Klassrumsobservationer
av elevers användning
av implicit inlärd symbolisk information

av

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Akademisk avhandling

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Abstract


The overall purpose. To observe potential differences within and between students’ use of implicitly learned symbolic information in regular classrooms situations. Method. Four experimental studies were conducted in regular school classes in regular classroom situations. In studies I, II and III attended overall, 70 elementary school students 11 to 13 years old, and 24 preschool students, 5 and 6 years old, participated in study IV. The independent variable was the presentation of the new information and the dependent variable was the students' answers on the following test trials. Results. In all participating school classes, some students showed that they used implicitly learned symbolic information, and others did not. First, in study I, when a simpler presentation of information was used, significant differences between students were observed. Secondly, study II showed differences within students. When potentially disturbing stimuli were used, students' performance was significantly negatively affected. In study III, when the use of more complex implicitly learned analogical information was needed in the test trials, still some students answered correctly. And in study IV, one student showed the use of implicitly learned symbolic information to flexible cross modal attention shifting. Main conclusion. The overall results suggest that the procedure makes it possible to observe significant variations within and between students' use of implicitly learned symbolic information in regular classroom settings. Discussion. Based on previous research, students who use implicitly learned symbolic information have an advantage in their learning process in regular classroom situations. But, further studies in needed to conclude whether observations from the procedure used here may predict other functional differences between students in regular classroom, and whether these differences may correlate with specific disabilities. And whether the differences may be reduced by adjustments in how new information is presented in classroom situations.

Keywords: Implicit learning, Symbolic behaviour, Stimulus equivalence, Functional contextual, Classroom observations, Teacher clarity, Inclusion

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