This colloquium traces travels to Australia, London, Alaska, Lower 48 USA, Hawaii, back to Aotearoa. From 3 decades of dabbling in (video) self modelling, I synthesise a theory, with feedforward principles, from findings across behavioural, cognitive, educational, and neuropsychological sciences. Video self modelling (VSM) offers many examples of ultra-rapid learning or monstrous change in performance, that cry out for better explanation. I will present video examples and data for illustration and discussion. These include autism, reading fluency, coming out of refuge, and high performance sports. I may even include circumstantial evidence from the brain. If we catch ‘em being good (rare successes, say, staying on task) on video, then repeated viewings result in more success or positive self-review, and learning from the past. More speedy behaviour change can be the product of feedforward, in which selected components (in the repertoire, say, a flip and nailing a landing in the gym) are reconfigured by editing to produce a new skill or advanced performance. It is argued that self modelling is fundamental to learning, while other modelling serves as a substitute, and extrinsic reinforcement is unnecessary. Learning thus enables a positive self-simulation (literally), which is then accessed to produce learning from the future.

Peter W. Dowrick, Ph.D
Professor of Psychology, University of Auckland
Professor of Disability Studies, University of Hawaiʻi at Manoa

Going Full Spiral: Self Modelling Around the World - Learning from the Future and the Past

Thursday 16 June, 3–4pm
Murphy MY632A