

一、The statements below are derived from Piaget's theory of development. For each statement, please (1) indicate whether it is supported or challenged by the follow-up studies to date; (2) select one such study, briefly describe its method and major findings, and illustrate how its findings support or challenge the statement.

- (a) The ability to reason about transformation is absent before and during the preoperational stage (8 分)
- (b) The capacity of nonegocentric perspective taking does not emerge until the concrete operational stage (8 分)

二、For each pair of terms below, please (1) explain each term respectively, and (2) describe the commonality and critical differences between the two terms.

- (a) Field experiments vs. natural experiments (6 分)
- (b) Syntactic bootstrapping vs. semantic bootstrapping (10 分)

三、Theorists taking the domain approach to the development of moral understanding focus on children's capacity to distinguish and coordinate between three types of social regularities (or domains). (1) For each domain, please explain what it refers to and provide examples for it (6 分). Please (2) describe some studies that address when and how children arrive at the distinctions between the moral domain and each of the other two domains (at least one study for each distinction) (8 分), and (3) discuss the implications of the findings from these studies for Kohlberg's view of children's moral understanding at the first two stages in his theory (4 分).

四、解釋名詞：(30分，每題3分)

1. Door-in-the-Face Technique
2. Hawthorne Effect
3. Availability Heuristic
4. Excitation Transfer
5. Overjustification Effect
6. Differential Decay Hypothesis
7. Boomerang Effect in Persuasion
8. Social Cognition
9. Self-Disclosure
10. Self-Fulfilling Prophecy

五、簡答題：(20分，每題10分)

1. 何謂 Experimenter Expectancy Effects? 請說明兩種可以減低或避免此效應的方法?
2. 請簡述 Festinger(1957)的認知失調論(cognitive dissonance theory)的理論重點，然後說明探討認知失調現象的三種不同的研究派典(paradigm)。