

## University of Groningen

### I see, I see what you don't see

Kellij, Sanne

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# Stellingen

*Propositions to accompany the dissertation*

## **I see, I see what you *don't* see**

Sanne Kellij

1. A negative social-cognitive style is common among victims of bullying (This dissertation).
2. Exclusion takes a higher toll on (persistent) victims than non-victims, as indicated by increased insula/IFG activity during and higher intentions to punish after exclusion (Chapter 5).
3. Persistent victimization has stronger (and more) effects on social cognition (Chapter 5).
4. Bullying is not only about power but also about felt provocation and getting back for earlier unfair incursions (SCARS Movie: [The complicated world of bullying](#)).
5. Negative social-cognitive styles likely originate from the combination of cues in the situation instead of fundamental and large differences in encoding of single social cues (This dissertation).
6. Bullying behavior and the involved emotions have to be measured in a more real-life context to examine social cognitions (This dissertation).
7. Longitudinal research should take precedence over cross-sectional research to uncover whether differences in social-cognitive styles are pre-existent or develop as victimization experiences continue (Chapters 2, 4).
8. It is crucial that researchers proactively share mistakes and non-significant findings to improve the quality of (open) science.
9. Pure knowledge is not the objective, it is about what you do *with* it (scientific outreach).
10. Nothing is perfect, (you just have to) deal with it.
11. "If men define situations as real, they are real in their consequences" (Thomas theorem: Merton, 1995).