

Abstract

The present study tested the hypothesis that spatial learning strategy would affect the way landmarks were used. According to Aginsky et. al. (1997), “visually-dominated” participants exploit the view of a landmark to guide their movements directly and hence are more sensitive to the encountered view of the landmark, compared to “spatially-dominated” participants who exploit only the identity information of a landmark to localize themselves in the environment. In Experiment 1-3, half of the participants were given a map to promote the use of a “spatially-dominated” strategy during learning; in Experiment 4, an ad-hoc drawing task was used to differentiate participants preferring different spatial learning strategies. Neither the manipulation of map nor the ad-hoc classification yielded significant group difference in recognition performance. However, the recognition of landmarks preceding errors that were more difficult to correct were found to be less viewpoint-dependent, compared to landmarks preceding errors that were easier to correct.

摘要

本研究測試了「空間學習策略會影響路標使用方法」的假說。根據 Aginsky et. al. (1997), 以「依賴視覺為主」的受試者會利用路標的影象直接去指引他們的行動, 所以他們對見過的路標影象會表現得相當靈敏; 尤甚於以「依賴空間結構為主」、只利用路標身分去為自己在空間中定位的受試者。實驗一至三為半數的受試者供應地圖, 鼓勵他們在進行空間學習時使用「依賴空間結構為主」的學習策略; 實驗四則根據一個實驗後的繪畫任務, 去將推崇不同空間學習策略的受試者分組。無論是以地圖來操控受試者的學習策略, 還是以事後分組的方法, 都未能發現不同的組別辨認路標的表現有顯著的分別。不過, 相對於辨認緊接著較易改正的行走錯誤的路標, 受試者辨認緊接著較難改正的行走錯誤的路標時, 則顯著地較為不受之前見過的視點所影響。