



Which factors drive successful BCI skill learning?

Christian Mühl, Reinhold Scherer, Anatole Lécuyer, Lorraine Perronnet,
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Which factors drive successful BCI skill learning?

Christian Mühl¹, Reinhold Scherer², Anatole Lécuyer³, Lorraine Perronnet³,
Moritz Grosse-Wentrup⁴, Fabien Lotte³

1: German Aerospace Center, Germany, 2: TU Graz, Austria, 3: Inria, France, 4: Max Planck Institute, Germany

Introduction

- Solving the **poor reliability of current BCI** requires new research directions, other than signal processing alone
- Optimizing BCI training protocols** so that users can **learn BCI control mastery** could be one of them [2]
- This poster presents a set of **factors which could influence the learning process**, and thus could be considered to improve BCI performance of BCI
- These factors are based on Keller’s theory of motivation, volition and performance [1]

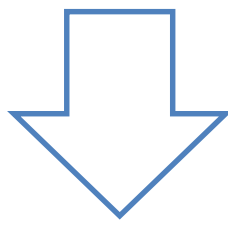
Motivational Factors

.. lead to more user efforts and thereby a better (learning) performance.

Attention
Relevance
Confidence

Learning effort

Cognitive Load
Mental Activities
Long-term Memory



Satisfaction

Feedback

Performance

Attention, a person’s curiosity and focus, can be guided by perceptual/intellectual arousal, and the variation of stimulation.

Increase perceptual arousal by stimulation characteristics

Increase inquiry arousal by task characteristics

Vary stimulation to maintain attention

Confidence, a positive expectancy for success, depends on the learner’s initial mind-set and (the attribution of) success/failure.

Present clear performance requirements

Enable success opportunities

Enable feeling of personal control

Relevance, the perceived value of the to-be-learned skill, depends on its compliance with a person’s motives or values.

Emphasize the goal in instruction and feedback

Match instructions to the learner’s motives and learning style

Increase the familiarity of the learning problem

Satisfaction, about accomplishments and learning experience, helps to maintain motivation for current and future efforts.

Intrinsic rewards by enjoyment of the learning experience

Extrinsic rewards by positive and motivational feedback

Maintain equity with consistent standards and consequences for success

Cognitive load, the burden on the limited resources of working memory, can be reduced regarding the instruction and presentation of information.

Limit extraneous (i.e., task-unrelated) load via instruction/presentation

Promote germane (i.e., task-related) load by support of learning strategies

Use different sensory modalities to complement information

Mental activities refer to the fact that humans are not passively receiving information, they actively process it (selection, organization and matching to prior knowledge), based on its relevance and saliency.

Make relevant information salient

Long-term memory is providing prior knowledge and acquired skills for the organization and integration of the learned information.

Match to-be-learned to prior knowledge and skills

Challenges and open questions

- Is BCI control similar to any other learning or performance task?
- Do these factors apply to BCI as well?
- Which other components we may need to be considered in BCI?
- How to manipulate those factors in BCI?

Conclusion: While often ignored, motivational and cognitive factors may positively impact BCI performances

References

- Keller, “An Integrative Theory of Motivation, Volition, and Performance”. Tech., Instr., Cog. & Learning, 6(2), 2008
- Lotte, Larrue, Mühl, "Flaws in current human training protocols for spontaneous BCI: lessons learned from instructional design", Frontiers in Human Neurosciences, vol 7., no. 568, 2013