



Universiteit
Leiden
The Netherlands

The neurocognitive development of social decision-making

Bos, W. van den

Citation

Bos, W. van den. (2011, April 12). *The neurocognitive development of social decision-making*. Retrieved from <https://hdl.handle.net/1887/16711>

Version: Not Applicable (or Unknown)

License: [Licence agreement concerning inclusion of doctoral thesis in the Institutional Repository of the University of Leiden](#)

Downloaded from: <https://hdl.handle.net/1887/16711>

Note: To cite this publication please use the final published version (if applicable).

Propositions

I. With increasing age adolescent social behavior does not become more prosocial but rather more context dependent. (this thesis)

II. The developmental changes in perspective-taking are the result of an early decrease in self-referential processes, and a gradual increase in other-related processes. (this thesis)

III. Social development during adolescence is not a process of learning and internalizing social norms, but rather a process of becoming more skilled in reasoning and applying these norms. (this thesis)

IV. The stability of reciprocal relationships increases with age due to an increased ability to regulate negative affect. (this thesis)

V. Depending on how we look at the developing brain, it is either more sensitive to positive feedback or more sensitive to negative feedback. (this thesis)

VI. An important next step in the advancement of our understanding of the relation between functional brain development and social development is studying the connectivity within and between brain networks.

VII. When interpreting developmental differences in brain activation it is important to remember that “*There is no teleology involved in development; mature, normative cognition is an outcome of development, not a pre-specified target*” (Thomas & Karmiloff-Smith, 2003).

VIII. It is important for scientists to communicate their findings to the public. A public presentation should therefore be an obligatory part of the curriculum and examination of graduate students.

IX. Science should be truly open, thus the university should not only promote open access publications, but open access to all phases of research. This would include; open data, open (source) software and a mindset for sharing.

X. The danger of the current emphasis on the valorisation of science is that there is too much focus on *instrumental values*, and too little on truth finding (*epistemic values*) and value determination (*ethical or normative values*).