

# Publikationen

Susanne Hardecker (Stand Januar 2023)

Leisterer-Peoples, S. M., Ross, C. T., Greenhill, S. J., Hardecker\*, S., & Haun\*, D. B. M. (2021). Games and enculturation: A cross-cultural analysis of cooperative goal structures in Austronesian games. *PLoS one*, 16(11), e0259746.  
<https://doi.org/10.1371/journal.pone.0259746>

\*shared last authorship

Toppe, T., Hardecker, S., Zerres, F., & Haun, D.B.M. (2021). The influence of cooperation and competition on preschoolers' prosociality toward in-group and out-group members. *Royal Society Open Science*, 8(5), 202171.  
<https://doi.org/10.1098/rsos.202171>

Leisterer-Peoples, S.M., Hardecker, S., Watts, J., Greenhill, S.J., Ross, C.T., & Haun, D.B.M. (2021). The Austronesian Game Taxonomy: A cross-cultural dataset of historical games. *Humanities and Social Sciences Communications*, 8(113).  
<https://doi.org/10.1057/s41599-021-00785-y>

Toppe, T., Hardecker, S., & Haun, D.B.M. (2020). Social inclusion increases over early childhood and is influenced by others' group membership. *Developmental Psychology*, 56(2), 324-335. <https://doi.org/10.1037/dev0000873>

Toppe, T., Hardecker, S., & Haun, D.B.M. (2019). Playing a cooperative game promotes preschoolers' sharing with third-parties, but not social inclusion. *PLoS one*, 14(8), e0221092. <https://doi.org/10.1371/journal.pone.0221092>

Hardecker, S., Buryn-Weitzel, J., & Tomasello, M. (2019). Adult instruction limits children's flexibility in moral decision-making. *Journal of Experimental Child Psychology*, 187, 104652. <https://doi.org/10.1016/j.jecp.2019.06.005>

Hepach, R. & Hardecker, S. (2017). Kinder kooperieren: Vom Helfen und Zusammenarbeiten. *Theorie und Praxis der Sozialpädagogik –Schwerpunkt: Verantwortung in der Pädagogik*.

- Hardecker, S., Schmidt, M.F.H., & Tomasello, M. (2017). Children's developing understanding of the conventionality of rules. *Journal of Cognition and Development*, 18(2), 163-188, <https://doi.org/10.1080/15248372.2016.1255624>
- Hardecker, S., Schmidt, M. F. H., Roden, M., & Tomasello, M. (2016). Young children's behavioral and emotional responses to different social norm violations. *Journal of Experimental Child Psychology*, 150, 364-379. <https://doi.org/10.1016/j.jecp.2016.06.012>
- Hardecker, S. & Tomasello, M. (2017). From imitation to implementation: How 2-and 3-year-old children learn to enforce social norms. *British Journal of Developmental Psychology*, 35, 237-248. <https://doi.org/10.1111/bjdp.12159>
- Schmidt, M. F. H., Hardecker, S., & Tomasello, M. (2016). Preschoolers understand the normativity of cooperatively structured competition. *Journal of Experimental Child Psychology*, 143, 34-47. <https://doi.org/10.1016/j.jecp.2015.10.014>
- Göckeritz, S., Schmidt, M.F.H., & Tomasello, M. (2014). Young children's creation and transmission of social norms. *Cognitive Development*, 30, 81-95. <https://doi.org/10.1016/j.cogdev.2014.01.003>
- Göckeritz, S., Schultz, P.W., Rendón, T., Cialdini, R.B., Goldstein, N.J., & Griskevicius, V. (2010). Descriptive normative beliefs and conservation behavior: The moderating roles of personal involvement and injunctive normative beliefs. *European Journal of Social Psychology*, 40(3), 514- 52. <https://doi.org/10.1002/ejsp.643>