

SARMAC MINI-CONFERENCE: Miami, June 8, 2000

Following the invitation of Bob Bjork, President-elect of the American Psychological Society (APS), SARMAC held a mini-conference on Thursday, June 8, 2000, the day before the APS meeting.

PAPER SESSION I: RECALL PROCESSES

8:30-10:30 AM

- (1) ***Does time fly when you're having fun?: Effects of happiness, sadness, and fear on subjective time perception***
KIMBERLEY A. BABB, LINDA J. LEVINE, & CAROL K. WHALEN, University of California - Irvine
Anecdotal evidence suggests that time drags when people are sad or anxious but flies when people are happy. This study investigated whether the greater cognitive processing effort associated with negative emotions creates the impression of a longer time interval. Following emotion induction, undergraduates (N = 128) completed a series of time perception tasks, some of which included cognitive distractor tasks. As predicted, participants in the sad and fear conditions over-estimated and under-produced time compared to participants in the happy and neutral conditions, but no differences were found when cognitive processing demands were made equivalent by including a cognitive distractor task.

- (2) ***The relation between accuracy of recalling isolated segments of a crime and accuracy of overall testimony***
RONALD P. FISHER, MARK R. PHILLIPS, & MARIA KRIOUKOVA, Florida International University; MARK R. LARSON, King County Prosecutor's Office
In three experiments, college students observed a videotaped simulated crime and then answered questions about the crime details. In two experiments, recall accuracy for each category of information (e.g., perpetrator, victim) was weakly correlated with recall accuracy of each other category, and also with accuracy of the overall report; in the third experiment, the correlations were much stronger. We speculate about the different patterns of results (weak/strong correlations) across experiments, and question universally applying the legal tactic of impeaching an entire eyewitness's testimony based on the inaccuracy of isolated statements.

- (3) ***Eliciting children's first description of an event: Making them write down the event instead of asking questions***
MAKIKO NAKA, Tokyo Metropolitan University
In this study, we explored the alternative way of eliciting the memory, i.e., to make children write down the event rather than to ask questions. The elementary school children were presented with a video-taped event and were asked either to write down the event (Condition 1), to image and write down the event (Condition 2), or to write down the answers to the questions (Condition 3). Finally, the recognition test was conducted. The false alarms for Conditions 2 and 3 in the second graders were high, suggesting writing is recommended when an adult is not familiar with proper investigative techniques.

- (4) ***I'll have what she's having: Gauging the impact of product placements on viewers***
KATHRYN BRAUN, Harvard Business School; SHARMISTHA LAW, University of Toronto
Product placement in TV shows is becoming increasingly common yet little is known about its effectiveness. In this study we examine placement effectiveness using two types of measures: explicit measures which tap memory directly and an implicit measure which measures the effect of exposure on product choice indirectly. Results showed an overall influence of placement on

both types of measures, though factors such as centrality and modality affected each measure differently. Our findings have significant implications for how product placements are designed and how their efficacy evaluated.

- (5) ***Circumstances, attributions, and individual differences affect memory for pre-exam emotion***
MARTIN A. SAFER, Catholic University of America; LINDA LEVINE, University of California - Irvine; & AMY DRAPALSKI, Catholic University of America
One week after a mid-term exam, 189 students were asked to recall their pre-exam emotions. Students who expected to be dissatisfied with their grade or who in fact did poorly on the exam tended to overestimate the intensity of their pre-exam negative emotions, whereas those who did well tended to underestimate. High scores on negative personality characteristics, such as neuroticism and depression, and low scores on positive characteristics, such as self-esteem and optimism, were also associated with overestimation. Those who overestimated pre-exam emotion intended to study more for the final exam. Memory distortions persisted over time.

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SYMPOSIUM I: AVIATION
10:15 - 11:45 AM

- (6) ***Does cognitive psychology have the right stuff? Applications of the discipline to aviation***
FRANCIS T. DURSO, University of Oklahoma (Chair)
- (7) ***From the research lab to the cockpit: The principled development of an electronic taxi map display***
ANTHONY D. ANDRE, San Jose State Foundation/NASA Ames Research Center
- (8) ***Information priorities of pilots: Pilot experience and phases of flight***
ROGER SCHVANEVELDT, Arizona State University - East
- (9) ***Structural analysis of cognitive flight skills***
TIMOTHY E. GOLDSMITH & DAVID L. TRUMPOWER, University of New Mexico
- (10) ***Performance-based measures of expertise in air traffic control***
JAMES SHANTEAU, Kansas State University; DAVID J. WEISS, California State University, RICKEY THOMAS, Kansas State University, & JULIA POUNDS, Federal Aviation Administration
- (11) ***Evolution of planning behavior in a dynamic environment***
SCOTT D. GRONLUND, MICHAEL R. P. DOUGHERTY, & JOHN M. CANNING, University of Oklahoma; SCOTT H. MILLS, FAA Civil Aeromedical Institute

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LUNCH

PAPER SESSION II: AUTOBIOGRAPHICAL MEMORY
1:00 - 2:30 PM

- (12) ***Post-hypnotic amnesia and intentional forgetting of events: A comparison of two potential models of functional amnesia***
AMANDA J. BARNIER & ROSLYN LINDA FONG, University of New South Wales
Based on their ability to alter the accessibility of information, both posthypnotic amnesia and intentional forgetting have been suggested as laboratory analogues of functional amnesia, which is characterized by a disruption of autobiographical memory. However, virtually no research has examined whether these methods can influence such memory. We report an experiment that compared the impact on high and low hypnotizable individuals' (explicit and implicit) memory performance of either a posthypnotic suggestion or an instruction to forget previously elicited autobiographical events. The findings are discussed in terms of the theoretical, empirical, and methodological requirements of a laboratory model of functional amnesia.
- (13) ***Autobiographical memories for romantic movies seen on a date: Where gender stereotypes do and do not apply***
RICHARD JACKSON HARRIS, FRED W. SANBORN, CHRISTINA L. SCOTT, LAURA DODDS, & JASON D. BRANDENBURG, Kansas State University; STEVEN J. HOEKSTRA, Kansas Wesleyan University
Young adults recalled watching a romantic movie on a date and answered questions about the experience. Results showed that women usually chose the film and liked it better but that men actually liked the films and romance better than the prevailing impressions of men's reactions. Gender stereotypes affected reactions to the films, but mostly as participants saw other people, not their own dates.
- (14) ***Earliest recollections: Adler's reconstructive view of memories from childhood***
JENNIFER P. PELUSO, Mercer University; PAUL R. PELUSO, Georgia State University; & JANINE P. BUCKNER, Emory University
Many autobiographical memory researchers attempt to dispel psychotherapists' misconceptions of memory. However, many current researchers, themselves, misunderstand some of these perspectives. One example can be found in criticisms of the Alfred Adler's concept and uses of "earliest recollections." We explain this technique and point out parallels among Adler's concept of the "schema of apperception," concepts derived from attachment theory, and the social-constructivist view of memory to which many current researchers subscribe. In addition, we outline some ways in which Adlerian concepts may provide a framework for investigating individual differences in the development, structure, and content of autobiographical memory.
- (15) ***A scoring manual for autobiographical memories***
JEFFERSON A. SINGER & PAVEL S. BLAGOV, Connecticut College
This paper describes a scoring manual for different types of written memories. Drawing upon previous memory categorization schemes, this system codes memory narratives as "single event" or "summary" memories. Summary memories are further coded as "generic" or "episodic" types. The memories are also coded for their "symbolic" quality – the degree to which the memory links to a larger theme in a participant's life. Symbolic memories are evaluated for their emphasis on personal "change" or "continuity." Finally, memories are evaluated for positive vs. negative affect. Pilot work has yielded inter-rater agreement of 95%.
- (16) ***A story a day takes the negative away: Sharing autobiographical memories changes their emotional content***
W. R. WALKER, Winston-Salem State University; J. A. GIBBONS, N. M. TRAXEL, & K. E. CROWLEY, Carthage College; R. J. VOGL, Christian Brothers College
Past research found that non-depressed individuals rehearsed stories more than depressed individuals and story rehearsals caused negative emotions to fade and positive emotions to remain. The current study replicated these findings. Moreover, negative events became more positive if they were told frequently to many people. This finding suggests that story rehearsals to many people may help reduce negative affect in unpleasant memories and they may maintain

positive affect in pleasant memories.

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PAPER SESSION III: POTPOURRI

2:45 - 4:15 PM

- (17) ***Benefits to spatial cognition resulting from sign language experience***
MADELEINE M. KEEHNER & SUSAN E. GATHERCOLE, University of Bristol
Sign language demands the ability to encode and maintain perspective-free representations of space. A Corsi-type transformation task, entailing 180° horizontal-plane rotation, was devised as a non-verbal analogue of spatial relations in face-to-face sign language discourse. The test was administered to hearing users of British Sign Language and hearing non-signers. Signers' performance was found to be reliably superior, indicating that transformational skills accumulated through signing experience can be co-opted for use in non-linguistic tasks. A possible theoretical explanation involves a spatial-kinaesthetic body-centred rehearsal mechanism developed through signing. The accrual of benefits through experience has implications for spatial skills in applied fields.
- (18) ***Representing knowledge in air traffic control using latent semantic analysis***
PETER M. MOERTL & FRANCIS T. DURSO, University of Oklahoma
Procedures and phraseology of air traffic control (ATC) are officially prescribed in FAA Order 7110.65. We extracted and represented ATC knowledge from this document by using Latent Semantic Analysis (LSA). LSA represents word meanings as high-dimensional vectors extracted from a text base by a factor analytic procedure. Is LSA's representation of knowledge accurate enough to pass an ATC specific knowledge test? We find that LSA-extracted knowledge yielded up to 42.5 % correct responses (chance performance was 20%). We will discuss the type of knowledge successfully captured and compare that to the missing knowledge that led to wrong responses.
- (19) ***Effects of active experiencing on speaker and listener***
H. NOICE, Elmhurst College; T. NOICE, Indiana State University
We have shown (Noice & Noice, 1997) that memory can be enhanced in populations as varied as college students and senior citizens by using the active experiencing principle (AE), derived from the role-learning strategies of professional actors. However, previous demonstrations have always been limited to the person performing the material. This study investigated whether this effect can be extended to listeners. Results showed that narrative material was remembered better by the listeners when the speakers were using the AE strategy. Thus this study suggests that teachers and other communicators have a pedagogical technique available that can make the content of their verbal instruction more memorable.
- (20) ***Separating rumors from the truth: The effects of exposure and memory on the believability of news headlines***
J. A. GIBBONS & A. F. LUKOWSKI, Carthage College; W. R. WALKER, Winston-Salem State University; D. A. PETERSON, University of South Dakota; & H. J. REINKE & C. A. CHAPLEAU, Carthage College
Participants rated the believability of 18 statements, 9 resembling tabloid headlines and 9 resembling newspaper headlines. After a delay, participants were asked to recognize the statements that they saw previously while also rating the believability of these statements. The believability of the previously seen rumors increased more than that of previously seen truths in groups where rumors were remembered better than truths. Therefore, incredible headlines become more believable with exposure if they are retained in memory.

- (21) ***Goals and memory: Motivating individuals to higher performance***
ROBIN L. WEST, University of Florida
In this research, goal theory is applied to memory. After assessment of beliefs and performance, old and young were assigned to conditions: control, goals (individuals set goals for each trial), or goals+feedback on scores. Participants then completed additional recall trials. Goals were predicted by performance, memory self-efficacy, and control beliefs. Younger adults showed the expected motivational effect: increased scores on the final trial in the goals and goals+feedback conditions. Older adults increased scores with goals, but showed reduced performance with goals+feedback. Success rates in reaching memory goals, which were low for the older adults, appeared to affect these age patterns.

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SYMPOSIUM II: EYEWITNESS MEMORY

4:30 - 6:30 PM

- (22) ***Research on eyewitness identification: Re-examining sequential lineups & Biggers criteria***
JOHN TURTLE, Ryerson Polytechnic University, Canada (Chair)
- (23) ***Sequential versus simultaneous photospread presentations: A meta-analysis***
NANCY STEBLAY, Augsburg College; ROD LINDSAY, Queens University, Canada; SOL FULERO, Sinclair College
- (24) ***Sequential lineups in police cases: The relative frequency of absolute judgments***
JOHN TURTLE, Ryerson Polytechnic University, Canada
- (25) ***The influence of lineup presentation factors on the verbal overshadowing effect***
CHRISTIAN MEISSNER & JACK BRIGHAM, Florida State University
- (26) ***The perceived validity of eyewitness identification: A test of the Biggers criteria***
AMY BRADFIELD & GARY WELLS, Iowa State University

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POSTER SESSION

(in conjunction with APS poster session in the evening)

- (27) ***From backgammon to battlegammon: Transfer of expertise effects in board games***
ALVA T. HUGHES, Randolph-Macon College; LINDA J. WELDON, CCBC – Essex Campus
- (28) ***The retrograde and anterograde misleading information effects on the emotional event***
YUKIO ITSUKUSHIMA & YASUNARI OKABE, Nihon University; MASANOBU TAKAHASHI, University of Sacred Heart
- (29) ***Improving recognition by making pleasantness ratings***
KRISTIN LEFEBER & JEFFREY GIBBONS, Carthage College

- (30) *Can you identify familiar persons in their younger photographs?*
SAYAKO MASUDA, Keio University
- (31) *Misattribution of mudslinging*
TIMOTHY N. ODEGARD & JAMES LAMPINEN, University of Arkansas
- (32) *Examining memory beliefs and strategies of college-aged students*
DAVID G. PAYNE, VANESSA CALABRESE, & TALI DITMAN, Binghamton University
- (33) *Young mothers' memory for a natural disaster: The effects of stress*
JANAT FRASER PARKER & LORRAINE E. BAHRICK, Florida International University;
ROBYN FIVUSH, Emory University
- (34) *Recalling events over very long delays: Does exposure to an earlier interview help or hinder children's accounts?*
LEIGH RIDLEY & MARGARET-ELLEN PIPE, University of Otago
- (35) *Biasing effects of personality characteristics on implicit memory: An investigation with adult attachment styles*
FANG ZHANG & CINDY HAZAN, Cornell University
- (36) *Seeds Aren't Anchors*
NORMAN R. BROWN, University of Alberta; ROBERT S. SIEGLER, Carnegie Mellon University