

TRACCE PROVE PSICOLOGIA, LINGUISTICA E NEUROSCIENZE COGNITIVE

CURRICULUM 1 - 34° CICLO

Traccia/Quesito/Gruppo n. 1:

Dopo aver letto uno degli articoli a sua scelta fra i quattro proposti, il/la candidato/a:

- 1) ne scriva l'abstract in inglese, usando un massimo di 250 parole;
- 2) discuta criticamente i risultati ottenuti dallo studio, individuando eventuali limiti (massimo 500 parole);
- 3) proponga un esperimento che costituisca una possibile estensione empirica della ricerca presentata (massimo 400 parole).

The candidate has to choose one of the four proposed papers and:

- 1) write an abstract in English, using no more than 250 words;
- 2) critically discuss the results obtained by the study, highlighting possible limits (max 500 words);
- 3) propose a follow-up experiment as a possible empirical extension of the presented piece of research (max 400 words).

Articoli proposti/Proposed papers:

- Bakker, M., Sommerville, J. A., & Gredebäck, G. (2016). Enhanced neural processing of goal-directed actions after active training in 4-month-old infants. *Journal of Cognitive Neuroscience*, 28(3), 472-482.
- Macrae, C. N., Visokomogilski, A., Golubickis, M., & Sahraie, A. (2018). Self-relevance enhances the benefits of attention on perception. *Visual Cognition*, 1-7.
- Madore, K. P., Addis, D. R., & Schacter, D. L. (2015). Creativity and memory: Effects of an episodic-specificity induction on divergent thinking. *Psychological Science*, 26(9), 1461-1468.
- Ziethe, A., Eysholdt, U., & Doellinger, M. (2013). Sentence repetition and digit span: Potential markers of bilingual children with suspected SLI?. *Logopedics Phoniatrics Vocology*, 38(1), 1-10.

Traccia/Quesito/Gruppo n. 2:

Dopo aver letto uno degli articoli a sua scelta fra i quattro proposti, il/la candidato/a:

- 1) ne scriva l'abstract in inglese, usando un massimo di 250 parole;
- 2) discuta criticamente i risultati ottenuti dallo studio, individuando eventuali limiti (massimo 500 parole);
- 3) proponga un esperimento che costituisca una possibile estensione empirica della ricerca presentata (massimo 400 parole).

The candidate has to choose one of the four proposed papers and:

- 1) write an abstract in English, using no more than 250 words;
- 2) critically discuss the results obtained by the study, highlighting possible limits (max 500 words);
- 3) propose a follow-up experiment as a possible empirical extension of the presented piece of research (max 400 words).

Articoli proposti/Proposed papers:

- Benitez, V. L., & Saffran, J. R. (2018). Predictable Events Enhance Word Learning in Toddlers. *Current Biology*, 28, 1-7.
- Kovelman, I., Salah-Ud-Din, M., Berens, M. S., & Petitto, L. A. (2015). "One glove does not fit all" in bilingual reading acquisition: Using the age of first bilingual language exposure to understand optimal contexts for reading success. *Cogent Education*, 2(1), 1006504, 1-12.
- Pedrazzini, E., Schnider, A., & Ptak, R. (2017). A neuroanatomical model of space-based and object-centered processing in spatial neglect. *Brain Structure and Function*, 222(8), 3605-3613.
- Schweinsberg, M., Madan, N., Vianello, M., Sommer, S. A., Jordan, J., Tierney, W., ... & Srinivasan, M. (2016). The pipeline project: Pre-publication independent replications of a single laboratory's research pipeline. *Journal of Experimental Social Psychology*, 66, 55-67.

Traccia/Quesito/Gruppo n. 3:

Dopo aver letto uno degli articoli a sua scelta fra i quattro proposti, il/la candidato/a:

- 1) ne scriva l'abstract in inglese, usando un massimo di 250 parole;
- 2) discuta criticamente i risultati ottenuti dallo studio, individuando eventuali limiti (massimo 500 parole);
- 3) proponga un esperimento che costituisca una possibile estensione empirica della ricerca presentata (massimo 400 parole).

The candidate has to choose one of the four proposed papers and:

- 1) write an abstract in English, using no more than 250 words;
- 2) critically discuss the results obtained by the study, highlighting possible limits (max 500 words);
- 3) propose a follow-up experiment as a possible empirical extension of the presented piece of research (max 400 words).

Articoli proposti/Proposed papers:

Ebersole, C. R., Atherton, O. E., Belanger, A. L., Skulborstad, H. M., Allen, J. M., Banks, J. B., ... & Brown, E. R. (2016). Many Labs 3: Evaluating participant pool quality across the academic semester via replication. *Journal of Experimental Social Psychology*, 67, 68-82.

Patro, K., Fischer, U., Nuerk, H.-C., & Cress, U. (2016). How to rapidly construct a spatial-numerical representation in preliterate children (at least temporarily). *Developmental Science*, 19(1), 126-144.

Wang, T., & Saffran, J. R. (2014). Statistical learning of a tonal language: The influence of bilingualism and previous linguistic experience. *Frontiers in psychology*, 5, 953, 1-9.

Yitzhak, N., Gilaie-Dotan, S., & Aviezer, H. (2018). The contribution of facial dynamics to subtle expression recognition in typical viewers and developmental visual agnosia. *Neuropsychologia*, 117, 26-35.