

SENSURVEILEDNING

Emnekode og navn: PSY3110	Semester / År / Eksamenstype: Høst 2020/ Skriftlig hjemme-eksamen, 4 timer Hjelpemidler tillatt
Oppgave: Små endringer i betingelsene i miljøet og/eller individet kan skape store endringer i læringsutbyttet. Gi en eller flere konkrete eksempler på dette, og bruk disse eksemplene som utgangspunkt for å diskutere teoretiske perspektiver på læring.	
Relevant pensumlitteratur: Ericsson, K.A. & Pool, R. (2016). Peak: Secrets from the new science of expertise. Houghton Mifflin Harcourt., New York (2016) Edelman, G..M.(1992). Bright air, brilliant fire: On the matter of the mind. New York: Basic Books. I tillegg kommer utvalgte artikler og bokkapitler Bokkapiteler Englund, K. (2014). Språkutvikling – ferdigheter, vansker og erfaring. I Sigmundsson, H. (2014). Læringsvansker . Akademia Hernes, G. (2012). Hot Topic – Cold Comfort. Climate Change and Attitude Change, Kap. IV: Explanations of Attitude Change, Oslo, Nordforsk, s. 11-148 Morelli & Rothbaum (2007). Situating the child in context: Attachment relationships and self-regulation in different cultures. I Kitayama, S. & Cohen, D. Handbook of cultural psychology. London: The Guilford press, pp. 500-527 Rogoff, B., Correa-Chávez, M., & Navichoc Cotuc, M. (2005). A cultural/historical view of schooling in human development. In D. Pillemer & S.H. White (Eds.), Developmental psychology and social change (pp. 225-263). NY: Cambridge University Press. Sripada_2018.pdf (dr.avhandling fra NTNU) Diverse vitenskapelige artikler. Bendixen, M., Kennair, L.E.O. (2017). Advances in the understanding of same-sex and opposite-sex sexual harassment. Evolution and Human Behaviour, 38, 583-591. Buhusi, C. V. & Meck, W.H. (2005). What makes us tick? Functional and neural mechanisms of interval timing. Nature review. Neuroscience, 6, 755-765. Butterworth, B. (2005). The development of arithmetical abilities. Journal of Child Psychology and Psychiatry and Allied Disciplines, 46(1), 3–18. https://doi.org/10.1111/j.1469-7610.2004.00374.x Chavajay, P., & Rogoff, B. (2002). Schooling and traditional collaborative social organization of problem solving by Mayan mothers and children. Developmental Psychology, 38, 55-66. Chow, J. Y., Davids, K., Hristovski, R., Araújo, D., & Passos, P. (2011). Nonlinear pedagogy: Learning design for self-organizing neurobiological systems. New Ideas in Psychology, 29(2), 189-200. https://www.sciencedirect.com/science/article/pii/S0732118X10000607 Chow, Jia Yi. Nonlinear learning underpinning pedagogy: evidence, challenges, and implications."Quest 65, no. 4 (2013): 469-484. Dehaene, S. (2011). The massive impact of literacy on the brain and its consequences for education. Human Neuroplasticity and Education. Pontifical Academy of Sciences, 19–32. https://doi.org/ISBN 978-88-7761-103-1 Diamond, A. (2013). Executive Functions. Annual Review of Psychology, 64(1), 135–	

168. <https://doi.org/10.1146/annurev-psych-113011-143750>

Gottlieb, G. (1998). Normal occurring environmental and behaviour influences on gene activity: from central dogma to probabilistic epigenesis. *Psychological Review*, 83:215-234.

Haga, M., Pedersen, A.V., Sigmundsson, H (2008). Interrelationship among selected measures of motor skills. *Child: care, health and development*, 34, 245-248.

Iversen, Rundmo & Klempe (2005). Risk Attitudes and Behavior Among Norwegian Adolescents, *European Psychologist* 2005; Vol. 10(1):25–38

Kleim, J.A., Jones, T.A. (2008). Principles of experience-dependent neural plasticity: implications for rehabilitation after brain damage. *Journal of Speech, Language, and Hearing Research*, 51, 225-239.

Klempe & Rundmo (2006). Læringsstrategi og effektfulle holdningskampanjer. *Psyke & Logos*, 27, 601-626

Leveresen JSR, Haga M, Sigmundsson H (2012) From Children to Adults: Motor Performance across the Life-Span. *PLoS ONE* 7(6): e38830.

Nosek, B. A., Smyth, F. L., Sriram, N., Lindner, N. M., Devos, T., Ayala, A., ...

Greenwald, A. G. (2009). National differences in gender–science stereotypes predict national sex differences in science and math achievement. *Proceedings of the National Academy of Sciences*, 106(26), 10593–10597. <http://doi.org/10.1073/pnas.0809921106>

Rimol et al.2016..Cortical trajectories during adolescence in preterm born teenagers with very low birthweight. *Cortex*. 75, 120-131.

Sowell, E.R., Peterson, B.S., Thompson, P.M., Welcome, S.E., Henkenius, A. L., Toga, A.T. (2003). Mapping cortical change across the human life span. *Nature Neuroscience*, 6, 309-315.

Zhang, S., Schmader, T., & Hall, W. M. (2013). L'eggo My Ego: Reducing the Gender Gap in Math by Unlinking the Self from Performance. *Self and Identity*, 12(4), 400–412. <http://doi.org/10.1080/15298868.2012.687012>

<https://shapeamerica.tandfonline.com/doi/full/10.1080/00336297.2013.807746#.XyfBlvkzZaQ>

Eksamenskrav:

Opgaven er formulert med tanke på å gi kandidatene mulighet til å bruke kunnskapen som er formidlet i pensum på en selvstendig måte. Kandidatene bør derfor innrømmes frihet til å tolke og avgrense oppgaven på ulike måter og krediteres for god struktur og tydelig argumentasjon i tillegg til teoretisk forståelse og selvstendig refleksjon. Selv om eksamen avvikles som hjemmeeksamen forutsettes det ikke at kandidaten benytter hjelpemidler. Tvert imot er kandidatene oppfordret til å skrive som om det var en skoleeksamen og uten å ty til hjelpemidler. Det stilles derfor ikke krav til formell referanseføring.

Karakterbeskrivelse:

<https://innsida.ntnu.no/wiki/-/wiki/Norsk/Karakterskalaen>

Faglærer / oppgavegiver:

Navn: Berit Overå Johannesen

Sted / dato: Trondheim 8. november 2020