1. Attention

Mark Mills, Gerald P. McDonnell, & Michael D. Dodd

I still haven't found what you're looking for: Searching for myself and then searching for you too"

We examine the influence of joint search behavior on reaction time and accuracy. Here joint search occurs when one individual controls the visual input of a second individual via a gaze contingent. Pairs of participants complete three blocks of trials requiring them search and perform a discrimination task individually or with their partner (with one individual controlling the window and the other performing the discrimination task). We observe significant changes in visual behavior as a function of task type and task experience. The present paradigm has important practical applications to events outside the laboratory (e.g. x-ray screening).

2. Attentional bias

Eva Kemps, Marika Tiggemann, & Sarah Hollitt

Experimental Manipulation of Attentional Bias for Food Cues in Obese Adults

This study examined whether attentional biases for food cues in obese individuals can be modified. Using a dot probe paradigm obese adults trained to direct their attention away from pictured food cues showed a reduced attentional bias for these cues. The effect of the training manipulation generalised to an independent measure of biased information processing that is participants produced fewer food-related words on a subsequent word stem completion task. The results are consistent with a key prediction of incentive salience theory (Robinson & Berridge, 1993) that rewarding stimuli automatically capture attention. They also offer potential scope for tackling pathological (over)eating.

3. Attentional bias

Yasuyuki Sakuma

The Attentional Abilities of EFL Japanese University Students: Comparison with Japanese Elementary School Students and Native English-speaking University Students

We examined the attentional and selective attentional abilities of three types of students (Japanese university and elementary school students studying EFL and native English-speaking university students) related to accessing and storing two languages (Japanese as L1 or FL and English as L1 or FL) using the reverse-Stroop and Stroop tests. Japanese university students had studied English as a FL within the Japanese educational system for more than 10 years and Japanese elementary students had done so for about 3 years. University students who were native English-speakers had been studying Japanese as a FL for less than 4 years.

4. Autobiographical memory

Burcu D. Batur, & Alexandra M. Freund

Psychological Temporal Distance of Positive and Negative Flashbulb Memories

This study compares positive and negative public flashbulb memories (Osama bin Laden's death, Michael Jackson's death) and private flashbulb memories (hearing pregnancy news, death news) in terms of their psychological temporal distance. 389 young and 176 middle-aged adults rated memories, personal significance and psychological distance. Hierarchical regressions showed that independent of event date participants felt psychologically most distant from the negative private memory which was followed by Jackson's death. Participants felt closer to the positive memories with no age-group differences. Higher personal significance was associated with feeling closer to memories. Results are

discussed in relation to pleasantness bias in memory.

5. Autobiographical memory

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6. Autobiographical memory

Stephanie A. Berger

Recall Accuracy of Autobiographical Memory

This paper compares studies testing recall for 'what' elements of autobiographical memory using who and when cues. Participants submitted daily events for a week rated characteristics of the events and completed an unexpected cued-recall test. In five studies across four years participants submitted either lies or true or false excuses. Raters compared original and recalled versions of the lies (N = 501) and excuses (N = 326) to determine accuracy. Recall accuracy was highly consistent across replications ranging from .38 to .42 correct with one outlier (.61). Accuracy of AM and the directive function are discussed.

7. Autobiographical memory

Joseph Fitzgerald

Self-Narratives: A Relational Meta-Theoretical Framework for an Integrative Synthesis of Research and Theory

Self-Narratives: A Relational Meta-Theoretical Framework for an Integrative Synthesis of Research and Theory The self-narrative hypothesis provides a developmental account of the emergence of narrative identity during adolescence and adulthood. The hypothesis has been supported by studies of the age-distribution of autobiographical memories reported by adults, as well as studies autobiographical memory development. The self-narrative, however, can be deflected from a positive developmental course by the centralization of trauma memories into the self-narrative. A theoretical synthesis of the available data requires a relational meta-theory integrating organicism and contextualism. Organicism posits the continual transformational (developmental) change of the whole through the dialectical. Contextualism draws attention to variational changes resulting from obstacles to development.

8. Autobiographical memory

Julia E. Superka, Adam D. Brown, Nicole Kouri, Natalia Skritskaya, Davide Bruno,Nunzio Pomara, Charles Marmar, & Katherine Shear

Episodic Specificity for Autobiographical Memory and Imagined Future Event in Older Adults with Complicated Grief

Few studies have examined the extent to which episodic specificity for past and future events is associated with symptoms of complicated grief (CG), a disorder characterized by painful memories of the deceased and difficulty taking on new life roles. Older adults with CG and bereaved individuals without CG (No-CG) recalled or imagined events in response to positive or negative word cues. No-CG individuals recalled/imagined positive events with greater specificity than CG patients. In contrast, CG patients recalled/imagined negative events in greater detail. Specificity for negative events was associated with CG symptom severity and functional impairment. Clinical implications will be discussed.

9. Autobiographical memory

Nicole Kouri, & Adam D. Brown

Maladaptive Cognitions in Autobiographical Memory and Future Thinking in Complicated Grief

Maladaptive changes in cognition following the loss of a loved one may be a critical mechanism underlying Complicated Grief (CG). Elucidating the content of autobiographical memories and imagined future events may help to better characterize the disorder and guide future interventions. Older adults with CG and bereaved individuals without CG recalled or imagined events in response to positive or negative word cues. A modified version of Singer and Blagov's (2000) coding system revealed that CG patients' past and future narratives were characterized by greater levels of rumination but lower levels of self-efficacy and agency. Implications for treatment will be discussed.

10. Autobiographical memory

Suzan Ceylan, Iram Batool, & Giuliana Mazzoni

Social Cues and Involuntary Autobiographical Memories

Involuntary autobiographical memories (IAM) are defined as past personal experiences arising in one's mind without a deliberate attempt (Berntsen, 1996). Studies showed that IAMs are mostly triggered by readily identifiable cues (Bernsten and Hall, 2004). The aim of this study is to examine whether other characteristics of the cue besides being external specific rehearsed and positive can enhance the likelihood of eliciting IAMS. We compared the three types of cues: social and positive (S+P+) not social and positive (S-P+) and not social and not positive (S-P-).We found that S+P+ cues are likely to evoke more memorable happy and interesting IAMs.

11. Autobiographical memory

Veronika Nourkova, & Ekaterina Burmenskaya

Memo-Chess: An Innovative Psychotherapeutic Computer Game for Autobiographical Memory

Memo-chess is a psychotherapeutic computer game for autobiographical memory development. Playing Memo-chess is proved to be an effective method for autobiographical memory harmonization. User chooses chess figures which are associated with Past Present and Future. S/he puts figures on the chess-board and makes three moves. Nothing certain is said about the aim of the game. The feedback to User reflects: the cultural semantics of each chess-man; the way of placing chess-men on the board; peaceful or aggressive strategy of game. 9 strategies of playing were identified with respect to significant relations with data obtained by other autobiographical memory research methods.

12. Autobiographical memory

Aline Beaufort, S. Brédart, T. Perfect, & H. Dehon

Do we Plagiarize More Often when the Content of the To-be-remembered Material is Emotional?

This study examined the impact of the emotional content on rates of cryptomnesia using the Brown and Murphy (1989) paradigm. Important rates of inadvertent plagiarism were obtained (almost 17% in the Recall-Own task and 9% in the Generate-New task) and a significant effect of valence on rates of inadvertent plagiarism was found. Cryptomnesia was significantly higher for positive than neutral items while it did not differ significantly across negative and neutral items. Confidence ratings were lower for plagiarized responses than for correct responses but these ratings were higher for plagiarized items than for intrusions.

13. Autobiographical memory

Natalie Merrill, Theo E. A. Waters, & Robyn Fivush

Are Emotional Events Narrated Consistently?

Certain narrative characteristics such as internal states coherence and meaning-making may foster well-being (Pennebaker et al., 1997). Yet researchers have questioned whether individuals narrate events consistently (McAdams et al., 2006). Are certain narrative characteristics stable across individuals' narratives of different events or even within the same kind of event? We consider these questions first with college students narrating two traumatic and two intensely positive events and second with adolescents narrating two negative and two positive events. Correlations between narrative coherence and internal states language provide mixed evidence that individuals narrate events consistently. Implications for well-being are discussed.

14. Autobiographical memory

Alejandra Zaragoza Scherman, & Dorthe Berntsen

How to be Mexican: Detailed Instructions & Demonstrations

149 Mexican participants completed a questionnaire to generate the life script containing the seven most important events a Mexican infant is likely to experience in a life time. Subsequently, participants listed the seven most important events in their own lives. As predicted by cultural life script theory, a significant number of life script events were rated as positive and most of them were located within the period of 15 to 30 years of age. Mexican life stories matched the life script suggesting that participants used the life script to guide recall of their personal memories.

15. Autobiographical memory

Anna Alyusheva

Cultural Live Scripts and Autobiographical Memory: Typical and Individual in Life Stories

It was shown that a well-formed life story is created with the support of representations of a typical life script. It is still unknown what starting points of a typical life script are. We suppose that the cultural life scripts have their variability within a community. Several types of scripts are distinguished: a typical script, a family script and a hero script. Late adolescents and their parents participated in the study. We found significant positive correlations between life story characteristics and the level of knowledge of cultural scripts. The model of interaction between three types of scenarios was created.

16. Autobiographical memory

Penny van Bergen, & Emma Nile

Remembering and Reminiscing: Investigating the Similarities and Differences between Indigenous and non-Indigenous Australians

This study explored the ways in which Indigenous and non-Indigenous remember the past. Memory can be used for self social or directive purposes. Recent commentary suggests cultures with a strong oral tradition may have earlier first memories and be more likely to remember more detail of past experiences as adults. Results indicated that Indigenous past events were richer in semantic content. Age of first memory was higher in non-Indigenous participants. There was no difference in emotion and elaboration between groups. Results are discussed in light of the functions that memories serve and possible differences across cultures.

17. Autobiographical memory

Ai Uemiya, Yoichi Maki, Shinya Takigawa, & Makiko Naka

Memories about Lies: Using the Cue Word Technique

In the present study we examined how people remember their experience of lying in the past using the cue-word technique. Undergraduate students were asked to report autobiographical memories about lies that they had experienced for each of the cue words. Half of the cue-words were neutral cue words while the other half was lie-scripted cue words. We examined the context, the characteristics and the function of the lies in each lifetime period.

18. Autobiographical memory

Sarah Fanning, Angela R. Birt, & Emad Talisman

Forgiving and Forgetting: An Empirical Study on Memory for Interpersonal Transgressions

The validity of the commonly-held belief that to forgive is to forget was tested. Does forgiving an individual who has caused serious harm result in a significant change in the harmed individual's memory for the event such that the details are difficult or even impossible to remember? Memory narratives and specific questions for two of the worst interpersonal transgressions participants could remember (one forgiven; the other not) were analyzed for differences in objective and phenomenological qualities of the memories as a function of level of forgiveness. Implications for the study of traumatic memories and clinical applications of forgiveness are discussed.

19. Autobiographical memory

Krystian Barzykowski

Do Participants Recall Memories Voluntarily in Involuntary Memory Studies? The Effect of Suggestive Instruction on Involuntary Autobiographical Memory Research

The present study investigates the effect of instruction on the occurrence of involuntary autobiographical memories (IAM). There were two groups of participants: with/without suggestion. The purposefulness of recorded memories was under systematic control. As was expected instructing participants to record only IAM (contrary to record any spontaneous thoughts) effects in greater: (a) total number of voluntary (VAM) and involuntary memories (b) participant's means of proportion of VAM. There was also fading effect only in suggested group observed. Additional comparison of analysis of including and excluding VAM was conducted. Further consequences of the data contamination and the methodological issues are discussed.

20. Children/Autobiographical memory

Trine Sonne, Osman S. Kingo, & Peter Krøjgaard

Event Segmentation in Infancy

The present work-in-progress investigates the encoding process of 16- and 20-month-old infants. The infants will be watching one of two target movies with ellipses covering the screen either at breakpoints or between breakpoints for 3 seconds. Two weeks later infants watch both movies simultaneously while being eye-tracked. In accordance with Event Segmentation Theory (e.g. Kurby & Zacks, 2007) and based on our previous studies we hypothesize that the movies with pauses inserted at breakpoints will cause a greater disturbance in the encoding process resulting in a smaller familiarity preference compared to the movies with pauses inserted between breakpoints.

21. Children/False memories

Jennifer Briere, Terri Cordwell, Sarah Keller, Parkha Shah, & Tammy Marche

Distinguishing Experienced from Non-Experienced Events: Can Children's Drawings Tell us What is Real?

The current study examined whether adults can discern true from false experiences based on evaluations of children's nonverbal reports. Younger (X = 7.21 years) and older (X = 11.29 years) children participated in one of two staged events and created drawings of the experienced and non-experienced event. Fifty adults then assessed the veracity of the drawings and provided confidence ratings for each judgment. More accurate assessments were made for older than for younger artists and inaccurate assessments were provided with higher confidence. A follow-up study aims to identify characteristics of children's drawings that adults use to correctly discriminate experienced from non-experienced events.

22. DRM/Children

Megan Feeney, & Brett Hayes

False Memories in Adults and Children in Visual and Auditory DRM Tasks

Developmental reversals in false memory have frequently been reported using the Deese-Roediger-McDermott (DRM) procedure. Much of this previous work has used verbal presentation of DRM lists. The current studies aimed to extend the study of DRM false memory to younger children through the use of pictorial stimuli. Both experiments found substantial rates of false memory to semantically-related critical lures in each age group but when false memory rates were assessed using signal detection methods the rates did not differ across the age groups. The implications for theories of the development of false memory are discussed.

23. Suggestion/Clinical

Ilse Van Damme, Lien Seynaeve, Thijs Vanhie, & Filip Raes

Does Sad Make Suggestible? Effects of Experimentally Induced Mood and Clinical Depression on (confidence in) False Memories

The effect of mood on suggestibility in the misinformation paradigm was investigated. In Experiment 1 moods were experimentally induced to evaluate the relative effects of valence and arousal as well as affect-specific influences. There were six conditions: serene, happy, sad, angry, neutral and control. In Experiment 2 depressed patients were compared to healthy controls. Participants watched a movie and

were exposed to misleading information by means of a narrative. Memory was tested in a forced-choice recognition task with confidence ratings. Results point to increased suggestibility with sadness and will be discussed in terms of problem-solving strategies associated with discrete affective states.

24. Clinical

An Raes, & L. Notebaert
Spiders: to Attend or to Avoid?

Stimuli that hold a high threat value have been argued to capture attention more readily than neutral stimuli. We performed two studies (N1 = 46; N2 = 91) with a modified version of the visual search task in which we examined attentional capture of spiders. Across both studies neither low nor high spider fearful participants showed capture by spiders. However high spider fearfuls (only in study 2) exhibited difficulty to disengage their attention from spiders. These results suggest that spider fearfuls do not show hypervigilance for spiders but problems in withdrawing attention once the spider has been detected.

25. Clinical/Working memory

Sabine Wanmaker, E. Geraerts, & C. van der Heide
Tackling Depression and Anxiety: a Working Memory Intervention

Recent research has shown that a working memory training leads to an improvement in executive processes (Klingberg, Forssberg, & Westerberg, 2002) and complaints in different disorders like ADHD (Klingberg 2005) and schizophrenia (Subramaniam et al. 2012). As studies show that a working memory deficit is also found in anxiety disorders (Mathews & MacLeod, 2005) and depression (Joormann, 2010) we tried to tackle the core symptoms rumination and sustained negative mood of these disorders with a working memory training. 120 patients executed a 4-week working memory training in combination with cognitive behavioral therapy.

26. Working memory/Aging

Julia C. Teale, & Malcolm D. MacLeod
Training Working Memory in a Group of Young and Older Adults

Previous research has indicated that working memory declines with increasing age. Studies focusing on training working memory in older adults however have produced mixed results. The present study used a working memory training programme lasting five weeks with both young and old adults. Compared with age-matched controls working memory training resulted in significant improvements on a range of post-training cognitive measures. These results are discussed in terms of age-related deficits in working memory inhibitory control and how cognitive training could be used to address these deficits.

27. Source monitoring/DRM

John E. Kiat, & Robert F. Belli
Disentangling the CEQ-DRM Relationship: the Moderating Role of Source Monitoring Ability

This study sought to explore the moderating role of source monitoring ability in the relationship between the Creative Experiences Questionnaire (CEQ) and the Deese-Roediger-McDermott task (DRM). Results showed a positive relationship between the CEQ and reported DRM lure memory auditory detail. While auditory detail was not in itself predictive of DRM lure hit rate, this relationship was

significantly moderated by source-monitoring performance. Lure auditory detail was predictive of DRM lure hit rate in individuals with high strong source-monitoring ability but not predictive of such in individual with low source-monitoring ability.

28. DRM

Lilian M. Stein, Renato Santos, Gustavo Rohenkohl, & Michael Toglia

Emotionality and Arousal Influences on Veridical and False Recognition with Portuguese DRM Lists.

We examined how emotion influences false memory production. Twelve DRM lists were studied followed shortly by a recognition test. Experiment 1 explored valence's (positive neutral negative) effect independently of arousal. Experiment 2 manipulated arousal within positive and negative valenced lists. Regarding valence emotional items tended to increase true memory while negative stimuli increased false memories compared to both positive and neutral stimuli. Arousal produced a dissociation as negative arousing stimuli increased true memory while positive arousing stimuli increased false recognition compared to positive nonarousing items. Discussion focuses on how these findings compare with several similar studies and on forensic.

29. Source monitoring

Pauline Howie, & Megan Williams-Thompson

The impact of post-misinformation source credibility labeling on the misinformation effect in preschoolers

Children aged 4-5 years watched an adult informant (a) giving incorrect answers to questions about a video then (b) completing a memory task in which the informant was either always (high credibility) or never (low credibility) correct or a modified control task with no indication of credibility. Finally the experimenter provided high low or no descriptors of the informant's credibility. In a subsequent forced-choice test the low credibility condition showed a greater misinformation effect than the high credibility and control conditions. It appears that preschoolers are sensitive to low credibility but may automatically attribute high credibility to adults in the absence of explicit labeling.

30. Earwitness

Shinji Kitagami, Nafumi Endo, Kenji Ikeda, Tomoyo Takahashi, & Sakiko Ami

Earwitness memory for non-voices: Can people identify a suspect through only non-voice information?

In the present study we examined whether people can identify a speaker through only non-voice information (e.g. sigh whisper groan cough) in a lineup in the context of earwitness testimony. Participants who heard either a non-voice or a voice were asked to identify the speaker in a non-voice lineup or a voice lineup. Results showed that it is possible to identify the speaker using only non-voice information in specific lineups. The implications of these findings for research and practice are then discussed.

31. Eyewitness

Hannah Ryder, & L. Wickham

The Impact of Criminal Face Bias: Stereotypes Affect Identifications after Witnessing a Crime

Criminal stereotypes can influence legal judgements. This study aimed to understand the effect of

criminal appearance stereotypes on identification choices after observing crimes. Criminality of the lineup faces was manipulated by morphing the perpetrator's face with a criminal and noncriminal face as determined by a pilot study at varying levels. After watching five videos of mock-crime footage participants were found to identify faces with a higher stereotypical criminal appearance at a rate significantly above chance whilst those with a noncriminal appearance and the correct target were identified significantly below chance. Identifications significantly and positively correlated with level of criminality.

32. Eyewitness

Ryan Fitzgerald, Chris Oriet, & Heather L. Price
Change Blindness and Eyewitness Misidentification

Large changes in the visual field often go undetected an effect referred to as change blindness. We investigated the influence of change blindness on eyewitness misidentification with a video that started with an innocent person walking through a building and finished with another person committing a crime. Most viewers were unaware of the person-change. Relative to change detection change blindness increased misidentification of the innocent person. Although change detection did not increase criminal identifications it did increase post-identification confidence. This suggests confidence is inferred not only from recognition strength but also from how well observers believe the event was encoded.

33. Eyewitness

Yukio Itsukushima

Do the Existence of a Co-Witness Affect the Eyewitness Identification Accuracy and Confidence?

We examined whether a co-witness's status and confidence about his memory affects other witnesses identification performances. There were two types of co-witness student-witness and authority-witness. All co-witnesses and other witnesses watched a mock crime video. The co-witness was informed that the person to be chosen beforehand from the experimenter and asked to tell the number of the photograph of the culprit to the other witnesses before their identification decisions. Then they try to identify the culprit. The result showed that when the co-witness was a student the correct identification rate was less than the case where no confederate was existed.

34. Eyewitness/Aging

Alaitz Aizpurua, Elvira Garcia-Bajos, & Malen Migueles
Subjective Experience of Memory Errors in Elderly Eyewitnesses

In this study we review the literature and present our data using subjective measures of memory errors in elderly eyewitnesses. Older adults adopt a more liberal response criteria, accept more false information accompanied with remember judgments and give higher confidence rating to their memory errors than younger adults. Older adults are likely to economize cognitive resources using gist information of events and making a more liberal use of previous knowledge than younger adults leading to false memories. These findings are discussed in terms of actual theories on cognitive aging and eyewitness credibility.

35. Eyewitness/Encoding

Ashleigh McGregor, E. Davies, F. Gabbert, & T. Valentine

The Effects of Shallow vs Deep Encoding on Eyewitness Memory

Police investigations sometimes rely on appeals for witnesses to come forward and give evidence. Some might be unaware of the importance of what they have seen. To investigate the effect this has on the reliability of eyewitness recall we manipulated shallow versus deep encoding. Participants viewed an event depicting customers queuing in a bank. Some were told to pay careful attention to one of the characters. Participants then reported their memories for all characters using either a free recall or a facilitated recall task. Recognition data was also gathered using a line-up. Theoretical and applied implications will be discussed.

36. Lineup

Daniel Steinmann, Marie Luisa Schaper, & Kimberley Wade

Creating Lineups for Suspects with Distinctive Features: Should the Police Digitally Manipulate Images in Sequential Lineups?

To enhance the similarity between suspects with distinctive facial features and foils in lineups the police either conceal the feature on the suspect or replicate the feature across the foils. We investigated the effect of replication concealment and doing nothing in sequential lineups. Consistent with previous research we anticipated higher target identification in control and replication lineups compared to concealment. In target-absent trials however we expected higher foil identification in control lineups suggesting that replication of distinctive facial features can protect innocent suspects in sequential lineups.

37. Lineup

Mario J. Baldassari, Justin Kantner, D. Stephen Lindsay, & Joseph Sheppard

Predicting Lineup Identifications Based on Test-Retest Reliability

Can we estimate a witness's susceptibility to making false identifications in culprit-absent lineups? In Experiment 1 we found that response criterion on a standard test of old/new recognition (of faces or words) correlated with the likelihood of making lineup identifications. Experiments 2, 3 and 4 tested the predictive utility of a two-alternative forced choice facial recognition test that included trials in which neither face had been studied; we observed several weak predictive relationships. Experiment 5 will test the hypothesis that responses on lineups for crime videos can predict mistaken IDs on a lineup for a staged crime.

38. False memories

Emma Threadgold, Mark Howe, Linden Ball, Sarah Garner, & Cassandra Bland

Priming Analogical Problem Solutions with False Memories

Verbal proportional analogies require identification of the relationship between two terms (a : b) and an application of this relationship to term c in order to solve term d. In this paper we discuss the construction of a set of 50 verbal analogies and the normed completion rate and solution time data from both child and adult participants. Data is presented in which the d term solution of the problems is primed with both true and false memories. Therefore demonstrating a positive side to false as well as true memories in terms of priming analogical reasoning.

39. False memories

Maria V. Hellenthal, & Mark L. Howe
Misremembering Facebook

We examined the potential effects of a futuristic and controversial advertising measure: Brand placements retroactively embedded in photos uploaded on social network platforms. Results of a recognition test confirmed our hypotheses that product placements in pictures had an effect on explicit memory and that exposure to brands elicited false memories for brands of the same category. Source-monitoring data showed that retroactively placed brands changed memory for the original presented brands. Moreover this study demonstrated that false memories for brands had significantly less remembered feelings and hence were not as confidently judged as memories for presented brands.

40. False memories

Paula Carneiro, Leonel Garcia-Marques, Ana Lapa, & Angel Fernandez
Explaining the Persistence of False Memories: A Proposal Based on Associative Activation and Thematic Extraction

Research using the DRM paradigm has shown that false memories are very persistent usually more stable than true memories. The present study aims to better understand whether either associative activation or thematic extraction is more responsible for this false-persistence effect. Word lists were presented with two different types of critical items: one associative corresponding to the word most strongly primed by its associates; and another thematic which best describes the theme of the list. Our results showed that false memories driven by associative activation fade more rapidly and false memories driven by thematic extraction tend to be more stable.

41. False memories/Clinical

Majdoulie Sarhane, Etcheverry Isabelle, Tiberge Michel, & Daurat Agnès
False Memories in Patients Suffering from Obstructive Sleep Apnea Syndrome (OSAS)

This study aimed to assess the propensity for false memories in OSAS patients and the role of encoding processes in this phenomenon. 21 participants suffering from OSAS and 21 controls were recruited. At encoding an adaptation of the DRM paradigm was used to induce false memories with two encoding conditions: the words were presented alone or joined by pictures. At retrieval subjects completed a forced choice recognition test. Results showed that OSA increases the propensity to make false memories which does not seem to be related only to an encoding deficit but also to a retrieval deficit of verbatim traces.

42. Interviewing/Children

Tanabe Yoshiko, Makiko Naka, & Ai Uemiya
Lay Peoples' Belief on a Forensic Interviewer: Who is the Best to Interview with a Child?

When a child is involved in a crime professionals should use investigative interviewing method. However in Japan there seems to be a lay belief that his/her mother instead of a professional should first ask the child what happened. In this study we explored how strong such a belief is. Participants were asked to rate how a mother a father or professionals can elicit information from a child and how they are responsible for the child. Results showed they believed a) mothers are the best in eliciting information and b) mothers and fathers have higher responsibility for the child.

43. Interviewing/Cultural differences

Marisol Elizalde-Monjardin, Robyn Holliday, & Heather Flowe

Testing the Efficacy of a Modified Cognitive Interview in British and Mexican populations

Research using Cognitive Interviews in laboratory controlled situations has confirmed that this interviewing technique produces more correct recall of details than other types of interviews (cf. : Geiselman Fisher MacKinnon & Holland, 1986; Milne & Bull, 2002; Holliday, 2003; Stein & Memon, 2006). The present study explored the benefits of a Modified Cognitive Interview against a Structured Interview in two different populations: British and Mexican. We found that the Modified Cognitive Interview provided more correct recall of details than the Structured Interview also the British population recalled more overall details than the Mexican population.

44. Learning&forgetting

Maciej Hanczakowski, C. Philip Beaman, & Dylan M. Jones

Strategic Learning under Auditory Distraction

Learning processes are sensitive to disruption from irrelevant sounds and particularly from speech semantically related to to-be-remembered material. Although these general distraction and semantic distraction effects are well documented, it is currently unknown if people can counteract these negative effects by modifying their learning strategies. The present study investigated this issue by examining how the amount of time people devote to learning is affected by auditory distraction that is either semantically related or unrelated to to-be-remembered material. The study revealed that people fail to spontaneously compensate for distraction and they curtail study time in the presence of auditory distraction.

45. RIF/Politics

Alexander I. Griffiths, & Malcolm D. MacLeod

The Moderating Impact of Political Identification on Retrieval-Induced Forgetting

The present study explores the extent to which the relevance/congruency of information to political identity moderates remembering and forgetting. Information relevant and related to political identity was better remembered and protected from retrieval-induced forgetting in comparison to information that was unrelated and irrelevant. When information is central to our sense of self and identity we show less forgetting of such information than when it is not central. The study illustrates the importance of identity to remembering and forgetting and more specifically how we source information about identity from our social groupings.

46. Coping/Learning&forgetting

Peter Graf, Carolina Leon, & Ninnart Siripun

Coping with Deadlines Determines Academic Success

We examined whether academic success is determined in part by students' study habits and the methods used for managing course assignments and deadlines. By means of questionnaires we investigated the resources university students use for copying with assignments and deadlines how and when they use them as well as their insights into the requirements of assignments and the benefits achievable by means of an effective time management plan. The results showed significant influences due to gender amount of university experience and academic standing and they suggest that students might profit from interventions focused on course management skills.

47. Long-term memory/Change detection

Megumi Nishiyama, & Jun Kawaguchi

Does Visual Long-Term Memory Enhance Change Detection?

Recent studies indicate that visual long-term memory affect change detection. We have shown previously that memory of pre-change images enhances the accuracy of the following change detection task but on the other hand memory of post-change images reduces it. This study aimed to investigate the influence of memory of both pre-and post-change images on change detection. The results showed that there was no enhancement of the accuracy despite the memory of both pre-and post-images could be retained. On the basis of previous studies the results raise the possibility that memory of post-change images might have negative effects on change detection.

48. Memory for interferences

Jimmeka Guillory, & Lisa Geraci

Examining the Role of the Negativity Effect on Memory for Inferences

People often continue to rely on the initial inferences that they make about other people and events, even in the face of subsequent counter information. We tested the hypothesis that people would have particular difficulties correcting negative information. Participants read a list of statements describing a politician running for re-election in which a piece of neutral positive or negative information about the politician was later corrected. Participants had the best memory for negative information. Consistent with our hypothesis negative information was the most resistant to change following a correction relative to positive or neutral information. These findings have implications for decision making in politics and other applied areas.

49. Memory/Advertisement

Beatriz Martin-Luengo, Karlos Luna, & Malen Migueles

(Lack of) Memory for Internet Advertisements

Internet is a new media for publicity. We manipulated the thematic congruence, the interest of the product announced and the typicality of the elements in advertisements in a website. Participants read two web pages with two statics advertisements each in the lateral. After a distractor task they completed a true/false memory test. Main results showed that for low typicality elements accuracy was at chance and the response criterion very strict. Participants do not pay attention to the ads and guide their answers by the schema instead of their actual memory.

50. Embodiment

Hideko Mori, & Kazuo Mori

When Your Face Smiles the World Looks Nicer: An Implicit Assessment of the Effect of Cheek Raising

We measured the implicit emotional differences between two facial feedback conditions by utilizing a modified Affect Misattribution Procedure with 80 undergraduates. The participants wore one of two types of paired adhesive bandages with a chain of rubber bands designed to either raise or lower the cheeks and rated neutral targets preceded by three types of prime photos on a three-point scale. The results showed that the participants whose cheeks were raised tended to rate the targets statistically more favorably than did those whose cheeks were lowered.

51. Episodic Memory

Angela R. Birt, & Emad E. Talisman

Imagining is Imagining is Imagining: Past, Present, and Future Episodic Imaginings are Similar, but Different from Episodic Memories

Differences between episodic memory (EM) and episodic future thought (EFT) are assumed to be due to temporal direction (TD). Familiarity with memory details not TD was predicted to account for such differences. Participants (N = 27) recalled EMs and imagined past present and future events when shown recombined memory details (Addis et al., 2009) of high or low familiarity. Phenomenological (e.g. vividness effortfulness) and objective (e.g. details reaction time) characteristics were measured. Results indicated that differences between EM and EFT are due to differences between remembering and imagination. These findings challenge current models of EFT and its relationship to memory.

52. Episodic Memory

Liad J. Baruchin, & Yoav Kessler

Association and Context: The Effect of Non-Temporal Associations on Temporal Contiguity

The experiments presented try to answer whether the lag-recency effect (Kahana 1996) that is the tendency to recall items from near temporal positions together takes places in other dimenstions such as space. Further we examine whether extrinsic factors such as on-screen location and font color affect the of the lag-recency effect. We show that on-screen location and font colour cause any clustering in recall. However we show that these features interact with the lag-recency effect by diminishing it.

53. Risk evaluation

Stephane Desaulty, Christophe Dufour, Laure Saulais, Helene Di Martino, & Patrice Terrier

Fuzzy Trace Theory Risk Estimation and Expertise in Catering

This study examined how the principles of the Fuzzy Trace Theory (FTT) could predict differences between experts and novices biases in food-related risks evaluation. Seventy-three catering professionals (37 managers and 36 operators) answered to a questionnaire consisting of various evaluations of food-related risks and a storage task. Consistent with predictions experts made more errors linked to representational biases and retrieval failure than novices the latter being more affected by a lack of knowledge. As expected the two groups were equally affected by processing biases. These results have implications for intervention aiming to improve quality and safety of food in catering sector.

54. Accesible Science Poster

Tristan Teunissen

Accesible Science Poster: Increase your impact: embedded tool to reproduce statistical analysis using "R"

Data sharing and replication of previously published work are topics currently high on the agenda of many psychologists. Besides increased transparency and quality control, these initiatives promote better understanding of published work (how often have you wondered what was behind the graphs and tables presented?), and authors receive a quality stamp not only on their hypothesis and results, but also on their (statistical) methods and actual data. In order to support these efforts we are building a tool that will allow sharing "R" codes, wherever this program was used for statistical analysis, together

with raw data alongside an article. Readers can then view the "R" code applied and even re-run it on the data provided. This will enable readers to better understand the importance of results published and increase the impact of the work done.