



# Brown Bag Seminarの お知らせ

- 07月06日(水) 12:10—14:30 中央装置室
- 志波 泰子(文献紹介)
  - Carlson, S. M.. & Moses, L. J.(2001). Individual Differences in Inhibitory Control and Children's Theory of Mind. *Child Development*, **72**, 1032-1053.
    - This research examined the relation between individual differences in inhibitory control(a center component of executive functioning) and theory-of-mind performance in preschool-age. Children were given multitask batteries measuring IC and ToM.. IC was strongly related to Tom,  $r = .66$ ,  $p < .001$ . This relation remained significant controlling for age, gender, verbal ability, motor sequencing, family size, and performance on pretend-action and mental state control task.. Inhibitory task requiring a novel response in the face of a conflicting prepotent response and those requiring the delay of a prepotent response were significantly related ToM.. The former significantly predicted ToM performance over and above the latter and control measures, whereas, the latter was not significant in a corresponding analysis. These findings suggest that IC may be a crucial enabling factor for ToM development.
- 平山 るみ (文献紹介)
  - van Gelder, T., Bissett, M. & Cumming, G. (2004). Cultivating Expertise in Informal Reasoning, *Canadian Journal of Experimental Psychology*, **58**, 142--152.
    - People generally develop some degree of competence in general informal reasoning and argument skills, but how do they go beyond this to attain higher expertise? Ericsson has proposed that high-level expertise in a variety of domains is cultivated through a specific type of practice, referred to as deliberate practice. Applying this framework yields the empirical hypothesis that high-level expertise in informal reasoning is the outcome of extensive, deliberate practice. This paper reports results from two studies evaluating the hypothesis. University student participants completed 12 weeks of deliberate practice in informal reasoning. Quantity of practice was recorded by computer, and additionally assessed via self-report. The hypothesis was supported: Students in both studies showed a large improvement, and practice, as measured by computer, was related to amount of improvement in informal reasoning. These findings support adopting a deliberate practice approach when attempting to teach or learn expertise in informal reasoning.
- お昼ご飯を食べながらの気楽な研究会です。参加は自由です(事前の連絡は特に必要ありません)。