

皆さま

ヒト乳幼児の視覚的注意、社会的学習について顕著な業績をあげておられる、Dr Rachel Wu (ロンドン大学バークベック校) が、3月に名古屋で開催されます、日本発達心理学会—英国心理学会 (BPS) 発達部門の交流事業にて来日されます。

京都大学吉田キャンパスでも、講演いただくことになりましたので、ぜひ、ご参集ください。関係各方面にもご周知いただければ幸いです。

明和政子 (教育学研究科)

[日時・場所]

3月6日(火) 15:00-16:00 教育学研究科 大会議室

[スピーカー]

Dr. Rachel Wu

Centre for Brain and Cognitive Development, Birkbeck, University of London

[講演要旨]

Learning (to learn) from attention cues during infancy

Human infants develop a variety of attentional mechanisms that allow them to extract relevant information from a cluttered world. We know that both social and non-social cues shift infants' attention, but not how infants use these cues to learn basic events. With over 450 infants, three extensive eye-tracking studies in this thesis established a controlled paradigm for investigating how attention cues shape early learning. The results showed that infants' ability to learn about structures in their environment (i.e., predicting the appearance of audio-visual events and forming expectations about co-occurring features) is dependent on the presence and nature of attention cues. By 8 months, infants learned these events significantly better with social cues (e.g., eye gaze, infant-directed speech, expression of interest) than with non-social cues (e.g., flashing squares) or without any attentional cueing. Importantly, when presented with multiple events to learn and cued by a face to one specific event, infants learned the cued event and ignored the non-cued event. The last study found that familiar communicative social signals (i.e., an engaging face that spoke to the infant) boosted 9-month-olds' learning about cued events. In particular, the engaging face supported learning from non-social cues, providing evidence for a mechanism explaining how infants learn to learn from unfamiliar attention cues such as pointing or arrows. Our results showed that though social cues may temporarily detract attention away from certain learning events in the world, they appear to stimulate infants to display better learning about the cued event in complex situations than when infants learn with other attention cues or on their own without attention cues. This research provides compelling evidence that attention cues mediate infants' learning in the typical cluttered environment.