Learning together: behavioral, computational, and neural mechanisms underlying social learning in adolescence

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Propositions

Accompanying the public defense of Bianca Westhoff's dissertation

Learning together

Behavioral, computational, and neural mechanisms underlying social learning in adolescence

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1. Adolescence is a key period for developing well-adjusted social behaviors, such as adaptive social learning. *(This thesis)*

2. Adolescent's improvements are most pronounced for other-oriented behaviors, such as trust and prosocial behaviors: with increasing age, adolescents become 'less selfish' and are better able to coordinate with others for collective welfare, even though this may not be equally beneficial for oneself as for the other. *(This thesis)*

3. A computational modeling approach provides valuable insights into the underlying mechanisms of social behaviors and their developmental patterns. (*This thesis*)

4. Early-to-mid adolescence is a window of opportunity for interventions targeted at stimulating well-adjusted social behaviors. *(This thesis)*

5. In addition to controlled experimental setups, researchers studying human behavior should strive for more ecologically valid research designs to enable a better translation of research findings to real-life situations.

6. A team science approach in academia, in which collaborators with different expertise use their strengths to supplement each other, is necessary for accomplishing innovative and methodologically strong research.

7. Trust does not only play an important role in our social lives, trust - both in oneself and from supervisors - is also a crucial component for the success of a PhD trajectory.

8. Universities should provide a support system for first-generation students and scientists. This would contribute to an academic environment with equal opportunities for all.

9. '*Vincit qui se vincit* – One conquers who conquers themself'. Personal development is vital for progress.