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WELCOME

Autobiographical memory is crucial for our ability to participate in complex social systems, and to maintain relationships and a sense of identity across time. The construction of autobiographical memories is influenced by a variety of social factors, spanning from the immediate social context to long-standing, shared schemata within a social community.

Social influences on memory for personal events have been studied from a variety of perspectives, and often within separate literatures, including eyewitness testimony, meaning making and identity, collective and collaborative remembering, false memory and memory illusions, flashbulb memory, and future thinking.

At this conference we would like to bring together these different literatures and explore a variety of social perspectives on autobiographical memory, as well as the intricate relationship between memory and imagination.

The goal of the conference is to facilitate scientific exchange in this exciting and rapidly growing research area.

We are very pleased that we are able to bring together excellent researchers with different backgrounds but with a shared interest in reaching a deeper understanding of autobiographical memory when viewed in a social perspective.

We hope this meeting will stimulate thought-provoking and engaging discussions and inspire new lines of excellent research in the future. With this we wish you all a very warm welcome.

Thank you for coming to Aarhus!

The organizing committee

Dorthe Berntsen
Annette Bohn
Jonathan Koppel
Alejandra Zaragoza Scherman
Christina Lundsgaard Ottsen
Jette Odgaard Villemoes

ABOUT THE PROGRAM

The program

The conference program consists of seven keynote presentations and two poster sessions.

Each keynote presentation reviews and discusses findings in a particular area of autobiographical memory

research in a social perspective. A 60 minute time slot is scheduled for each keynote presentation, including 15-20 minutes for discussion.

Keynote presenters are kindly asked to leave time for discussion.

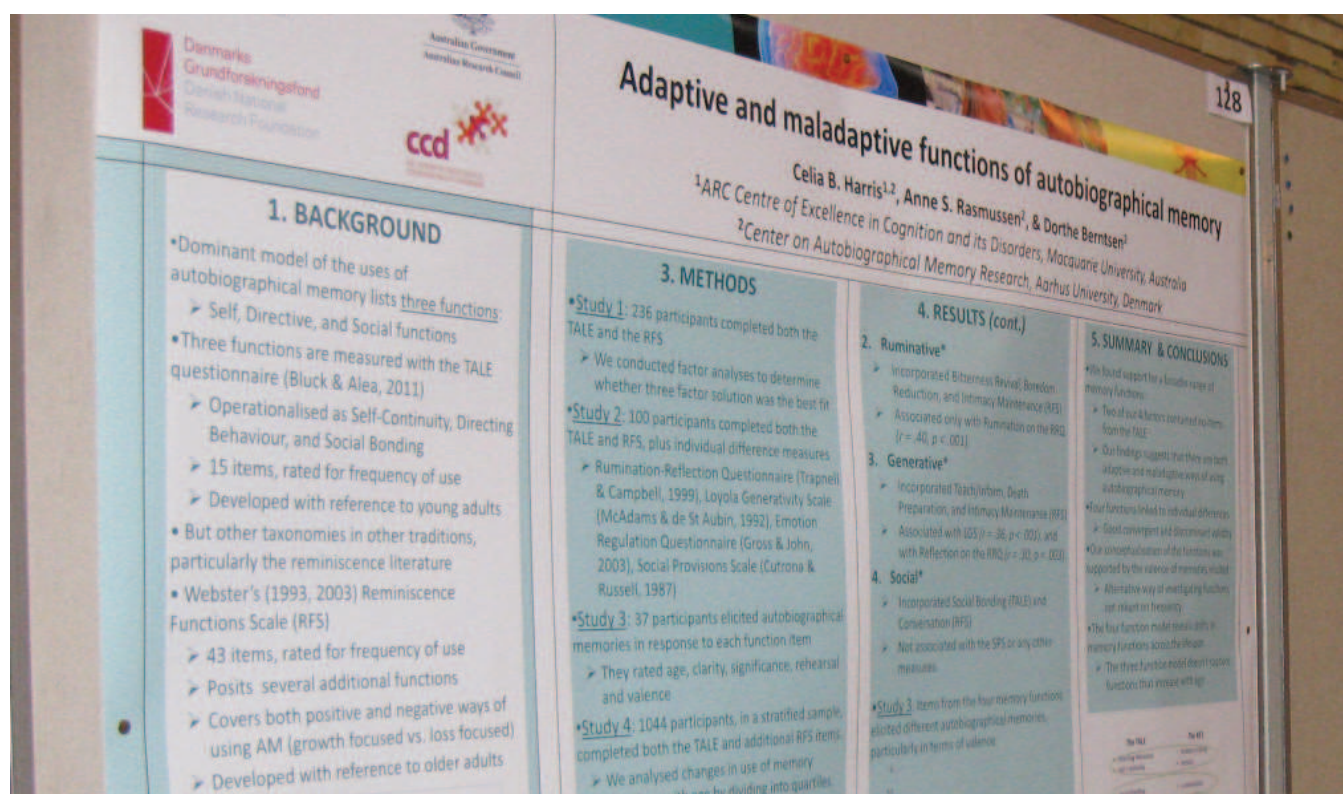
The poster sessions

Poster sessions are scheduled after lunch Thursday and Friday. There will be coffee and tea available during the poster sessions.

Each poster session is scheduled for 1.5 hours to allow plenty of time to discuss the posters with the presenter.

Poster presenters are expected to be present at their poster during the scheduled session. The posters can be displayed from morning to evening during the day of their session.

For presenters: Please note that the max size of your poster is: *height 120 cm *and *width: 150 cm*.



SOCIAL PERSPECTIVES ON AUTOBIOGRAPHICAL MEMORY

Thursday 20th June

8.15 - 8.45	Foyer area	Registration and coffee	
8.45 - 9.00	Scandia Room	Welcome address	Dorthe Berntsen
9.00 - 10.00	Scandia Room	Keynote speech	Maryanne Garry
10.00 - 11.00	Scandia Room	Keynote speech	Gail Goodman
11.00 - 11.30	Foyer area	Break with refreshments	
11.30 - 12.30	Scandia Room	Keynote speech	Monisha Pasupathi
Lunch and poster session I			
12.30 - 13.30	Restaurant Scenario	Lunch	
13.30 - 15.00	Suecia Room	Poster session I and refreshments	
15.00 - 16.00	Scandia Room	"Culture Club"	Alejandra Zaragoza Scherman, Jonathan Koppel, Christina Lundsgaard Ottsen
16.30 - 17.30	Aarhus City Hall	Reception	
18.30 - 22.00	Restaurant Scenario	Conference dinner	

Friday 21st June

9.30 - 10.30	Scandia Room	Keynote speech	Amanda Barnier
10.30 - 11.00	Foyer area	Break with refreshments	
11.00 - 12.00	Scandia Room	Keynote speech	Michael Ross
Lunch and poster session II			
12.00 - 13.00	Restaurant Scenario	Lunch	
13.00 - 14.30	Suecia Room	Poster session II and refreshments	
14.30 - 15.30	Scandia Room	Keynote speech	Annette Bohn
15.30 - 16.30	Scandia Room	Keynote speech	William Hirst
16.30	Scandia Room	Thanks and Goodbye	Dorthe Berntsen

KEYNOTE PRESENTATIONS



Amanda Barnier
Macquarie University (AUS)

From Autobiographical Memory to Collective Memory: Why Remembering Together Might Be Crucial As We Age

For more than a decade I have investigated individual memory, individual memory in small groups, and small-group collective memory, motivated by the observation that in everyday life we engage in many cognitive activities in the presence of, prompted by and in partnership with others.

Guided by the philosophical framework of "distributed cognition/extended mind" and the little tested cognitive theory of "transactive memory", our Collective Memory team has used a range of memory paradigms to measure the products and processes, costs and benefits of remembering together versus alone.

For instance, in a series of Collaborative Recall experiments we focused on older married couples sharing rich information and memories from their past. These older adults remembered better when they remembered with their spouse, which overturns the usual age-related deficit in episodic memory. These findings are inspiring us to explore when and how "collaborative remembering" with a long-term partner might compensate for, predict and/or even reduce the risk of memory and cognitive decline. Can remembering together promote and protect "healthy memory", especially as we age and our memories start to fail?

More broadly, our research adds to a growing literature that acknowledges that we live and operate in "cognitive systems" as well as to new methods striving to reliably and validly test people within such systems.



Annette Bohn
Aarhus University (DK)

Cultural Life Scripts organize autobiographical memories and future expectations: A new perspective on the reminiscence bump

Cultural Life Scripts are culturally shared expectations concerning the order and timing of major life events in a prototypical life course within a given culture (Berntsen & Rubin, 2004). They are semantic knowledge about an entire life span and are acquired across childhood and adolescence. Cultural life scripts do not only play an important role for organizing autobiographical memories, but also guide expectations for our future lives.

Studies investigating divergent phenomena as Mental Time Travel, life story development, the reminiscence bump, life story memories in older adults and future expectations in younger adults, as well as experimental and cross-cultural studies all provide converging evidence that cultural life scripts should be considered the overarching principle that helps individuals organize subjective time.

In this talk, I will focus on studies on the development of past and prospective life stories in children, which provide evidence that cultural life scripts a) are important for the ability to compose a coherent life story, and b) provide a more parsimonious theoretical explanation of the reminiscence bump.



Maryanne Garry
Victoria University of Wellington (NZ)

False memories, false beliefs: past, present and future

Scientific research has taught us much the ways that information we generate ourselves—our own thoughts and images—influence how we understand the past and predict the future.

Thanks to more than four decades of concentrated effort, we know the predictable effects of postevent information, guided imagination, suggestive narratives, and doctored photographs. Most of this research shows that these perilous effects unfold over time.

Recently, we began wondering if our beliefs and memories can change much more rapidly, in the moment. The answer is yes. In a new line of work looking at immediate distortions of belief and memory, we find that briefly pairing claims with decorative photos systematically biases people to conclude those claims are true.

Although these photos have no probative value—that is, they don't reveal the accuracy of the claims—they lead people to experience "truthiness" in a few seconds, influencing people's judgments about celebrities, wine, facts, fiction and future predictions.



Gail Goodman
University of California, Davis (USA)

Children's Autobiographical Memory: The Influence of Social Factors

Developmental psychologists are keen to examine social influences on children's autobiographical memory because social factors so clearly affect children's memory for significant life experiences.

For example, children's autobiographical memory for stressful and traumatic events is influenced by parental factors - particularly strong social forces in children's lives. Parents who comfort their children after stressful or traumatic events and help their children cope with distress, rather than who encourage their children to defend against remembering, have children with more accurate and complete recollections.

Children's suggestibility about life experiences is also affected by a variety of social influences, including parental factors, as well as intimidation, embarrassment, and social pressure generally. The influence of social forces on children's autobiographical memory reports and suggestibility can be seen in laboratory research as well as in actual eyewitness memory cases wherein children allegedly experienced such traumatic events as sexual abuse or attempted murder, or observed such traumatic events as domestic violence and homicide.

Important psychological frameworks, such as Bowlby's Attachment Theory, Goodman and Chae's extension of Attachment Theory to children's memory, and Nelson and Fivush's Sociocultural Autobiographical Memory Model, help us understand how social factors can profoundly influence children's autobiographical memory.

KEYNOTE PRESENTATIONS



William Hirst

New School for Social Research (USA)

**Remembering in Conversations:
Social Influences and Collective Memories**

People share their past with others through conversations, yet, to a large degree, traditional studies of memory have focused on remembering in isolation, not as a social interaction.

This talk will review some of the recent work that fills in this lacuna, starting with the better known work on social contagion and then turning to recent work on how conversational remembering can, paradoxically, induce forgetting.

The implications of this work on conversational remembering for the formation and retention of collective memories is discussed.



Monisha Pasupathi

University of Utah (USA)

Events, Stories, Selves

Narratives, and the act of narrating, help us to transform experiences in ways that both reflect and shape self and identity development over the lifespan.

I focus primarily on how this process unfolds in adolescence and adulthood, with an emphasis on narration in conversation. I review several studies from my own and others' research programs which support the idea that narratives can exert causal force for self and identity development.

I also review some new and important directions in this area which reclaim the distinction between experience and narrative, and begin to productively consider how experiences limit narrative flexibility, and what this means for narrative accounts of self and identity.

Finally, I consider what it might mean to move outside the relatively cognitive, deliberative, and conscious processes that narrative researchers have tacitly emphasized, and whether narrative influences on self and identity might proceed through other, less conscious and deliberative processes.



Michael Ross

University of Waterloo (CAN)

Aging and Everyday Memory

Everyone knows that the ability to remember declines in old age. This belief is central to the aging stereotype, the basis of cartoons on aging, the rationale for many selfhelp books, dietary supplements and mental exercises, as well as the focus of much psychological research.

Even after controlling for vocabulary, education, depression, gender, marital and employment status, age significantly predicts performance on many lab tests of memory. The ramifications of these research findings for everyday remembering in old age would appear to be bleak. For example, if episodic and prospective memory decline in old age, aging baby boomers would be expected to forget to take their medications, miss medical appointments, and lose their cars in parking lots.

My analysis will be more optimistic than the lab findings and stereotypes suggest. Older adults' everyday remembering exceeds expectations based on their performance in the lab and often appears to be better or no worse than that of younger adults. I discuss bases of the discrepancy between the lab and field and suggest directions for research.

OVERVIEW OF POSTER SESSIONS

Poster Session I

Thursday 20th June
13.30 - 15.00

Development in Infants, Children, and Non-Human Primates

- 101** 18-month-olds' memory for short movies of simple stories. [Kingo & Krøjgaard](#)
- 102** Eighteen-month-old infants generalize to analogue props across a two weeks retention interval in an elicited imitation paradigm. [Kingo & Krøjgaard](#)
- 103** Event segmentation in infancy. [Sonne, Kingo & Krøjgaard](#)
- 104** Emotional perspective taking during children's recall of conflict: evidence for gender differences and individual differences. [Van Bergen, Nile, Nothman & Rusten](#)
- 105** Experimentally induced involuntary memories in young children. [Kingo, Dahl, Krøjgaard & Berntsen](#)
- 106** Chimpanzees and orangutans remember with whom to do what after 3 years. [Martin-Ordas, Hribar, Berntsen, Brauer & Call](#)

Cultural Life Scripts, Life Stories, and the Reminiscence Bump I

- 107** Contextualizing one's life in the micro- and macrosystem of society in narrated life stories. [Köber & Habermas](#)
- 108** Young adults' life story identity in cross-cultural comparison. [Hatiboğlu & Habermas](#)
- 109** Cross-cultural differences in the temporal distribution of highly important personal events. [Janssen, Batur & Rubin](#)
- 110** Cultural life scripts and autobiographical memory: social influences on life story individuality. [Alyusheva](#)
- 111** Autobiographical memory retrieval across the life span: event centrality and temporal distribution. [Watson & Berntsen](#)

Social Influences on Eyewitness and Everyday Memory

- 112** Good cop, bad cop: Effects of rapport and evidence strength on witnesses' willingness to snitch on innocent people. [Wright, Nash & Wade](#)
- 113** Social contagion for false central details in memories of significant autobiographical events. [Temler, Barnier, Sutton & McIlwain](#)
- 114** Initial experiences of confidence affect overall eyewitness confidence. [Michael, Franco, Newman & Garry](#)
- 115** Acoustic characteristics of Danish infant directed speech: Related to infant vocabulary size and memory ability? [Bohn](#)
- 116** Photos influence people's rapid judgments about recently performed positive actions. [Cardwell, Newman, Foster, Henkel & Garry](#)
- 117** Social influence and the evaluation of belief in the occurrence of memories. [Scoboria](#)

Remembering the Past and Imagining the Future I

- 118** Remembering the past and imagining the future in a case of psychogenic amnesia. [Rathbone, Ellis, Baker & Butler](#)
- 119** Is the future always brighter than the past? [Wang, Hou & Goul](#)
- 120** Can episodic future thoughts serve a directive function? [Sanson, Newman & Garry](#)
- 121** Past and future planning: Same content, different stories? [Cordonnier, Barnier & Sutton](#)
- 122** The arrangement of test questions affects people's predictions about future test performance. [Franco & Garry](#)
- 123** Autobiographical memory: differential effects of remembering and imagination. [Birt & Talisman](#)

Collective Memories

- 124** Socially shared retrieval-induced forgetting of "collective" memories: The mnemonic consequences of attending to the Belgian King's 2012 summer speech. [Stone, Luminet, Klein, Licata & Hirst](#)
- 125** Quantifying the social influences on memory. [Congleton, Rajaram & Barnier](#)
- 126** Transactive memory in a social touch-football team. [Cox & Williams](#)
- 127** How reception context influences flashbulb memories. [Talarico, Kraha & Boals](#)
- 128** Michael Jackson, Bin Laden and I – Functions of flashbulb memories about public versus private events. [Batur & Freund](#)

Self, Identity, and Meaning Making

- 129** Is meaning making during the expressive writing intervention beneficial or harmful? [Boals](#)
- 130** Linking identity and memory, shared and unshared: A case study of female twins. [Selwood, Barnier, Harris & Sutton](#)
- 131** Investigating autobiographical memory in relation to attachment anxiety and avoidance: Self-defining memories across relational contexts. [Özbek & Tekcan](#)
- 132** The effects of mortality salience on self-defining memories. [Barsbey, Coşkun, Selçuk & Ulkumen](#)
- 133** Retrieval and phenomenology of self-consistent and self-discrepant memories. [Mutluturk & Tekcan](#)
- 134** Effects of cultural self-construal priming on event segmentation of autobiographical memories. [Arslan & Boduroglu](#)

Poster Session II

Friday 21st June
13.30 - 15.00

Cultural Life Scripts, Life Stories, and the Reminiscence Bump II

- 201** I know my story and I know your story – comparing people's knowledge of their own and a close other's life story. [Thomsen & Pillemer](#)
- 202** Undesired deviations from the cultural life script in individual lives – a route to depression? [Ziegler & Bohn](#)
- 203** The reminiscence bump is more pronounced for private events than for public events. [Koppel & Berntsen](#)
- 204** The Greenlandic life script and life stories. [Zaragoza Scherman & Berntsen](#)
- 205** The cultural life script of Qatar and across cultures. [Ottsen & Berntsen](#)

Remembering the Past and Imagining the Future II

- 206** Remembering and imagining life transitions: The role of mental focus in mediating perceived impact, phenomenology and self-narrative understanding. [Boucher & Scoboria](#)
- 207** Cross-cultural differences in future negative events. [Deffler & Rubin](#)
- 208** Enhancing episodic specificity for autobiographical memory and future events by increasing future self continuity. [Brown, Kouri, Joscelyne, Bryant & Hershfield](#)
- 209** Bilingualism and imagined future. [Aydin](#)
- 210** Differentiating event simulations: The past, imagined past and future. [Cole, Morrison & Conway](#)
- 211** Evidence of episodic memory and imagination increasing our willingness to help others. [Gaesser & Schacter](#)

Neuropsychological and Clinical Aspects of Autobiographical Memory

- 212** Construction and elaboration of autobiographical memories require complex hippocampal-neocortical interactions. [McCormick, Ty, St-Laurent, Valiante & McAndrews](#)
- 213** An examination of trauma exposure, inhibition, rumination and functional avoidance in predicting overgeneral memory in adolescents. [Hitchcock, Nixon & Weber](#)
- 214** The effect of negative mood components on responses to a modified version of the Autobiographical Memory Test. [Mitchell](#)
- 215** Autobiographical memory development and social cognition in adolescents with Fetal Alcohol Spectrum Disorder. [Agnihotri, Keightley, Rovet, Cameron, Rasmussen & Ryan](#)
- 216** Self, social, and directive functions of autobiographical memory in borderline personality disorder. [Bech, Elklit & Simonsen](#)
- 217** Cuing autobiographical memories in dementia. [Miles, Fischer-Mogensen, Nielsen, Hermansen & Berntsen](#)
- 218** Angry males and happy females: The effects on memory-guided attention. [Staugaard & Johannessen](#)

Encoding and Retrieval of Voluntary and Involuntary Memories

- 219** Involuntary autobiographical memories and social cues. [Ceylan, Batool, Vannucci & Mazzoni](#)
- 220** The similarities and differences between involuntary and voluntary autobiographical memories in experimental design considering: data contamination, suggestion and retrospection bias. [Barzykowski](#)
- 221** The effect of suggestive instruction on involuntary autobiographical memory research. [Barzykowski](#)
- 222** What on earth are voluntary autobiographical memories? [Rasmussen, Johannessen & Berntsen](#)
- 223** Characteristics of involuntary autobiographical memories in the blind. [Mamus, Sofuoğlu, Göz, Berntsen & Tekcan](#)
- 224** What memories do we choose? How does a digital camera change our memory? [Nourkova & Kozyar](#)
- 225** "I remember sounding that out": Exaggerated pronunciation enhances the production effect. [McDonald, Richardson & Bernstein](#)

History and Intergenerational Transmission of Memories

- 226** An intergenerational examination of World War II memories across and within Belgian families. [Luminet, Stone, van der Haegen & Hirst](#)
- 227** The organisation of autobiographical memories in East- and West Germans - Differences due to the fall of the Berlin Wall. [Menzel & Bohn](#)
- 228** Epistolary narratives, personal experiences, collective memory. [Pérez](#)
- 229** Intergenerational transmission of a parent's life story and xenophobic attitudes. [Svob & Brown](#)
- 230** Transition theory: A(n almost completely) selfless, goalless account of autobiographical memory. [Brown, Lee & Svob](#)
- 231** Autobiographical memory in history: The reconstruction of generational identity. [Doel, Harper & Vance](#)
- 232** Temporal and spatial influences on memory of autobiography writers. [Dadashova](#)

POSTER SESSION I

Thursday 20th June, Suecia Room 13.30 - 15.00

Development in Infants, Children, and Non-Human Primates

101 18-month-olds' memory for short movies of simple stories

Osman S. Kingo^{a,b} and Peter Krøjgaard^a

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This study investigated 26 18-month-olds' memory for dynamic visual stimuli. At the first visit participants saw one of two brief movies (30 seconds) with a simple storyline. After 2 weeks, memory was tested in the Visual Paired Comparison paradigm (VPC) where the familiar and the novel movie were contrasted and displayed in two iterations for a total of 60 seconds.

Eye-tracking revealed that participants fixated the familiar movie significantly more than the novel movie thus indicating memory for the familiar movie. Furthermore, time-dependent analysis of the data revealed that individual differences in the looking-patterns for the first and second iteration of the movies were related to individual differences in productive vocabulary.

These results are discussed in the context of the development of memory, language, and understanding of stories with a narrative.

102 Eighteen-month-old infants generalize to analogue props across a two weeks retention interval in an elicited imitation paradigm

Osman S. Kingo^{a,b} and Peter Krøjgaard^a

^a CON AMORE, Department of Psychology and Behavioral Sciences, Aarhus University, Denmark

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We report a generalization experiment in which 72 18-month-old infants were tested in the elicited imitation paradigm. Two factors were manipulated at the same time: (1) Infants' abilities to generalize to differently looking (shape and color changes), but functionally equivalent props. (2) Narrative support at both encoding and retrieval.

The results revealed that the 18-month-old infants were indeed capable of generalizing to differently looking but functionally equivalent props across a retention interval of two weeks. However, contrary to expectations narrative support did not facilitate neither memory nor generalization.

103 Event segmentation in infancy

Trine Sonne^a, Osman S. Kingo^{a,b} and Peter Krøjgaard^a

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The present "work-in-progress" investigates the encoding process of 16- and 20-month-old infants. The infants will be watching one short (30s.) target movie (about a snowman or a crab), with ellipses covering the screen either at breakpoints or between breakpoints for 3s. Two weeks later the infants watch both movies simultaneously while being eye tracked.

Based on previous studies we expect a familiarity preference as the default (Kingo & Krøjgaard, submitted). However, in accordance with the Event Segmentation Theory (EST) (e.g. Kurby & Zacks, 2007), and based on preliminary results, 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.

This study may thus lead to a clarification of infants' encoding processes and of whether EST can account for the possible impact of these processes on memory.

104 Emotional perspective taking during children's recall of conflict: Evidence for gender differences and individual differences

Penny Van Bergen, Emma Nile, Tamara Nothman and Nicola Rusten
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Emotional perspective taking is an important developmental skill: particularly during peer conflict (Denham, 1998; O'Neill & Shultis, 2007). While peer conflict occurs frequently for children (Sotgiu & Mormont, 2008), it is currently unclear what influence perspective-taking has on children's recall of these interactions.

To address this question, 114 Australian schoolchildren aged 6 and 7 years were asked to recall the time they were happy, sad, and angry; had fought with someone at school; and were in trouble at school. Memories were coded for elaboration, reference to others, and emotion. Next, children completed Selman's (1980) perspective-taking vignettes and the Test of Emotion Comprehension (TEC; Pons, 2003).

Significant associations were found between TEC scores and children's reference to others' emotions during recall, $ps < .05$. Moreover, girls recalled significantly more fight stories than did boys, with more elaboration and perspective taking, $p < .05$. Implications for memory function and construction are discussed.

105 Experimentally induced involuntary memories in young children

Osman Skjold Kingo^{a,b}, Jonna J. Dahl^a, Peter Krøjgaard^a and Dorthe Berntsen^a
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Involuntary memories are common in adults. However, very little is known about involuntary memories in children. The sparse existing evidence comes from observational studies and anecdotes (e.g., Eisenberg, 1985; Hudson, 1990; Nelson, 1989 and Nelson & Ross, 1980).

In order to surmount the control problems inherently bound to observational studies, we, in the present study-in-progress, attempted to investigate involuntary memories in the lab. Children, who previously had participated in a memory study in our lab involving highly unique props, were brought back to the same lab. The children's spontaneous verbalizations about the previous experiment were compared to naïve controls. We hypothesized that the experienced group would spontaneously produce more correct and relevant references to the original experiment than controls, thus indicating involuntary memory.

Preliminary analysis suggests that children in the experimental group produced significantly more references to the previously experienced unique lab event than the children in the control group.

106 Chimpanzees and orangutans remember with *whom* to do *what* after 3 years

Gema Martin-Ordas^a, Alenka Hribar^b, Dorthe Berntsen^a, Juliane Brauer^b and Josep Call^b
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Research has shown that animals, in general, and non-human primates, in particular, can retain information for very long periods of time. Some studies have also demonstrated that the content of these memories can be episodic-like.

We adapted the paired-associate experimental paradigm to test if chimpanzees and orangutans spontaneously recalled a remote event and, more specifically, whether they could remember with whom they did what. Results showed that subjects exchanged objects faster with a familiar experimenter than with an unfamiliar experimenter. They also tended to exchange more correct objects with the familiar experimenter.

Our results suggest that chimpanzees and orangutans not only remember which objects could be exchanged for food but also the contextual details of a general event that took place 3 years earlier. The fast retrieval, long retention intervals and contextual binding suggest that chimpanzees and orangutans retrieved general autobiographical memories containing both semantic and episodic elements.

Cultural Life Scripts, Life Stories, and the Reminiscence Bump I

107 Contextualizing one's life in the micro- and macrosystem of society in narrated life stories

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Human development happens in nested sociological contexts (Bronfenbrenner, 1979; 1991). With social-cognitive development, individuals become aware of their embeddedness in increasingly wider social contexts. We tested whether this was reflected in life stories.

In a longitudinal study with three measurement times covering 8 years and 6 age groups spanning life from age 8 to 70 we coded the occurrence of four different kinds of socio-historical contextualization of narrators' lives according to Bronfenbrenner's ecological systems theory: family constellation implying one's microsystem, family history presenting the mesosystem, socio-economic status referring to one's exosystem, and historical context representing the macrosystem. Contextualizations were coded in the initial parts of life narratives to check whether narrators put themselves retrospectively as infants in their early sociological context.

Increasing percentage of the contextualisations indicate the development of an awareness of the individual belonging to society, whereas only participants impacted by historical events embedded their lives in history.

108 Young adults' life story identity in cross-cultural comparison

Neşe Hatiboğlu and Tilmann Habermas
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Autobiographical memories and the self influence each other mutually. On the one hand the autobiographical memories that compose our life stories supply us the most authentic references which tell us who we are. On the other hand, based cultural norms and culturally shaped self-concept autobiographical memories constantly reconstruct themselves in accord to the demands of a specific cultural context.

Design and initial data of a cross-cultural study with young adult Germans, Turkish Germans, urban and rural Turkish young adults are presented to show how cultural norms and culturally shaped self-concepts influence individual autobiographical stories as they are integrated into life stories. We present typical examples and a comparison of life scripts.

109 Cross-cultural differences in the temporal distribution of highly important personal events

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Social factors, such as culture, have been shown to influence the content of autobiographical memory, but it is still unclear whether culture also affects its temporal distribution. The temporal distribution of autobiographical memory tends to be examined with the Galton-Crovitz cueing technique or with requests for highly important events.

Although one previous study (Conway, Wang, Hanyu, & Haque, 2005), which employed neither frequently used method but simply asked participants "to record the first memory that comes to mind", found cross-cultural differences, a subsequent comparison conducted with the Galton-Crovitz technique had failed to find reliable differences between cultures.

In the present study, requests for the seven most important events were made to American, Dutch and Turkish participants. As could be expected from previous research with cultural life scripts in these three countries, no cross-cultural differences were found in the present study in the temporal distribution of highly important events.

110 Cultural life scripts and autobiographical memory: social influences on life story individuality

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The study investigates the development of autobiographical memory's macrostructure in social perspectives and asserts that the content of personal life stories is formed with the influencing of cultural life scripts.

It was shown that a typical life script is a tool for creating a selective integrated chronicle of personal experience. It is still unknown what starting points of a typical life script are. We suppose that this life story schemata is mediated by the other cultural life scripts such as 'a family script' (content and timing of parents' and close relatives' life stories) and 'a hero script' (various symbolic models, which involve real or fictional characters displaying their life stories). Late adolescents ($n=106$) and their parents ($n=106$) 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.

111 Autobiographical memory retrieval across the life span: event centrality and temporal distribution

Lynn Ann Watson and Dorte Berntsen
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In order to investigate the relationships between autobiographical memory distribution and event-centrality for positive and negative life events an online study was conducted during which 1040 participants aged between 20-70 were asked to complete the Centrality of Events Scale for their most positive and negative memories.

To assess the distribution of these memories across the life-span participants were also asked to date their memories. As predicted, the reminiscence bump was evident for positive life-events in participants over the age of 40, becoming more pronounced as the age of the participant increased. Conversely, the reminiscence bump was not present for negative life-event in any age group. In terms of event centrality, positive life-events were rated as more central than negative life-events however this finding was influenced by both gender and age.

The results will be discussed in terms of current models of autobiographical memory retrieval.



PHOTO: AU Press Photos

Social Influences on Eyewitness and Everyday Memory

112 Good cop, bad cop: Effects of rapport and evidence strength on witnesses' willingness to snitch on innocent people

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Law enforcement officers use rapport-building to help gather information from witnesses. But could rapport-building be inherently coercive when combined with suggestive interviewing techniques?

Research shows that compelling yet false incriminating evidence can lead people to make false accusations against another person. We investigated whether rapport-building—when combined with relatively weak or strong false evidence—might boost false accusation rates. In a 2 (Rapport: Good vs. Poor) x 2 (Incriminating Evidence: Weak vs. Strong) between-subjects design, we found that both good rapport and strong incriminating evidence increased the rate of false accusations, but there was no combined effect. When the false evidence was relatively weak, good-rapport subjects were almost three times more likely to make a false accusation than poor-rapport subjects.

Our results show that despite the widespread support for using rapport-building in interviews, doing so has the potential to contaminate witness evidence when used alongside other suggestive interview techniques.

113 Social contagion for false central details in memories of significant autobiographical events

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Understanding how witnesses come to recall false event details is crucial in a forensic context. The aim of this study was to investigate whether participants would accept changes to central details in memories of significant autobiographical events.

In phase 1, participants gave accounts, in a semi-structured interview, of four autobiographical events. One week later in phase 2, the same procedure was repeated. Participants also completed a number of personality scales. In phase 3, participants returned three months later to read and comment on their transcribed accounts from the first two sessions. The experimenter changed a temporal or gender detail in two of each of the participants' autobiographical accounts. Many participants accepted changes for central concrete details. Acceptance of false details was related to 1) actual change in memory and 2) compliance.

Findings suggest that susceptibility to social contagion is due to schema consistency as well as personality and social factors.

114 Initial experiences of confidence affect overall eyewitness confidence

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When eyewitnesses answer a series of questions about what they saw, could initial feelings of confidence affect their overall confidence later?

To address this question, we asked subjects 30 questions about a simulated crime, ordered to produce (1) early feelings of confidence and then progressively less confidence, or (2) the reverse. Subjects who experienced early feelings of confidence were more optimistic about their overall test performance and about their confidence as eyewitnesses—even though actual test performance in both conditions was similar.

Because jurors are often swayed by the confidence of eyewitnesses, these and other manipulations that change confidence are important.



PHOTO: Niels Peter Nielsen (2012)

115 Acoustic characteristics of Danish infant directed speech: Related to infant vocabulary size and memory ability?

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Mere observation of another person's actions can induce false memories of self-performance of these same actions, an effect referred to as observation inflation (Lindner, Echterhoff, Davidson, & Brand, 2010).

So far, such false self-attributions of others' actions have been found with simple mundane and emotionally uninvolved actions (e.g., tearing a sheet of paper). In the current work we examined whether the effect extends to emotionally meaningful, that is, negative actions (e.g., tearing a wedding picture). Study participants watched videos showing another person performing neutral vs. negative actions, some of which the participants had or had not previously performed themselves. The observation-inflation effect was reduced for negative relative to uninvolved control actions. However, the effect was still significant after observation of negative actions.

The findings are discussed with regard to source memory for emotional stimuli and applied consequences of false self-attributions of undesirable actions.

116 Photos influence people's rapid judgments about recently performed positive actions

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How do photos affect people's rapid judgments about their own recent ? To answer this question, we asked people to play a computer game where they pressed keys to "give food to" and "take food from" several unfamiliar animals. Then people saw the animal names again. For each animal name, some people judged the truth of the claim that they "gave food to" the animal, others judged the truth of the claim that they "took food from" the animal.

During this test, half of the animal names appeared with a photo of the animal and half appeared alone. Photos biased people to report that they gave food to animals. Followup experiments suggested that valence of the actions mattered and show that the bias persisted for other actions.

These findings fit with the idea that photos can help people generate metacognitive cues that they may mistake as evidence of genuine experience.

117 Social influence and the evaluation of belief in the occurrence of memories

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Phenomena such as nonbelieved and contested autobiographical memories draw attention to the influence of social input on beliefs in the occurrence of autobiographical memories. In some cases people relinquish and in other cases they defend their belief in the memory.

This poster presents a preliminary model of the processes that are engaged when a believed memory is challenged by disconfirmatory social feedback. Based on prior theory and empirical evidence, the model describes heuristic and systematic decision-making processes that determine whether belief in the memory is maintained or relinquished, and whether this decision is output to the social environment.



PHOTO: Lars Kruse, AU Press

Remembering the Past and Imagining the Future I

118 Remembering the past and imagining the future in a case of psychogenic amnesia

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LK, a 60 year old male, experienced a 6 year period of pervasive psychogenic amnesia (e.g. amnesia without an identifiable organic cause) that covered all life events from childhood to the age of 53.

When first tested in 2011, LK had severe deficits recalling remote episodic and semantic autobiographical memories, and showed a reduced ability to imagine the future. LK's memory deficits extended to more social forms of memory including famous public events and the definitions of words that came into use during the 20th century (e.g. speed-dating). In 2012, following hypnotherapy, LK was re-tested on the same tasks. His general performance on all memory tasks improved and was comparable to 6 healthy age-matched controls; however LK's imagined future events were rated as less vivid and less emotional than those of controls.

Results are discussed with reference to models of psychogenic amnesia and the construction of autobiographical memory.

119 Is the future always brighter than the past?

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When people remember their past and imagine their future, they show a balanced view in their memory while exhibiting a positive bias in their future imagination. The future therefore seems to be brighter than the past.

However, using a new experimental paradigm, we found that this is not always the case. Chinese, Asian American, and Caucasian American college students were asked to recall positive and negative past events (e.g., passed or failed an exam). Following each recall, they were asked to imagine a future event involving the same situation (e.g., taking another exam).

Across all culture groups, people anticipated changes in the future in either positive or negative directions, depending on the nature of a related past event. Asian Americans anticipated greater changes than the other two groups, corresponding to their greater endorsement of dialecticism. The findings suggest the important role of cultural knowledge in future simulation.

120 Can episodic future thoughts serve a directive function?

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We all spend time mentally time travelling, but what purpose does this mental time travel serve? We know that some episodic memories serve a directive function; when we recall them, their content guides our subsequent behavior.

Can episodic future thoughts also direct our behaviour in the moment? Subjects imagined themselves experiencing an event in the future, and for some subjects this event contained a message about the benefits of delaying gratification. Subjects then completed a self-regulation task.

Preliminary data indicate that people are able to extract messages about how to behave from their episodic future thoughts.

121 Past and future planning: Same content, different stories?

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Recent research (D'Argembeau, Renaud, & Van der Linden, 2011) shows that on average an adult experiences around 60 future-oriented thoughts a day. These thoughts serve a large range of functions and over half of them are related to the planning of an action.

As past and future thinking are thought to draw upon the same information pool consisting of past memories and knowledge, we aimed to measure the content similarities and differences between remembering planning a past event and imagining planning a future event set in either a familiar or unfamiliar setting.

The results showed interesting interactions between the order in which the tasks were presented, the different content categories and the type of setting. We discuss these results in terms of how episodic and semantic knowledge support past and future thinking.

122 The arrangement of test questions affects people's predictions about future test performance

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The order of items on a test can make people overestimate or underestimate their performance based on the relative difficulty of the first few questions. Research suggests that this memory bias occurs when people fail to update their early impressions about how they are performing on the test.

The research on this poster demonstrates that the arrangement of items on a previous test can affect people's predictions about their performance on a similar test in the future. Subjects who took a test that was arranged from the easiest question to the hardest were overconfident in their future performance and subjects who took a test that was arranged from the hardest to the easiest were under-confident. These biased predictions about performance have implications for decisions about studying.

123 Autobiographical memory: Differential effects of remembering and imagination

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Differences between autobiographical memory and autobiographical future thought are assumed to primarily be due to temporal direction (past vs. future).

We predicted that familiarity with details associated with personal memories, not temporal direction, accounts for such differences. Utilizing the recombination methodology of Addis and colleagues (2009), participants (N = 27) recalled autobiographical memories and imagined personal events in the past, present, and future when presented with recombined memory details that varied according to level of familiarity (low vs. high). Self-report (e.g., vividness, effortfulness) and objective (e.g., level of detail, reaction time) characteristics of the remembered and imagined events were measured.

Results did not support our prediction, but demonstrated a clear pattern of findings indicating that the variation between autobiographical memory and future thought is due to differences between remembering and imagination. The results represent a significant challenge to current models of autobiographical future thought and its relationship to memory.

Collective Memories

124 Socially shared retrieval-induced forgetting of “collective” memories: The mnemonic consequences of attending to the Belgian King’s 2012 summer speech

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We investigated whether a well-established laboratory finding – socially shared retrieval-induced forgetting – partially accounts for the effect of a recent speech by the Belgian King on Belgian public memories.

The King selectively discussed several pressing political issues, while avoiding others. We collected memories associated with a wide range of issues before and after the speech. Those attending to the speech recalled significantly fewer memories after the speech. For those who attended to the speech, a negative association existed between the “importance” of events precipitating the speech and post-speech recall.

We relate these results to the laboratory findings.

125 Quantifying the social influences on memory

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This poster describes and illustrates a range of novel coding techniques we recently developed to quantify how the “process” of remembering the past with others influences the “product” of both group and subsequent individual recall.

Our methods include: (1) techniques that assess overlaps in both the content (i.e., collective memory) and structure (i.e., shared organization) of people’s memories after they engage in collaborative discussion; and (2) a technique that examines the likelihood that this overlap in people’s memories will develop. This latter method captures people’s ability to reactivate their representation of the collaborative discussion. We illustrate these techniques with findings from collaborative recall experiments.

These methods help to quantify potential social influences on semantic and autobiographical memory, and offer important new ways of understanding when, how, and why groups of people come to form shared representations of their past.

126 Transactive memory in a social touch-football team

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In a successful transactive memory system, group members share certain amounts of knowledge but are also aware of which members possess specialised knowledge. We explored transactive memory in an amateur, social football team by video recording a game and selecting 4 key segments that each player watched a week later. We asked players individually to explain the segments and comment on team communication, extent of pre-planning, and error identification. We also asked players what they thought other team members were thinking and doing during these segments. We found that during attack, when action was fairly structured, the team displayed a rich transactive system that operated successfully in fast, dynamic situations. However, in defence, when more improvisation was required, the transactive system broke down. We discuss the factors that might influence transactive memory in amateur teams such as length of time playing together, individual skill level, and different types of communication.



PHOTO: Erik W. Olsson, AU Press

127 How reception context influences flashbulb memoriesJennifer M. Talarico^a, Amanda Kraha^b and Adriel Boals^b^aLafayette College, USA^bUniversity of North Texas, USAContact information: talaricj@lafayette.edu

The means by which one may learn the news of an important and emotional public event have changed dramatically in recent years.

We examined how individuals' memories for hearing of the death of Osama bin Laden were influenced by whether the initial report was provided by mass media (e.g., TV, radio, or internet news), social media (e.g., Facebook or Twitter), or by another person (e.g., family or friend via phone, face-to-face, or text message). There were no differences in initial emotional reaction (e.g., affect, intensity, or visceral reactions) nor in belief in the accuracy of one's memory as a function of how one learned the news.

However, vividness was diminished if one learned the news from social media relative to if one learned from traditional media or from another person. Although memories decreased in consistency over time, consistency was not influenced by how one learned the news.

128 Michael Jackson, Bin Laden and I – Functions of flashbulb memories about public versus private events

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Do the functions of private and public flashbulb memories differ? This study with a sample of 565 young and middle-aged adults compared the psychosocial functions of positive and negative public flashbulb memories (news of Bin Laden's death, Michael Jackson's death) with private flashbulb memories (news of pregnancy, death of a loved one).

Participants answered canonical category questions, and rated the personal significance and the self-continuity, social-boding and directive functions of each memory. Hierarchical regressions showed that private flashbulb memories served higher functions than public ones: Positive and negative private memories were similar regarding self-continuity and directive functions, but the positive private memory served higher social functions. Memory of Michael Jackson's death received higher ratings than Bin Laden's in all three functions. Although recall of canonical categories was unrelated to memory functions, higher memory significance was associated with higher functions.

Results are discussed regarding the tripartite model of autobiographical memory functions.

Self, Identity, and Meaning Making

129 Is meaning making during the expressive writing intervention beneficial or harmful?

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We examined whether engagement in the meaning making process during an expressive writing intervention is associated with better outcomes.

Meaning making was operationalized in two ways – judges' ratings of meaning making and use of cognitive words. Better outcomes were operationalized as fewer intrusive thoughts. 84 participants nominated a negative event and completed three sessions of expressive writing.

The results revealed an interaction between meaning making and initial distress levels of the event. For participants who wrote about a highly distressing event, increases in meaning making were associated with greater decreases in intrusive thoughts. In stark contrast, for participants who wrote about less distressing events, increases in meaning making were related to increases in intrusive thoughts.

These results suggest meaning making during an expressive writing intervention can be beneficial, if the participant writes about a highly distressing event. However, meaning making may be harmful when writing about less distressing events.

130 Linking identity and memory, shared and unshared: A case study of female twins

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Autobiographical memory has been linked to identity, but connections between memory and shared identity have not been adequately addressed.

Twins are likely to have strong shared identity, given their shared genetics and shared environment even before birth. A pair of monozygotic female twins (aged 59) participated in separate semi-structured interviews that aimed to explore connections between memory and shared identity. They were asked about their experience of being a twin, future expectations of their relationship, and how they talk about the past, as well as to describe and produce a memory from each life stage from early childhood to adulthood. Qualitative analysis revealed a shift from a shared identity forced on them by their parents in childhood, to separate identities in adulthood.

This poster presents spontaneous memories of the same childhood events from each twin, allowing comparison of how each twin interprets the memories that define their former shared identity.

131 Investigating autobiographical memory in relation to attachment anxiety and avoidance: Self-defining memories across relational contexts

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Early experiences with attachment figures are argued to lead to internal working models, which incorporate representations of self, others, and self and others in the relationship. These representations influence information processing and affect regulation in adulthood.

Empirical evidence suggests that attachment anxiety is related to heightened accessibility of negative memories (Mikulincer & Orbach, 1995) whereas avoidance is related to defensive organization of memory for attachment-related stimuli (Edelstein, 2006). The present study investigated how attachment anxiety and avoidance relate to certain qualities of autobiographical memory narratives. Participants provided 4 self-defining memories across different relational contexts (e.g., mother/father, close friend, romantic partner, and nonclose acquaintance) 1 week after they had completed the Experiences in Close Relationships-Revised Scale (Fraley, Waller, & Brennan, 2000).

We explored the extent to which attachment anxiety and avoidance predict specificity and meaning making in narratives as well as the phenomenological qualities (e.g., recollection etc.) of the memories.

132 The effects of mortality salience on self-defining memories

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Literature on Terror Management Theory documents how the mind is motivated to dispel the anxiety provoked by death-related thoughts (Solomon, Greenberg, & Pyszczynski, 2004). Present research investigated the effects of increased unconscious accessibility of the thought of death, induced through mortality salience manipulation (MS), on self-defining memories.

Given the previously observed desire for evaluating one's past as more meaningful when thoughts of mortality are accessible, we hypothesized that participants in the MS group would provide more integrated memories. Since MS creates a need for increased self-esteem and more investment in one's worldview, we expected more achievement and relationship, and less life-threatening event memories, less negative emotions in life-threatening event memories, and more self-event connections in the MS group.

Results showed that participants in the MS condition provided more integrated memories. Other hypotheses were not supported. Present study shows that existential concerns can affect how autobiographical memories are reconstructed.

133 Retrieval and phenomenology of self-consistent and self-discrepant memories

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It has been suggested that memories that are inconsistent with one's view of oneself would be disadvantaged at retrieval compared to memories that are in line with the self. (e.g., Conway, 2005). The present study aims to investigate retrieval and phenomenological properties of autobiographical memories that were consistent or discrepant with one's self. One hundred participants recalled one self-consistent and one self-discrepant memory as well as an episode of telling these memories to others. Then, they filled out the AMQ and the CES. There was no difference between the two types of memories in retrieval time or vividness. Compared to self-consistent memories, self-discrepant memories were told to fewer people, and when they were told, listener responses were likely to be negative. Interestingly, self-discrepant memories contained more meaning-making statements than self-consistent memories, implying an effort at discrepancy resolution.

134 Effects of cultural self-construal priming on event segmentation of autobiographical memories

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Event segmentation, the ability of segmenting a continuous flow of processes into events, is an automatic component of perception and affects memory.

While there has been some research on the segmentation of simple texts and movies, no research has investigated event segmentation in autobiographical texts. Given the centrality of the question of what an event is in autobiographical memory, in this project we examined the nature of events via segmentation in such narratives. Also, we specifically manipulated self-construal via priming to investigate effects of cognitive style (holistic vs. analytic) on event segmentation. It had been previously shown that Euro-Americans perceived more events than Asians when presented an English text.

In our study, participants primed to be more independent, thus more analytic identified more events than participants primed to be more interdependent and holistic. Hence, culture-specific processing was effective on event segmentation in a group with the same native language.



PHOTO: Niels Peter Nielsen (2011)

POSTER SESSION II

Friday 21st June, Suecia Room 13.00 - 14.30

Cultural Life Scripts, Life Stories, and the Reminiscence Bump II

201 I know my story and I know your story – comparing people's knowledge of their own and a close other's life story

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The life story is an important part of identity. Likewise it may be an important part of understanding other people's identity.

In the present study we compared people's knowledge of their own and a close other's life story. 170 students described chapters and memories in their own or a close other's life story. They also completed measures of personality traits and self-esteem. People's own life stories included more chapters and memories than the close other's life story and their own chapters and memories were more positive than the close other's chapters and memories. The emotional valence of chapters correlated positively with extraversion and self-esteem and negatively with neuroticism for both own and close other's life story.

Thus our knowledge of close other's life stories is less detailed and less positive than our own life story, but own and close other's life story is related to personality in similar ways.

202 Undesired deviations from the cultural life script in individual lives – a route to depression?

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Members of a culture share mental representations of culturally expected life events and their age norms, called "cultural life script". Life scripts guide remembering the personal past, and imagining the personal future.

This study investigated 1) the Norwegian cultural life script, 2) whether personal memories overlap with the script and 3) whether there are patterns of life script/ story deviations related to depression. Non-occurrence of positive life script events in personal lives is expected to relate to depression, if explained by internal failure. Onehundredandfifty Norwegian participants listed the seven most important events a newborn would experience during his/her life and estimated the prevalence, importance, age-at-event, emotional valence and possible reason-of-non-occurrence of each event. The same was repeated for personal events. Finally, participants were tested for depression.

A highly homogeneous Norwegian life script was found, containing mostly positive events from the second and third decades of life.

203 The reminiscence bump is more pronounced for private events than for public events

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The reminiscence bump (the finding that individuals demonstrate more memories from adolescence and early adulthood than from other stages of life) has been found for both autobiographical memories and for memories of public events.

In the current study, we compared, between-subjects, the location and size of the bump across each type of memory. We assessed each type of memory through two discrete methods, the cue word method and the most important events method. In the cue word method, though we found a bump for both types of memory over roughly the same span (age 5-19), the bump was more pronounced for private events than for public events; in the most important events method, we found a bump from age 20-29 in autobiographical memory, but there was no corresponding bump in memory for public events.

We discuss the implications of these findings for current theories of the mechanisms underlying the bump.

204 The Greenlandic life script and life stories

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Life scripts are shared expectations about the order and timing of life events in an ordinary life course. Life stories are narratives based on autobiographical memories. Cultural life script theory claims that life scripts help people recall events from their personal life stories, especially from the reminiscence bump period - second and third decade of life.

In this study, 143 adults (90 females, mean age: 50.66, range: 40-74) from Greenland answered a questionnaire about life script events and life story events. Measures of depression, PTSD, life satisfaction, and centrality of event were also obtained. Data were analyzed to generate the Greenlandic life script and a collection of the life story events. The life-span distribution of life script events and life story events were plotted, based on emotional valence, to evaluate the degree to which they resemble each other.

205 The cultural life script of Qatar and across cultures

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Cultural life scripts (CLS) are culturally shared cognitive representations of the expected order and timing of important life events in a prototypical life.

Through three studies data from Qatar were analysed and compared to previously collected data from Denmark, Turkey and the USA. In Study 1 we examined the Qatari CLS in order to determine whether the gender segregation and the centrality of religion in this society would influence the CLS. In Study 2 life story events were collected to explore the overlap between personal events and CLS events. Study 3 was a reanalysis of data from Denmark, Turkey and the USA.

There was considerable overlap of events across cultures, but we also found that the Qatari CLS showed more gender differences and contained more religious and more positive events in comparison with the other three countries.



PHOTO: Poul Ib Henriksen, AU Photo

Remembering the Past and Imagining the Future II

206 Remembering and imagining life transitions: The role of mental focus in mediating perceived impact, phenomenology and self-narrative understanding

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We can extract various meanings from autobiographical transitions by mentally focusing on their concrete details (experience focus) or their broader life significance (coherence focus).

This study examined how mental focus and temporal direction of life transitions influence perceptions of psychological impact, phenomenology, and self-narrative understanding. For past and future transitions, a coherence rather than experience focus generally caused these events to be interpreted as significantly more impactful, complex, temporally extended, and meaningful to one's identity and life-story. Mental focus aside, past transitions were construed as significantly more impactful, but less positive, vivid, subjectively distal, important, and central to one's life story, on average, compared to future transitions. The past-coherence condition reported significantly higher levels of psychological impact, on average, relative to all other groups.

These findings suggest important differences between remembering and imagining personal change and how cognitive strategies for doing so can inform present psychological states and adaptive self-reflection.

207 Cross-cultural differences in future negative events

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Participants were queried about the most troublesome events that could happen to them in the future, or, similar to life script research, the most troublesome events that could happen to a theoretical member of his or her cultural group.

We used Amazon's Mechanical Turk to gain access to participants across different cultures, including those from India and China. After nominating troublesome future events, participants rated the events on the AMQ and CES. Comparisons of interest include an examination of the negative life script for citizens of the United States versus citizens of other countries. Gender and age differences within each of the cultural groups are also examined.

Procedures and analyses were also applied to questions of the most worrisome events that could happen in the future.

208 Enhancing episodic specificity for autobiographical memory and future events by increasing future self continuity

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The capacity to recall autobiographical memories overlaps considerably with the ability to imagine the future. Furthermore, evidence consistently shows that individuals diagnosed with a range of psychological disorders recall and imagine the future with less episodic specificity.

We hypothesized that increasing future self-continuity will lead to greater episodic specificity for autobiographical memories and future events. Prior to completing a memory/future task, individuals were exposed to a digital representation of themselves currently, in 40 years from now, or a gender matched aged face. Exposure to one's older face increased episodic specificity.

Theoretical and clinical implications will be discussed.

209 Bilingualism and imagined future

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Previous research has shown that different languages we speak, or bilingualism, affect autobiographical remembering. Bilingual individuals' accounts of past events have been reported to be different in two languages with regards to the quality, richness and quantity of the events remembered.

The aim of the present research is to investigate whether similar differences extend to imagining future events. Kurdish-Turkish and Greek-Turkish bilingual adults were asked to recall past personal events and imagine future personal events in varying time periods (e.g. one year, ten years as well as early childhood memories for past events). The preliminary results indicate that participants' reports for future events involved more specific and emotional details in their dominant/native language than their accounts in the other language.

These preliminary results might provide additional evidence on the influence of language and bilingualism on autobiographical thinking.

210 Differentiating Event Simulations: The Past, Imagined Past and Future

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A recent body of research has identified a shared neurocognitive system responsible for past and future episodic thought.

Nevertheless, important differences have been found across several dimensions. As direct comparisons between past and future thinking are confounded by imagination processes, we included an imagined past condition (events which could have but did not happen) to determine if any past-future differences are attributable to imagination processes per se. The study adopted a 3 (Event Type; past, imagined past, imagined future) X 3 (Temporal Distance; week, 6-12 mo, 5-10 yr) repeated measures design. Coded event transcripts demonstrated that experienced events contained a greater proportion of details concerning the episode (in particular, greater temporal, emotional and spatial details) than either type of imagined event.

Furthermore, imagined (past and future) events were experienced with less emotional intensity than memories. Future events were distinguished by their positive emotion which was reflected in event themes.

However, overall, episodic characteristics were highly consistent across event types, indicating a common cognitive system underlying imagined and real events.

211 Evidence of episodic memory and imagination increasing our willingness to help others

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A range of factors is known to facilitate our willingness to help others. Previously unconsidered among them is the ability to construct episodic events by vividly imagining or remembering specific personal experiences.

Two experiments revealed that when presented with a situation depicting another person's plight imagining an event of helping the person and remembering a related past event of helping others increased willingness to help the present person in need.

Our results suggest that this prosocial facilitation was not supported by heightened emotional reactions or degree of perspective taking, but rather by the sensory richness of constructed episodes. Although many questions remain, our results point to a new avenue of research that investigates the role of imagination and memory in fostering prosocial cognition.

Neuropsychological and Clinical Aspects of Autobiographical Memory

212 Construction and elaboration of autobiographical memories require complex hippocampal-neocortical interactions

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Autobiographical memory (AM) provides the opportunity to study interactions among brain areas that support the search for a specific AM (construction) and the experience of reliving it (elaboration). While the hippocampus supports both construction and elaboration, it is unclear how hippocampal-neocortical connectivity changes across these stages.

We acquired fMRI data in 18 healthy participants during an AM paradigm in which participants were asked to retrieve a specific AM (construction) and then continue to recovery and mentally 'replay' episodic details of the event (elaboration). We used multivariate analytic techniques to examine hippocampal-neocortical interactions during construction and elaboration.

We found that the hippocampus interacted with frontal areas during construction and with visual-perceptual areas during elaboration. These results shed light on the dynamic interactions among brain areas during AM retrieval and indicate that the study of hippocampal-neocortical interactions are essential to understand how the brain accomplishes this complex cognitive task.

213 An examination of trauma exposure, inhibition, rumination and functional avoidance in predicting overgeneral memory in adolescents

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Overgeneral autobiographical memory (OGM) has been consistently demonstrated to predict depression symptoms in young people, however, theoretical understanding of the phenomenon is limited.

This study looked at the development of OGM in early adolescence, and how it is influenced by early life experiences, such as trauma, along with cognitive factors proposed by the CaR-FA-X model (Williams et al., 2007); inhibition, rumination and functional avoidance. School students (N = 196) aged 12-17 years completed the Autobiographical Memory Task (AMT) along with assessment of trauma history, depression and measures of all three aspects of the CaR-FA-X model. Assessments were completed on two occasions 8 months apart to examine how inhibition, rumination and functional avoidance predicted later OGM.

Results demonstrated that OGM was not predicted by any of the assessed cognitive factors. Younger age at which trauma was experienced was found to significantly predict OGM. Implications for OGM theory will be discussed.

214 The effect of negative mood components on responses to a modified version of the Autobiographical Memory Test

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The social aspects of cognitive content such as importance of other people, desirability and expectancy of the event were investigated in a series of experiments that examine the relative accessibility of cognitive content and ability to recall specific event memories in an induced negative mood state.

Autobiographical content was examined by means of a modified version of the Autobiographical Memory Test (AMT; Williams & Broadbent, 1986). Self-reported mood was measured using the University of Wales Institute of Science and Technology Mood Adjective Checklist (UWIST-MACL; Matthews et al, 1990). The ability to recall specific event memories was measured by the Sentence Completion for Events from the Past Test (SCEPT; Raes et al, 2007).

The results indicate that reduced levels of activity, alertness, loss of interest and diminished pleasure are aspects of negative mood that seem to be particularly important components of mood state that influence social aspects of autobiographical content.

215 Autobiographical memory development and social cognition in adolescents with Fetal Alcohol Spectrum Disorder

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Youth with Fetal Alcohol Spectrum Disorder (FASD) experience impairments in multiple facets of social cognition, contributing to social withdrawal and high risk of school drop-out.

Autobiographical memory (AM) has been found to be critical for the development of appropriate social cognitive skills; however, it has not yet been determined whether AM is impaired in adolescents with FASD.

Methods: 20 adolescents with FASD and 20 typically developing control (TDC) participants between the ages of 13-17 years were recruited. Participants were administered the Children's AM Interview and several standardized clinical tests that assessed a wide-range of social cognitive abilities.

Results: Preliminary results suggest that relative to the TDC group, youth with FASD demonstrate poorer AM recall performance, which is positively correlated with impaired social cognitive skills (ANCOVA and regression analyses). Significance: Our study investigates a novel link between AM in adolescents with FASD as a potential mechanism underlying social cognitive impairments.

216 Self, social, and directive functions of autobiographical memory in borderline personality disorder

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A key function of autobiographical memory (AM) is integrating our personal experiences to a collected sense of identity across time. Patients with borderline personality disorder (BPD) are characterized by having unstable identities both with regard to their past experiences and future expectations. For this reason the functional use of AM in BPD patients is of particularly theoretical interest and previous studies have shown a reduced ability to produce specific memories and conventionally structured narratives in patients with BPD.

This study elaborates on valuable findings from a previous study on a non-clinical group by Rasmussen and Berntsen (2009) prompting for memories that are subjectively experienced as having either self, social, or directive functions.

On this poster an overview of the study is presented and preliminary data on 15 female BPD patients is analysed and cautiously discussed.

217 Cuing autobiographical memories in dementia

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To date, few studies have examined the effects of cuing in patients with dementia. The current study examined the effects of cuing autobiographical memory retrieval in older participants with dementia through immersion into a historically authentic environment that recreated the material and cultural context of the participants' youth.

Participants conversed in either an everyday setting (control condition) or a museum-setting (experimental condition) furnished in early twentieth century style. Cues provided to the participants were consistent with the environment in which testing occurred, targeting either modern times (control condition) or the past (experimental condition). Further, participants were given a series of Autobiographical Memory Interview's (AMI) over the course of the study.

We will examine the effects of cuing across the two environments as well as the stability or fluctuations in the AMI over time.

218 Angry males and happy females: The effects on memory-guided attention

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Studies have found that people are faster to identify angry male and happy female facial expressions compared with the opposite expression.

This gender bias has been attributed to a physical congruence between feminine features and happiness on the one hand and masculine features and anger on the other. If this bias is directly perceived, as has been suggested, it should be detectable in early visual attention and memory independent of judgments. In the present experiment, we present a novel paradigm to measure memory-guided attention.

We found a gender bias in both memory-guided visual attention and in explicit memory for faces. The biases were correlated, but in opposite directions. Angry female faces may be attended to earlier than happy female and angry male faces due to their novelty, while judgment appears to reverse this effect to create the happy female and angry male advantage.



Encoding and Retrieval of Voluntary and Involuntary Memories

219 Involuntary autobiographical memories and social cues

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Involuntary autobiographical memories (IAMs) are defined as past personal experiences arising in 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 social events are remembered better and hence are more likely to pop-up in involuntary memories. Social and positive (S+P+) cues were compared with not social and positive (S-P+), and not social and not positive (S-P-) cues. We found that more memories in the S+P+ conditions, and S+P+ cues are likely to evoke more memorable, happy, and interesting IAMs.

Results are discussed in terms of the social function of autobiographical memory.

220 The similarities and differences between involuntary and voluntary autobiographical memories in experimental design considering: data contamination, suggestion and retrospection bias

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The present study is the first to directly compare involuntary (IAM) and voluntary (VAM) autobiographical memories taking into account all major issues in involuntary autobiographical memories research: external validity (experimental design pertains to natural context, Schlagman & Kvavilashvili, 2008), suggestion bias (without instruction to record only IAM), retrospection bias (investigating the properties susceptible to forgetfulness at the exactly time of occurrence), data contamination (control of the purposefulness of recorded contents).

There were three groups of participants: involuntary session (N=27), voluntary session (N=28), structuralized diary studies (N=30). Results are discussed in the context of models of voluntary/involuntary memory retrieval.

221 The effect of suggestive instruction on involuntary autobiographical memory research

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The study investigates the effect of experimental instruction in involuntary memory studies. There were two kinds of instruction: first to record only involuntary autobiographical memories (IAM) and second to record any spontaneous thoughts. The experiment employed procedure developed by Schlagman and Kvavilashvili (2008). The purposefulness of recorded memories was under additional systematic control.

As it was expected, instructing participants to record only involuntary memories (contrary to record any spontaneous thoughts) effects in greater: (a) total number of all recollected memories, (b) total number of voluntary memories (VAM), (c) participants' means of proportion of VAM. Furthermore, there was the fading effect only for memories in suggested group observed. This may imply an important exception to characteristic properties of autobiographical memories. There was an additional comparison of analysis concerning the properties of memories including and excluding voluntary memories conducted. Further consequences of the data contamination is discussed.



PHOTO: Alejandra Zaragoza Scherman (2012)

222 What on earth are voluntary autobiographical memories?

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Voluntary autobiographical memories are memories of personal events that are retrieved strategically. They have been studied in numerous laboratory experiments, and it has generally been assumed that voluntary recall is the standard way of remembering. However, little is known about how voluntary memories come to mind in daily life.

Here, 26 participants recorded 15 self-prompted, 15 word-prompted and 15 text-message-prompted voluntary memories as well as 15 involuntary memories in four consecutive diaries and rated the memories on immediate reaction, social sharing and self-relevance. Self-prompted voluntary memories were generally rated higher than the other types of memories on the immediate reaction and social sharing of the memories, whereas word-prompted memories were rated the lowest. Word-prompted memories were generally rated highest on self-relevance, whereas self-prompted memories were rated the lowest.

The findings suggest that voluntary memories in daily life are different from voluntary memories sampled via the standard word-prompting paradigm.

223 Characteristics of involuntary autobiographical memories in the blind

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Although visual imagery is considered an integral part of recollective experience, research shows that blind individuals are not disadvantaged in accessing voluntary autobiographical memories (ABMs). However, they report weaker visual imagery and stronger spatial, auditory and tactile imagery than the sighted (e.g., Ogden & Barker, 2001).

Given the strong role of external cues in reminding involuntary ABMs (e.g., Berntsen & Hall, 2004), studying this process in blind individuals provides an opportunity for understanding the role of visual input in access to and phenomenology of involuntary ABMs. Thus, in the present study sighted and blind participants recorded involuntary memories in a diary and filled out a questionnaire about aspects of each memory (e.g., triggering cues, vividness of imagery).

Preliminary results show that the groups differed on type of the triggering cue and type of imagery at retrieval.

224 What memories do we choose? How does a digital camera change our memory?

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Photography is a social invention for autobiographical recollection. Our concerns are the differences in the ways of recollecting personal past with mediation of digital vs. analog photographs.

The technology of analog photography doesn't allow to control the final image. The main impact of digital technology for non-professional photographer is a chance to see the image before it would be saved. Therefore, while using analog camera photographer seems to encode more additional and non-controllable information. 20 participants of the study took photographs of the same event. They took 6 photos by analog camera and 6 photos by digital camera. Participants recollected the target event twice two weeks and a year later.

In accordance with hypothesis those who took analog photos recollected significantly more details and narrated better stories of the past event than those who took digital photos. The effect increases over time. Therefore, social technology of photography shapes personal memories presumably in an implicit way.

225 "I remember sounding that out": Exaggerated pronunciation enhances the production effect

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Although researchers did not coin the term, "production effect" until 2010, the memory advantage of articulation or "production" of words over reading silently has been known for decades. Most research to date has used reading aloud as the primary mode of production, although mouthing, writing and whispering have been studied. Whispering provides a memory advantage over reading silently, but still below reading aloud (Forrin, MacLeod, & Ozubko, 2012). Both whispering and reading aloud provide an auditory component, eliminating the possibility of memory enhancement due to the additional perceptual modality.

The current study compared reading silently, aloud, and exaggerated pronunciation, and found a robust memory advantage for words read in an exaggerated manner (broccoli pronounced BRAW-CO-LEE) over those read aloud and silently. We argue that exaggerating pronunciation forms an autobiographical memory via depth of processing and distinctiveness that in turn enhances recognition.

History and Intergenerational Transmission of Memories

226 An intergenerational examination of World War II memories across and within Belgian families

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We examine whether and how collective/familial memories of WWII transmit across generations.

We recruited 10 Belgian families and interviewed 1 member from each generation, going back to WWII. Each individual was asked about 5 important events during WWII and 4 WWII events specific to Belgium. The transmission of information/stories across generations was limited. The oldest generation, who were children during the war, and the middle generation were familiar with the information and stories discussed in the interviews. The youngest generation was not.

We discuss these results in terms of Assmann's (1997) distinction between "communicative" and "cultural" memory.

227 The organisation of autobiographical memories in East- and West Germans - Differences due to the fall of the Berlin Wall

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Important negative public events, cause changes in the fabric of daily life, are thought to organize autobiographical memories.

The fall of the Berlin Wall was an important public event for Germans. However, it is considered positive and led to a lot of changes in the fabric of daily life of East Germans. Therefore, we hypothesize that the fall of the Berlin Wall especially structures autobiographical memories of East Germans. 80 East- and West Germans (47- 70 years, $M = 59.1$, $SD = 5.69$) generated 22 memories related to simple word cues (e.g. book). Participants dated these memories while thinking aloud to identify events participants refer their memories to. Further, East Germans answered a questionnaire measuring changes and valence of changes.

As expected, East Germans experienced more changes and dated more memories with reference to the fall of the Berlin Wall. Consequently, also positive public events appear to organize autobiographical memories.

228 Epistolary narratives, personal experiences, collective memory

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Epistolary narratives can be seen as a source of information that provides rich insight into the subjective and individualized experience of their authors and recipients.

In this paper, I analyze 27 letters written by soviet soldiers during the Second World War that describe their daily life in the front, including their perceptions of topics such as food, fears, love, life and death. This case study illustrates that private writings contain valuable information about the feelings and concerns of the common people who were forced to fight in the front and their relatives who were living in occupied territories or surroundings.

In this presentation I discuss how epistolary narratives contribute in the construction of our collective memory and our interpretation of our past and present.

229 Intergenerational transmission of a parent's life story and xenophobic attitudes

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This study examines the degree to which biographical conflict knowledge is transmitted through a parent's life story, and the potential effects this may have on the next generation's social attitudes.

This was accomplished by examining nominated important events from a parent's life, particularly, a parent that had lived through the civil war in the former-Yugoslavia. Two groups of post-war Croatians were compared: those from Osijek (one of the hardest hit regions in the war) and those from Rijeka (affected relatively little by the war). We compare the groups to determine the degree to which a parent's war experience impacts what is remembered by the next generation. Further, this generation's xenophobic attitudes are compared with the xenophobic attitudes reported by their parents' generation shortly after the war ended.

By doing so, we are able to determine the degree to which attitudes toward ethnic out-groups may, or may not, diminish across generations.

230 Transition Theory: A(n almost completely) selfless, goalless account of autobiographical memory

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Transition Theory takes a bottom-up approach to autobiographical memory. This theory defines transitions as events that cause (or signal) the synchronized addition and/or deletion of many salient event components (i.e., repeatedly encountered people, places, and things and recurring activities).

Because transitions bring about a coordinated change in what people experience on daily basis, they mark the beginnings and ends of identifiable personal periods. Transition Theory holds that event memories are represented by bound sets of event components and that lifetime periods are represented by associative event-component networks formed because contemporary components frequently co-occur.

This poster will outline the core assumptions of Transition Theory. It will also explain how this framework accounts several well established empirical phenomena. These include: the reminiscence bump, the upheaval bump, the living-in-history effect, the use of landmark events in event dating, and the direct retrieval of personal memories in the Crovitz task.

231 Autobiographical memory in history: The reconstruction of generational identityRonald E. Doel^a, Kristine C. Harper^a and Tiffany C. Vance^b^aDepartment of History, The Florida State University, USA^bNational Oceanic and Atmospheric Administration, Seattle, Washington, USA

Historians value oral history interviews – particularly full-length biographical interviews – for the insights they offer into memory. Biographical interviews with scientists are particularly illuminating, since abundant comparative written materials (including letters, diaries, and annotated photographs) are also available.

The historical collections of the American Institute of Physics hold more than a thousand biographical interviews with researchers across the physical sciences, a large fraction of which were done with individuals born between the late 1910s and the 1930s. Generational experiences of those who came of age during the Great Depression are distinct from those who matured during World War II; echoes of their formative years appear in subsequent career pathways. But beyond prosopography, additional insights emerge: for instance, the distinct autobiographical narrative styles of women scientists in contrast to male counterparts.

Our poster will explore these themes; highlight significant findings from these and related interview collections; and propose questions for further investigation.

232 Temporal and spatial influences on memory of autobiography writers

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Memory as a psychological category is perceived differently from person to person and from culture to culture. Psychoanalysis explains human behaviour in connection with his individual unconscious and archetypal approach investigates collective unconscious as a source of motives. People differ both individually and culturally. A "slight" distortion of memory in favour of imagination is accepted by someone or some culture easily, while such a deviation from the truth is assessed as cheating by someone else or some another culture. The time span eases memory's load and excuses its "forgetfulness". Spatial distance often clarifies the memory as an outside look at the events.

The report will be devoted to the analysis of self-identity in Azerbaijani emigrant writer Banin's autobiography. The facts from the author's life were read with astonishment by the readers of her country after the collapse of Soviet Union, which dictated the memory to choose events.

