発達科学研究会

プリンストン大学心理学部の Naiqi Gabriel Xiao 博士にご講演いただきます。
Xiao 博士の専門は発達心理学・認知心理学で、近年は乳児の顔認知に関する多くの研究をなさっています。
本講演では、発達早期の経験がヒトの発達をどのように Shaping するのか、ニューロイメージングを含む研究に基づいてお話しいただきます。なお、講演は英語にて行われます。
多くの皆様のご参加をお待ちしております。

日時：2018 年 10 月 12 日(金)　16：30 ～ 18：00
場所：京都大学文学部新館第６講義室
　※授業の関係で、場所が変更になる可能性がございます。
講演者：Naiqi Gabriel Xiao (Department of Psychology, Princeton University,)
演題：How do babies learn to see and “see to learn”?
要旨：

Infant development research in the past decades has recognized the fundamental role of experience in shaping the early development of our perceptual capabilities. This experience-based perceptual development could be demonstrated by a phenomenon referred to as Perceptual Narrowing. Young infants possess remarkable abilities to discriminate a broad range of perceptual signals in various domains, such as face perception, speech perception, and music perception. With increased age, while infants become better in perceiving the perceptual signals that they are familiar with (e.g., own-race faces & native speech sounds), they start to exhibit difficulties in processing the signals that they are unfamiliar with (e.g., other-race faces & non-native speech sounds). Though the phenomenon of Perceptual Narrowing has been studied extensively, the underlying mechanisms regarding how experiences shape perception is still poorly understood. Moreover, it is entirely unknown whether expe!
rience has any other down-stream consequences beyond the early development of perceptual capabilities. In this talk, I will present my recent neuroimaging and behavioral work on the two topics about how and what experiences shape the early human development.

Specially, I will first show how sleeping newborns and waking infants could use “Top-down Prediction” as an “engine” to translate experiences into rapid adaptive changes in perception. In the second line of research, I will present a series of studies showing how visual experience of faces determines infants’ social interactions (e.g., learning from others). Together, these studies broaden the current understandings of the roles of experience in shaping early human development in terms of its underlying mechanisms and the scope of its influences. In addition to the theoretical breakthroughs, these studies also present several methodological advancements in neonate and infant research.