsoul, Charlotte Rodriguez Conde, Emma Sarter, Olivia Van Sevendonck, Dragan Vucic.



**Research field and subjects**

The members of the WOrC Psy lab are developing research in work, organizational and vocational psychology. This research aims at studying psychological principles applied to organizational settings and vocational trajectories, in order to enhance employee well-being and organizational performance. Specifically, the main research interests of the WOrC Psy lab members are:

- Aging and age management at work;
- Discrimination in the workplace;
- Gender and work;
- Health and well-being at work;
- Homecare jobs;
- Organizational dehumanization;
- Perceived organizational/supervisor support;
- Professional recognition;
- Unemployment as a stigmata;
- Vocational development;
- Vocational transitions;
- Work behaviours (e.g. presenteeism, green behaviours at work);
- Reactions to corporate social (ir)responsibility/ stakeholder management.

The WOrC Psy lab members are engaged in both basic and applied research on these topics.

**Keywords:** work psychology, organizational psychology, vocational psychology, workplace, ageism, discrimination, gender, health, well-being, job strain, dehumanization, perceived organizational support, recognition, diversity, unemployment, work behaviours, vocational transitions, occupations, corporate social (ir)responsibility.

**Funding:** Fonds Spéciaux de la Recherche (FSR), ARES CCD, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Belspo -BRAIN-be 2.0 (Belgian Research Action through Interdisciplinary Networks) FNRS (Crédit de Recherche, FRESH), Global PhD .

***Illuminetti lab group (Health, Emotion, Cognition, and Memory)***
***https://sites.google.com/site/illuminettilab/home***

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*Head:* Olivier Luminet, Full Professor UCLouvain, Research director FRS-FNRS

*Post-doc*:
**Aline Cordonnier** (ARC « The transmission of memories related to stigmatisation: Official and family memories related to collaboration and colonisation in Belgium", 2020-2026) and PDR FNRS project (2022-2026) "Analysis of intergenerational transmission and vicarious memory of personal memories and memories related to historical events through top-down and bottom-up approaches";
**Robin Wollast** : BELSPO. "Taking stock to foster health and trust for an inclusive post-covid society" (THRIVE) (2023-2027)
**Marine Mas** : Emotion regulation in alexithymia: A multimodal investigation of emotion salience perception. FSR fund (2024-2026)
**Olivier Desmedt** : Post-doc grant from FRS-FNRS (Co-PI with Olivier Corneille): "Introducing the

constructed interoception framework: An experimental validation of key hypotheses" (2025-2028)

*PhD students:*
**Chiara Cesarano (FSR) (2024-2026) :** Réponses émotionnelles dans le Trouble de Stress Post-Traumatique : Étude des composantes prosodiques et linguistiques et de leur évolution
**Emmanuel Mopendo** (ARES) : Etude des facteurs individuels et collectifs influençant les attitudes et les comportements des consommateurs vis-a-vis d'insectes comestibles dans la partie ouest de la République Démocratique du Congo ;
**Jessica Morton**, Engagement social et santé (assistante UCLouvain);
**Zoé Mallien** (research assistant PSP). Autonomy in chronically ill children;
**Mareike Kaemmerer** (FSR). Psychological interventions for children with chronic physical conditions.
**Ségolène Cardon de Lichtbuer** (ARC, then FRS-FNRS) : The influence of personal narratives on emotions and attitudes regarding a collective past.
**Sarah Gorissen** (with Emmanuel André, KULeuven): Decrypting the motivation and epidemiological determinants associated with citizen engagement in disease surveillance, prevention and control activities related to emerging infectious diseases
**Wouter Reggers** (ARC, with Valérie Rosoux, ISPOLE): The Intergenerational Transmission of Memories and Emotions Related to Collaboration and Colonization in Belgium
**Saartje Van den Bossche** (with Adrien Carbonnet, KULeuven): The Collective Memory of the Gwangju Uprising and Its Intergenerational Transmission



**Research field and subjects**

The Illuminetti group develops three axes of research:
Emotion, Health, and Personality
Memory, History, and Emotions
Health behaviors

## 1. Emotion, Health, and Personality

This axis is dedicated to the interactions between emotion, personality and health, and in particular in understanding how some dysregulation in emotion awareness and expression (alexithymia) makes people more vulnerable to mental and physical diseases. His approach is based on identifying the conditions under which the presence of alexithymia characteristics can affect emotional responses. He compares situations that include emotional responses of different natures (pleasant and unpleasant, carrying specific emotional states such as anger or joy) with neutral situations. He also contrasts conscious/explicit responses with non-conscious/implicit responses. His investigations include populations of various ages (children, adolescents, adults, senior citizens) and statuses (general population, clinical), combining laboratory approaches (enabling better control of variables) and field approaches (offering greater ecological validity), complementing quantitative approaches with qualitative methodologies.

## 2. Memory, History, and Emotions

In this axis, we study how emotions and cognitions can shape individual and collective memories. We investigates the impact of emotions on the formation of collective memory, understood as the individual memories shared by the members of a community and which relate to the community's collective identity. A first line of research investigates the factors predictive of the development and maintenance of a very specific type of memory known as flashbulb memories. These are memories of the circumstances in which emotionally charged public events were learned. His research questions why we remember these seemingly trivial details of our personal lives associated with public events, and why we are so confident in the accuracy of these memories. A second axis examines the way in which family experiences linked to singular social identities (collaborators during the Second World War, settlers at the time of Congo's independence) are passed on to subsequent generations. His research highlights how memories are transformed from one generation to the next, and how stories and silences shape current generations' understanding of the past. This work has

implications for individual well-being and emotion regulation, as it links the way we remember to the way we are able to regulate difficult emotions, a process that is largely socially constructed.

### 3. **Health behaviors**.

In the field of nutrition, we test various behavior-change techniques, such as nudging, to orient eating habits towards healthier choices (e.g. vegetable and insect consumption). This research takes place in Western (Belgium) and a non-Western (Democratic Republic of Congo) contexts. We also conduct studies related to the determinants of health behaviors (wearing masks, hand hygiene, etc.) and their impact on mental health in the context of the Covid19 pandemic and potential future ones.

**Keywords**: emotion, emotion regulation, personality, alexithymia, health interventions, health promotion, memory, collective memory, flashbulb memories

**Funding:**
People working in Illuminetti are currently funded by various research programs and often integrated within large collaborative projects (ARC, Brain.be, Excellency programs):
ARES. Projet recherche-dévelopement (PRD) : "Système de production durable d'insectes dans la partie Ouest de la République Démocratique du Congo". Coordinator : Jérôme Bindelle (ULiège);
Fund for Scientific Research (FRS-FNRS) (PDR project, Fresh research fellow);
Special fund for research (FSR) from the Université catholique de Louvain (Postdoctoral researcher, Move In program);
Horizon 2020 Marie Skłodowska-Curie Innovative Training Networks, coordinator T. Papadopoulos (Cyprus University);
ARC "The transmission of memories related to stigmatisation: Official and family memories related to collaboration and colonisation in Belgium" Coordinator: V. Rosoux (political sciences);
Louvain Foundation "Promoting health behaviors during the Covid19 pandemic";
INAMI- RIZIV "Motivation barometer";
PDR grant, FRS-FNRS, "Analysis of intergenerational transmission and vicarious memory of personal memories and memories related to historical events through top-down and bottom-up approaches"

***Goffaux Human Vision lab***
***https://goffaux-lab.github.io/goffaux-lab/***

**Team**

Valérie Goffaux (FRS-FNRS Research Associate), Marius Grandjean (PhD student, FRS-FNRS), Mrittika Dey (PhD student, FRS-FNRS), Hélène Dumont (collaboratrice scientifique)

**What we do…**

The human face conveys a wealth of complex information (e.g. identity, gaze, emotion, gender, etc.) critical for social interactions. Despite face information is conveyed via subtle variations captured by the retina, its analysis by the human visual system is fast and accurate. Our goal is to understand how the human brain solves the complex task of face perception.

By means of psychophysical, electrophysiological, and neuroimaging techniques, we explore what, when, and where face information is integrated in the brain to yield rich and complex face percepts. The lab is part of the Institute of Research in Psychology (IPSY) and the Institute of Neuroscience (IoNS).

Link to up-to-date list of publications:

https://goffauxlab.com/papers/

**Background**

As it enters the brain, the visual signal transmitted by the retina is broken down along two main dimensions: Spatial Frequency (SF) and Orientation SF and Orientation decomposition provides the building blocks of visual perception.

*Our research question:*

How does the visual system integrate these building blocks over the course of processing to yield complex and invariant face representations?

**Projects**

*Spatial Frequency processing:*

SF refer to the different spatial resolutions composing an image, with low SF depicting the coarse structure of the image and higher SF representing its finest details.

Core aspects of face processing are primarily driven by the low spatial frequencies (SF) of the visual image. Here are our main findings on this topic:

- The human visual system tunes to progressively higher SF ranges of face information over the course of visual processing, supporting coarse-to-fine recurrent models of vision;
- The processing of low SF information accounts for the early neurophysiological dissociation (N170) between face and object visual processing;
- Low SF convey the most essential cues for holistic/interactive face processing.

*Orientation Processing:*

Face identity processing is tuned to horizontal orientation (e.g., Goffaux & Dakin, 2010).

Our main findings:

- Behavioural "signatures" of face processing (i.e. the face inversion effect, the facial identity after-effect, face-matching across viewpoint, and interactive, so-called holistic, processing of face parts are driven by a narrow range of horizontal face information;
- The horizontal tuning of face perception is modulated by spatial frequency (SF). The horizontal advantage for processing identity relies on the encoding of middle and high SF. Inversion disrupts the processing of horizontal information in middle and high SF;
- Face-specific representations activated early, in the N170 time window, are preferentially tuned to the information contained in the horizontal orientation range. This indicates that a core aspect of face-specific processing is its early reliance upon horizontally structured image content;
- Face-selective neurons found in the monkey brain are differentially tuned to orientation content, with horizontal tuning in area ML and vertical tuning in area AL;
- Horizontal information already drives upright face processing at 3 months of age;
- Face perception develops until adulthood based on the extensive experience humans acquire at extracting horizontal facial information;
- The horizontal tuning of face perception emerges in the Occipital Face Area (OFA) and Fusiform Face Area (FFA), i.e. high-level visual cortical regions devoted to face-specialized processing in the human brain. This pattern was not passively inherited from primary visual processing stages (located in V1);
- Human face perception is not all tuned to horizontal orientation. Different tasks use different ranges of orientation;
- The radial bias has been linked with the organization and spatial selectivity of neurons at the lowest levels of the visual system. We show that the radial bias is maintained at high-level recognition stages.

*Holistic/Interactive Processing:*

When processing faces, human observers often find it difficult to process a feature (e.g. eyes) without being influenced by the context of the other features (e.g. nose, mouth). It is a challenge to realize that faces have exactly the same eyes when the latter are embedded in different face contexts. The similarity of the eyes is more obvious when viewed in isolation (cf. composite illusion, whole-part advantage, etc), or when faces are inverted. Contextual modulations suggest that face features are encoded in a holistic/interactive manner. Holistic/interactive processing is viewed as a core aspect of face processing specificity as it engages more when processing faces than other visual categories.

Our main findings:

- Holistic/interactive face processing is primarily driven by the low spatial frequencies (SF) of the visual image. Local feature analysis is best based on high SF;
- The strength of holistic/interactive processing decreases monotonically as a function of feature dissimilarity. The more similar the features the stronger the interactive processing;
- Holistic/interactive and featural representations co-exist in the face-selective brain regions in the fusiform gyrus (FFA);
- FFA response is equally large when all or only a few features differ (subadditive response), irrespective of whether feature differences are processed interactively or locally;
- Inversion decreases FFA activation most robustly when features are encoded interactively.

**Funding:** Crédit aux chercheurs F.R.S. – FNRS (2013 – 2015), Fonds spécial de recherche (FSR, PhD grant; 2014 – 2017), FNRS ASP (2016-2020), FNRS CR (2016-2019), Excellence of Science F.R.S. – FNRS/FWO (2018-2022), ERC Incentive grant UCLouvain (2018-2020), Research project (F.R.S.- F.N.R.S. PDR, 2019-2022), FNRS ASP (2021-2025), Research project (F.R.S.- F.N.R.S. PDR, 2023-2027), Fonds spécial de recherche (FSR, PhD grant; 2023-2025)

**Equipment:** Psychophysics lab equipped with a Viewpixx display and an OLED screen allowing for far periphery stimulation, access to 128 BIOSEMI system for human EEG recording, access to 3T and 7T fMRI facilities at Cliniques Universitaires Saint-Luc, and Spinoza Center for neuroimaging.

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***Parental Burnout Research Lab (Bparent)***
***Sites Web:*** *https://www.burnoutparental.com/* ***and*** *https://uclouvain.be/fr/node/50913*

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**Team**: Isabelle Roskam, Moïra Mikolajczak (Principal Investigators), Aline Woine, Alice Schittek, Zoé Saliez, Thanh Nguyen, Emilie Banse et Lily-Charlotte Robert.

**Research field and subjects:** Parenting has long been shown to be both a complex and a stressful activity and important sociological changes in recent decades have further increased the pressure on parents. It has recently been confirmed that, just as enduring exposure to excessive job stress can lead to job burnout, enduring exposure to overwhelming parenting stress can lead to parental burnout. It has also been shown that these two forms of burnout are distinct entities. The Parental Burnout research lab uses varying research methods (qualitative and quantitative; cross-sectional and cross-lagged longitudinal; single cases, nationally representative and culturally diverse samples; observational and intervention; self-reports, informant-reports and biological measures) in order to study:

- the assessment of parental burnout;
- the antecedents of parental burnout;
- the consequences of parental burnout (on the parents, their children and their spouse);
- the specificity of parental burnout vis-à-vis job burnout (in terms of antecedents and consequences);
- the prevention and treatment of parental burnout;
- the cross-cultural variations in the prevalence and expression of parental burnout.

Our fundamental research aims to deepen the understanding of parental burnout and to come up with a comprehensive model of the antecedents and consequences of parental burnout. Our applied research seeks to develop evidence-based interventions methods to prevent and treat parental burnout.

**Keywords**: parental burnout, exhaustion, stress

**Funding**: Partly self-supported via external activities (+/- 100.000 EUR) + FSR + ARC

**Products and services**

- Assessment of parental burnout:
  - Parental Burnout Assessment ;
  - Brief Parental Burnout Scale.
- Assessment of risk and resources factors that play a role in the aetiology of parental burnout:
  - Balance between Risks and Resources (BR2) (available in two formats: for research purposes and for clinical purposes).
- Treatment for parental burnout:
  - Manualized intervention aimed to improve the balance between parental risks and resources;
  - Tips and recommendations to lead speaking groups with burned-out parents.

**Scientific articles/Selected publications**
See: https://www.burnoutparental.com/publications

**Books for professionals and people**
Mikolajczak, M., Zech, E., & Roskam, I. (2020). *Burn-out professionnel, parental et de l'aidant: Comprendre, prévenir et intervenir*. Bruxelles: De Boeck.
Brianda, M. E., Roskam, I., & Mikolajczak, M. (2019). *Comment traiter le burnout parental ?* Bruxelles: De Boeck.
Roskam, I. & Mikolajczak, M. (2018). *Le burnout parental : comprendre, diagnostiquer et prendre en charge*. Bruxelles : DeBoeck Supérieur.
Mikolajczak, M. & Roskam, I. (2017). *Le burnout parental : l'éviter et s'en sortir*. Paris, Odile Jacob.

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***DeLi Lab - Development of Literacy Lab***
***https://www.delilabucl.com/***

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**Team**
*Senior member:* Marie Van Reybroeck

*Junior members:* Claire Gosse, Elise Van Heuverswyn, Margot Fromont, Emilie Jacobs

**Research field and subjects**: Composed of speech therapists and teacher, the group is working on several research projects in the domain of written language learning. The group has a special interest for the cognitive processes involved in reading and spelling development, among typically developing children and children with dyslexia. The studies also aim at evaluating the efficacy of interventions conducted in school context and the effectiveness of language therapy among children with learning disabilities. These studies may have practical implications for teaching or for speech therapy treatment. The group also gives attention to the motivational variables that can impact children's learning. The team is involved in courses on written language acquisition and deficits, within the master's programmes of speech therapy and educational sciences.

**Keywords:** Learning to read, learning to write, dyslexia, intervention studies

**Funding**: UCLouvain, FSR, Fondation Louvain, ONQS (Luxembourg), FNRS (CR + FRESH).

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***PCLab***
***https://uclouvain.be/pclab***




**Team**
Senior members: Jochem Willemsen, Emmanuelle Zech (coordinator)

*Junior members*: Natalia Vélez Loaiza (postdoc), Hubert de Condé, Liselotte Cullman, Sam Flores, George Fragakis, Isabelle Taverna (PhD Students), Niccolò Polipo, Garance Paimparet (scientific collaborator)

Scientific collaborators: Antonin Le Maire (PhD candidate), Andrea Redondo Armenteros (PhD, UGranada), Chantal Verdon (Prof., UQO), Laurence Arcand (PhD, UQO), Victor Tramond (PhD, UParis), Kongjing Xing (collaborator), Jacques Cherblanc (Prof. UQAC), Isabelle Cöté (post-doc, UQAC), Manuel Fernandez-Alcantara (Prof., UAlicante), Irene Murphy (PhD, UDublin), Alison Penny (National Bereavement Alliance, UK), Pamela Grassau (Prof., UCarleton), Susan Cadell (Prof. UWaterloo).

Research field and subjects: The Person-Centred Research and Training Lab was created to promote research and training collaborations in the humanistic, person-centred and/or experiential approaches. In a world where human beings should remain at the center of our concerns regarding their personal, social, institutional, organisational and political developments, it is most useful to gather expertises allowing to study the person in her relationships with what is experienced in her life and to develop trainings for future helping professionals that are empirically tested and validated.

In the PCLab, we are looking for understanding why people react in one or another manner when facing adversity. We are also studying how people adjust to these situations. One needs to understand the conditions of efficacy and effectiveness of people's personal and interpersonal resources, but also of professional interventions such as those of psychologists and psychotherapists. In other words, we are researching how people who experience such situations can effectively be helped, how helping professionals can be better trained to become more adequate and effective, unconditionally respectful, empathic, authentic and warm helpers, and psychotherapists' contributions to the therapeutic processes.

Six research axes are more specifically investigated: (1) Person-centred therapies and the facilitative or hindering conditions to therapeutic change; (2) Psychology of death, dying, grief, rituals and beliefs; (3) Recruitment and sampling biases in human research; (4) Informal caregivers; (5) Pros and cons of psychodiagnosis; and (6) Personal and professional development of psychotherapists.

**Keywords**: Person-centred, training, effectiveness, grief, death, trauma, adversity

**Products and services:**
The CPS Prise en charge Psychanalytique et Centrée sur la Personne (CPS PPCP) has been founded by two senior members of the research group. Several junior members contribute to the clinical activities of the CPS PPCP. The CPS PPCP is also a context for data collection for our research projects.

Two rooms are equipped to simulate, record and test the acquisition of training, relational and therapeutic skills (a simulation room with cameras, microphones, mobile furniture and a viewing room with recorder, screen and mobile chairs).

Funding: Fresh-funds, Feron-Vrau, Catholic University of Lille, Subventions institutionnelles du CRSH (CRSH-SIC) (Quebec fund, Canada), Ministerio de Ciencia e Innovación, Proyecto I+D+I, Spain; Réseau Québécois en Soins Palliatifs et de Fin de Vie, Canada, 2022; Subvention Savoir, Conseil de recherches en sciences humaines du Canada, 2023.

## *Louvain Psychotherapy Research Group*

***https://www.louvain-psychotherapy-research-group.com/***

### Team

*Senior members*: Jochem Willemsen (coordinator), Emmanuelle Zech

*Junior members*: Hubert de Condé, Niccolò Polipo, Liselotte Cullman, Sam Flores, George Fragakis (PhD Students), Garance Paimparet (scientific collaborator)

**Research field and subjects:** The Louvain Psychotherapy Research Group has two research objectives. The first objective is to better understand the processes of change in psychotherapy. Psychotherapy process refers to actions, experience, and relatedness of patient and therapist in therapy sessions (e.g., interpretations) that lead to intermediate changes in the patient (e.g., insight) and ultimately to treatment outcome. Each psychotherapeutic orientation has developed specific models of the therapy process, based on their distinct theoretical models and treatment

approach. These models of change are investigated through the in-depth qualitative study of small samples and single cases. This type of research is crucial for refining existing treatment models and providing a better understanding of the nature of change in psychotherapy.

The second objective is to empirically study the effects of psychotherapy training. Somewhat surprisingly, studies of expertise and therapist development have failed to find strong associations between clinical training or experience and therapist performance. Existing approaches to therapist training often lack empirical underpinning and crucial questions remain unanswered: how best to train core skills in therapist, how to assure continued good performance, what is the role of supervision and personal therapy in professional development? The Psychological Sciences Research Institute (IPSY) has a tradition of developing training approaches for specific therapist skills such as helping skills (Jaeken et al., 2017), therapeutic attitudes and personality development (Brison et al., 2015) and case conceptualization (Philippot et al., 2019). Prof Emmanuelle Zech has developed an online training resource for the development of helping skills.

**Keywords:** psychotherapy, change process, effectiveness, qualitative research, case study, psychotherapy training, psychotherapist skills, case conceptualization

**Products and services:**

The *CPS Prise en charge Psychanalytique et Centrée sur la Personne* (CPS PPCP) has been founded by the senior members of the research group. Several junior members contribute to the clinical activities of the CPS PPCP. The CPS PPCP is also a context for data collection for our research projects.

A unique infrastructure for training of and research into relational skills (*labo des compétences relationnelles*) has become available at IPSY: two rooms are equipped to simulate, record and test the acquisition of training, relational and therapeutic skills (a simulation room with cameras, microphones, mobile furniture and a viewing room with recorder, screen and mobile chairs).

The research group is involved in the maintenance and expansion of the Single Case Archive, an online archive of psychotherapy case studies available to students, clinicians, and researchers

(www.singlecasearchive.com)

**Funding:** International Psychoanalytic Association, FSR.

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## *Research Group on Psychology of Public Health and Aging (PHA)*

*https://uclouvain.be/fr/instituts-recherche/ipsy/pha.html*

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**Team**

*Senior members*: Stephan Van Den Broucke & Stefan Agrigoroaei

*Junior members*: Silvana Romero Saletti (postdoc), Elise Grimm (PhD – affiliate member), Catherine Grenier (PhD student), Celine Jeitani (PhD student), Sara Alves Jorge (PhD student), Ruth-Janet Koumba Maguena (PhD student), Charlotte Leemans (PhD student), Charline Equeter (PhD student), Lucie Carbon (research collaborator), Manon Janssens de Varebeke (intern)

**Research field and subjects:** The Research Group on Psychology of Public Health and Aging (PHA) brings together researchers interested in the application of psychological theories, methods, and tools to patient and population health, with two complementary approaches:

- The development, implementation, and evaluation of intervention programs and policies to support self-management competences of patients, prevent health risks and disease, promote population health, and foster equity in health
- The study of biopsychosocial pathways to healthy adult development and aging (harmonizing

experimental work with data issued from large national studies to understand inter- and intra-individual patterns of change and variability in cognitive, physical, mental health, using a lifespan perspective).

Beyond the specific goals, the main mission of the Group is to facilitate, reinforce, and promote interdisciplinary collaborations focused on modifiable factors that contribute to healthy lives and sustainable development.

The Group has established privileged collaborations with the World Health Organisation (WHO), the International Union for Health Promotion and Education (IUHPE), the European Food Safety Authority (EFSA), and the Réseau Français pour la Littératie en Santé (ReFLiS).

**Keywords**: health promotion, prevention, patient education, public health capacity building, public health professional competencies, healthy ageing, sustainable development, multifaceted interventions

**Funding**: Région de Bruxelles-Capitale (Innoviris-Bridge, Innoviris Prospective 2020), Coopération au Développement UCLouvain, Fondation Roi Baudouin, , Commission Européenne (EU4Health), WHO-Euro.

**Equipment**: hardware and software for electrophysiological assessments (https://www.mindwaretech.com)

***Research Group on Language, Brain & Cognition***
***https://uclouvain.be/fr/instituts-recherche/ipsy/research-group-on-language-brain-cognition.html***

**Team**

*Principal investigators*: Virginie Crollen, Solène Hameau, Marie-Pierre de Partz, Arnaud Szmalec, Jolijn Vanderauwera, Gilles Vannuscorps

*Ph.D. students:* Joanne Gosselain, Mathilde Iserentant, Laure Salpéteur, Elise Rombaux, Lucas Rifon, Léa Langérôme, Daisy-Flora Koumba Moussavou,

**Research field and subjects:** Our main research interests consist in understanding the cognitive and neural mechanisms underlying the ability to communicate with each other using spoken and written words, numbers and gestures. To address our research questions, we use a wide range of cognitive neuroscience tools, including mental chronometry, eye movement recordings, EEG paradigms, TMS, and MRI in typical populations and in individuals with developmental and/or acquired sensorimotor (e.g., limb aplasia, deafness, blindness) or cognitive (e.g., dyslexia, dysgraphia, stuttering, developmental language disorder, aphasia) impairments.

**Current research themes:**

- The role of sensori-motor experience in shaping brain organization. PIs: VC and GV;
- The cognitive and neural underpinning of dyslexia, dysphasia and dyscalculia. PIs: VC, JV, AS and GV;
- The causal mechanisms of stuttering. PIs: AS and GV;
- The cognitive and neural underpinning of our ability to interpret others' body movements. PI: GV;
- The cognitive and neural underpinnings of oral language development and developmental language disorders: AS and JV;
- The behavioral and neural correlates of acquired language disorders (e.g., aphasia): MPdP, SH, AS and JV;
- Development of interventions for language and communicative disorders in aphasia. PI: MPdP, SH;
- Visuo-spatial processes in dyscalculia, dyslexia and non-verbal learning disabilities. PIs: VC and GV;
- Development of interventions for reading and numerical development in (a)typical populations. PIs: VC and JV;
- The cognitive implications of bilingualism in typical and atypical populations: AS, SH and JV.

**Keywords**: blindness, deafness, limb dysplasia, aphasia, numerical cognition, reading, dyscalculia, dyslexia, dysgraphia, developmental language disorder, non-verbal learning disability, development, neural correlates, aphasia, bilingualism

**Funding**: FNRS, FSR, WBI.

**Equipment**: Eyelink 1000 eye tracker, access to a 3T MRI scanner at the Cliniques universitaires St-Luc, Biosemi EEG systems; Pneumatic tactile stimulation system, Language Environment Analysis System.

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***Stress and Anxiety Research lab (STARlab)***
***https://www.heerenlab.com***

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Principal Investigator: Alexandre Heeren

Post-docs: Marie-Annelise Blanchard (FRS-FNRS), Zoé BOLLEN (EOS/FNRS-FWO)

PhD students: Loïs FOURNIER (Swiss National Science Foundation; Co-promotion avec le Professeur Billieux, université de Lausanne), Yoann DURAND (Etablissement Français du don de sang; Co-promotion avec Prof. Cécile Sénémeaud, Caen University, France), Doris LACASSAGNE (EOS/FNRS-FWO), Camille MOUGUIAMA-DAOUDE (Doctoral Fellowship from the Gabonese National Grant Agency & UCLouvain), ,Nathalie CASTRAIGNE (FNRS FRESH)

**Research field and subjects**: The Stress and Anxiety Research Lab (STAR Lab) focuses on both fundamental and translational research that explores the cognitive and emotional aspects of anxiety and stress-related phenomena. We use innovative quantitative modeling, experimental methods, and state-of-the-art neuroscientific approaches. Since 2022, we have also placed a marked emphasis on addressing climate change anxiety and the mental health issues colliding with this global challenge.

The lab's research encompasses several key axes:
- 1) examining the neurocognitive and emotional mechanisms of anxiety and related phenomena—such as attentional bias, worry, emotion regulation, top-down attention control, and appraisal processes—through experimental and intensive longitudinal studies;
- 2) applying quantitative modeling methods, especially network analysis and time-series analysis, to understand their temporal dynamics and interrelationships;
- 3) investigating both their adaptive and maladaptive consequences; and
- 4) actively pursuing translational research agendas (e.g., CBT, neuromodulation, cognitive training) aimed at targeting and alleviating maladaptive anxiety responses while promoting their adaptive forms.

Over the years, the lab has consistently engaged in projects that investigate the (neuro)cognitive and affective processes typically involved in anxiety-related psychopathology across various neurological and mental disorders, including addiction, tinnitus, depression, and co-occurring disorders. Our aim is to examine their potential transdiagnostic characteristics and ultimately provide clinical guidance for addressing other mental health issues, especially in relation to current global challenges, such a climate change and the ecological crisis. Reflecting on our lab's experiences with different methodological approaches, we have also increasingly focused on research methods practices and development.

**Keywords**: anxiety; anxiety disorders; stress; neurocognitive models of anxiety; attentional bias for threat; network analysis; graph theory; ecological sampling methods; transcranial direct current stimulation; one health; climate anxiety; climate change and mental health

Open science practices: The lab is very active in advocating for open science. All our R codes and de-identified data can be found at https://osf.io/4c7ex/

**Funding**: Fonds de la Recherche Scientifique (F.R.S-FNRS, Belgium), Action de Recherche Concertée (ARC, Belgium), FSR (UCLouvain, Belgium), FSR MOVE-IN (UCLouvain, Belgium), Beau-Vallon" Psychiatric Hospital (Belgium), Ambassade du Gabon en France (Bourse Nationale du Gabon, Gabon, Fondation médicale HELAERS (Belgium), Swiss National Science Foundation (Suisse), Fondation Universitaire de Belgique, Wallonie-Bruxelles-International (Belgium), Excellence of Science (EOS-FNRS/FWO; Belgium).

**Equipment**: a NeuroConn DC-Stimulators Plus device (with an integrated "double-blind study mode") for transcranial Direct Current Stimulation; 3 pairs of Tobii Pro Glasses 3 (for ecological eye-tracking research).

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***Interdisciplinary Research Group on Socialisation, Education and Training (GIRSEF)***
***https://uclouvain.be/en/research/girsef***
***https://www.uclouvain.be/fr/girsef***

This research group was founded in 1998 and brings together researchers from psychology, educational sciences, and sociology. Developing fundamental and applied research in the fields of education, training and professional groups is its main purpose.

The research group presently includes more than 20 senior members and about 65 junior members involved in a doctoral thesis or a post-doctoral research, that are members of two research institutes: IPSY and Iacchos. The current research activities are mainly organized around two teams: Systems, processes and actors (SPA) and Dispositif, Motivation, Apprentissage (DMA - Instructional programs, Motivation, Learning). Most IPSY members of GIRSEF are in the DMA team.

GIRSEF *directors: Stéphane Colognesi (IPSY) and Xavier Dumay (IACS)*

*Senior members of the DMA Team (IPSY)*

Baudoin Noémie, Coertjens Liesje, Demonty Isabelle, Frenay Mariane, Galand Benoît, Nils Frédéric, Stordeur Marie-France, Van Reybroeck Marie

*Junior members (PhD or Post-Docs) of the DMA Team*

Abrassart Frédérique, America Matthieu, Barbier Elise, Blanc Anne-Claire, Blampain Elise, Cantillon Julie, Collette Emilie, Cordero Virginia, Dangoisse Florence, Davreux Zoé, Debliquy Noémie, De Grove Kathleen, Dejardin Sandra, Dekeyser Sarah, Demorsy Simon, De Rom Margot, De Vleeschouwer Charlie, Francotte Eve, Fromont Margot, Gosse Claire, Huet Amandine, Jacobs Emilie, Jacquemart Justine, Katamba Maurice, Manzoni Coralie, Moinet Valérie, Longton Gilles, Moncarey Coryse, Parmentier Michaël, Rafanomezantsoa Ny Rindralalaina, Rivera Villa Dennis, Senden Morgane, Shehu Mélisa, Srichinda June, Van Meenen Florence, Wiertz Christine, Wilmet Emilie, Zihalirwa Joséphine

The aim of this team is to better understand the relationships between instructional practices, social relationships, motivation, and learning processes.

Researches are developed at different levels: primary and secondary schooling, training for adults and teachers, university education

**Research fields**

- Learning, teaching and training;
- Inequalities and inclusion;
- Measures and assessment in education;
- Motivation and emotion;
- Learning design and instruction;
- School violence and bullying;
- Educational policies and organizations.

***Centre Interdisciplinaire de Recherche Travail, État et Société (CIRTES)***
***https://uclouvain.be/fr/chercher/cirtes***

*Senior members*: Annalisa Casini, Donatienne Desmette

*Junior members*: Anne Fromont, Emma Sarter, Gaëlle Leman

En 2008, le CERISIS, la FOPES et l'IST ont décidé d'unir leurs forces pour former un nouveau centre de recherche : le Centre Interdisciplinaire de Recherche Travail, État et Société (CIRTES). Avec la création du CIRTES, les 5 thématiques de recherche (Sociologie, Economie, Psychologie sociale, Relations industrielles et de manière plus limitée le droit social) se sont transformées et élargies, notamment au profit d'une plus grande place accordée aux politiques sociales et au travail.

Le CIRTES est un centre de recherche interdisciplinaire qui a comme objectif l'analyse des parcours de vie, des formes de travail, des types d'organisations et d'entreprises et de leur articulation avec les politiques publiques. Son identité scientifique réside dans l'attention portée à deux dimensions transversales à l'ensemble des recherches menées par ses membres : l'analyse des mutations sociétales et la pluralité méthodologique.

Les recherches concernent des enjeux sociaux et ont pour objectif d'analyser les processus qui se développent à l'intersection des personnes, des organisations et des politiques publiques dans différents champs. Plus spécifiquement, elles analysent les rapports sociaux inégalitaires, les politiques et les pratiques qui permettent d'y faire face.

Les recherches du CIRTES s'articulent autour de 5 axes :

- Economie sociale et innovation sociale
- Transformation du travail et des organisations
- Identité, égalité, inclusion
- Care, genre et enjeux du vieillissement
- Gouverner les politiques sociales : normes, acteurs et institution

# Projets de recherche

*Research projects*

# Cognition et neurosciences, *Cognition and neurosciences*

**Michael ANDRES**

- Impact of finger counting experience on numerical cognition (GF - F.R.S.-FNRS - Mandat aspirant)
  Début: 2022 – Fin: 2026
- A multi-disciplinary approach to the interplay between cognition and action: from mental representation to muscle control – and back! (Action de recherche concertée « Co-Action » (ARC, UCLouvain-FWB, Belgium)
  Début: 2021 – Fin: 2026
- Beyond sensation: The spatial coding of touch, FSR
  2024-2025

**Olivier COLLIGNON**

- Marie Curie postdoctoral fellowship: HORIZON-MSCA-2022-PF-EF- Serial dependence in the human brain
  Début: 2023 – Fin: 2025
- UCLouvain FSR Postdoctoral fellow. Numerosity adaptation
  Début: 2023 – Fin: 2025
- FNRS PhD scholarship. Conceptual representation in anosmic people
  Début: 2023 – Fin: 2027
- UE - HORIZON - MSCA – PF How perceptual history shapes vision: neural mechanisms and predictive properties
  2023-2025
- FSR Calibrating our sense of magnitude: how the environmental statistics define magnitude integration
  2023-2025
- FNRS How do people without the sense of smell acquire olfactory knowledge?
  2023-2025
- FNRS Does blindness alter word representations in the mind and brain?
  2023-2025
- FRSM Investigating mechanisms of Crossmodal Plasticity in the Occipital Cortex of Blind Individuals Using Layer-Dependent fMRI at 7 Teslas
  2023-2027
- FNRS Functional plasticity of higher-level cognitive functions
  2024-2026

**Virginie CROLLEN**

- Exploring the origins of geometric knowledge (CNRS International Emerging Action – IEA).
  Début: Février 2025 – Fin: Janvier 2027
- Investigating effective reading instruction and brain lateralization in deaf individuals through behavioral and EEG methods (FNRS Audacious Medical Grant – AMG-Neuro).
  Début : Janvier 2025 – Fin: Janvier 2027
- Geometric intuitions in vision and touch (ANR Collaborative project).
  Début : Mars 2024 – Fin : Mars 2029
- Unveiling the foundations of reading in deafness : a multifaceted investigation into letter recognition, lexical processing, and phonological-orthographic interplay (WBI.World)
  Début : Octobre 2024 – Fin : Octobre 2028
- Is there a link between some components of visuo-spatial processes and mathematical competencies? A zoom on neurotypical and autistic students (WBI.World)
  Début : Octobre 2023 – Fin : Octobre 2027
- The origin of the mathematical lag in deaf individuals : a behavioral and EEG investigation (F.R.S – FNRS – PDR).
  Debut : Janvier 2022 – Janvier 2026
- Exploring the origins of geometric representations: Insights from blind individuals, FSR

2025-2027
- Investigation des méthodes d'apprentissage de la lecture et de leur latéralisation hémisphérique chez les personnes sourdes par des méthodes comportementales et EEG, FNRS
  2025-2026

**Martin EDWARDS**

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- Show me how you move; I will tell you how you perceive the world: Understanding the interactions between vestibular loss, compensation and cognition in patients with vestibular disorders (GF - F.R.S.-FNRS - Mandat chargé de recherche)
  Début: 2021 – Fin: 2025
- Using mobile EEG to better understand the neural processes involved in motor and cognition inhibition in Parkinson's Disease. UCLouvain, FWB- FSR Mustile & Edwards
  Début: 2023 Fin: 2025
- Urban green infrastructure design for thermal comfort and stress level reduction (FWB-FSR, UCLouvain, Llaguno Munitxa & Edwards)
  Début: 2023 – Fin: 2025
- Green Infrastructure for Stress reduction and Thermal comfort – A virtual reality environmental space perception approach (F.R.S. FNRS - Aspirant. Pandya, Llaguno Munitxa & Edwards, Urban GIST)
  Début: 2022 – Fin: 2026

**Valérie GOFFAUX**

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- Orientation dependence of human face recognition: why is it so horizontal (GF - F.R.S.-FNRS - Mandat aspirant)
  Début: 2021 – Fin: 2025
- Mapping new territories: impact of orientation biases on the interaction between foveal and peripheral vision (FWB - FSR - Post-doctorat à l'accueil)
  Début: 2021 – Fin: 2025
- Sensory sharpening during human face processing (F.N.R.S.-F.R.S. - Research project - PDR)
  Début: 2023 – Fin: 2027
- Active periphery/centre integration in human face perception: EEG and eye-tracking investigation of the radial specificity and of the precision of transsaccadic information, FNRS
  2024-2026

**Solène HAMEAU**

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- An investigation of factors affecting written word production in people with acquired dysgraphia, FNRS
  2024-2026
- Error production in bilinguals: to what extent are errors strategic? FNRS
  2023-2028

**Marie-Pascale NOEL**

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- Analyse psychométrique de la batterie de « Mathematical profile test » avec le professeur Giannis Karagiannakis de l'université de Athènes (Ressources propres)
  Début: 2020
- Développement d'un outil d'évaluation des capacités numériques pour les étudiants de l'enseignement secondaire (12-18 ans). Ce projet, sur fonds propres, sera réalisé en collaboration avec Giannis Karagiannakis d'Athènes.
  Début : septembre 2023

- Impact du degré de transparence du système numérique verbal sur le développement d'une représentation en base 10 des nombres chez l'enfant, FSR
  2025-2027

**Mauro PESENTI**

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- The eye as a window to uncover how oculomotor programming and spatial attention contribute to mental imagery and arithmetic (GF – F.R.S.-FNRS – Mandat chargé de recherche)
  Début: 2020 – Fin: 2025

**Dana SAMSON**

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- Diagnostic neuropsychologique des troubles du traitement des émotions : développement d'une approche globale et systématique (fonds propres)
  Début: 2021
- Circle U. 2030, UE Erasmus 2027
  Début: 2023 – Fin: 2027

**Arnaud SZMALEC**

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- Le rôle de l'apprentissage statistique dans le développement des mathématiques, FNRS WEAVE
  2023-2027

**Jolijn VANDERAUWERA**

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- Literacy development and neurocognitive trajectories of developmental language disorder, FSR
  2023-2025
- Périodes sensibles du développement du langage oral et écrit utilisant des mesures de parole naturelle, FNRS WEAVE
  2025-2028

**Gilles VANNUSCORPS**

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- Visuomotor integration in action recognition: computational bases and the motor compensation hypothesis, FNRS
  2023-2025
- A green future for a new type of dyslexia: prevalence, phenotype, and management, FSR
  2024-2026

**Marie VAN REYBROECK**

- The importance of graphomotor processes for the development of reading and spelling, FNRS
  2023-2026
- Impact of handwriting or typewriting on reading skills in typically developing children and children with dyslexia, FNRS FRESH
  2024-2028
- Influence of morphology on children's handwriting durations and spelling (mandat assistant)
  2025-2027

# Comportement social, travail et société, *Social behaviour, work and society*

**Gaëtane CAESENS**

- Vers une meilleure compréhension de la relation entre l'ostracisme au travail et la déshumanisation organisationnelle, FSR
  Début: 2020 – Fin: 2026.
- Development of organizational support perceptions among newcomers, FNRS
  2024-2025

**Annalisa CASINI**

- L'intégration de la dimension biopsychosociale dans les soins de santé primaires au Burundi : cas du projet de santé communautaire à Bitare et à Rumonge - ADRI
  2018-2025
- Être femme et homosexuelle au travail : analyse des antécédents psychosociaux du jugement d'employabilité d'une cible doublement minoritaire, FSR
  2025-2027
- Guide pour le développement d'une politique de données genrées en Région de Bruxelles-Capitale, Financement equal.bruxelles
  2024 – 2025

**Olivier CORNEILLE**

- Introducing the Constructed Interoception Framework: An Experimental Validation of Key Hypotheses, FNRS (O. Desmedt)
  2024-2027

- Asymmetric Influence of Individuating Information on Automatic vs. Nonautomatic Social Judgments: A Test of Underlying Mechanisms, FRS incoming postdoc (M. Navon)
  2024-2026

**Stéphanie DEMOULIN**

- The impact of counterfactual thinking on willingness to reconcile in interpersonal disputes, FSR
  2024-2026

**Donatienne DESMETTE**

- Retour au travail en santé : analyse multidimensionnelle et multi-acteurs du retour au travail après une absence pour maladie (santé mentale et santé physique)
  En collaboration avec M. Corbière et P. Villotti de l'UQAM (Canada) - Fonds propres
  Début: 2019
- Gestion des âges et du vieillissement au travail : analyse des processus psychosociaux et organisationnels sous-tendant le bien-être et la motivation en fin de carrière. Fonds propres
- The impact of counterfactual thinking on willingness to reconcile in interpersonal disputes, FSR
  2024-2026

**Isabel RAEMDONCK**

- Use it or lose it. Tailored Support for Transferring Prior Work Experiences of Career Change Teachers, FSR
  2025-2027

**Vassilis SAROGLOU**

- Attitudes et comportements pro-environnementaux : Le rôle de la spiritualité et de la religiosité au sein de différences individuelles, FSR
  2023-2025
- Religion's Role on Conspiracy Beliefs: Between Individual and Cultural Differences, FNRS
  2023-2027
- Spirituality across cultures (China Scholarship Council)
  2024-2028

**Florence STINGLHAMBER**

- Feeling like the herd? Social influence processes during the emotional anticipation of retirement (GF - F.R.S.-FNRS - Mandat chargé de recherche)
  Début: 2023 – Fin: 2027
- BESWEP - The Belgian Short-Time Work Scheme: Economic and Psychological Impac" (BRAIN-be 2.0 project (BELSPO)
  Début: 2021 – Fin: 2025

**Karl-Andrew WOLTIN**

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- Blaming others for their unfounded beliefs: Exploring antecedents of processes involved in, and consequences of epistemic blame, FSR
  2024-2026
- The impact of counterfactual thinking on willingness to reconcile in interpersonal disputes, FSR
  2024-2026
- Is fluency the message ? Exploring the causal role of cognitive ease in the more-less asymmetry in comparative communication, Global PhD Partnership with KULeuven
  2024-2028

**Vincent YZERBYT**

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- Fostering pro-environmental behavior: psychosocial strategies to broaden and strengthen commitment for planetary health, FNRS
  2024-2027
- Variations interculturelles de l'effet du genre dans la poursuite d'une carrière en STIM - ADRI
  2021-2025
- La toile sociale des théories du complot : Comment les relations sociales reflètent, se fondent sur, et façonnent les théories du complot, FNRS PDR
  2025-2028

## Développement psychologique et éducation, *Developmental and educational psychology*

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**Baptiste BARBOT**

- Empathivity: Developing the common empathy-creativity potential in immersive VR, FNRS FRESH
  2024-2026
- Creative Thinking in Youth: From Educational Policies to Individual Well-being (Francqui Research Professor 2024-2027 mandate)

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**Liesje COERTJENS**

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- Convergent or divergent differentiation? The role of teachers' distributive justice beliefs and their work environment (FNRS Scholarship)
  Début: 2023 – Fin: 2027
- Le feedback par les pairs dans l'enseignement supérieur : l'impact the l'amitié sur le feedback fourni et son utilisation par l'apprenant (FSR 2022 – Incitant projet MIS, UCLouvain)
  Début: 2023 – Fin: 2025
- Peer feedback provision and uptake in Higher Education: The impact of friendship and friends' perceived skill level, FNRS
  2023-2026
- La flexibilité psychologique : une nouvelle piste de soutien à la transition vers l'enseignement supérieur, FSR
  2024-2026

**Stéphane COLOGNESI**

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- Usage des médias numériques à l'école élémentaire (UNamur)
  Début: 1/09/2021 – Fin : 30/06/2025
- Effets de l'enseignement de l'oral sur les compétences scripturales des élèves du primaire (FNRS) 2021-2026
  Début: 1/09/2021 – Fin: 30/06/2026
- Croyances des formateurs d'enseignants et des étudiants-enseignants sur la réflexivité (Ressources propres)
  Début : 2020
- Écrire des autoévaluations de stage pour se développer professionnellement comme futur enseignant : illusion ou réalité ? (Ressources propres et FSR)
  Début: 2013

**Mariane FRENAY**

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- Chaire UCLouvain-IRSA en déficiences sensorielles et troubles de l'apprentissage - Financement Fondation Louvain et Fondation Pro-IRSA
  Début: 01/2013-12/2026
- Sustainable Educational Leadership in Ecuador: Research-Practice Partnerships for Leadership Policy and Practices in Secondary Schools (Projet PRD financé par l'ARES)
  Début: 2022 – Fin: 2027

**Benoît GALAND**

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- Les émotions comme levier d'action éducative face au changement climatique ? FSR
  2023-2025
- Cybervictimization and internalizing problems in young people: direction of effects, specificity and mediating processes, FNRS
  2023-2027
- School climate as a tool to improve students' and teachers' well-being, FNRS
  2023-2027

**Nathalie NADER-GROSBOIS**

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- Autorégulation chez des enfants présentant des troubles de l'attention et/ou de l'hyperactivité et tout-venant, Fonds propres
- Théorie de l'esprit, langage et conversations parentales sur les émotions, Fonds propres
- APTtoADAPT - Autism Profiles in Teens: Trajectories to Adaptive functioning and Autonomy predicted by Diagnosis, Social Cognition, and Environment, ARC
  2025-2030

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## Psychologie clinique et de la santé, *Clinical and health psychology*

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**Damien BREVERS**

- Psychological and physiological determinants of financial decision-making. Collaborations with Claus Vögele (University of Luxembourg) (FNR PRIDE)
  Début: 2021 – Fin: 2025
- The impact of nature-based physical exercise on emotion regulation (Horizon 2020 MarieSkłodowska-Curie)
  Début: 2021 – Fin: 2025
- Examination of psychological processes underlying the (mal)adaptive involvement in sport and physical exercise (Fonds propres)
  Début: 2023 – Fin: 2025
- The impact of prospective thinking on adherence to physical exercise (FSR - Incitant FNRS MIS)
  Début: 2022 – Fin: 2025
- Do error predictions of perceived exertion inform the level of running pleasure? (FSR)
  Début : 2022 – Fin: 2026
- CLIMEDUC – "Climate change education under scrutiny": towards a theory of institutional, socio-material and cognitive change through education, ARC
  2025-2030
- Comment l'erreur de prédiction de l'effort physique (PEexert) informe sur le niveau de plaisir ressenti lors de l'exercice physique ? FSR
  2025-2027

**Henryk BUKOWSKI**

- Towards Less Egocentrism for All: Identification of Transdiagnostic Profiles of Perspective-Takers, FNRS
  2023-2025
- Self-other distinction in borderline personality disorder: Integrating behavioral and neuroscientific approaches, FNRS WEAVE
  2024-2027
- APTtoADAPT - Autism Profiles in Teens: Trajectories to Adaptive functioning and Autonomy predicted by Diagnosis, Social Cognition, and Environment, ARC
  2025-2030

**Alexandre HEEREN**

- Research Grant for a PhD studentship - Improving the assessment of impulsivity: a novel psychometric approach. Co-promotion between Université de Lausanne (Prof. Billieux, Promotor) & UCLouvain (Prof. Heeren, Co-promotor) - Swiss National Science Foundation (SNSF)
  Début: 10/2022 – Fin: 10/2026
- Biobehavioral dynamics of triadic stress resilience transmission in families - PI with Rudi de Raedt (UGent), Frank Kooy (UAntwerpen), Guy Bosmans (KULeuven), Rudi D'hooge (KULeuven), Eva Culemans (KULeuven), Sarah Galdiolo (UMons), Mandy Rossignol (UMons)
  Début: 01/2022 – Fin: 01/2026
- Attention2Threat4Adaptation: A neurocognitive approach to climate anxiety" (GF - F.R.S. - FNRS - Crédit de Recherche)
  Début: 2023 – Fin: 2025
- Shedding light on the (mal)adaptive nature of attentional selectivity for threat in climate anxiety: Toward a neurocognitive approach, FNRS

2023-2025
- Addressing key barriers in emotional inertia research: Operationalization, aggregation across distinct emotions, the impact of changes in context, and perception, FNRS
  2024-2027
- A la recherche de zones « Boucle d'or » dans l'anxiété climatique : Examen du rôle des projections épisodiques futures dans la distinction des formes adaptatives et dysfonctionnelles d'anxiété climatique, FSR
  2025-2027

**Magali LAHAYE**

- Programme de promotion de la résilience, en ligne, renforcé écologiquement et planifié au début du traitement oncologique chez les AJA: un essai clinique randomisé longitudinal et multicentrique, FNRS
  2024-2026
- Laboratoire mobile écologique avec technologies embarquées pour l'évaluation et l'accompagnement des jeunes en situation d'autisme, FRB
  2025-2026
- APTtoADAPT - Autism Profiles in Teens: Trajectories to Adaptive functioning and Autonomy predicted by Diagnosis, Social Cognition, and Environment, ARC
  2025-2030

**Olivier LUMINET**

- Effets modérateurs de différences individuelles dans la régulation émotionnelle sur la perception, la catégorisation et la mémoire émotionnelle (FNRS)
  Début: 01/10/2011
- La transmission des souvenirs liés à la mise au ban de la société (FWB – ARC)
  Début: 2020 – Fin: 2026
- Alexithymia and emotion regulation: the role of executive functions and salience processing (FWB – FSR)
  Début: 2022 – Fin: 2026
- Émotions et cognitions dans les maladies chroniques pédiatriques. La création et mise en place d'une intervention psychologique. (FWB – FSR)
  Début: 2022 – Fin: 2025
- Analysis of intergenerational transmission and vicarious memory of personal memories and memories related to historical events through top-down and bottom-up approaches (PDR FNRS)
  Début: 2022 – Fin: 2025
- Taking stock to foster health and trust for an inclusive post-covid society, Research program POST-COVID: Building an evidence base and lessons learned for future preparedness (BELSPO; THRIVE)
  Début: 2023 – Fin: 2027
- Disorders of affect dysregulation: sociocultural, epistemic and ethical constraints of the alexithymia construct, FSR
  2024-2026
- Réponses émotionnelles dans le Trouble de Stress Post-Traumatique : Étude des composantes prosodiques et linguistiques et de leur évolution, FSR
  2025-2027

**Pierre MAURAGE**

- Identifying and modifying the mechanisms of abnormal socio-affective processing in severe alcohol-use disorder (GF – F.R.S. – FNRS-FRESH – Mandat aspirant)
  Début: 01/01/2021 – Fin: 31/12/2025
- Stress-induced Craving in Binge Drinkers: from Brain to Gut (GF - F.R.S.-FNRS - Mandat chargé de recherche) Début: 2021 – Fin: 2025

- Interoceptive and emotional processes in addictive disorders: Understanding the role of the insular system (FRS-FNRS - PDR)
  Début: 01/07/2022 - Fin: 30/06/2026
- Interoceptive Stress Responses in alcohol use and Addiction: a multidisciplinary approach in binge drinkers and patients with severe alcohol use disorder (GF - F.R.S.-FNRS - Mandat chargé de recherche)
  Début: 2023 – Fin: 2028
- Stress-induced Craving in Binge Drinkers: from Brain to Gut, FNRS
  2022-2025
- Social decision-making in severe alcohol use disorder: combined behavioral and eye-tracking methods, FNRS
  2023-2025
- Exploration neuropsychologique de la nociception dans le trouble de l'usage d'alcool, FSR
  2024-2026
- Emotional processing in Binge Drinking, Tobacco use Disorder and their comorbidity, FNRS
  2023-2025
- CIPA: Conceptualizing interpersonal problems in alcohol use disorder, FNRS
  2024-2027
- Beyond social cognition in alcohol use disorders: A lifespan integrative approach of socio-affective production and brain-body interactions, FNRS
  2024-2030
- Evaluating and Improving the Campaign "Tournée minerale" through Optimized assessment and Renewal of alcohol-related norms and promotion of non-alcoholic drinks, SPF Pol. Scient. (avec IRSS)
  2025-2026
- Exploration des interactions entre intéroception et cognition sociale dans le trouble sévère de l'usage d'alcool, FSR
  2025-2026
- Emotional Reactivity in Severe Alcohol Use Disorder and Major Depressive Disorder: a multidimensional approach using dynamic facial expressions with eye-tracking, pupillometry, and electrodermal activity, FSR
- BodyChange: Targeting bodily drivers of tobacco- and alcohol-use disorders, Welchange FNRS

**Moïra MIKOLAJCZAK**

- Physician's burnout: From science to treatment (FNRS Grant) 2022
  Début: 01/09/2022 – Fin: 31/08/2026
- ARES Mobility Grant to welcome a Vietnamese Ph.D. student (Thanh NGuyen) for 24 months in Belgium
  Début: 01/10/2022 – Fin: 31/09/2026
- Biology of Parental Burnout (FSR grant)
  Début: 01/10/2023 – Fin: 30/09/2025
- Reappraising the Etiological Model of Parental Burnout: A Cognitive and Emotional Perspective, FNRS
  2023-2025
- Crise écologique et Parentalité : du désir d'enfant au bien-être parental, FSR
  2024-2025

**Isabelle ROSKAM**

- Incitant primo-coordination Appel Transnational, FSR
  2024-2026
- Parenting Across Cultures: Unraveling the Impact of Social Pressure and Support on Family Well-Being, FSR
  2025-2027

**Stephan VAN DEN BROUCKE**

- FWB - Cellule Europe 2022 - Incitant pour un projet en liste de réserve - Projet : Health Navigator (FWB)
  Début: 2022 – Fin: 2025
- Di-PRESCRIBE: Deprescribing in older adults through an Implementation science approach. Understanding and addressing what matters at patient/caregiver, health care professional and organization/environment levels. UCLouvain ARC
  Début: 2022 – Fin: 2026.

**Jochem WILLEMSEN**

**Emmanuelle ZECH**

- Réseau Québécois en Soins Palliatifs et de Fin de Vie, Canada, 2022. Verdon, Cherblanc, Simard, Grenier, Zech, Cadell, Bergeron-Leclerc, Maltais & Girard. (2023-2025). Regards croisés sur les trajectoires spatiotemporelles des rituels en contexte de deuil. RQSPAL, concours initiative structurante
- Subvention Savoir, Conseil de recherches en sciences humaines du Canada, 2023, Verdon (PI), Cadell, Girard, Zech, Bergeron-Leclerc, Cherblanc, Meunier, Noël, deMontigny, Grenier, Bien vivre son deuil en société : reconnaissance et soutien social à travers le temps des personnes vivant le décès d'un proche
- L'effet des rites funéraires sur l'ajustement au deuil : études des trajectoires de deuil dans une situation de restriction de la ritualité funéraire, FNRS FRESH

# Collaborations internationales

*International collaborations*

# Projets de recherche internationaux – *International collaborative projects*

- **Andres, M-The cognitive cost of mental calculation-**Since 2020
  Avec University Québec/Outaouais, University Québec/Chicoutimi, University Waterloo, University Strasbourg, University Alicante, University Granada, Autonomous University of San Luis Potosí, Mexico. -Fundings: RQSPAL, concours initiative structurante (2022), Canada ; Ministery of Science and Innovation, Spain (2022); Fresh-FNRS, Belgium (2023-2025); Réseau Québécois en Soins Palliatifs et de Fin de Vie, Canada, 2022 ; Subvention Savoir, Conseil de recherches en sciences humaines du Canada, 2023
- **Brevers, D -Cognitive processes involved in sports betting-**Collaboration with Steve Sharman (King's College London), Kim Mouridsen (Aarhus University), Joshua Skewes (Aarhus University)-From 2023 to present -Funding: Circle U
- **Brevers, D -Dealing with stress, defined as the response of the organism to challenging conditions, is crucial for optimal performance in sports -**Collaborations with Laura Chareyre, Sandrine Isoard-Gautheur, and Aïna Chalabaev (University of Grenoble Alpes)-From 2023 to present -Funding: Own ressources
- **Brevers, D -Examination of psychological processes underlying the (mal)adaptive involvement in sport and physical exercise** Collaborations with Michel Nicolas (University of Dijon), Guillaume Martinent (University of Lyon), Abel Nogueira (University of Lausanne), Joël Billieux (University of Lausanne), José Perales (University of Granada). From 2022 to present-Funding: Own ressources
- **Brevers, D- Leveraging Mind-Body Interaction to Prevent Chronic Stress in Athletes** -Collaborations with Michel Nicolas (University of Dijon) From 2023 to present -Funding: University of Dijon (PhD Programme)
- **Brevers, D -Psychological and physiological determinants of financial decision-making-**Collaborations with Claus Vögele (University of Luxembourg) -From 2021 to 2025 -Funding: FNR PRIDE https://www.uni.lu/fhse-en/research-groups/self-regulation-and-health/research/
- **Brevers, D -The impact of environmental exposures on health & heath related behaviors** -European Consortium -From 2021 to 2025
- **Brevers, D -The impact of prospective thinking on adherence to physical exercise** -Collaborations with Tuğçe Oz (UClouvain), Guillaume Martinent (University of Lyon), Olivier Desmedt (University of Lausanne) and Bas de Geus (UClouvain) -From 2022 to present -Funding; FSR Incitant FNRS MIS
- **Bukowski, H- Dissencting self-other distinction across motor, affective, and cognitive domains-**Since 2021-With Prof. Claus Lamm, University of Vienna (Austria).
- **Bukowski, H -Hyperego: hyperscanning of emotional egocentricity biases-**Since 2021-With Prof. Daniel Shaw, Aston University (UK), Prof. Claus Lamm, University of Vienna (Austria), Prof. Kristina Czekoova, Central European Institute of Technology (Czech Republic).
- **Bukowski, H -Perspective taking skills in anorexia and antisocial personality-**Since 2020-With Prof. Jean-Louis Nandrino, Université de Lille (France).
- **Bukowski, H -Physicians' perspective taking-**Since 2020-With Prof. Colm O'Tuathaigh, University College Cork (Ireland).
- **Casini, A, Yzerbyt, V- Consortium Towards Gender Harmony**

**Crollen, V.** - Unveiling the Foundations of Reading in Deafness: A Multifaceted Investigation into Letter Recognition, Lexical Processing, and Phonological-Orthographic Interplay. Since 2023 – With Dr. Aliette Lochy (Université du Luxembourg).

**Crollen, V.** – Exploring the origins of geometric representations: insights from blind individuals. Since 2024 – With Dr. Véronique Izard (Université Paris Cité).

**Crollen, V**. – Is there a link between some components of visuo-spatial processes and mathematical weaknesses and giftedness? A zoom on dyscalculic and autistic children – Since 2023 - With Prof. Grace Iarocci (Simon Fraser University, Canada)

- **Desmette, D -Later Life Workplace Index (LLWI) – International Research Group. LLWI validation** -From 2024-https://www.leuphana.de/en/portals/later-life-workplace index.html-Funding: own resources
- **Desmette, D -Les acteurs du retour au travail et de la réinsertion au travail de personnes avec un trouble mental/ psychique : Rôle, actions, collaborations et représentations sociales-**Collaboration avec Marc Corbière (Université du Québec à Montréal) et différentes universités et communautés d'acteurs du retour au travail en Belgique, Canada, France, Luxembourg,Suisse
- **Hameau, S-Does word similarity across languages helps or hinder bilingual speakers?** 2019-2023, Discovery Program de l'Australian Research Council-Avec Lyndsey Nickels (Macquarie University), Britta Biedermann (Curtin University), Joana Cholin (University Bielefeld) et Gary Dell (University of Illinois at Urbana-Champaign)

- **Hameau,S -Does word similarity across languages help or hinder bilingual speakers?** Lyndsey Nickels (Macquarie University, Australia), Britta Biedermann (Curtin University, Australia), Joana Cholin (Bielefeld University, Germany), Gary Dell (University of Illinois at Urbana-Champaign, USA) Funding: Australian Research Council Discovery Project
  **Hameau,S -Emotion word processing** Catherine Mason & Lyndsey Nickels (Macquarie University, Australia), PhD funding from Macquarie University
- **Hameau,S -Errors in bilingual word production: to what extent are they strategic?** Joana Cholin (Bielefeld University, Germany) Funding: PDR Weave (FNRS & DFG)
- **Heeren A -Collaborations on mental health and climate change**-Since 2023-With Prof. Gordon Asmundson, University of Regina, Canada-Funding: FNRS-CR
- **Heeren A-Collaborations on the impact of environmental changes on suicide risk in youth-**Since 2022-With Dr Gauld, Institut des Sciences Cognitives Marc Jeannerod, UMR 5229 CNRS & Université Claude Bernard Lyon, Hospice, & Hospices Civils de Lyon, Lyon, France-Funding: Hospices Civils de Lyon

- **Heeren, A -Research on the complex and dynamic nature of stress- and anxiety-related phenomena -** Since 2015-With Prof. R. J., McNally, Harvard University, Cambridge, MA, USA-Funding: FNRS, WBI, Foundation Helaers, Harvard University, FSR
- **Heeren, A-(subgroup Social Anxiety)-ENIGMA-Anxiety working group -**Since 2017-Collaborations with 37 research centers working on social anxiety across the globe (main PI: Prof Dan J. Stein; University of Cape Town, South Africa)-Funding: NIMH, NIH-Big Data to Knowledge (BD2k), NWO.
- **Heeren, A-Collaborations on new statistical and psychometric approaches for psychological tests development-**Since 2022-With Prof. Joël Billieux, Université de Laussane, Suisse-Funding: Swiss National Science Foundation (SNSF)
- **Jacobs, E, Van Reybroeck, Mariane Frenay, M et Bragard, projet au sein d'IPSY -Inclusion scolaire et prise en charges des élèves à besoins spécifiques dans l'enseignement obligatoire au Luxembourg** » 2021-2025-Collaborations avec Jean-Marie Wirtghen, Martine Frising, Anne-Marie Müller, Mirko Mainini, de l'Observatoire national de l'enfance, de la jeunesse et de la qualité scolaire (OEJQS), Financement : OEJQS
- **Collaborations with Martin Hagger, UC Merced (USA) and Kyra Hamilton Griffith University (Australie) ; including O.Luminet, R. Wollast et V. Yerbyt pour IPSY -Belspo Post covid program THRIVE (Taking stock to foster health and trust for an inclusive post-covid society) (Dec 2023 – March 2027).**
- **März, V et. Frenay, M -Sustainable Educational Leadership in Ecuador: Research-Practice Partnerships for Leadership Policy and Practices in Secondary Schools-**Sept. 2022-Déc. 2027-Université de Namur-Universidad Andina Simón Bolívar del Ecuador Universidad Cuenca & VVOB-Ecuador-Funding: ARES – PRD
- **Mikolajczak, M -Régulation des émotions-**Depuis 2007-With University of Stanford, USA
- **Mikolajczak, M, Roskam, I- Parenthood Regret Research Network -**Since 2021-With Prof. Konrad Piotrowski, SWPS, Varsovie, Pologne

**Mikolajczak, M**. **Emotional intelligence and burnout**. Depuis 2017- with Dorota Szczygiel, SWPS, Poland.

**Mikolajczak, M**. **Etiological models of Parental burnout**. Depuis 2024 - with Pr Wei Wang. Henan University, China

- **Nader-Grosbois, N-Practices of parental socialization of emotions and emotional and social competences in children with developmental disorders in preschool and school ages: comparative study between Belgian and Quebec parents-**Since 2015-With the University of Quebec in Montréal (Prs N. Poirier & D. Morin)

**Nader-Grosbois N**., January 2025-2030: **Projet INSCOLA: Inclusion in schooling of children with special needs and teachers' experiences.** Cappe, E., with Boujut, E., Hanin, V.

**Nader-Grosbois N**., Since September 2017-**today: research instrumental project: French adaptation of Theory of Mind and Empathy skills measures (tasks and questionnaires), their validation and the checking of their psychometric properties in typically developing children and in children with intellectual disabilities or behavior disorders.** With M. Houssa, P. Simon, E. Jacobs, Pr B. Barbot, in collaboration with Pr T. Hutchins, Burlington University.

- **Noël, M. P- Développement d'outils d'évaluation informatisés des compétences numériques chez l'enfant-** Since 2016-Université D'Athènes, Giannis Karagiannakis-fonds propres
- **Noël, M. P -La prise en charge des troubles du calcul chez l'enfant-**Since 2016-Université D'Athènes, Giannis Karagiannakis, since 2016-Funding : fonds propres
- **Noël, M. P -Le comptage sur les doigts pour résoudre des additions**
- **Pesenti, M- SNAMATH - Spatial-Numerical Associations in 3-D space-**2023-2024, Università degli Studi di Padova, Italy. -Financement : Fonds propres et Università degli Studi di Padova

- **Roskam, I- Collaboration autour du concept de coparentalité-**Since 2021-With Prof. Mark Feinberg, The Pennsylvania State University
- **Roskam, I et Mikolajczak, M- The International Investigation on Parental Burnout (IIPB)** Novembre 2017-…2 pays et 55 universités participantes-https://www.burnoutparental.com/international-consortium
- **Samson, D. How does wisdom influence moral judgments?** Cross-cultural project (2025-2028) in collaboration with MAJEED, Saima, Forman Christian College University, Pakistan. Funded via a UCLouvain Southern Partnership Scholarship.
- **Saroglou, S -The psychology of (un)just world-**Since 2023-Collaborative project, with C. S. Wyszyński Univ., Poland (coordinator), and dozens of collaborators and countries-Funding: Polish research grant
- **Saroglou, S-The morality of mentality-**Since 2023-Collaborative project, with Arizona State Univ., US (coordinator), Reichman Univ., Israel, Xiamen University, China-Funding: John Templeton Foundation (US)
- **Van den Broucke, S- M-POHL - WHO Action Network on Measuring Population and Organizational Health Literacy-**Since 2018-Established under the umbrella of WHO Europe's Health Information Initiative (EHII), unites > 285 countries of the European WHO Region
- **Van den Broucke, S- OHL-All: OHL-ALL: a theory-informed and practice-orientated organizational health literacy equity approach-**2022-2025-Funding: STENO Diabetes Center Sjaelland, Danemark
- **Van den Broucke, S -SafeHabitus: Strengthening the Farm Health and Safety Knowledge and Innovation Systems in Europe (Member of the Scientific committee)-**2022-2026-Funding: Financé par la Commission europeenne, Horizon Europe

**Van den Broucke, Stephan. DOST: A Consolidated Framework to map factors influencing cervical screening uptake.** Collaboration avec Department of Life Sciences and Medicine, University of Luxembourg, Belval.

**Van den Broucke, Stephan. Mapping the capacity for Health Promotion in Romania.** Collaboration avec la Faculté de Political, Administrative and Communication Sciences, Babes-Bolyai University, Romania.

**Van den Broucke, Stephan. Psychometric Tools for Measuring Digital Health Literacy of Health Professionals: a scoping review.** Collaboration avec Division of Health Systems, World Health Organization Regional Office for Europe.

- **Vanderauwera, J- Evaluation of relation between IQ, reading and spelling-**Since 2018-With the University of Amsterdam, The Netherlands, and the University of Oslo, Norway Funding; own ressources
  Vietnam National University, HCMC, Professeure Mai-Liên Lê, since 2016-Université de Lausanne, Suisse, professeur Catherine Thevenot-since 2022-fonds propres
- **Willemsen, J- Single Case Archive** From 2013 - With Ghent University, University of Applied Sciences Nijmegen, and University of Essex, UK - Funding: IPSY international collaborative research grant www.singlecasearchive.com
- **Willemsen,J & Zech,E- European Psychotherapy Consortium (EPoC)** Since 2023-With colleagues from the Society for Psychotherapy Research; Funding: fonds propres
  With INCIA - UMR 5287 - CNRS/Université de Bordeaux (Pr. Alexandre Zénon) -FNRS-PDR
- **Willemsen, J- The use of scansion as a psychoanalytic technique in relation to the analytic process-** 2025-With Stephanie Swales, Dublin City University; Funding: International Psychoanalytic Association.
- **Woltin, K.A- Construal level international multilab replication (CLIMR) project-**2019-2024-With University of Gothenburg, SE (E.M. Giolla, S. Calderon, T. J. Luke, K. Ask) and over 80 other labs worldwide Funding: Swedish Research Council-http://climr.org
- **Yzerbyt, V- La perception des groupes protégés : Etude de la désirabilité sociale sur les jugements de chaleur-**Since 2021-With Prof. O. Rohmer, M. Granjon, University Strasbourg, projet Tournesol
- **Yzerbyt, V -Le rôle de la perméabilté dans la perception des groupes dominants par les groupes dominés-** Since 2021-With Prof. J. Bastart, Uniersity Nice, O. Rohmer, University Strasbourg, L. Cambon, University Grenoble, ANR
- **Yzerbyt, V- The Big Two in social perception and their facets-**2017-With Princeton University, Northwestern University, University of Erlangen, Utrecht University-Funding: FNRS, FSR and Templeton Foundation.

**Zech, E-Étudier le deuil : perspectives multidisciplinaire, internationale et temporelle des méthodes d'échantillonnage et de recrutement**-Since 2021-University Québec en Outaouais (Prof. Ch. Verdon ; Laurence Arcand), University Québec à Chicoutimi (Prof. J. Cherblanc), University Alicante (Prof. Manuel Fernandez-Alcantara), University Granada (Andrea Redondo Armenteros), Université Libre de Bruxelles (Dr. P. Gérain), University of Dublin (I. Murphy), Carleton University (Prof. P. Grassau

- **Zech, E. Collaborations de recherche actives dans le domaine du mourir, des rites et du deuil,** Since 2018
- **Zech E., Regards croisés sur les trajectoires spatiotemporelles des rituels en contexte de deuil. RQSPAL, concours initiative structurante,** Réseau Québécois en Soins Palliatifs et de Fin de Vie, Canada, 2022. Verdon, Cherblanc, Simard, Grenier, Zech, Cadell, Bergeron-Leclerc, Maltais & Girard. (2023-2025).

**Zech E., Bien vivre son deuil en société : reconnaissance et soutien social à travers le temps des personnes vivant le décès d'un proche.** Conseil de recherches en sciences humaines du Canada, Canada 2023. Verdon, Cadell, Girard, Zech, Bergeron-Leclerc, Cherblanc, Meunier, Noel, deMontigny, Grenier (2023-2026).

# Responsabilités au niveau international – *Responsabilities at the international level*

## Dans des sociétés scientifiques – *In scientific societies*

- A. Casini, Membre du "ProWorkNet - a network for research of prospective data on work and health" [Finlande, Suède, Belgique, Danemark, Allemagne, Pays Bas, Angleterre]
- A. Casini, Membre du Comité d'éthique du projet "URBiNAT - Healthy corridors as drivers of social housing neighbourhoods for the co-creation of social, environmental and marketable NBS". Funded by the EU's Horizon 2020, agreement No. 776783
- C. Douilliez, Trésorière de la European Association of Clinical Psychology and Psychological Treatment
- A. Heeren, Association for Behavior and Cognitive Therapy (USA); Program Chair for the Annual Convention of the Association for Behavioral and Cognitive Therapies, NYC, NY, USA, depuis 2017
- A. Heeren, STAR National Representative, Belgian national representative for the Stress & Anxiety Research Society
- N. Grosbois, Membre de l'Association Internationale de la recherche en déficience intellectuelle
- O. Luminet, European Federation of Psychologists Associations (EFPA), Board of Scientific Affairs
- O. Luminet, European Health Psychology Society, délégué national pour la Belgique
- O. Luminet, Member executive committee International Society for Research on Emotion (ISRE)

O. Luminet, Member fellowship committee, European Health Psychology Society (EHPS)

- O. Luminet, Head executive board Alexithymia Research International Alliance (ARIA)

O. Luminet, Member executive committee European Consortium for Psychological Sciences (ECPS)

- O. Luminet, Member executive committee European Consortium
- P. Maurage, Membre du comité scientifique du Groupe de Réflexion en Psychopathologie Cognitive (GREPACO)

V. Saroglou, Member of the Awards jury of the International Association for the Psychology of Religion

- S. Van den Broucke, Vice-President for Conferences, International Union for Health Promotion and Education (IUHPE), 2022-2025
- S. Van den Broucke, Scientific Board member of the Asian Health Literacy Society (AHLA)
- S. Van den Broucke, Membre du Bureau du Réseau Français sur la Littératie en Santé (ReFLiS)
- S. Van den Broucke, Member of the scientific committee for the Health Promoting Campuses Conference, Limerick, 16-19 June 2025
- S. Van den Broucke, Co-chair of the Organising Committee of the 25th IUHPE World Conference on Health Promotion, Abu Dhabi, 13-16 May, 2025
- M. Van Reybroeck, Rapporteur for COST program, EU
- K.A Woltin, Membre de National Science Center, Poland
- E. Zech, Expert member de l'International Work Group on Death, Dying and Bereavement (IWG)
- E. Zech, Board member of the PCE2026 Scientific Committee, World Association for Person Centered and Experiential Psychotherapy and Counseling
- H. Bukowski, Board member of the European Society for Social and Affective Neuroscience
- D. Samson, Board member of the International Neuropsychological Symposium.

## Au niveau de maisons d'édition - *Journals*

- B. Barbot, Frontiers in Psychology – Cognition, Review Editor
- B. Barbot, Journal of Creative Behavior, Editorial Board
- B. Barbot, Creativity Research Journal, Associate Editor

B. Barbot, Psychology of Aesthetics Creativity and the Arts, Editorial Board

- G. Caesens, Group & Organization Management, Editorial Board Member
- A. Casini, Associated editor de la ERAP - European Review of Applied Psychology / Revue Européenne de Psychologie Appliquée et je fais partie de l'editorial board de Sextant - Revue de recherche interdisciplinaire sur le genre et la sexualité
- O. Collignon, Brain Topography, Reviewer Board
- D. Brevers, Addictive Behaviors, Editorial Board
- D. Brevers, International Gambling Studies, International Editorial Board
- D. Brevers, Peer Community in Health & Movement Sciences, Editorial Board
- O. Collignon, Multisensory Research, Editorial Board
- V. Crollen, Scientific Reports, Editorial Board

D.Desmette, Santé mentale au Québec – Editorial board

- C. Douilliez, Clinical Psychology in Europe, Editorial Board
- C. Douilliez, Revue Francophone de Clinique Comportementale et Cognitive, Chief Editor
- J. Grégoire, European Review of Applied Psychology, Consulting Editor
- J. Grégoire, Journal of PsychoEducational Assessment, Editorial Board
- J. Grégoire, International Journal for Talent Development and Creativity, Editorial Board
- J. Grégoire, Membre du Conseil scientifique international de l'Orientation Scolaire et Professionnelle
- S. Hameau, Membre de l'Editorial Board du journal Aphasiology (Taylor & Francis)
- A. Heeren, Journal of Anxiety Disorders, Associate Editor
- A. Heeren, Behaviour Research and Therapy, Editorial Board
- T. Kohut, Canadian Journal of Human Sexuality, Editorial Board
- T. Kohut, Journal of Sex Research, Editorial Board
- T. Kohut, Archives of Sexual Behavior, Editorial Board
- O. Luminet, Psychologica Belgica, Associate Editor
- O.. Luminet, member editorial board, Memory Studies Review
- O. Luminet, member editorial board, Memory, Mind, and Media
- P. Maurage, Addictive Behaviors, Editorial Board
- P. Maurage, Psychologica Belgica - Associate Editor
- M. Mikolajczak, Scientific Reports
- M-P. Noël, Membre du comité de rédaction de la revue Développements (Solal, Marseille). (2009-)
- M-P. Noël, Membre du Comité Scientifique et Editorial de la revue ANAE - Approche Neuropsychologique des Apprentissages chez l'Enfant (2010)
- M. Pesenti, Journal of Cognitive Psychology, Editorial Board
- I. Roskam, Journal of Child and Family Studies, Associate Editor
- V. Saroglou, International Journal for the Psychology of Religion, Editorial Advisory Board and Guest Editor (special issue in preparation)
- V. Saroglou, Journal of Cross-Cultural Psychology, Editorial Board
- V. Saroglou, International Review of Social Psychology, Editorial Board
- V. Saroglou, Journal for the Scientific Study of Religion, Editorial Board
- F. Stinglhamber, Psychologica Belgica, Associate Editor
- F. Stinglhamber, Journal of Business and Psychology, Editorial Board
- F. Stinglhamber, Group & Organization Management, Editorial Board
- S. Van den Broucke, Archives of Public Health, Editorial Board
- S. Van den Broucke, Global Health Promotion, Overview Committee
- S. Van den Broucke, International Journal of Environmental research and Public Health, Guest Editor Special Issue on Health Literacy
- M. Van Reybroeck, Frontiers in Psychology, Review Editor for Educational Psychology and for Language Sciences
- M. Van Reybroeck, Guest Associate Editor for Educational Psychology
- J. Willemsen, Journal of Contemporary Psychotherapy, Editorial Board
- K.A. Woltin, Comprehensive Results in Social Psychology, Associate Editor
- K.A. Woltin, Frontiers in Psychology, Review Editor
- K.-A. Woltin, European Journal of Social Psychology, Consulting Editor
- V. Yzerbyt, Editor of the European Monographs Series at Psychology Press

- V. Yzerbyt, Journal of Personality and Social Psychology: Intergroup Relations and Group Processes, Editorial Board
- V. Yzerbyt, British Journal of Social Psychology, Editorial Board
- V. Yzerbyt, International Review of Social Psychology, Editorial Board
- V. Yzerbyt, Social Psychological and Personality Science, Editorial Board
- V. Yzerbyt, Group Processes and Intergroup Relations, Editorial Board
- E. Zech, Death Studies, Associate Editor

## Dans des commissions d'évaluation hors Belgique – *Grant evaluation commissions*

- M. Andres, Reviewer (expert scientifique) pour des projets ANR (France)
- O. Collignon, Reviewer (expert scientifique) pour ERC - Starting Grant (EU); Marie-Curie Individual Fellowship in H2020 (EU; Evaluator + Rapporteur), Action on Hearing Loss (UK); The Netherlands Organization for Scientific Research (NWO, the Dutch Research Council); Swiss National Science Foundation, Velux Stiftung (Swiss); Haut Conseil de l'Évaluation de la Recherche et de l'Enseignement Supérieur (France)
- V. Crollen, Reviewer (expert scientifique) pour des projets ANR (France) et PRIN (Italie)
- M. Edwards, Reviewer (expert scientifique) pour des projets NWO (Dutch Research Council), OAW (Austrian Research Council), ANR (France), Stroke Association (UK) et Marsden Fund (New Zealand)
- M. Frenay, évaluatrice de projets du Fonds de recherche du Québec Société et culture (FRQSC)
- A. Heeren, Social Sciences and Humanities Research Council of Canada (expert scientifique)
- A. Heeren, Israel Science Foundation (expert scientifique)
- D. Brevers, Guillaume Levillain, Université de Dijon, France
- A. Heeren, Initiatives de Recherche Stratégique de l'IDEX (Initiatives d'excellence), France (expert scientifique)
- A. Heeren Department of Community Mental Health, University of Haifa (Israel), Appointments & Promotions Committee (scientific advisor)
- A. Heeren, Department of Psychology, McGill University, Panel member for academic staff's appointments
- O. Luminet, member scientific committee conference of the European Health Psychology Society in Groningen, member scientific committee Memory Studies
- O. Luminet, member scientific committee conference of the European Health Psychology Society in Groningen (2024) , member scientific committee Memory Studies Association annual meeting Prague (2025) and Buenos Aires (2026)
- P. Maurage, Expertise d'évaluation pour l'European Science Foundation – Doctoral projects evaluation
- P. Maurage, Expertise d'évaluation pour le Canadian Social Sciences and Humanities Research Council – Insight Grant
- V. Saroglou, Grant evaluator, Social Sciences and Humanities Research Council of Canada
- V. Saroglou, Grant evaluator, Swiss National Science Foundation

S. Van den Broucke. Evaluation of the EU4Health Operating Grants 2025

- S. Van den Broucke. Framework Contract for provision of training services on health communication and public dialogue on health, Council of Europe
- K.A. Woltin, Foreign Reviewer and Foreign Member of the Expert Team, National Science Centre, Poland
- V. Yzerbyt, Panel member of Starting Grant SH3, European Research Council, Reviewer for Consolidator Grant SH3, European Research Council, Member of the Conseil Scientifique du Département Scientifique of the University of Bordeaux, France

## Dans des comités de thèse hors Belgique – *PhD evaluation commissions*

Michael Andres
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B. Barbot
Samuel McKay, Université de Bordeaux, France & Swinburn University, Australia

G. Caesens
Jérémy Thomas, Université de Reims, France. Directors: Dr. Sophie Berjot (Université de Reims) and Dr. Tiphaine Huyghebaert-Zouahi

S. Colognesi
Anthony Coppola, Université de Genève, Suisse

V. Crollen
Reviewer (expert scientifique) pour des projets DFG
Fabian van den Berg, Maastricht University, The Netherlands

C. Douilliez
Nina Tello, Université de Poitiers, France

M. Edwards
Dan Lin, University of Newcastle, UK

M. Frenay
Simon Zingaretti, Université de Strasbourg, France (comité en cours)
Dalina Oyane, Université de Picardie, France (membre d CSI, en cours))
Aude Pichon, Conservatoire national des arts et métiers (CNAM), Paris (membre du CSI, en cours)
Mercedes Avignon, Université de Liège (membre du comité accompagnement, en cours)

N. Grosbois
Layla Battistutta, University of Luxembourg, Grand-Duché de Luxembourg
Pr. Marie-Hélène Plumet, Université de Paris-Sorbonne, France (jury d'experts pour l'octroi d'une habilitation à diriger des recherches)

S. Hameau
Nour Ezzeddine, Université Toulouse Jean Jaurès, France

A. Heeren
Tobias R. Spiller, Université def Zurich (HDR), Suisse

O. Luminet
Charles Payet, Ecole Nationale Supérieure, Paris
Jennifer Hamet Bagnou, Paris Saclay
Coline Hehn, Université de Metz-Lorraine

P. Maurage
Victor Ciudad, Université de Valence, Espagne / Maëlle Fleury, Université de Caen, France / Raphaël Gauthier, Université de Tours, France

M. Mikolajczak
Anne-Sophie Beaudry, Université Lille III, France

- V.Saroglou
  Yaakov Greenwald, Hebrew University of Jerusalem, Israel

S. Van den Broucke
Gil Augusto Pires Rodrigues, Université de Lausanne (membre du comité d'accompagnement)

Maëva Piton, Université de Lyon (membre du comité d'accompagnement)
Sophie Rauschmayr, Technical University of Munich - School of Medicine and Health (membre du comité d'accompagnement)
Ba Cira, Université de Lorraine (membre du comité d'accompagnement)
Sarah Fakroune, Université Laval, Canada (co-promoteur)

K.A. Woltin
Emma Charlotte Wilson Rose, University of Roehampton, UK

V. Yzerbyt
Cécile Gaubert, Université de Strasbourg, France
Marine Granjon, Université de Strasbourg, France Quentin Dappe, Universtié de Reims, France

E. Zech
Laurence Arcand, Université du Québec en Outaouais, Canada
Joanne Dubail, Université Paris-Nanterre, France
Victor Tramond, Université Paris-Nanterre, France

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# Séminaires et conférences

# *Seminars and conferences*

**Research Seminars**

**Mardi 9 décembre**
***Les dysfonctions sexuelles chez la femme selon une perspective relationnelle***
**Sophie Bergeron, Université de Montréal**
**Invitantes : Céline Douilliez, Marie Géonet, Juliette Becq et le LEP**

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**Wednesday, December 3**
***Human Brain Vulnerabilities to Alcohol Use Disorder***
**David Kareken, Indiana University School of Medicine, USA**
**Invited by Mateo Leganes-Fonteneau**

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**Thursday, November 27**
***Feeling the Future: How Anticipated and Anticipatory Emotions Guide Decisions***
**Roxane Philips, University of Luxembourg**
**Invited by Damien Brevers**

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**Monday, November 24**
***Ambiguity-gated and developmentally calibrated sensorimotor pathway for facial-emotion recognition: Evidence from congenital and acquired facial palsy***
**Paola Sessa, University of Padova**
**Invited by Gilles Vannuscorps**

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**Vendredi 21 novembre**
***Pratiques coopératives : De la coopération structurée aux mini-structures coopératives***
**Céline BUCHS, Université de Lausanne**
**Invitée par Mariane Frenay (IPSY) et Emilie Jacobs (IACS)**

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**Thursday 13 November**
***The Psychology of News Consumption: What Drives Us to Stay Informed?***
**Ellen O'Donoghue, Cardiff University**
**Invited by Olivier Luminet (Illuminetti lab) en collaboration avec Grégoire Lits (ILC/PCOM)**

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**Mardi 4 novembre**
***Former : Savoirs de recherche, savoirs de métier, des univers parallèles ?***
**Patrick Picard, Institut Français de l'éducation**
**Invitants : Benoit Galand, Marc Blondeau**

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**Mercredi 29 octobre**
***Dynamiques articulatoires et mécanismes du bégaiement***
**Ivana Didirkova, Université de Montpellier**
**Invitant : Gilles Vannuscorps**

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**Thursday, October 16**
***Retirees returning to work: individual choices, organizational realities, and occupational health***
**Alexandra Lecours, Université du Québec à Trois-Rivières**
**Invitantes : Donatienne Desmette et Annalisa Casini, WorCPsyLab**

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**Mercredi 24 septembre**
***Développement intégré des compétences émotionnelles à l'école (DICE) : un projet pilote***
**Catherine Audrin, Haute École Pédagogique du canton de Vaud**
**Invitée par G. Caesens et L. Coertjens**

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**Friday, July 4**
***The importance of a multi-stakeholder perspective in research on sustainable employability***
**Prof. dr. Annet de Lange, Open University, Faculty of Psychology, Heerlen, the Netherlands. She is also Visiting Professor at the faculty of Social Sciences of the University of Stavanger in Norway, and the NTNU, faculty of psychology, Trondheim, Norway and faculty of psychology University of Coruna, Spain**
**Invited by Isabel Raemdonck, Virginie März and Quentin Brouhier**

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**Vendredi 20 juin**
***Les carnavals comme rituels inclusifs***
**Dario Páez, Professeur honoraire (Université de Buenos Aires, Argentine) et Professeur invité (Université Andres Bello, Chili)**
**Invité par Olivier Luminet, Bernard Rimé, Céline Douilliez, Ginette Herman, David Bourguignon, Jessica Morton**

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**Monday 16 June**
***Does good drink create bad people?***
**Mariola Paruzel-Czachura, University of Silesia, Katowice, Poland**
**Invited by Pierre Maurage Mado Gautier & LEP**

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**Wednesday, June 11**
***Positive Recovery Journaling: An Intervention to Support Recovery from Substance Use Disorders***
**Amy Krentzman, University of Minnesota**
**Invited by Pierre maurage & LEP**

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**Thursday, June 5**
***The Battle of Grievances: Consolidating the Impact of Intergroup Competitive Victimhood and Charting New Directions***
**Masi Noor, Keele University (UK)**
**Invited by Stéphanie Demoulin, Martin Rouard**

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**Friday, May 23**
***What moderates effect sizes in education? A meta-epidemiological study***
**Ignacio Atal, Université Grenoble Alpes**
**Invited by Benoît Galand**

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**Mercredi 14 mai à 14h00**
***Mieux comprendre l'expérience scolaire d'adolescents immigrants en classe d'accueil : examen des trajectoires et des facteurs associés sur trois ans***
**Isabelle Archambault, Université de Montréal**
**Invitée par Benoît Galand, Justine Jacquemart**

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**Jeudi 8 mai**
***Optimiser les interventions comportementales en psychologie de la santé : Développer et choisir les bons outcomes***
**Serge Sultan, Université de Montréal**
**Invité par Magaly Lahaye**

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**Mercredi 7 mai**
***Monitorer la Qualité de Vie dans le cancer pédiatrique avancé***
**Serge Sultan, Université de Montréal**
**Invité par Magaly Lahaye et Laurens Van Calster, chef du service de psychologie clinique, cliniques universitaires Saint-Luc**

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**Thursday, April 24**
***How does addiction work for me? Ecological momentary assessment, personalized network models, and collaborative communication to improve motivational interviewing and cognitive behavioral therapy for cannabis use problems in young adults***
**Alessandra Mansueto, University of Amsterdam**
**Invited by Mateo Leganes**

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**Friday, April 11**
***Decisional components in motor-response execution***
**Michele Scaltritti, University of Trento (Italy)**
**Invited by Virginie Crollen, Veena Kamble**

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**Thursday, April 10**
***Effect of childhood hearing loss on the subcortical and cortical processing of speech***
**Axelle Calcus, Université libre de Bruxelles**
**Invited by Virginie Crollen**

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**Jeudi 10 avril**
***When the Bot Walks the Talk : Etude des fondements de la confiance dans l'intelligence artificielle***
**Fanny Lalot, Université de Bâle**
**Invitée par Vincent Yzerbyt, Martin Rouard**

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**Wednesday, April 9**
***Sharing personal memories on social media: Motives and (some) mnemonic consequences***
**Charles B. Stone, John Jay College of Criminal Justice, The City University of New York**
**Invited by Olivier Luminet & Illuminetti Lab**

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**Mardi 1er avril**
***Le climat scolaire peut-il vraiment être la réponse à tous les maux ?***
**Clément Perrin, Université Grenoble Alpes**
**Invité par Benoit Galand, Matthieu America**

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**Thursday, March 27**
***Value formation in the school context: Insights from recent studies in Europe and beyond***
**Anna Doering, University of Westminster**

**Invited by Karl-Andrew Woltin**

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**Jeudi 27 mars**
***Soutenir les pratiques parentales et enseignantes par la formation en ligne : deux initiatives québécoises***
**Stéphane Duchesne, Université Laval, Canada**
**Invité par Stéphane Colognesi et Benoît Galand**

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**Lundi 24 mars**
***Quand notre travail entraine Fatigue de compassion ou Trauma vicariant***
**Pascale Brillon, Université du Québec à Montréal**
**Invitée par Pierre Philippot et la labo "Psychologie clinique et émotions"**

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**Tuesday, March 11**
***Does Providing or Receiving Peer Feedback Affect Students Differently?***
**David Zamoro Sande, University of Deusto (ERLA Research Group)**
**Invited by Liesje Coertjens**

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**Tuesday, January 28**
***How long does it take to burn out? The origins of parental burnout during couples' transition to parenthood***
**Konrad Piotrowski, PhD, Center for Research on Personality - Development Institute of Psychology, SWPS University, Warsaw, Poland**
**Invited by I. Roskam and M. Mikolajczak**

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**Wednesday, January 15**
***Language, exactness, and the compositional structure of number words***
**David Barner, UC San Diego (USA)**
**Invited by Virginie Crollen**

# Thèses de doctorat défendues et en cours

## Thèses de doctorat défendues

- **Simon, Poline.** ***"Je comprends ce que tu ressens" : l'empathie et ses liens avec la régulation émotionnelle et la Théorie de l'Esprit d'enfants au développement typique ou présentant une déficience intellectuelle*****, prom. : Nader-Grosbois, Nathalie, 19/09/2025.**

**http://hdl.handle.net/2078.1/305565**

- **Talwar, Siddharth.** ***Auditory processing and categorization : development, organization and reorganization*****, prom. : Collignon, Olivier, 30/04/2025.**

**http://hdl.handle.net/2078.1/301062**

- **Devleeschouwer, Charlie.** ***Behind the Scenes of Bullying Prevention; A Closer Look at Program Development, Implementation, Mechanisms of Action, and Evaluation*** **, prom. : Galand, Benoît ; Tolmatcheff, Chloé , 25/04/2025.**

**http://hdl.handle.net/2078.1/300784**

- **Carneiro, Sarah.** ***Clarifying the contribution of motor simulation to speech perception and action recognition*****, prom. : Vannuscorps, Gilles, 24/11/2025.**

**http://hdl.handle.net/2078.1/307475**

- **Westrelin, Nicolas.** ***Conjoint et aidant : le vécu du processus d'identification au rôle d'aidant et ses implications pour les conjoints-aidants*** **, prom. : ZECH, Emmanuelle ; DENEVE, Catherine, 27/02/2025.**

**http://hdl.handle.net/2078.1/300213**

- **Cerpelloni, Filippo.** ***Connecting the dots : behavioural, neural, computational models of visual Braille reading*****, prom. : Op de Beeck, Hans ; Collignon, Olivier, 03/10/2025.**

**http://hdl.handle.net/2078.1/305718**

- **Moinet, Valérie.** ***Franchir les frontières professionnelles …entre désengagement et réengagement, une analyse longitudinale des dynamiques identitaires en jeu dans la reconversion professionnelle volontaire vers l'enseignement primaire*** **, prom. : Frenay, Mariane, 09/12/2025.**

**http://hdl.handle.net/2078.1/308135**

- **Van Audenhaege, Alice.** ***From eyes to language : a multimodal approach to explore visual-language processing beyond typical visual orthography*****, prom. : Collignon, Olivier ; Szmalec, Arnaud, 27/01/2025.**

**http://hdl.handle.net/2078.1/298688**

- **Yang, Ying.** ***Multisensory number representation : how the brain weaves numbers across senses and formats*****, prom. : Collignon, Olivier, 09/12/2025.**

**http://hdl.handle.net/2078.1/308134**

- **Dedry, Marie.** ***Neuromodulation and vocal changes induced by early interventions in unilateral vocal fold paralysis*****, prom. : Szmalec, Arnaud ; Desuter, Gauthier ; Maryn, Youri, 28/08/2025.**

**http://hdl.handle.net/2078.1/304747**

- **Jacquemart, Justine.** ***Observer les pratiques enseignantes à l'université : de la conception d'un outil à l'analyse du lien avec la réussite académique*****, prom. : GALAND, Benoît ; DE CLERCQ, Mikaël, 26/09/2025.**

**http://hdl.handle.net/2078.1/305610**

- **Dumont, Hélène.** ***Orientation advantage in human face recognition : why so horizontal?*** **, prom. : Goffaux, Valérie, 26/09/2025.**

**http://hdl.handle.net/2078.1/305588**

- **Saliez, Zoé. *Parenthood in the context of the environmental crisis : from the desire for children to parental well-being*, prom. : Mikolajczak, Moïra ; Roskam, Isabelle, 03/09/2025.**

http://hdl.handle.net/2078.1/304921

- **Morton, Jessica. *Participation sociale et santé*, prom. : Luminet, Olivier ; Rimé, Bernard, 19/06/2025.**

http://hdl.handle.net/2078.1/302571

- **Gautier, Mado. *Social decision-making in severe alcohol use disorder and binge drinking : combined behavioral and eye-tracking methods*, prom. : Maurage, Pierre, 16/06/2025.**

http://hdl.handle.net/2078.1/303347

- **Kamble, Veena. *Understanding the visual mechanisms underlying reading abilities in deaf individuals*, prom. : Crollen, Virginie, 11/04/2025.**

http://hdl.handle.net/2078.1/300592

- **Barbedor, Julien. *Unpacking the Structure of Social Evaluation: A Multimodal Analysis Across Judge, Target, Intergroup, and Contextual Determinants* , prom. : Yzerbyt, Vincent, 28/08/2025.**

http://hdl.handle.net/2078.1/304649

- **Van Thorre, Amélie. *Untying the knot of stuttering : investigatin the cognitives profiles of stutterers through multiple single-case studies*, prom. : Vannuscorps, Gilles ; Noël, Marie-Pascale, 29/10/2025.**

http://hdl.handle.net/2078.1/306447

- **Schittek, Alice. *When caregiving hurts : unpacking the violent consequences of parental burnout*, prom. : Mikolajczak, Moira ; Roskam, Isabelle, 29/09/2025.**

http://hdl.handle.net/2078.1/305592

- **Brison, Noémie.** ***Workplace ostracism and organizational dehumanization : toward a better understanding of their relationship*****, prom. : Caesens, Gaëtane, 08/09/2025.**

http://hdl.handle.net/2078.1/304888

## Thèses de doctorat en cours

# Cognition et neurosciences, *Cognition and neurosciences*

**Camille BONNET**

Comprendre les facteurs prédictifs et les bases neurocognitives du trouble developpemental du langage

Promoter(s): Jolijn Vanderauwera
Admission : 2019

**Benjamin BRISE**

- MISE A L'EPREUVE COMPORTEMENTALE, OCULOMETRIQUE ET ELECTROPHYSIOLOGIQUE DES REPRESENTATIONS ET PROCESSUS MENTAUX A L'ŒUVRE DANS LA RESOLUTION DE PROBLEMES MULTIPLICATIFS.

Promoter(s): Mauro Pesenti
Admission : 2025

**Clémence CORRIAT**

- DEVELOPMENTAL TRAJECTORIES IN CHILDREN WITH DEVELOPMENTAL LANGUAGE DISORDER AND/OR A RISK FOR DYSLEXIA.

Promoter(s): Jolijn. Vanderauwera
Admission : 2025

**Virginie DASSE**

- LE ROLE DE L'ECRITURE MANUSCRITE DANS LE DEVELOPPEMENT DE LA CAPACITE A DISTINGUER DES LETTRES-MIROIRS.

Promoter(s): Gilles Vannuscorps
Admission : 2025

**Mrittika DEY**

*Sensory sharpening during human face processing*

Promoter(s): Valérie Goffaux
Admission : 2023

**Margot FROMONT**

ETUDE DE LA RELATION CAUSALE ENTRE LA DENOMINATION RAPIDE ET LA LECTURE.

Promoter(s) : Marie Van Reybroeck
Admission : 2019

**Sylvain GERIN**

BEYOND SENSATION: THE SPATIAL CODING OF TOUCH.

Promoter(s): Michaël Andres
Admission :2024

**Cloé GEUQUET**

- INFLUENCE OF THE LEXICAL AND SYNTAXIX STRUCTURE OF VERBAL NUMBERS ON THE COMPREHENSION OF THE BASE-TEN SYSTEM IN VERBAL AND ARABIC NUMBERS AMONG FIRST GRADERS.

Promoter(s): Marie-Pascale Noël
Admission :2025

**Joanne GOSSELAIN**

Relations entre compétences communicatives et socio-émotionnelles chez des enfants au développement typique et présentant des troubles neurodéveloppementaux)

Promoter(s): Jolijn Vanderauwera & Nathalie Nader-Grosbois
Admission : 2021

**Marius GRANDJEAN**

Active periphery/centre integration in human face perception: eeg and eye-tracking investigation of the radial specificity and of the precision of transsaccadic information

Promoter(s): Valérie Goffaux
Admission : 2023

**Marie HOUBBEN**

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Magnocellular contribution to mirror letter discrimination: new insights from and about the origin, nature and ways to alleviate mirror letter confusion in individuals with reading disorders

Promoter(s): Gilles Vannuscorps
Admission : 2021

**Mathilde ISERENTANT**

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THE ROLE OF EXECUTIVE CONTROL IN THE MANIFESTATION AND TREATMENT OF BILINGUAL APHOSI.

Promoter(s): Solène Hameau
Admission :2024

**Daisy-Flora KOUMBA MOUSSAVOU**

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Comparaison de différentes méthodes d'apprentissage de l'arithmétique chez les enfants tout-venant et dyscalculiques

Promoter(s): Virginie Crollen
Admission :2025

**Léa LANGEROME**

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- GEOMETRIC INTUITION IN BLIND INDIVIDUALS

Promoter(s): Virginie Crollen
Admission :2025

**Samuel LEPOITTEVIN**

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*THE ROLE OF OCULOMOTOR EXPERIENCE IN COGNITION*

Promoter(s): Michaël Andres
Admission : 2021

**Rameesha MAHTAB**

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How does Wisdom influence Moral Judgements?

Promoter(s): Dana Samson
Admission : 2025

**Elise MASQUELIER**

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- ETUDE DE L'INFLUENCE DES CARACTERISTIQUES DE BAS NIVEAU SUR LES PROCESSUS DE HAUT NIVEAU

Promoter(s): Gilles Vannuscorps
Admission : 2025

**Mariah MATAR**

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- TRIADIC EYE GAZE SYNCHRONY AND STRESS RESILIENCE (TRANSMISSION) IN NUCLEAR FAMILIES: FROM GENETIC PROFILES TO COLLECTIVE BEHAVIORS.

Promoter(s): Valérie Goffaux
Admission : 2022

**Chloé PARMENTIER**

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How does bilinguism intercat with developmental (language) disorders?

Promoter(s): Arnaud Szmalec & Anne Bragard
Admission : 2021

**Amandine PIRET**

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- LES PÉRIODES SENSIBLES DE DÉVELOPPEMENT DU LANGAGE ORAL ET ÉCRIT, EN UTILISANT DES MESURES DE PAROLE NATURELLE.

Promoter(s): Jolijn Vanderauwera
Admission : 2025

**Lucas RIFON**

UNVEILING THE FOUNDATIONS OF READING IN DEAFNESS: A MULTIFACED INVESTIGATION INTO LETTER RECOGNITION AND LEXICAL PROCESSING.

Promoter(s): Virginie Crollen
Admission : 2024

**Elise ROMBAUX**

Visuo-spatial processes and mathematical weaknesses and giftedness: Insights from children presenting dyscalculia and autism disorder

Promoter(s): Virginie Crollen
Admission : 2022

**Laure SALPETEUR**

*Factors affecting anomia intervention success*

Promoter(s): Solène Hameau
Admission : 2023

**Liv SMETS**

THE ROLE OF STATISTICAL LEARNING IN THE DEVELOPMENT OF MATHEMATICS.

Promotro(s): Arnaud Szmalec
Admission : 2024

**Elise VAN HEUVERSWYN**

IMPACT DE L'ÉCRITURE CLAVIER VS L'ÉCRITURE MANUSCRITE SUR LES COMPÉTENCES EN LECTURE DES ENFANTS TOUT-VENANTS ET DES ENFANTS DYSLEXIQUES.

Promoter(s): Marie Van Reybroeck
Admission : 2024

**Florence VANHOOF**

Attentional and executive profiles of individuals after a stroke

Promoter(s): Martin Edwards
Admission : 2023

## Comportement social, travail et société, *Social behaviour, work and society*

**Sophie-Charlotte BERTRAND VAN OUYTSEL**

*LE ROLE DE LA RELIGION SUR LES CROYANCES CONSPIRATIONNISTES A L'INTERIEUR DES DIFFERENCES INDIVIDUELLES ET CULTURELLES.*

Promoter(s) : Vassilis Saroglou
Admission :2024

**Nathalie CASTAIGNE**

Attitudes et comportements pro-environnementaux : le rôle de la spiritualité et de la religiosité au sein de différences individuelles

Promoter(s): Vassilis Saroglou
Admission : 2023

**Fatma CHAABOUNI**

Variations interculturelles de l'effet du genre dans la poursuite d'une carrière en STIM (Sciences, Technologies, Ingénierie et Mathématiques)

Promoter(s): Vincent Yzerbyt
Admission : 2022

**Louise DUJARDIN**

*Perception des femmes féministes : une approche intersectionnelle*

Promoter(s): Vincent Yzerbyt
Admission : 2024

**Claire FANTIN**

*BLAMING OTHERS FOR THEIR UNFOUNDED BELIEFS: EXPLORING ANTECEDENTS OF, PROCESSES INVOLVED IN, AND CONSEQUENCES OF EPISTEMIC BLAME.*

Promoter(s): Karl-Andrew Woltin
Admission : 2024

**Chloé FOURNIER-BERNARD**

Titre encore indéfini

Promoter(s): Olivier Corneille
Admission : 2025

**Anne FROMONT**

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Questionner le concept d'estime de soi chez les professionnels de santé au burundi et au rwanda : une contribution à la décolonisation des outils scientifiques

Promoter(s): Annalisa Casini
Admission : 2022

**Hamed GHADERINEZHAD**

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- UNLOCKING THE POTENTIAL OF INFORMAL WORKPLACE LEARNING: A PATH TO KNWLEDGE GENERATION AND WORK ENGAGEMENT

Promoter(s): Gaetane Caesens
Admission : 2025

**Gaëlle LEMAN**

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ÊTRE FEMME ET HOMOSEXUELLE AU TRAVAIL : ANALYSE DES ANTÉCÉDENTS PSYCHOSOCIAUX DU JUGEMENT D'EMPLOYABILITÉ D'UNE CIBLE DOUBLEMENT MINORITAIRE

Promoter(s) : Annalisa Casini
Admission : 2023

**Bastien PARIS**

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IS FLUENCY THE MESSAGE? EXPLORING COGNITIVE EASE AS SOURCE OF THE MORE-LESS ASYMMETRY IN COMPARATIVE COMMUNICATION.

Promoter(s): Karl-Andrew Woltin
Admission : 2024

**Martin ROUARD**

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LE ROLE DES PENSEES CONTREFACTUELLES INTRAPERSONNELLES, INTERPERSONNELLES ET DES TIERCES PARTIES SUR LA VOLONTE DE RECONCILIATION EN CAS DE DISPUTES INTERPERSONNELLES.

Promoter(s) : Stéphanie Demoulin
Admission : 2024

**Charlotte RODRIGUEZ CONDE**

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THE BRIGHT AND DARK SIDE OF SHORT-TIME WORK COMPENSATION SCHEMES: PSYCHOLOGICAL PERSPECTIVE.

Promoter(s): Florence Stinglhamber
Admission : 2021

**Elisa TOGNON**

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THE GROUP-BASED COPING STARTEGIES EMPLOYED BY ADVANTAGED GROUP MEMBERS WHEN THEY (OR THEIR INGROUP) ARE ACCUSED OF EQUALITY-RELATED NOMR VIOLATIONS.

Promoter(s): Karl-Andrew Woltin
Admission : 2023

**Olivia VAN SEVENDONCK**

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- LA PRESSION A EMETTRE DES COMPORTEMENTS NON ETHIQUES AU TRAVAIL : OPERATIONNALISATION DU CONCEPT ET EXAMEN DE SON RESEAU NOMOLOGIQUE

Promoter(s): Florence Stinglhamber
Admission : 2025

**Colin WATHELET**

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- Psychologie de l'engagement : antécédents et conséquences des hobbies, du bénévolat et de l'ultra-endurance

Promoter(s): Vassilis Saroglou
Admission : 2025

# Développement psychologique et éducation, *Developmental and educational psychology*

**Elise BARBIER**

La mobilisation des médiations métacognitives à l'oral chez les élèves au début de l'enseignement secondaire par les futurs régents en français durant leur stage

Promoter(s): Stéphane Colognesi
Admission : 2019

**Alix BIGOT**

Less egocentrism for all: identifying transdiagnostic profiles of perspective

Promoter(s): Henryk Bukowski
Admission : 2022

**Anne-Claire BLANC**

Les effets de l'enseignement de l'oral sur les compétences en écriture des élèves au debut du primaire

Promoter(s): Stéphane Colognesi & Roxane Gagon (HEP Vaud, Suisse)
Admission : 2021

**Maria Virginia CORDERO**

WOMAN LEADERS IN TVET IN ECUADOR: PLC AS STRATEGY TO PROMOTE GENDER EQUITY.

Promoter(s): Mariane Frenay

Admission : 2024

**Zoé DAVREUX**

Les émotions comme levier d'action éducative face au changement climatique ?

Promoter(s): Benoît Galand

Admission : 2023

**Noémie DEBLIQUY**

Ecrire des autoévaluations de stage pour se développer professionnellement comme futur enseignant, illusion ou réalité ?

Promoter(s): Stéphane Colognesi
Admission : 2023

**Kathleen DE GROVE**

Usage des médias numériques en classe et développement des compétences numériques et médiatiques des élèves : cartographie et recherche comprehensive

Promoter(s): Stéphane Colognesi & Marc Romainville
Admission : 2021

**Sandra DEJARDIN**

L'accompagnement dans les dispositifs de formation hybride en soutien à l'engagement des étudiants de première année du supérieur

Promoter(s): Mariane Frenay
Admission : 2023

**Simon DEMORSY**

La metacognition à l'école secondaire : quelles capacités initiales et quelles interventions pour les développer ?

Promoter(s): Stéphane Colognesi
Admission : 2019

**Sandrine DI TULLIO**

- Aider les enseignants à favoriser la compréhension en lecture des élèves : le rôle de l'analyse de l'erreur et de la modalité de formation continue.

Promoter(s): Benoit Galand
Admission : 2025

**Eve FRANCOTTE**

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Convergent or divergent differentiation? The role of teacher's distribution justice beliefs and their work environment

Promoter(s): Liesje Coertjens
Admission : 2023

**Dominik GOLAB**

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Empathivity: Deciphering the creative potential in empathy and the empathetic potential in creativity via immersive virtual reality

Promoter(s): Baptiste Barbot
Admission : 2022

**Amy HANNUZET**

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Cyber victimisation et problèmes internalisés chez les jeunes : direction des effets, spécificité et processus médiateurs

Promoter(s): Benoit Galand
Admission: 2024

**Gilles LONGTON**

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- Donner une voix à l'oral : comprendre et améliorer la planification de son enseignement

Promoter(s): Stéphane Colognesi
Admission: 2025

**Héloise LOUVEGNY**

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- PLAINTES SOMATIQUES CHEZ LES ADOLESCENTS PRESENTANT UN TROUBLE DU SPECTRE DE L'AUTISME ET CHEZ LEZ LES ADOLESCENTS TOUT-VENANTS : MIEUX COMPRENDRE LES PROCESSUS IMPLIQUES ET L'IMPACT SUR LA QULAITE DE VIE

Promoter(s): Nathalie Grosbois
Admission : 2025

**Bastien LUGENTZ**

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LES EFFETS DE L'ENSEIGNEMENT DE L'ARGUMENTATION ORALE SUR LES COMPETENCES ECRITES EN ARGUMENTATION DES ELEVES DU DEBUT DU SECONDAIRE.

Promoter(s): Stéphane Colognesi
Admission : 2024

**Coralie MANZONI**

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Psychological flexibility: an insightful lead to support students' transition to higher education

Promoter(s): Liesje Coertjens
Admission : 2024

**David MAHIEU**

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- La professionnalisation dans la formation en sciences dentaires : perceptions, dynamiques et leviers de développement

Promoter(s): Mariane Frenay
Admission : 2025

**Mael PIRE**

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IMPACT OF (INDIRECT) FRIENDSHIP TIES AND FRIENDS' PERCEIVED SKILL LEVEL ON NON-ANONYMOUS PEER FEEDBACK UPTAKE IN HIGHER EDUCATION.

Promoter(s): Liesje Coertjens
Admission : 2024

**Rindra RAFANOMEZANTSOA**

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Les pratiques pédagogiques des enseignants mises en œuvre à l'université d'Antananarivo (UA). Description, évaluation et analyse des dispositifs de pédagogie active et de leurs implications sur l'apprentissage des étudiants

Promoter(s): Mariane Frenay & Marc Romainville
Admission : 2021

**June SRICHINDA**

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THE IMPACT STUDENT-CENTERED APPROACHES TO INSTRUCTION HAS ON STUDENT ENGAGEMENT IN HIGHER EDUCATION.

Promoter(s): Mariane Frenay
Admission : 2016

**Elodie THEIS**

---

- Educations orientées vers l'action et l'adoption de comportements pro-environnementaux à l'université : exploration des mécanismes psychologiques dans un contexte interculturel Québec – Belgique francophone.

Promoter(s): Benoit Galand
Admission : 2025

**Jean URBANIAK**

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L'IMPACT DE L'ECOLE SUR LA CREATIVITE ET SUR SA TRAJECTOIRE DEVELOPPEMENTALE A L'ADOLESCENCE.

Promoter(s) : Baptiste Barbot
Admission : 2023

**Emilie WILMET**

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Accompagnement et développement pédagogique professionnel des enseignants en Haute Ecole

Promoter(s): Mariane Frenay & Marc Romainville
Admission : 2021

## Psychologie clinique et de la santé, *Clinical and health psychology*

**Emilie BANSE**

Traiter le burnout des médecins hospitaliers : une étude randomisée et contrôlée d'une intervention ciblée

Promoter(s): Moira Mikolajczak
Admission : 2022

**Juliette BECQ**

- UNE APPROCHE PROCESSUELLE DU TROUBLE LIE A DES DOULEURS GENITO-PELVIENNES ET/OU A LA PENETRATION

Promoter(s): Céline Douilliez
Admission : 2025

**Alix BIGOT**

- LESS EGOCENTRISM FOR ALL: IDENTIFYING TRANSDIAGNOSTIC PROFILES OF PERSPECTIVE

Promoter(s): Henryk Bukowski
Admission : 2022

**Pauline BILLAUX**

Processus interoceptifs et émotionnels dans les addictions : comprendre le rôle du système insulaire

Promoter(s): Pierre Maurage
Admission : 2022

**Camille BOEVER**

ETUDE DE L'EFFET DES RITES FUNÉRAIRES SUR L'AJUSTEMENT AU DEUIL : SITUATION DE RESTRICTION DE LA RITUALITÉ FUNÉRAIRE EN CONTEXTE DE PANDÉMIE

Promoter(s): Emmanuelle Zech
Admission : 2021

**Louann BREDA**

- EVALUATION DE LA FAISABILITE ET DE L'EFFICACITE D'UNE INTERVENTION PSYCHOLOGIQUE MULTIDIMENSIONNELLE SUR LE FONCTIONNEMENT SOCIAL DES ADOLESCENTS ET JEUNES ADULTES AYANT UN CANCER : UNE APPROCHE PARTICIPATIVE

Promoter(s): Magali Lahaye
Admission : 2025

**Gwenaelle BRESMAL**

PLEINE CONSCIENCE, CONSTRUCTION IDENTITAIRE ET MOTIVATION CHEZ LES ADOLESCENTS.

Promoter(s) : Magali Lahaye
Admission : 2024

**Guido Maria CARUSO**

- INVESTIGATING THE INTERACTIONS BETWEEN INTEROCEPTION AND SOCIAL COGNITION IN SEVERE ALCOHOL USE DISORDER

Promoter(s) : Pierre Maurage
Admission : 2025

**Ségolène CARDON DE LICHTBUER**

THE ROLE OF PERSONAL NARRATIVES IN SHAPING ATTITUDES, EMOTIONS AND REPRESENTATIONS OF A COLLECTIVE PAST.

Promoter(s): Olivier Luminet
Admission : 2024

**Nathalie CASTAIGNE**

- VERS D'AUTRES POSSIBLES : LE ROLE DES PROJECTIONS EPISODIQUES

FUTURES DANS L'ANXIETE CLIMATIQUE ET L'ADOPTION DE COMPORTEMENTS D'ATTENUATION ET D'ADAPTATION

Promoter(s): Alexandre Heeren
Admission : 2023

**Chiara CESARANO**

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Réponses émotionnelles dans le TSPT : étude des composantes prosodiques et linguistiques et de leur évolution

Promoter(s): Olivier Luminet
Admission : 2025

**Gabrielle COBBAUT**

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LES ENJEUX PSYCHOLOGIQUES LIES A L'IMPLICATION DE L'ENFANT DANS LES PRISES DE DECISIONS PARTAGEES EN ONCOLOGIE PEDIATRIQUE

Promoter(s): Magali LAHAYE
Admission : 2025

**Liselotte CULLMAN**

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WHAT IS THE IMPACT OF THERAPIST'S MULTICUTURAL ORIENTATION ON THE WORKING ALLIANCE?

Promoter(s): Jochem Willemsen
Admission : 2022

**Déborah DAWANT**

UNE APPROCHE PROCESSUELLE DE LA DISSOCIATION.

Promoter(s) : Céline Douilliez
Admission : 2024

**Hubert DE CONDE**

---

Etude empirique sur les événements significatifs liés au développement personnel et professionnel des thérapeutes

Promoter(s): Emmanuelle Zech & Jochem Willemsen
Admission : 2021

**Bérénice DELOR**

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*A processual approach of clinical perfectionism*

Promoter(s): Pierre Philippot & Céline Douilliez
Admission : 2018

**Marie DE RADIGUES**

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LA CONSCIENCE DE SOI : LA PLEINE CONSCIENCE POUR FAVORISER LA RESPONSABILITÉ INDIVIDUELLE CHEZ LES JEUNES ADULTES

Promoter(s) : Pierre Philippot
Admission : 2021

**Charline EQUETER**

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COMPREHENSION & EVALUATION DE LA COERCITION REPRODUCTIVE. ETUDE DES FACTEURS DE PROTECTION ET DE RISQUE AUPRES DE JEUNES FEMMES.

Promoter(s): Stephan Van den Broucke
Admission : 2021

**Lea ESTNER ROY**

---

Vécus psychologiques et sexologiques post-partum : interactions entre contextes de naissance, facteurs socio-économiques et normes de genre

Promoter(s): Cindy Eira NUNES
Admission : 2025

**Sam FLORES**

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ANALYSE DE L'APPORT DES MOUVEMENTS FEMINISTES A LA PRATIQUE PSYCHANALITIQUE : POUR LA CREATION D'UN SUJET FEMI-ANALYSTE.

Promoter(s): Jochem Willemsen
Admission : 2023

**George FRAGAKIS**

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NAVIGATING VALUE CONFLICTS IN PERSON-CENTERED THERAPY: INFLUENCE ON THERAPEUTIC ALLIANCE AND EFFECTIVENESS OF TRAINING PROGRAMS.

Promoter(s): Emmanuelle Zech
Admission : 2023

**Catherine GRENIER**

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Application du concept "social cure" à la promotion de la sante : l'identification au groupe et la connectivite influencent-elles la pratique des comportment de sante ?

Promoter(s): Stephan Van den Broucke
Admission : 2019

**Mareike KAEMMERER**

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Emotions et cognitions dans les maladies chroniques pédiatriques : la création et mise en place d'une intervention psychologique

Promoter(s): Olivier Luminet
Admission : 2021

**Alexandra JEANDRAIN**

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L'exploration neuropsychologique de la douleur dans le trouble de l'usage d'alcool

Promoter(s): Pierre Maurage
Admission : 2025

**Céline JEITANI**

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Addressing Health Literacy in oncology and hematology: A combined intervention addressing patients, medical staff and the health care organization

Promoter(s): Stephan Van den Broucke
Admission : 2021

**Doris LACASSAGNE**

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Triadic approach to stress resilience in daily life: On synchrony and transmission

Promoter(s): Alexandre Heeren
Admission : 2022

**Anne-Claire LAFAIT**

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Conscience corporelle & symptomatologie borderline

Promoter(s): Pierre Philippot
Admission : 2018

**Charlotte LEEMANS**

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Une question de pédagogie ? Mieux comprendre le rôle des pratiques enseignantes dans la réussite des étudiants universitaires

Promoter(s): Stephan Van den Broucke
Admission : 2022

**Coline MACHIELS**

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Investigation des corrélas biologiques du burnout parental : métabolisme glucidique, métabolisme lipidique et inflammation

Promoter(s): Moira Mikolajczak
Admission : 2023

**Zoé MALLIEN**

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L'autonomie chez l'enfant atteint de maladie chronique : conceptualisation, evaluation et identi-fication des facteurs intra-personnels

Promoter(s): Olivier Luminet
Admission : 2019

**Elisa MARTINI**

---

Investigation des corrélas biologiques du burnout parental : métabolisme glucidique, métabolisme lipidique et inflammation

Promoter(s): Pierre Maurage
Admission : 2023

**Mariah MATAR**

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Triadic eye gaze synchrony and stress resilience (transmission) in nuclear families: From genetic profiles to collective behaviors

Promoter(s): Alexandre Heeren
Admission : 2022

**Antoine MAUCLET**

Titre encore indéfini

Promoter(s): Damien Brevers
Admission : 2025

**Camille MOUGUIAMA**

Vers une approche processuelle, intégrative et réticulaire des relations entre l'intolérance et l'incertitude et l'anxiété climatique

Promoter(s): Alexandre Heeren
Admission : 2020

**Thanh NGUYEN MINH**

THE IMPACT OF FAMILY ROUTINES AND RITUALS ON PSYCHOLOGICAL, BEHAVIORAL AND BIOMARKERS OF PARENTAL BURNOUT

Promoter(s): Isabelle Roskam
Admission : 2022

**Soliana PERNA**

ANALYSE COGNITIVE-COMPORTEMENTALE DE LA HAUTE SENSIBILITÉ

Promoter(s): Céline Douilliez
Admission : 2024

**Marie ROULIN**

- LE DEVELOPPEMENT D'UNE ALIMENTATION DEREGLEE CHEZ L'ENFANT ENTRE 8 ET 12 ANS.

Promoter(s): Magali Lahaye
Admission : 2025

**Isabelle TAVERNA**

DE L'EXPLORATION DU CONCEPT DE FRUSTRATIONS DANS LA THEORIE PSYCHANALYTIQUES A SES CHANGEMENTS CONCEPTUELS IMPLICTES A L'EPREUVE DE LA CLINIQUE INFANTILE COTEMPORAINE : ECLAIRCISSEMENTS, ELARGISSEMENTS SEMANTIQUE ET COMPLEXIFICATION D'UN CONCEPT

Promoter(s): Jochem Willemsen
Admission : 2025

**Irem OZ**

The impact of prospective physical exertion on the adherence to physical exercise

Promoter(s): Damien Brevers
Admission : 2023

**Saartje VAN DEN BOSSCHE**

The Collective Memory of the Gwangju Uprising and Its Intergenerational Transmission

Promoter(s): Olivier Luminet
Admission : 2024

**Aurélie VAN DER HAEGEN**

Mémoire communicative et transmission intergenerationnelle des souvenirs d'evenements historiques. Etude des processus emotionnels et communicationnels

Promoter(s): Olivier Luminet
Admission : 2015

**Alice VERSCHUREN**

Perfectionism, goal regulation and rumination. Which role in psychological distress

Promoter(s): Alexandre Heeren & Céline Douilliez
Admission : 2018

**Aline WOINE**

Réévaluation du modèle étiologique du burn-out parental : une perspective cognitive et émotionnelle

Promoter(s): Moira Mikolajczak & Isabelle Roskam
Admission : 2021

# Prix et distinctions

## *Awards and distinctions*

**Stephan Van den Broucke** a reçu des mains du professeur Peter Wushou Chang, fondateur et président d'honneur de l'AHLA, et du professeur Diane Levin-Zamir, présidente du comité du prix, lors de la 11e conférence de l'AHLA qui s'est tenue à Taichung, Taïwan, du 23 au 25 novembre 2025, le Prix Yufong International Health Literacy Award.
Ce prix, nommé en hommage à Mme Yufong Hsu (1927-2016), défenseure des initiatives en matière de littératie en santé à Taïwan, récompense des personnes ou des institutions pour leur contribution exceptionnelle à la recherche et à la pratique dans ce domaine. Il est traditionnellement remis lors de la cérémonie d'ouverture de la conférence annuelle de l'Asian Health Literacy Association (AHLA).
https://www.linkedin.com/feed/update/urn:li:activity:7399839526619152384/

**Yorgo HOEBEKE** (Promoteur : Alexandre Heeren) a reçu le **Prix de Psychologie (21e période triennale, 2022-2024) à l'Académie Royale de Belgique.**
Créé en 1961 à l'initiative du baron Albert Édouard Marie Joseph Michotte van den Berck, ce prix est destiné à couronner la meilleure thèse doctorale de psychologie scientifique soutenue avec succès, durant la période envisagée, dans une université belge par un étudiant de la même nationalité.
Le prix est décerné à M. Yorgo Hoebeke, docteur en psychologie, entrepreneur, développant une application de productivité personnelle gamifiée, pour sa thèse intitulée A Fugue on Rumination. On the Dynamic Nature of Rumination's Key Features and Their Complex Interplay with Executive Control, UCLouvain, 2024.
https://academieroyale.be/fr/actualites-detail/messages/classe-lettres-sciences-morales-politiques-laureats-prix-decernes-2025/

La plateforme d'analyse scientifique **ScholarGPS** a classé **Stephan Van den Broucke** parmi les chercheurs les mieux classés au cours des cinq dernières années, jusqu'en 2024.
Plus précisément, deuxième chercheur le mieux classé dans le domaine de la promotion de la santé au cours des cinq dernières années, avec deux articles parmi les cinq mieux classés.
Stephan Van Den Broucke | Scholar Profiles and Rankings | ScholarGPS

**Le McKinsey & Company Scientific Award 2025** a été attribué à
**Marie Annelise BLANCHARD** pour sa recherche sur l'épuisement parental
https://www.frs-fnrs.be/fr/l-actualite-chercheurs/4023-le-mckinsey-company-scientific-award-recompense-une-recherche-sur-l-epuisement-parental

**FWB - Prix récompensant les travaux transversaux d'un-e doctorant-e**
Le prix a été attribué à **Justine JACQUEMART** pour sa recherche intitulée :
« *L'enseignement universitaire sous la loupe : les pratiques enseignantes observées en classe au service de la réussite des étudiantes et étudiants* ».
https://www.uclouvain.be/fr/instituts-recherche/ipsy/news/prix-recompensant-les-travaux-transversaux-dun-doctorant

**Prix "Belgium's Got Talent 2025"**
Ce prix décerné par le Belgian College of Neuropsychopharmacology and Biological Psychiatry a été attribué à **Marbella PEREZ PEÑA** pour sa recherche *"I Feel, Therefore I Am: An investigation on mindfulness, body awareness, and emotion regulation in youth"*.
https://www.bcnbp.org/belgiums-got-talent/belgiums-got-talent-2025

# IPSY en quelques chiffres

*IPSY in numbers*

## Chercheur.e.s affecté.e.s en IPSY

| Année 2010 | Total | Hommes | Femmes |
|---|---|---|---|
| Membres académiques et scientifiques définitifs.ves | 43 | 27 | 16 |
| Aspirant.e.s FNRS | 23 | 14 | 9 |
| Chargé.e.s de recherche FNRS | 11 | 5 | 6 |
| Assistant.e.s | 29 | 5 | 24 |
| Assistant.e.s de recherche | 8 | 1 | 7 |
| Boursier.ère.s | 30 | 6 | 24 |

| Année 2011 | Total | Hommes | Femmes |
|---|---|---|---|
| Membres académiques et scientifiques définitifs.ves | 43 | 27 | 16 |
| Aspirant.e.s FNRS | 21 | 7 | 14 |
| Chargé.e.s de recherche FNRS | 14 | 4 | 10 |
| Assistant.e.s | 27 | 5 | 22 |
| Assistant.e.s de recherche | 5 | 2 | 3 |
| Boursier.ère.s | 32 | 10 | 22 |

| Année 2012 | Total | Hommes | Femmes |
|---|---|---|---|
| Membres académiques et scientifiques définitifs.ves | 43 | 26 | 17 |
| Aspirant.e.s FNRS | 23 | 6 | 17 |
| Chargé.e.s de recherche FNRS | 12 | 3 | 9 |
| Assistant.e.s | 28 | 7 | 21 |
| Assistant.e.s de recherche | 12 | 3 | 9 |
| Boursier.ère.s | 30 | 11 | 19 |

| Année 2013 | Total | Hommes | Femmes |
|---|---|---|---|
| Membres académiques et scientifiques définitifs.ves | 48 | 30 | 18 |
| Aspirant.e.s FNRS | 24 | 7 | 17 |
| Chargé.e.s de recherche FNRS | 12 | 3 | 9 |
| Assistant.e.s | 27 | 8 | 19 |
| Assistant.e.s de recherche | 13 | 3 | 10 |
| Boursier.ère.s | 31 | 9 | 22 |

En 2013, l'institut comptait 79 doctorant.e.s et 28 post-doctorant.e.s réparti.e.s comme suit :

| | Doctorant.e.s | Post-doctorant.e.s |
|---|---|---|
| UCL (FSR) | 22 | 9 |
| FNRS : | 24 | 12 |
| Assistant.e.s au cadre : | 27 | |
| Autres : | 6 | 7 |

| Année 2014 | Total | Hommes | Femmes |
|---|---|---|---|
| Membres académiques et scientifiques définitifs.ves | 47 | 29 | 18 |
| Aspirant.e.s FNRS | 22 | 5 | 17 |
| Chargé.e.s de recherche FNRS | 9 | 2 | 7 |
| Assistant.e.s | 32 | 9 | 23 |
| Assistant.e.s de recherche | 20 | 2 | 18 |
| Boursier.ère.s | 35 | 10 | 25 |

En 2014, l'institut comptait 91 doctorant.e.s et 27 post-doctorant.e.s réparti.e.s comme suit :

| | | Doctorant.e.s | Post-doctorant.e.s |
|---|---|---|---|
| UCL | FSR | 25 | 6 |
| | Autres | 4 | - |
| | Assistant.e.s au cadre | 32 | - |
| FNRS : | | 22 | 9 |
| Autres : | | 8 | 12 |

| Année 2015 | Total | Hommes | Femmes |
|---|---|---|---|
| Membres académiques et scientifiques définitifs.ves | 48 | 30 | 18 |
| Aspirant.e.s FNRS | 21 | 5 | 16 |
| Chargé.e.s de recherche FNRS | 9 | 1 | 8 |
| Assistant.e.s | 29 | 6 | 23 |
| Assistant.e.s de recherche | 22 | 1 | 21 |
| Boursier.ère.s | 36 | 10 | 26 |
| Autres membres | | | |
| Chercheur.e.s/professeur.e.s visiteur.e.s | 2 | 1 | 1 |
| Membres académiques et scienfiques définitifs.ves affilié.e.s | 7 | 4 | 3 |
| Membres scientifiques affilié.e.s | 38 | 13 | 25 |
| Membres académiques émérites affilié.e.s | 5 | 3 | 2 |
| Membres associé.e.s | 15 | 8 | 7 |
| Membres sympathisant.e.s | 7 | 4 | 3 |

En 2015, l'institut comptait 89 doctorant.e.s et 28 post-doctorant.e.s réparti.e.s comme suit :

| | | Doctorant.e.s | Post-doctorant.e.s |
|---|---|---|---|
| UCL | FSR | 8 | 3 |
| | Autres | 23 | 2 |
| | Assistant.e.s au cadre | 29 | - |
| FNRS : | | 21 | 9 |
| Autres : | | 8 | 14 |

| Année 2016 | Total | Hommes | Femmes |
|---|---|---|---|
| Membres académiques et scientifiques définitif.ves | 44 | 26 | 18 |
| Aspirant.e.s FNRS | 20 | 4 | 16 |
| Chargé.e.s de recherche FNRS | 8 | 2 | 6 |
| Assistant.e.s | 29 | 11 | 18 |
| Assistant.e.s de recherche | 21 | 2 | 19 |
| Boursier.ère.s | 41 | 14 | 27 |
| Autres membres | | | |
| Chercheur.e.s/professeur.e.s visiteur.e.s | 7 | 5 | 2 |
| Membres académiques et scienfiques définitif.ves affilié.e.s | 7 | 4 | 3 |
| Membres scientifiques affilié.e.s | 22 | 4 | 18 |
| Membres académiques émérites affilié.e.s | 8 | 6 | 2 |
| Membres associé.e.s | 21 | 9 | 12 |
| Membres sympathisant.e.s | 8 | 4 | 4 |

En 2016, l'institut comptait 93 doctorant.e.s et 26 post-doctorant.e.s réparti.e.s comme suit :

| | | Doctorant.e.s | Post-doctorant.e.s |
|---|---|---|---|
| UCL | FSR | 28 | 4 |
| | Autres | 7 | 2 |
| | Assistant.e.s au cadre | 29 | - |
| FNRS : | | 20 | 8 |
| Autres : | | 9 | 12 |

| Année 2017 | Total | Hommes | Femmes |
|---|---|---|---|
| Membres académiques et scientifiques définitif.ves | 44 | 27 | 17 |
| Aspirant.e.s FNRS | 16 | 4 | 12 |
| Chargé.e.s de recherche FNRS | 5 | - | 5 |
| Assistant.e.s | 27 | 10 | 17 |
| Assistant.e.s de recherche | 14 | 1 | 13 |
| Boursier.ère.s | 40 | 10 | 30 |
| Autres membres | | | |
| Chercheur.e.s/professeur.e.s visiteur.e.s | 11 | 4 | 7 |
| Membres académiques et scienfiques définitif.ves affilié.e.s | 8 | 6 | 3 |
| Membres scientifiques affilié.e.s | 37 | 10 | 27 |
| Membres académiques émérites affilié.e.s | 8 | 6 | 2 |
| Doctorant.e.s sur fonds propres | 27 | 9 | 18 |
| Membres sympathisant.e.s | 9 | 5 | 4 |

En 2017, l'institut comptait 113 doctorant.e.s et 16 post-doctorant.e.s réparti.e.s comme suit :

| | | Doctorant.e.s | Post-doctorant.e.s |
|---|---|---|---|
| UCL | FSR | 23 | 6 |
| | Autres | 11 | - |
| | Assistant.e.s au cadre | 27 | - |
| FNRS : | | 16 | 5 |
| Autres : | | 9 | 5 |
| Doctorant.e.s sur fonds propres | | 27 | - |

| Année 2018 | Total | Hommes | Femmes |
|---|---|---|---|
| Membres académiques et scientifiques définitif.ves | 47 | 28 | 19 |
| Aspirant.e.s FNRS | 14 | 3 | 11 |
| Chargé.e.s de recherche FNRS | 4 | - | 4 |
| Assistant.e.s | 22 | 6 | 16 |
| Assistant.e.s de recherche | 22 | 5 | 17 |
| Boursier.ère.s | 38 | 15 | 23 |
| Autres membres | | | |
| Chercheur.e.s/professeur.e.s visiteur.e.s | 4 | 1 | 3 |
| Membres académiques et scienfiques définitif.ves affilié.e.s | 9 | 6 | 3 |
| Membres scientifiques affilié.e.s | 35 | 9 | 26 |
| Membres académiques émérites affilié.e.s | 9 | 7 | 2 |
| Doctorant.e.s sur fonds propres | 23 | 7 | 16 |
| Membres sympathisant.e.s | 9 | 5 | 4 |

En 2018, l'institut comptait 97 doctorant.e.s et 26 post-doctorant.e.s réparti.e.s comme suit :

| | | Doctorant.e.s | Post-doctorant.e.s |
|---|---|---|---|
| UCL | FSR | 22 | 9 |
| | Autres | 7 | - |
| | Assistant.e.s au cadre | 22 | - |
| FNRS : | | 14 | 4 |
| Autres : | | 9 | 13 |
| Doctorant.e.s sur fonds propres | | 23 | - |

| Année 2019 | Total | Hommes | Femmes |
|---|---|---|---|
| Membres académiques et scientifiques définitif.ves | 48 | 28 | 20 |
| Aspirant.e.s FNRS | 13 | 2 | 11 |
| Chargé.e.s de recherche FNRS | 4 | - | 4 |
| Assistant.e.s | 28 | 9 | 19 |
| Assistant.e.s de recherche | 16 | 3 | 13 |
| Boursier.ère.s | 42 | 19 | 23 |
| Autres membres | | | |
| Chercheur.e.s/professeur.e.s visiteur.e.s | 4 | 3 | 1 |
| Membres académiques et scienfiques définitif.ves affilié.e.s | 9 | 6 | 3 |
| Membres scientifiques affilié.e.s | 40 | 13 | 27 |
| Membres académiques émérites affilié.e.s | 9 | 7 | 2 |
| Doctorant.e.s sur fonds propres | 30 | 8 | 22 |
| Membres sympathisant.e.s | 10 | 5 | 5 |

En 2019, l'institut comptait 109 doctorant.e.s et 21 post-doctorant.e.s réparti.e.s comme suit :

| | | Doctorant.e.s | Post-doctorant.e.s |
|---|---|---|---|
| UCL | FSR | 32 | 7 |
| | Autres | 3 | - |
| | Assistant.e.s au cadre | 28 | - |
| FNRS : | | 13 | 4 |
| Autres : | | 6 | 10 |
| Doctorant.e.s sur fonds propres | | 30 | - |

| Année 2020 | Total | Hommes | Femmes |
|---|---|---|---|
| Membres académiques et scientifiques définitif.ves | 46 | 27 | 19 |
| Aspirant.e.s FNRS | 11 | 2 | 9 |
| Chargé.e.s de recherche FNRS | 4 | 1 | 3 |
| Assistant.e.s | 31 | 9 | 22 |
| Assistant.e.s de recherche | 24 | 6 | 18 |
| Boursier.ère.s | 39 | 11 | 28 |
| Autres membres | | | |
| Chercheur.e.s/professeur.e.s visiteur.e.s | 1 | 1 | - |
| Membres académiques et scienfiques définitif.ves affilié.e.s | 10 | 6 | 4 |
| Membres scientifiques affilié.e.s | 48 | 11 | 37 |
| Membres académiques émérites affilié.e.s | 10 | 7 | 3 |
| Doctorant.e.s sur fonds propres | 32 | 11 | 21 |
| Membres sympathisant.e.s | 5 | 4 | 1 |

En 2020, l'institut comptait 113 doctorant.e.s et 28 post-doctorant.e.s réparti.e.s comme suit :

| | | Doctorant.e.s | Post-doctorant.e.s |
|---|---|---|---|
| UCL | FSR | 28 | 8 |
| | Autres | 3 | - |
| | Assistant.e.s au cadre | 31 | - |
| FNRS : | | 11 | 4 |
| Autres : | | 8 | 16 |
| Doctorant.e.s sur fonds propres | | 32 | - |

| Année 2021 | Total | Hommes | Femmes |
|---|---|---|---|
| Membres académiques et scientifiques définitif.ves | 44 | 26 | 18 |
| Aspirant.e.s FNRS | 16 | 2 | 14 |
| Chargé.e.s de recherche FNRS | 5 | 1 | 4 |
| Assistant.e.s | 29 | 6 | 23 |
| Assistant.e.s de recherche | 20 | 7 | 13 |
| Boursier.ère.s | 37 | 7 | 30 |
| Autres membres | | | |
| Chercheur.e.s/professeur.e.s visiteur.e.s | 6 | 1 | 5 |
| Membres académiques et scienfiques définitif.ves affilié.e.s | 10 | 6 | 4 |
| Membres scientifiques affilié.e.s | 65 | 16 | 49 |
| Membres académiques émérites affilié.e.s | 11 | 8 | 3 |
| Doctorant.e.s sur fonds propres | 25 | 8 | 17 |
| Membres sympathisant.e.s | 5 | 4 | 1 |

En 2021, l'institut comptait 116 doctorant.e.s et 32 post-doctorant.e.s réparti.e.s comme suit :

| | | Doctorant.e.s | Post-doctorant.e.s |
|---|---|---|---|
| UCL | FSR | 30 | 7 |
| | Autres | 8 | - |
| | Assistant.e.s au cadre | 29 | - |
| FNRS : | | 16 | 5 |
| Autres : | | 8 | 20 |
| Doctorant.e.s sur fonds propres | | 25 | - |

| Année 2022 | Total | Hommes | Femmes |
|---|---|---|---|
| Membres académiques et scientifiques définitif.ves | 46 | 27 | 19 |
| Aspirant.e.s FNRS | 16 | - | - |
| Chargé.e.s de recherche FNRS | 7 | - | - |
| Assistant.e.s | 31 | - | - |
| Assistant.e.s de recherche | 23 | - | - |
| Boursier.ère.s | 39 | - | - |
| Autres membres | | | |
| Chercheur.e.s/professeur.e.s visiteur.e.s | - | - | - |
| Membres académiques et scienfiques définitif.ves affilié.e.s | 8 | 5 | 3 |
| Membres scientifiques affilié.e.s | 58 | 18 | 40 |
| Membres académiques émérites affilié.e.s | 8 | 5 | 3 |
| Doctorant.e.s sur fonds propres | 29 | - | - |
| Membres sympathisant.e.s | 5 | 5 | 0 |

En 2022, l'institut comptait 115 doctorant.e.s et 30 post-doctorant.e.s réparti.e.s comme suit :

| | | Doctorant.e.s | Post-doctorant.e.s |
|---|---|---|---|
| UCL | FSR | 36 | 12 |
| | Autres | - | 9 |
| | Assistant.e.s au cadre | 29 | 2 |
| FNRS : | | 16 | 7 |
| Autres : | | 5 | - |
| Doctorant.e.s sur fonds propres | | 29 | - |

| Année 2023 | Total | Hommes | Femmes |
|---|---|---|---|
| Membres académiques et scientifiques définitif.ves | 48 | 27 | 21 |
| Aspirant.e.s FNRS | 16 | 2 | 14 |
| Chargé.e.s de recherche FNRS | 7 | 2 | 5 |
| Assistant.e.s | 25 | 6 | 19 |
| Assistant.e.s de recherche | 15 | 5 | 10 |
| Boursier.ère.s | 50 | 11 | 39 |
| Autres membres | | | |
| Chercheur.e.s/professeur.e.s visiteur.e.s | 1 | 0 | 1 |
| Membres académiques et scienfiques définitif.ves affilié.e.s | 4 | 4 | 0 |
| Membres scientifiques affilié.e.s | 47 | 13 | 34 |
| Membres académiques émérites affilié.e.s | 8 | 5 | 3 |
| Doctorant.e.s sur fonds propres | 36 | 8 | 28 |
| Membres sympathisant.e.s | 5 | 4 | 1 |

En 2023, l'institut comptait 116 doctorant.e.s et 23 post-doctorant.e.s réparti.e.s comme suit :

| | | Doctorant.e.s | Post-doctorant.e.s |
|---|---|---|---|
| UCL | FSR | 24 | 6 |
| | Autres | 4 | - |
| | Assistant.e.s au cadre | 25 | - |
| FNRS : | | 16 | 8 |
| Autres : | | 11 | 9 |
| Doctorant.e.s sur fonds propres | | 26 | - |

| Année 2024 | Total | Hommes | Femmes |
|---|---|---|---|
| Membres académiques et scientifiques définitif.ves | 48 | 27 | 21 |
| Aspirant.e.s FNRS | 17 | 2 | 15 |
| Chargé.e.s de recherche FNRS | 7 | 2 | 5 |
| Assistant.e.s | 26 | 5 | 21 |
| Assistant.e.s de recherche | 16 | 4 | 12 |
| Boursier.ère.s | 50 | 12 | 38 |
| Autres membres | | | |
| Chercheur.e.s/professeur.e.s visiteur.e.s | ? | | |
| Membres académiques et scienfiques définitif.ves affilié.e.s | 3 | | 3 |
| Membres scientifiques affilié.e.s | 52 | 15 | 37 |
| Membres académiques émérites affilié.e.s | 4 | 2 | 2 |
| Doctorant.e.s sur fonds propres | 35 | 7 | 28 |
| Membres sympathisant.e.s | 5 | 4 | 1 |

En 2024, l'institut comptait 114 doctorant.e.s et 26 post-doctorant.e.s réparti.e.s comme suit :

| | Doctorant.e.s | Post-doctorant.e.s |
|---|---|---|
| UCLouvain FSR | 21 | 7 |
| Autres | 10 | |
| Assistant.e.s au cadre | 26 | |
| FNRS : | 17 | 8 |
| Autres : | 5 | 11 |
| Doctorant.e.s sur fonds propres | 35 | |

| Année 2025 | Total | Hommes | Femmes |
|---|---|---|---|
| Membres académiques et scientifiques définitif.ves | 51 | 26 | 25 |
| Aspirant.e.s FNRS | 14 | 4 | 10 |
| Chargé.e.s de recherche FNRS | 6 | 4 | 2 |
| Assistant.e.s | 38 | 6 | 32 |
| Assistant.e.s de recherche | 10 | 1 | 9 |
| Boursier.ère.s | 38 | 10 | 28 |
| Autres membres | | | |
| Chercheur.e.s/professeur.e.s visiteur.e.s | 8 | 3 | 5 |
| Membres académiques et scienfiques définitif.ves affilié.e.s | 6 | 5 | 1 |
| Membres scientifiques affilié.e.s | 70 | 27 | 43 |
| Membres académiques émérites affilié.e.s | 4 | 2 | 2 |
| Doctorant.e.s sur fonds propres | 24 | 4 | 20 |
| Membres sympathisant.e.s | 5 | 4 | 1 |

En 2025, l'institut comptait 111 doctorant.e.s et 21 post-doctorant.e.s réparti.e.s comme suit :

| | Doctorant.e.s | Post-doctorant.e.s |
|---|---|---|
| UCL FSR | 33 | 5 |
| Autres | 8 | - |
| Assistant.e.s au cadre | 28 | - |
| FNRS : | 15 | 6 |
| Autres : | 3 | 10 |
| Doctorant.e.s sur fonds propres | 24 | - |