2023.7.27 web uploaded (Ver.3.0), 7.28 Closing Ceremony agenda updated (Ver.3.1), 7.29 The timetable updated (Ver.3.2), 7.30 The keynote speeches updated (Ver.3.2), 8.1 Some corrections made (Ver.3.3), 8.2 Millen's Symposium updated (Ver.3.4), 8.5 The Program Timetable updated. The Headers added. (Ver.3.5), 8.6 Some small updates (Ver.3.6). 8.7 The Ceremony chairs updated. (Ver. 3.7), 8.8 The chairs updated. (Ver.3.8), 8.10 Correction of a poster. (Ver.3.9) 8.13 Final updates.



SARMAC 2023 Program Book



The Official Record
Ver.4 (August 13th, 2023)

SARMAC Nagoya Sponsors

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SARMAC Nagoya Registration Information

Registration fees for presenters
(Each presenter can present only one paper/poster during the conference.)

Members, Students: **US$75***
Members, Postdocs/Early Career Researchers: **US$195****
Members, Professional: **US$275**
Non-members, Students: **US$175**
Non-members, Postdocs/Early Career Researchers: **US$295****
Non-members, Professional: **US$375**
JAA members*,** Professional: **US$325**
(The above fees are for the Early-Birds before June 1st, 2023, after that plus $50 for each fee.)

On-site registration fees for One-Day attendants
Professionals **¥15,000** Students **¥7,000**

Guideline for presenters

Symposia

Symposia: A symposium includes a convener/chair and five speakers, either with or without a discussant. The total session time is 90 minutes. So, each speaker will use 15 minutes each including a Q&A and inter-speaker interval. Therefore, the genuine presentation time is about 12 minutes.
A video projector, screen, and a microphone will be available in each of conference rooms. Speakers are recommended to bring their own PC or tablet to connect to the projector.

Paper Sessions

Paper Sessions: A paper session includes a chair and six to seven speakers in a related research area. The total session time is 90 minutes, or 105 minutes for a seven-speaker session. So, each speaker will use 15 minutes each including a Q&A and inter-speaker interval. Therefore, the genuine presentation time is 12 minutes.
A video projector, screen, and a microphone will be available in each of conference rooms. Speakers are recommended to bring their own PC or tablet to connect to the projector. Presenters are advised to bring copies of handouts (30 copies or more recommended).

Poster Sessions

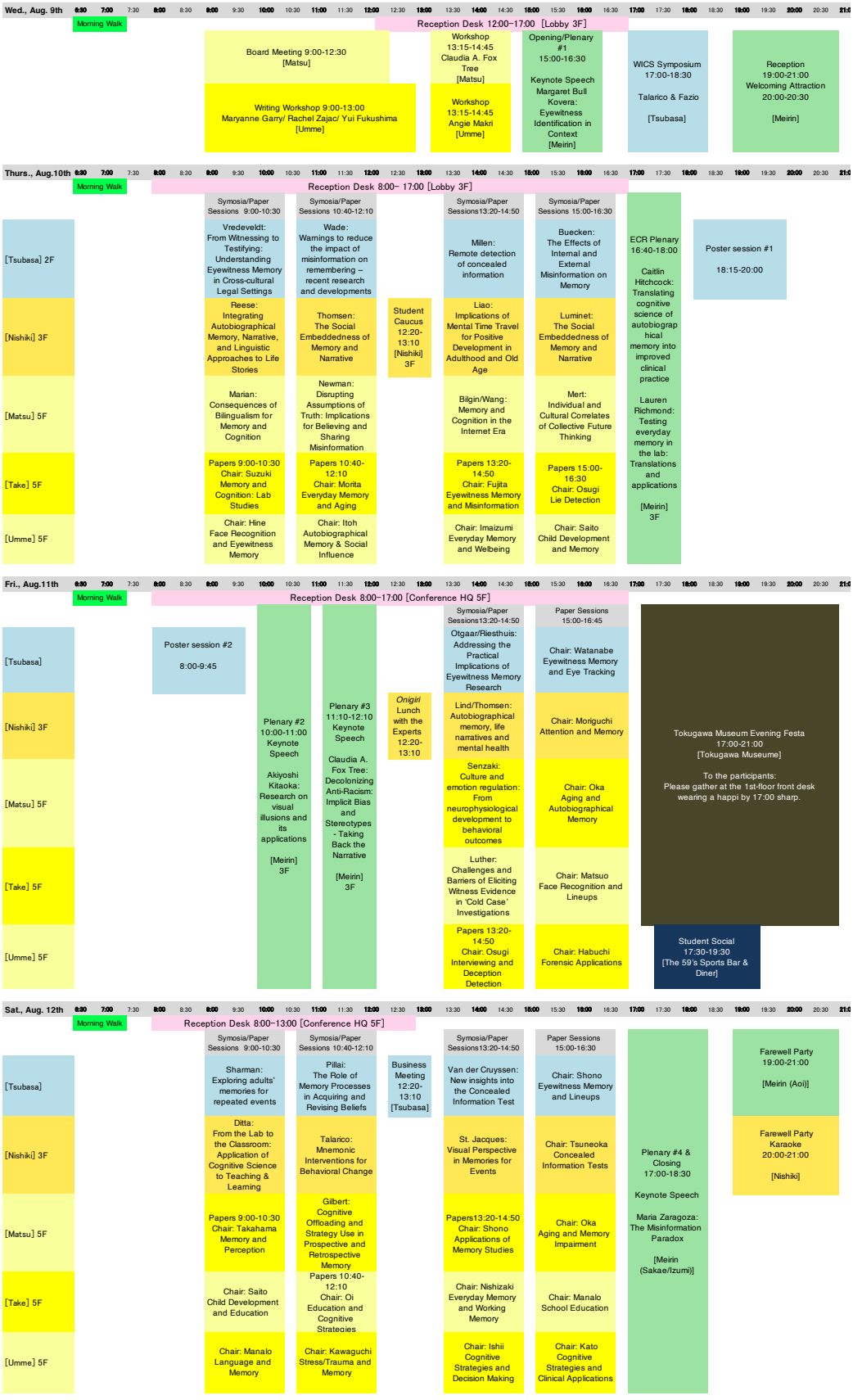
Poster Sessions are scheduled on the Thursday evening and Friday morning. The evening session is from 18:15 to 20:00, the morning session is from 8:00 to 9:45 at Tsubasa on the second floor. Posters can be hung 15 minutes before the session. Presenters must be at the posters during the session.

Authors of the posters will present their papers using a visual medium with key excerpts from the papers displayed on one side of two 90 cm wide x 180 cm high free-standing bulletin boards placed side by side. Please prepare a poster of the size of 180 cm wide and 90-100 cm high.

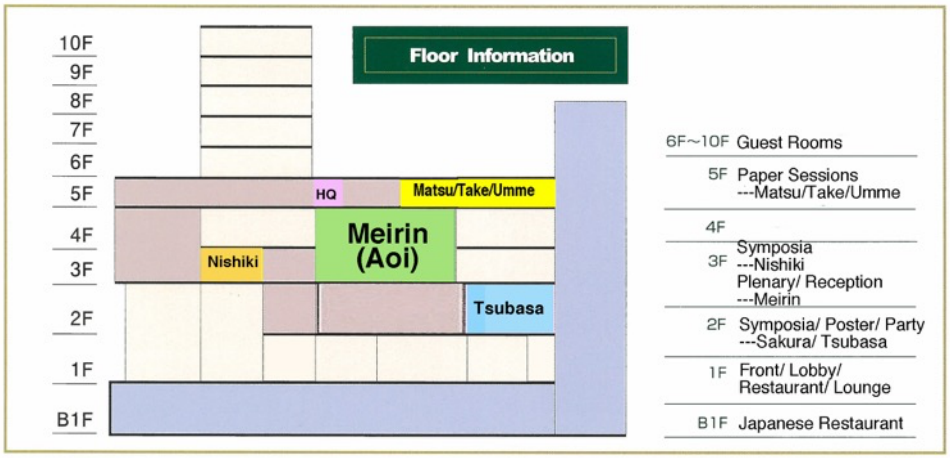
Poster presentations should incorporate illustrative materials such as tables, graphs, photographs, and large-print text, and materials should be clearly readable from a distance of about 1 m (3 feet). Presenters are advised to bring copies of their papers.

Program Timetable

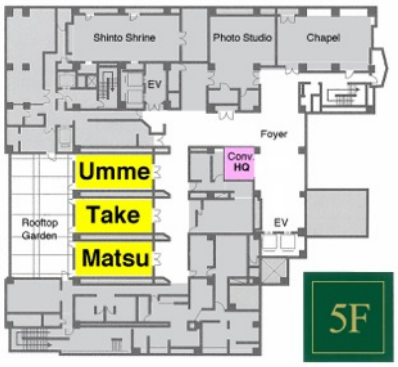
SARMAC Nagoya Program Timetable (August 5th, 2023)

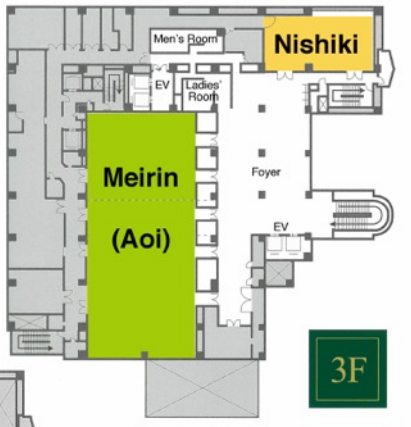


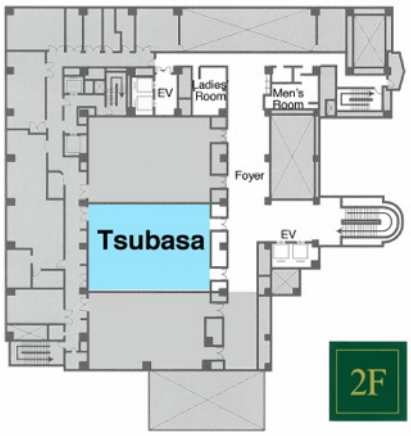
Floor Plan

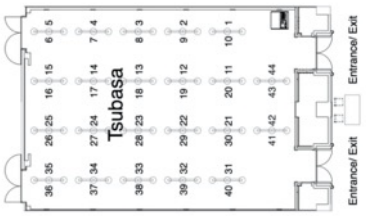












The Poster Panel Layout

Wednesday, August 9, 2023

SARMAC Governing Board Meeting

Wednesday, August 9, 9:00-12:30	Matsu	Board Meeting
BD-WedAm-1	**Kimberley Wade (Executive Director)**	University of Warwick

[Agendas to be announced]

Pre-conference Workshops

Wednesday, August 9, 9:00-13:00	Umme	Pre-conference Workshop
PWS-WedAm-1	**Maryanne Garry**	University of Waikato
	Rachel Zajac	University of Otago
	Yui Fukushima	Waseda University

Workshop for Japanese students and Japanese ECRs
[日本人学生と若手研究者のための英文執筆ワークショップ]

Do you find it really hard to write a scientific article for an English-language journal? Here is the good news: writing for an English journal is a skill—and like all skills, you can learn it. What's the bad news? Some of the knowledge you need is understood by successful writers but hardly ever explained. That's where we come in!

Maryanne Garry is Professor of Psychology at the University of Waikato (New Zealand), and in the Institute for Security and Crime Science. Rachel Zajac is a Professor of Psychology at the University of Otago (New Zealand). Maryanne and Rachel are both award-winning teachers, and accomplished writers who are often called on to translate complex psychological science into material that is straightforward and easy to read. They will help you do that too, with their secret weapon: Yui Fukushima (Waseda University). Yui is an early career scientist and member of SARMAC. She will help support your learning in Japanese and keep Maryanne and Rachel from looking bad.

Bring your laptop, your favorite notebook and pens, or both, and we will take a tour of the research on academic writing. We will talk about concrete strategies for being productive, writing a lot, and writing well.

Limited Capacity, registration fee ($10)

Wednesday, August 9, 13:15-14:45	Umme	Pre-conference Workshop
PWS-WedPm-1	**Angie Makri**	The University of Nottingham

Embracing Diversity in teaching practice - A practical approach

In recent years there has been considerable progress in placing Decolonisation at the top of the Higher Education agenda (Grange, 2020). However, while decolonisation is central to current theoretical debates, embedding this theoretical framework in practice is at its infancy (Morreira et al., 2020). Previous work has shown that one of the barriers of decolonisation in practice is lack of knowledge and expertise from the educators' perspective (Hall et al. 2021; Shahjahan et al., 2022). The workshop aims to provide a practical framework for diversifying teaching practice using an active learning approach. In this workshop

we will share key practices and tools from a project we have developed and run at the University of Nottingham, UK to assist colleagues in diversifying their teaching practice and provide a space for attendees to discuss and work on developing an aspect of their curriculum.

We would like to encourage colleagues who wish to attend the workshop to bring an example of content they would like to work on during the workshop. Examples include but are not limited to: lecture slides, assessment plan, workshop outline, seminar plan.

Limited Capacity, registration fee ($20)

Wednesday, August 9, 13:15-14:45	Matsu	Pre-conference Workshop

PWS-WedPm-2 **Claudia A. Fox Tree** Massachusetts Center for Native American Awareness

Cultural Appropriation, Being an Ally, and Contributions

Participants will experience hands-on activities connected to identity and stereotypes, power and privilege, and contributions and history. Addressing identity and advantages/ disadvantages within systems is relevant to understanding our role as social change agents (ally, co-conspirator, accomplice). Strategies to challenge systemic racism and inequities are presented and practiced.

Limited Capacity, registration fee ($10)

Coffee Break [14:45-15:00]

Opening Ceremony

Wednesday, August 9, 15:00-15:30	Meirin	Opening Ceremony

OC-WedPm2-0 **Kazuo Mori (Chair)** Tokyo University of Agriculture and Technology

OC-WedPm2-1 **James D. Sauer (President of SARMAC)** University of Tasmania

Greeting Remarks of President of SARMAC

OC-WedPm2-2 **Qi Wang (Editor-in-Chief of JARMAC)** Cornell University

SARMAC and *JARMAC*

OC-WedPm2-3 **Kimberley Wade (Executive Director)** University of Warwick

The J. Don Read Early Career Awards 2022-2023 Presentations

OC-WedPm2-4 **Annelies Vredeveldt (Committee on D & I)** Vrije Universiteit Amsterdam

The Diversity and Inclusion Travel Awards Presentations

OC-WedPm2-5 **Student Caucus Executive Committee**

The Kazuo Mori Student Travel Awards Presentations

OC-WedPm2-6 **Hiroshi Ito (Chair of the Organizing Committee)** Aichi University

Introduction and acknowledgment of the Organizing Committee and the Program Committee

Plenary Sessions

Wednesday, August 9, 15:40-16:40	Meirin	Keynote Speech

KP-WedEv1-M1-0 **Ira Hyman (Chair)** Western Washington University

KP-WedEv1-M1-1 **Margaret Bull Kovera** John Jay College of Criminal Justice

Eyewitness Identification in Context



Much of the recent literature on eyewitness identification emphasizes memory processes exclusively, neglecting the context in which identifications are made. Trends in the theories used to develop hypotheses of eyewitness identification and the methods used to test those hypotheses likely have contributed to this neglect. Yet errors in identifications are affected not only by memory but also by the base rates of guilt among the suspects who appear in identification procedures. Racial disparities in wrongful convictions involving misidentifications are more likely the result of who police put at risk of misidentification than memory processes like the own-race bias. This pattern will be exacerbated by the use of facial recognition technologies to develop suspects, which will likely result in a higher base rate of guilt for White versus Black suspects given the different error rates for the accuracy of this technology for different racial groups. In these cases, it is not estimator, system (at least as currently researched), or reflector variables—variables related to memory—that are going to be the best predictors of accuracy. Rather the policing practices that led to the development of a suspect are what pose perhaps the greatest risk of misidentification. Thus, eyewitness scholars should devote more effort to understanding the variables that influence these decisions (e.g., race) and temper their conclusions about the likely reliability of eyewitness identifications with a consideration of how a suspect came to be a suspect in the first place.

Wednesday, August 9, 17:00-18:30	**Tsubasa**	**WiCS Symposium**

WS-WedEv2-T-0 **J. Talarico & L. Fazio (Chairs)** Lafayette College & Vanderbilt University

Widening Inclusivity in Cognitive Science: Building Community

We will be discussing the "lessons learned" about supporting researchers by building online communities. It will be a combination of brief presentation and guided discussion. Our hope is to share and gather information about interest in WiCS chapters with more local activities.

WiCS
Women in Cognitive Science

Reception Party

Wednesday, August 9, 19:00-21:00	**Meirin**	**Reception**

RP-WedEv-0 **Kazuo Mori (Chair)** Tokyo University of Agriculture and Technology

RP-WedEv-1 **Hiroshi Ito** Aichi University

Welcoming Remarks of Chair of the Organizing Committee of SARMAC Nagoya

RP-WedEv-2 **Steve Janssen** University of Nottingham Malaysia

Greeting Remarks of Chair of the Program Committee of SARMAC Nagoya

RP-WedEv-3 **Dinner**

RP-WedEv-4 **The Hattori Hanzo Ninja Troop** (Sponsored by Nagoya Convention & Visitors Bureau)



Thursday, August 10, 2023

Symposia and Paper Sessions

Thursday, August 10, 9:00-10:30	Tsubasa	Symposium From Witnessing to Testifying: Understanding Eyewitness Memory in Cross-cultural Legal Settings

SY-ThuAm1-T-13-0 Annelies Vredeveldt (Chair) Vrije Universiteit Amsterdam

In our increasingly international society, eyewitnesses regularly provide testimony in cross-cultural settings, such as international criminal trials and asylum interviews. This poses challenges for investigators and legal decision-makers, because there are differences in how people from different cultural backgrounds remember and talk about events and how those statements are evaluated. Eyewitness memory research has predominantly focused on Western, Educated, Industrialized, Rich, and Democratic (WEIRD) witnesses, not taking into account cultural differences and cross-cultural communication challenges. This symposium will move beyond WEIRD witnesses by assessing how culture may influence eyewitness memory, investigative interviewing and courtroom proceedings.

SY-ThuAm1-T-13-1 **Alejandra De La Fuente Vilar** University of Portsmouth
Lorraine Hope University of Portsmouth
Feni Kontogianni University of Winchester
Miriam Oostinga University of Twente

Cultural Differences in Eyewitness Reports and Perceptions of Rapport

Cultural preferences in communication style and societal expectations about an individual and their social group may be relevant to investigative settings. In two pre-registered experiments (N = 216 and N =180), we examined differences in mock-eyewitness reports, and in perceptions of rapport by individuals from different cultural groups (United Kingdom and China). Cultural background seems to influence the amount of incriminatory information reported, as well as how rapport can be effectively established. Findings highlight the need to conduct culturally sensitive interviews in cross-cultural investigations, and contribute to the limited research examining effective information elicitation through a cultural lens.

SY-ThuAm1-T-13-2 **Nkansah Anakwah** Birmingham City University
Robert Horselenberg Maastricht University
Lorraine Hope University of Portsmouth
Peter J van Koppen Vrije Universiteit Amsterdam

The Effect of Authority on Eyewitness Memory Reports Across Cultures

The culture in which individuals have been socialized impacts behavior and psychological processes. In an experiment (N = 115), we examined whether mock-eyewitness reports provided by individuals from Ghana (high Power Distance culture) and the Netherlands (low Power Distance culture) are affected by reporting context (authority figure vs. peer). Low PD culture witnesses reported more details to police than to a peer. Overall, witnesses from a low PD culture provided more details than those from a high PD culture, irrespective of reporting context. Our findings suggest that reporting to an authority figure may affect eyewitness reports due to cultural background.

SY-ThuAm1-T-13-3 **Gabi de Bruïne** Vrije Universiteit Amsterdam
Annelies Vredeveldt Vrije Universiteit Amsterdam

Peter J van Koppen Vrije Universiteit Amsterdam

The Influence of Culture on Memory Reports and Line-up Identifications

More and more people report their memories in cross-cultural contexts, such as asylum interviews. In spite of this, research on eyewitness memory typically does not take cultural differences in memory into account. In a pre-registered experiment (N = 64), we examined cultural differences in mock-eyewitness reports, comparing Sub-Saharan African participants to a matched Western European control group. We assessed differences in free and cued recall (e.g., level and type of detail, accuracy, emotionality, response style) and person and object lineup identification performance. Our findings elucidate what factors in eyewitness memory should be taken into account in applied cross-cultural settings.

SY-ThuAm1-T-13-4 Jack Staniland Griffith University

A Systematic Review of the Literature on the Challenges of Investigations by International Criminal Justice Institutions

A systematic review of literature on the practises and challenges of investigations by international criminal justice institutions. Research was collected from databanks, recommendations from international law experts, and from reference sections of highly relevant articles. Articles were screened and analysed according to the specific problems that these crimes cause for investigations. Challenges identified included the identification and interviewing of witnesses, collection of physical evidence, and the conduct of the investigations. This presentation focusses on the ways cultural factors are perceived and analysed as problems for such investigations, and whether/how the impact of cultural factors is assessed, including issues concerning translation.

SY-ThuAm1-T-13-5 Dylan Drenk Vrije Universiteit Amsterdam
Annelies Vredeveldt Vrije Universiteit Amsterdam
Barbara Hola Vrije Universiteit Amsterdam

A Thematic Analysis of Culture-dependent Variables in Witness Testimony at the International Criminal Tribunal for Rwanda (ICTR)

In an ever more globalized world, it is becoming more common for witnesses and those gathering evidence to be from different countries. Investigators and legal practitioners frequently report problems when questioning witnesses with different cultural backgrounds. We conducted a thematic analysis of 64 witness transcripts from sixteen cases at the ICTR, analyzing the ways in which culture influences courtroom testimony. Preliminary results indicate that cultural mishaps in legal proceedings are plentiful and not dealt with in a uniform manner. The outcome of the analysis yielded themes practitioners can use to better manage intercultural exchanges in courtroom settings

Thursday, August 10, 9:00-10:30	**Nishiki**	**Symposium** **Integrating Autobiographical Memory and Narrative Approaches to Life Stories**

SY-ThuAm1-N-2-0 Elaine Reese (Chair) University of Otago

Research on the benefits of personal narratives, or life stories, is growing across a wide range of fields — psychology, health sciences, education, and business. Each field has their own approach to coding, categorizing, and analyzing these narratives. Yet all personal narratives and life stories are based on autobiographical memories, and all are expressed through language in narrative forms. Learning about a range of approaches and theories of personal narratives and life stories can lead to an overarching theory of why and how life stories matter for our identity, health, and well-being.

SY-ThuAm1-N-2-1 Elaine Reese University of Otago

An Integrated Theory of Life Stories

This talk draws upon autobiographical memory, narrative, and personality approaches to create an integrated theory of life stories. Important features shaping the life story or personal narrative include the following: 1) External factors — characteristics of the cue, prompt, or reason for telling the story,

including the audience; 2) Internal factors — characteristics of the narrator, such as emotional expressiveness and personality traits; and 3) Event factors — characteristics of the event such as salience, distinctiveness, valence, controllability, and recency. Combining these factors will help us understand why and how life stories differ, and how they can best be harnessed for health benefits.

SY-ThuAm1-N-2-2 **Farrah Sow** University of Nottingham Malaysia
Mei-Hui Lee University of Nottingham Malaysia
Steve M.J. Janssen University of Nottingham Malaysia

Autobiographical Memories in Mind When Rating Thinking About Life Experiences-Plus (TALE-P) and Autobiographical Recollection Test (ART)

To examine what kind of memories people have in mind when answering autobiographical memory questionnaires, 179 participants answered the Autobiographical Recollection Test (ART) and Thinking About Life Experiences-Plus (TALE+) questionnaire and then thought of high points, low points, and other important events and flashbulb, happy, sad, and calm memories. After describing each memory, they rated brief versions of the ART and TALE+ which had one item representing each domain of the questionnaires. Regression analyses indicated that personally significant events had larger weightages when endorsing items on ART. When using such questionnaires, one should consider that the ratings may not be representative of everyday memories.

SY-ThuAm1-N-2-3 **Noboru Matsumoto** Shinshu University

Meta-memory (prediction) of specific autobiographical recall: An experimental approach using a modified Autobiographical Memory Test

This study introduced two meta-memory constructs, ease of retrieval judgments and anticipation of emotion evoked, which potentially affect autobiographical memory specificity. Participants (N = 109) rated the ease of retrieval and anticipated emotion for positive and negative words used in the subsequent autobiographical memory test. Results showed that among generative retrieval, ease of retrieval was associated with greater specific and general memories and fewer omissions. More negative anticipated emotions were associated with fewer specific memories and greater omissions but was not associated with general memories. Low retrievability and anticipated negative emotion may prevent participants from devoting effort to generative retrieval.

SY-ThuAm1-N-2-4 **Ezgi Ayturk** Koç University
Berivan Ece Northwestern University
Nilüfer Göktas Koç University
Sami Gülgöz Koç University

Evidence supports individual differences in autobiographical memory

This study tested empirically whether autobiographical recollection is an individual difference construct that is relatively stable across memories of different events. Using multilevel modeling, we found that memories nested within individuals are more similar to each other on phenomenological self-reported characteristics than those coming from different individuals. Moreover, average strength of phenomenological characteristics of individual memories were strongly related to Brief ART scores (Bensten, Hoyle, & Rubin, 2019), which is a measure developed recently to capture autobiographical recollection characteristics as an individual-differences construct. Our findings provided empirical support for interpreting Brief ART scores as representing trait-like autobiographical recollection experience.

SY-ThuAm1-N-2-5 **Sean Marshall** University of Otago
Keren Segal University of Otago
James Pennebaker University of Texas
Dan McAdams Northwestern University
Karen Salmon Victoria University of Wellington
Elaine Reese University of Otago

Writing for Health: Comparing Linguistic and Narrative Elements of Life Stories

The current study compared the effects of McAdams' turning-point and Pennebakers' expressive-writing prompts for emerging adults' narratives and post-traumatic growth. Psychology undergraduates (N = 108) were randomly assigned to either a control, turning-point or expressive-writing condition for 3 days, followed by a measure of post-traumatic growth. Linguistic (LIWC) and narrative analyses of the writing showed higher positive tone in turning points and negative tone in expressive writing; turning-point narratives were also higher in autobiographical reasoning. Finally, turning-point participants reported higher post-traumatic growth scores. These findings suggest that turning-point and expressive-writing prompts produce different narratives, with differential implications for health.

Thursday, August 10, 9:00-10:30	**Matsu**	**Symposium** **Consequences of Bilingualism for Memory and Cognition**

SY-ThuAm1-P-3-0 **Viorica Marian (Chair)** Northwestern University

This symposium integrates five studies on memory and cognition in bilinguals and second language learners. The assembled papers include diverse linguistic populations, methodologies, and statistical tools, and emphasize an interdisciplinary approach to studying the cognitive consequences of bilingualism. The five studies demonstrate that knowing more than one language can impact memory, attention, word learning, emotion, and parent-child interaction. Research with bilinguals informs our understanding of how humans learn, process, and remember information and has wide-ranging implications for practitioners, educators, and policymakers working with linguistically diverse populations, as well as for individuals and families who speak more than one language.

SY-ThuAm1-P-3-1 **Matias Fernandez-Duque** Northwestern University
Sayuri Hayakawa Northwestern University and Oklahoma State University
Viorica Marian Northwestern University

Phonological Overlap Facilitates Episodic Memory

Bilinguals experience linguistic competition from their two languages, which can influence what they look at and remember. When hearing spoken words, listeners activate potential candidates that sound similar before ultimately settling on the correct word. We tested whether activating competing labels during visual search impacts episodic memory for visual objects. We find that phonological competition within and across languages facilitates memory, and this effect is influenced by individuals' linguistic backgrounds and their eye movements during encoding. Our findings show that language and memory are intertwined, suggesting the effects of phonological competition could be leveraged to develop strategies for improving memory.

SY-ThuAm1-P-3-2 **Jessica Y.C. Chuang** Northwestern University
Sirada Rochanavibhata Northwestern University
Kaniya Hester Northwestern University
Nadia van den Berg Northwestern University
Viorica Marian Northwestern University

Cross-Linguistic Differences in Bilingual Mother-Child Autobiographical Reminiscing

Thai-English bilingual mother-preschooler dyads jointly recalled autobiographical memories in each language. Dyads exhibited distinct reminiscing styles: a relatively high-elaborative style in English and a relatively low-elaborative style in Thai. Mothers used a greater variety of strategies to scaffold their children's narratives in English and a less diverse toolbox of strategies in Thai. Bilingual children produced more questions, requests, and feedback in English but produced more words in Thai. These cross-linguistic differences suggest that mother-child communication is influenced by cultural norms. Our findings can inform clinical and educational decisions, including assessments of language disorders and intervention strategies for diverse populations.

SY-ThuAm1-P-3-3 **Aya Williams** University of California, San Francisco
Qing Zhou University of California, Berkeley
Chang Liu George Washington University
Viorica Marian Northwestern University
Stephen Chen Wellesley College

Emotional Acculturation in Chinese American Immigrant Parents: Insights from Bilingual Parent-Child Affirmation Discussion

Acculturation gaps in immigrant families have led to negative socioemotional outcomes in children. To understand this gap, we examined cultural orientations, parenting styles, and affirmation discussions in 220 Chinese American parent-child dyads. Three affection styles were identified: training, relational affection, and validation. More acculturated Chinese immigrant parents were less likely to express affection using training, moreover, bilingual language choice shaped parents' moment-to-moment expressions of care. Parenting styles were not associated with affection codes. The study provides evidence for the dynamic process of emotional acculturation unfolding in conversation, and potential use of bilingual family conversations to bridge the parent-child acculturation gap.

SY-ThuAm1-P-3-4 **Noriko Hoshino** Tsuda University
Masako Fujita Funabashi-higashi High School and Tsuda University

The Effect of Form Familiarity in L2 Word Learning

Past research on learning new meanings for known words in the first language (L1) suggests that familiar word forms facilitate learning in the early stage but interfere later with the original meanings (Fang et al., 2017). The present study examined how form familiarity would modulate the learning of new meanings in a second language (L2) by asking L2 English learners to study known and novel words with new meanings in English. The results showed that the participants learned new meanings better for known words than for novel words throughout the experiment. The pedagogical implication of the results will be discussed.

SY-ThuAm1-P-3-5 **Ashley Chung-Fat-Yim** Northwestern University
Sayuri Hayakawa Northwestern University and Oklahoma State University
Viorica Marian Northwestern University

Bilingual Experience Shapes Linguistic and Cognitive Abilities

Bilingualism has been posited to have beneficial effects on cognitive function. Yet, the generalizability of effects remains unclear due to arbitrary definitions of bilingualism. To address this limitation, we used unsupervised machine-learning to identify naturally-occurring clusters of people with similar language profiles and compared their scores on the NIH Toolbox Cognition Battery. We found that language proficiency (balanced versus unbalanced) impacted attention, working memory, and vocabulary, whereas age of second language acquisition (early versus late) impacted cognitive flexibility. These findings demonstrate the utility of using data-driven approaches to capture the variability in language experience that exists in the real world.

Thursday, August 10, 9:00-10:30	**Take**	**Paper Session Memory and Cognition: Lab Studies**

PP-ThuAm1-B-0 **Ikuo Suzuki (Chair)** Aomori Public University

PP-ThuAm1-B-1 **Ikuo Suzuki** Aomori Public University

Effects of linguistic processes on selection of music in involuntary musical imagery

This study examines the influence of linguistic processes on involuntary musical imagery (INMI). Participants listened to a vocal song and an instrumental tune, and participated in linguistic and non-linguistic tasks. They evaluated the INMI time of the vocal song and instrumental music during the trial. The results showed that the INMI time of the vocal song in the linguistic task was shorter than that in

the non-linguistic task, whereas the INMI time of instrumental music did not differ between these tasks. The results indicate that linguistic processes interfere with the occurrence of INMI of vocal songs.

PP-ThuAm1-B-2 **Andrew J. Evelo** The University of Waikato
James Lin The University of Waikato
Eryn Newman The Australian National University
Maryanne Garry The University of Waikato

Repetition Makes Satirical Headlines from The Onion Seem More True

Satire's unique structure and presence on social media has theoretical and applied implications for how people determine the truth. In two experiments, we asked people to rate the apparent truth of various real and satirical headlines; some were new, but some were repeated from an earlier session. Across both experiments, and regardless of a short warning, people rated both real and satirical repeated statements as more true than novel ones. These experiments demonstrate the ubiquity of illusions of truth and the general difficulty of countering misinformation.

PP-ThuAm1-B-3 **Daniel G. Derksen** Simon Fraser University
Daniel Bernstein Kwantlen Polytechnic University
Deborah A. Connolly Simon Fraser University
Megan E. Giroux Simon Fraser University
Eryn Newman The Australian National University

Photos Increase the Speed of Processing Related Statements

Claims evaluated after viewing a photo are more likely to be judged true than claims that are not accompanied by a photo (truthiness). The photos are theorized to prime the claim, increasing the speed and ease of processing the claim. This fluency biases participants towards "true" responses in photo-present trials. We tested fluency theory by manipulating: (1) semantic priming by having participants identify the content of photos, and (3) the frequency of photo-present trials. We also measured response time. Participants evaluated photo-present trials faster than photo-absent trials, but our manipulations did not affect truthiness.

PP-ThuAm1-B-5 **Way Ming Chan** The University of Waikato
Andrew J. Evelo The University of Waikato
Jeremy Wyatt The University of Waikato
Maryanne Garry The University of Waikato

The Role of Expectancies in the Truth Effect

Illusions of truth may arise from a learned association between fluency and truth—and expectancies about repetition. To address this possibility, we manipulated fluency via repetition, and expectancies by—correctly or incorrectly—labelling statements as "repeated" or "new". In Experiment 1, "repeated" labels led to higher rated truth—but only for repeated statements. Experiment 2 included unlabelled statements, and we found smaller differences in rated truth. To investigate if the unlabelled statements changed how people made their judgements, we will use labels as a between-subjects factor in Experiment 4. Our data have implications for our understanding of truth and expectancies.

PP-ThuAm1-B-6 **Shyma Jundi** NHS England
Dan Berry NHS England
Heather Pinches NHS England

Inviting people to a clinical trial - how do we challenge people's default decline response?

We developed a study to help determine whether behavioural science techniques can help with clinical trial recruitment, by optimising invitation letters to clinical trials with behavioural insights (also termed 'nudges'). Given the results of the study, which showed that several of the letters with behavioural insights outperformed the control, we are excited to use these letters in partnership with triallists, in real world settings. The benefits are a subtle and non-coercive challenge to the recipient's default decline

response, potentially resulting in a higher uptake of clinical trials and therefore a benefit to population health.

Thursday, August 10, 9:00-10:30	Umme	Paper Session Face Recognition and Eyewitness Memory

PP-ThuAm1-U-0 **Kyoko Hine (Chair)** Toyohashi University of Technology

PP-ThuAm1-U-1 **Camryn N. Yuen** Simon Fraser University
Ryan J. Fitzgerald Simon Fraser University
Stefana Juncu University of Portsmouth

Catching Criminals at the Border: The Impact of Low Mismatch Prevalence on Face Matching and Prospective Person Memory

We investigated the impact of fraudulent passport prevalence on identity verification accuracy and detection of wanted individuals in a simulated border control scenario. Participants decided whether a passport image matched an ambient image, while looking out for wanted individuals. Participants were instructed to detect fraudulent passports, which were frequent (21%) or infrequent (4%). The frequency of fraudulent passports had no effect on identity verification and detection of wanted individuals, and participants made substantially more false accusations than what would be expected in real life. These findings raise questions about how to design experiments to better simulate a border control scenario.

PP-ThuAm1-U-2 **Magdalena Kękuś** Jagiellonian University
Romuald Polczyk Jagiellonian University
Hiroshi Ito Aichi University
Kazuo Mori Tokyo University of Agriculture and Technology
Krystian Barzykowski Jagiellonian University

Is your memory better than mine? Investigating the mechanisms of the co-witness suggestibility effect using a modified MORI technique

The co-witness suggestibility effect involves the inclusion into memories accounts of a particular event of incorrect information (misinformation) that a witness has obtained as a result of another witness's account of the same event. Exploration of this effect mechanisms was performed. 180 participants were examined using the MORI technique. It was shown that the awareness of the discrepancy between the event and the misinformation lowered succumbing to misinformation. Moreover, it was demonstrated that despite being aware of discrepancies between the event and the misinformation, 21.5% of participants still yielded to the latter.

PP-ThuAm1-U-3 **Jesse H. Grabman** University of Virginia
Ian G Dobbins Washington University - St. Louis
Chad S Dodson University of Virginia

Comparing the diagnostic value of a machine learning classifier to human evaluations of eyewitness statements

We investigated (a) whether natural language classifiers of eyewitness statements are more resistant to confirmatory feedback than numeric confidence, and (b) if classifiers are superior to humans at evaluating identification accuracy, particularly when witnesses receive feedback. We find that feedback weakens the relationship between classifier scores and accuracy to a similar degree as numeric confidence (Experiment 1). Yet, the discriminative capabilities of classifiers are comparable to human evaluators of the same statements (Experiment 3). Moreover, human evaluators' ratings decreased in diagnostic value when viewing the lineup associated with the witness's decision, as compared to rating the same statements in isolation.

PP-ThuAm1-U-4 **Janice C.T. Yung** University of New South Wales

	Alice Towler	University of Queensland
	Mehera San Roque	University of New South Wales
	Richard I Kemp	University of New South Wales

Juror decision-making on face identification evidence and the influence of expert witness testimony

CCTV images are increasingly being used as face identification evidence in criminal trials. Following our analysis of past legal cases which found variable use of expert witnesses for face identification evidence, we investigated juror perceptions of different experts and their impact on decision-making for face matching comparisons. Our study showed that participants can rationally evaluate and significantly differentiate between expert witnesses via ratings on the Expert Persuasion Expectancy Framework. Expert witness opinions on face matching comparisons were moderately influential to participants and placing trust in experts when they were incorrect caused a 16% decrease in overall accuracy.

PP-ThuAm1-U-5	**Feni Kontogianni**	University of Winchester
	Lorraine Hope	University of Portsmouth
	Kirk Luther	Carleton University
	Alejandra De La Fuente Vilar	University of Portsmouth

Do prompts that 'set expectations' facilitate detailed reporting in multicultural investigative contexts?

Investigators often interact with interviewees from diverse cultural backgrounds. However, the effects of cultural norms on eyewitness accounts have not been sufficiently examined. In an online experiment (N = 181), individuals from the UK, who self-identify as multicultural, participated in a mock-witness paradigm. We tested the effect of 'instructive' (vs non-instructive) prompts on the amount of reported information. We also examined how reporting varied due to communication style preferences. Participants' attitudes toward the authorities and perceived value of the reported information were considered. Findings will inform practices in investigative contexts and research on the impact of culture on witness reporting.

PP-ThuAm1-U-6	**Matthew B. Thompson**	Murdoch University
	Rachel Searston	The University of Adelaide
	Samuel Robson	The University of New South Wales
	Brooklyn J Corbett	University of Queensland
	Jason M Tangen	The University of Queensland

Evidence-Based Tools for Creating, Maintaining, and Assessing Perceptual Expertise

Forensic science is crucial for justice and society. However, it has faced criticism for lacking valid measures of perceptual expertise, which takes time and practice to develop. Here we present two tools, "PrintGym" and "PrintXQ," developed with police agencies to create perceptual experts in forensic identification. "PrintGym" is an online training tool, while "PrintXQ" is a measure of expert performance. These tools provide a framework for the development, assessment, and maintenance of perceptual expertise and can improve the quality and reliability of forensic evidence. The framework could also be applied to other domains where human judgement and decision making is key.

Coffee Break [10:30-10:40]

Thursday, August 10, 10:40-12:10	**Tsubasa**	**Symposium** **Warnings to reduce the impact of misinformation on remembering – recent research and developments**

SY-ThuAm2-T-19-0	**Kimberley Wade (Chair)**	University of Warwick

Misinformation can have devastating effects on what people remember from personally witnessed events or other factual information. For decades, researchers have explored ways to reduce the

impact of misinformation on memory. A popular approach has been to develop various kinds of warnings, which have worked with varying success rates and varying applicability in real-world situations. The current symposium presents recent research along these lines of investigating the mechanisms involved in warnings and exploring new forms of warnings aimed at reducing the impact of misinformation in ecologically valid ways and contexts.

SY-ThuAm2-T-19-1	**Krystal A. Wilbert**	California State University, Los Angeles
	Mitchell L. Eisen	California State University, Los Angeles
	Aundia Dianat	California State University, Los Angeles
	Jayla Rain Edwards	California State University, Los Angeles
	Laura Huicoy	California State University, Los Angeles

Memory Distortion Driven by Mistaken Identifications: How Warnings, Pre-identification Testing, and Post-Identification Feedback Affect Memory Change

Participants were suggestively led to misidentify an innocent-suspect with a face-tattoo (the culprit had no tattoos). Prior to viewing a highly-suggestive lineup, participants were warned/admonished that the culprit may-or-may not be present. Participants were randomly assigned to describe the culprit before the identification and to receive confirming-feedback. After a delay, witnesses described the culprit. No warned/admonished witnesses who rejected the lineup falsely recalled that the culprit had a face-tattoo. However, among those who identified the innocent-suspect despite the warning/admonition, false-tattoo reports were higher than observed in previous experiments. As expected, pre-identification descriptions lowered false tattoo-reports, but confirming-feedback negated this effect.

SY-ThuAm2-T-19-2	**Eric Y. Mah**	University of Victoria
	Bennett King-Nyberg	University of Victoria
	Kelly E Grannon	University of Victoria
	Samantha Rasor	University of Warwick
	Emily Spearing	University of Exeter
	Kimberly A Wade	University of Warwick
	D. Stephen Lindsay	University of Victoria

Examining the effectiveness of enlightenment warnings in an online co-witness paradigm

Enlightenment warnings have proven effective in reducing misinformation effects. However, comparatively few enlightenment studies have introduced misinformation naturalistically via co-witnesses (vs. vignettes), and recent co-witness studies have been equivocal on the benefits of enlightenment. In our experiment, 50 pairs of co-witnesses unknowingly viewed slightly different versions of an event, naturally introduced misinformation to each other in online Zoom discussions, then received/did not receive an enlightenment-based warning. We found mixed evidence for an enlightenment-based reduction in co-witness conformity. We discuss these results in the context of the wider literature and consider future directions for establishing the generalizability of warning-based findings.

SY-ThuAm2-T-19-3	**Kimberley Wade**	University of Warwick
	Emily Spearing	University of Exeter),
	Rupam Jagota	University of Warwick),
	Samantha Rasor	University of Warwick),
	Eric Mah	University of Victoria
	Hartmut Blank	University of Portsmouth),
	D. Stephen Lindsay	University of Victoria

Sensitisation Instructions Reduce the Misinformation Effect and Improve the Eyewitness Confidence-Accuracy Relationship

We examined whether Oeberst et al.'s (2021) ecologically valid, warning instructions could reduce the harmful effects of misinformation on witness memory and enhance the confidence-accuracy relationship. Participants viewed a mock-crime and were exposed to misinformation. Some participants

received “sensitisation” instructions which described how memories can consist of information from multiple sources and how memories can be fallible. All participants then completed item and source memory tests. Sensitised participants showed a smaller misinformation effect and produced better accuracy-confidence calibration than non-sensitised participants. The sensitisation warning strategy could be incorporated into police interviewing protocols to enhance the reliability of witness evidence.

SY-ThuAm2-T-19-4 **Gillian Murphy** University College Cork
Ciara M Greene University College Dublin

A novel intervention to reduce cognitive biases in the formation of false memories for fake news

A wealth of research has implicated cognitive biases in susceptibility to misinformation, including the tendency to form false memories for information that confirms our existing beliefs. This talk describes a series of experiments evaluating a novel intervention for misinformation. In one form of this intervention, participants are presented with a pair of partially-inaccurate news stories on a controversial topic and asked to select the “true” item. Most participants choose the ideologically congruent item, thus demonstrating their own bias. Preliminary evidence suggests that being thus confronted with one’s own bias may reduce ideological congruency effects in response to subsequently-presented fake news.

SY-ThuAm2-T-19-5 **Romuald Polczyk** Jagiellonian University
Malwina Szpitalak Jagiellonian University

Warning and mindfulness as ways to reduce interrogative suggestibility

Interrogative suggestibility (IS) consists of the tendency to yield to misleading questions and to change answers after negative feedback. Gudjonsson Suggestibility Scale (GSS), measuring IS, begins with reading a short story to the participant and after some time asking suggestive questions about it. Afterwards, the participant is told that the quality of their testimony was poor, and the number of changed answers is scored. In two experiments (N = 400) it was analyzed whether IS can be reduced by means of a warning and mindfulness. The results are discussed within the context of possible mechanisms of interrogative suggestibility.

Thursday, August 10, 10:40-12:10	**Nishiki**	**Symposium** **The Social Embeddedness of Memory and Narrative**

SY-ThuAm2-N-9-0 **Dorthe K. Thomsen (Chair)** Aarhus University

In this symposium, we present cutting edge research illuminating the socially embedded nature of memory and narrative. The studies encompass various methodological and theoretical approaches to examining social influences on and functions of memory and narrative. Together they highlight the rich complexity of ideas present across research paradigms considering mother-child reminiscing, listener influences on memory recall, intergenerational reminiscing, family narratives, vicarious life stories, collective memory, and cultural differences in remembering. The studies capture the multifaceted social and cultural context of memory and narrative illustrated in the ecological systems model of autobiographical memory (Fivush & Merrill, 2016).

SY-ThuAm2-N-9-1 **Elaine Reese** University of Otago
Azhad Arif Alias University of Otago

Origins of Adolescent Narrative Identity in Mother-Child Reminiscing

Mid-adolescence marks a crucial time in the development of narrative identity, when autobiographical reasoning becomes possible. Early parent-child reminiscing is theorized to shape adolescents’ autobiographical reasoning, yet few longitudinal studies have traced these contributions. In a longitudinal study of 58 mother-child dyads, we collected data on mother-child reminiscing from 1-1/2 to 12 years. At age 16, adolescents told low-point, high-point, and turning-point narratives. Regression analyses showed that both early childhood and early adolescent reminiscing uniquely predicted adolescents’ autobiographical reasoning at age 16. These findings extend existing theories to highlight the continued

importance of mother-child reminiscing into adolescence.

SY-ThuAm2-N-9-2 **Azriel Grysman** Dickinson College

Attentive Listeners' Influence on Autobiographical Memory Narrative Recall

In a study of the social embeddedness of autobiographical memory narratives, participants were recruited in friend pairs. Speakers were asked to share a recent, negative memory, and listeners were assigned to an attentive or distracted condition. Both speakers and listeners (N = 128 pairs) returned after approximately 4 weeks to share what they recalled. The talk will report the effects of attentive listening on both the factual and interpretive aspects of recall at both timepoints and will assess correlations between attentive listener contributions at time 1 with recall at both timepoints.

SY-ThuAm2-N-9-3 **Celia Harris** Western Sydney University
Ruth Brookman Western Sydney University

Intergenerational Reminiscing: The Functions and Consequences of Sharing Memories Within and Across Generations

Most research on social remembering has focused on people jointly recalling shared information or events. Less is known about when, why, and how people share memories across generations, with family members who are younger and older than themselves. Across three studies, we examined the functions and consequences of sharing family narratives across generations. Results demonstrate the functions of sharing memories across different age groups, beyond a merely social or conversational function. We argue for an expanded view of autobiographical memory to include family narratives.

SY-ThuAm2-N-9-4 **Dorthe K. Thomsen** Aarhus University
Stefan Pfattheicher Aarhus University

Writing About Vicarious Life Story Chapters Increase Feelings of Interpersonal Closeness

Individuals construct life stories of close others—vicarious life stories—based on memories shared in conversations. One possible function of vicarious stories is to facilitate interpersonal understanding and closeness. In this study, 269 participants either wrote about three chapters in their parent's life story, three chapters in their personal life story, or the history of three countries (control condition). They completed measures of interpersonal understanding and closeness before and after the experimental manipulation. Writing about vicarious chapters increased closeness (but not understanding) compared to the two other conditions. This suggests that reflecting on vicarious stories may increase interpersonal closeness.

SY-ThuAm2-N-9-5 **Qi Wang** Cornell University
Qinlan Yang Cornell University
Çagla Duman Cornell University

Personal and Collective Memories from the COVID-19 Pandemic

The COVID-19 pandemic has made pervasive impacts on the intricate fabric of our day-to-day lives. It has created unprecedented and shared experiences (e.g., social distancing) for individuals and communities. Yet culture can shape how individuals interpret and remember their personal and collective experiences, which may further have implications for their well-being. In this study, 397 US and Chinese participants recalled personal and national events from the pandemic and completed a well-being measure. Content analysis of the memory narratives revealed cultural differences in meaning making as it was related to well-being. The findings highlight the sociocultural construction of event memories.

Thursday, August 10, 10:40-12:10	**Matsu**	**Symposium** **Disrupting Assumptions of Truth: Implications for Believing and Sharing Misinformation**

SY-ThuAm2-P-12-0 **Eryn J. Newman (Chair)** Australian National University

People often assume information they encounter is true. In this symposium, we examine how disruptions to this assumption can shape decision making and reduce the impact of cognitive biases on perceptions of truth. We examine how opinions, counter-attitudinal claims, untrustworthy sources, secondary tasks and prompts to consider truth criteria can reduce bias in truth perception and tendency to share false claims.

SY-ThuAm2-P-12-1 **Ruth Mayo** The Hebrew University of Jerusalem
Yanay Gorelik The Hebrew University of Jerusalem
Hadas Stern The Hebrew University of Jerusalem

People implicitly differ between facts and opinions: The illusory truth effect is weaker for opinions compared to facts

It is claimed that people have lost the distinction between facts and opinions. The current research tests this claim by measuring the difference between facts and opinions in the illusory truth effect (ITE). In two experiments, we find a smaller repetition effect for opinions than for facts regarding truth judgment and personal agreement. We conclude that, congruent with the ecological model of fluency, compared to facts, people perceive fluency that is due to repetition as less informative for both truth and personal agreement judgments of opinion. Accordingly, we offer a strategy, based on the objective/subjective distinction, for dealing with misinformation.

SY-ThuAm2-P-12-2 **Yangxueqing Jiang** The Australian National University
Eryn Newman The Australian National University
Kate Reynolds The Australian National University
Norbert Schwarz University of Southern California

Examining effects of repetition on belief in counter-attitudinal claims: The role of sorting belief alignment at encoding

Cognitive accounts show that people are more likely to believe repeated claims. However, research on motivated cognition suggests that people may reject counter-attitudinal claims. We examined the extent to which repetition of counter-attitudinal claims shifts people's assessment of truth. Across three experiments with climate science-endorsing participants, we found that repeated exposure increased people's belief in both climate-science and climate-skeptic claims. However, when people were asked to actively sort claims for alignment with personal beliefs at encoding, we did not detect an illusory truth effect for counter-attitudinal claims. Thus, active monitoring of belief consistency may impact the influence of repetition.

SY-ThuAm2-P-12-3 **Lisa Fazio** Vanderbilt University
Raunak M Pillai Vanderbilt University
Russell Fazio The Ohio State University

Examining the effects of source trustworthiness on the relationship between repetition and belief

Repeated statements feel truer than new ones, largely due to their acquired fluency. However, fluency does not always reliably indicate truth, like when hearing statements from someone known to lie. In two experiments, we examine whether people can avoid the effects of fluency on belief when statements come from a source that they have learned tends to convey false information. In experiment 1, prior exposure increased belief in statements attributed to trustworthy and untrustworthy sources during the truth rating phase. In a planned experiment 2, we will examine the impacts of source trustworthiness at the time of first exposure.

SY-ThuAm2-P-12-4 **Deva Ly** The Australian National University
Eryn Newman The Australian National University
Daniel Bernstein Kwantlen Polytechnic University

Examining the impact of, and performance in a secondary task on repetition and belief

We examined how secondary tasks influence the magnitude of the illusory truth effect. Across 3 Experiments, we found simply engaging in a secondary task (e.g., counting vowels in a target word in a claim) reduced the impact of repetition. Further, people's objective performance on the secondary task influenced the magnitude of the illusory truth effect: with increasing accuracy on vowel counting people showed a larger effect of repetition. Our findings suggest that a secondary task can reduce the impact of repetition, but with increasing accuracy on the task—or ability to dual task—repetition has a sustained impact on truth.

SY-ThuAm2-P-12-5 **Madeline Jalbert** University of Washington
Morgan Wack University of Washington
Pragya Arya University of Southern California
Luke Williams Pomona University

Using Social "Truth Queries" as a Novel Intervention to Combat False Information Online

In three studies, we tested the effectiveness of social "truth queries" — replies to Tweets that draw attention to truth — as an intervention to reduce the impact of false information shared on social media. Participants (total N = 1400) were shown Tweets containing false information that appeared with user replies containing truth queries, user replies unrelated to truth, or no replies and made either truth or sharing judgments. Truth query replies consistently reduced belief and reported intent to share Tweets containing false information compared to other conditions, providing evidence for truth queries as a flexible, user-driven approach to addressing online misinformation.

Thursday, August 10, 10:40-12:10	**Take**	**Paper Session Everyday Memory and Aging**

PP-ThuAm2-B-0 **Taisuke Morita (Chair)** Tokyo University of Science

PP-ThuAm2-B-1 **Taisuke Morita** Tokyo University of Science

Age-related Change in Relationship between Involuntary/Voluntary Remembering and Intentional Status of Delayed Intentions in Everyday Life

This study examined whether the relationship between the intentional status and involuntary/voluntary remembering of delayed intention changes with age. A total of 509 adults in three age groups participated; each was asked to recall a delayed intention in everyday life, and to complete a questionnaire about the intentional status and remembering of the delayed intention. A significant correlation was observed between the intensity of the intentional status and the degree to which they experienced voluntary remembering in the older group, but not in the younger and middle-aged groups.

PP-ThuAm2-B-2 **Lucy A. Matson** Flinders University
Ella K Moeck The University of Melbourne
Melanie KT Takarangi Flinders University

Do disgust reactions to a personal trauma persist in memory to a greater extent than fear reactions?

Experiencing persistent negative emotions is a key post-traumatic stress (PTS) symptom. Disgust occurs in response to traumatic events, and predicts intrusion and PTS symptoms, but has been overlooked relative to other negative emotions (e.g., fear). Here, we investigated how trauma-related disgust and fear reactions persist in memory over time. Participants (N = 472) rated the intensity of their disgust and fear reactions regarding a recent stressful/traumatic event, both when the event occurred and when presently thinking about the event. Participants' trauma-related disgust reactions persisted to a greater extent than fear. We conclude disgust persists in memory and should not be overlooked in understanding PTS.

PP-ThuAm2-B-3 **Sharda Umanath** Claremont McKenna College
Jennifer H Coane Colby College

Older adults recover more marginal knowledge and learn more effectively from feedback than

younger adults: Evidence using "I don't know" vs. "I don't remember" for general knowledge questions

We examined older and younger adults' ability to distinguish between what is not stored in the knowledge base versus inaccessible and the influence of feedback in learning and recovery of marginal knowledge. Participants answered short-answer questions, responding "I don't know" (DK) or "I don't remember" (DR) when retrieval failed. After initial DKs (information not available), later performance was lower than after DRs (information not accessible). In sum, metacognitive awareness regarding underlying causes of retrieval failures is maintained in aging, older adults learn more effectively from correct answer feedback than younger adults, and, without feedback, older adults spontaneously recover marginal knowledge.

PP-ThuAm2-B-4 **Joshua G. Setiawan** University of Indonesia
Nisa Aghnia University of Indonesia
Ike Anggraika University of Indonesia

Prejudice as a Moderating Role in Mindreading Ability of Majority Towards Minority Group Young Adults

Mindreading is an important ability for any social interaction, with its development depending on the social environment the individual grew up in. In this study, we examined the accuracy and speed of mindreading of individuals belonging to a majority group towards members of a minority group with prejudice as a moderator. We found that mindreading accuracy of the majority group is higher towards members of the majority group, with prejudice only increasing mindreading accuracy towards the minority group. However, we found no difference in mindreading speed of the majority group towards both the majority or the minority group.

PP-ThuAm2-B-5 **Kristina L. Steiner** Denison University
Dorthe Kirkegaard Thomsen Aarhus University

The Social Function of Vicarious Memories in College Students and Adults

Vicarious memories are vivid recollections of episodes that happened to other people. Memories help us create and maintain intimacy and form social bonds. One study found that while college students rated personal memories significantly higher than vicarious for the social function, older adults rated their negative vicarious memories higher than their negative personal memories. The current study recruited older adults and college students to replicate and extend the previous findings by using a different measurement scale of the social function and to investigate how the results were influenced by the participants' view of their parent. Implications will be discussed.

PP-ThuAm2-B-6 **Jackson Cate** The University of Waikato
Mevagh Sanson The University of Waikato),
Tanjeem Azad Quest University Canada
Rachel Zajac The University of Otago
Maryanne Garry The University of Waikato

Value of a memory

People treasure personal memories, even negative ones, and attach them to mementos for later reminiscing (Burnell et al., 2020; Wilkins, 2011; Zauberman et al., 2010). We proposed people might place a higher dollar value on mementos if they first brought to mind the attached memory. To address this possibility, subjects reported the fair compensation for their memento—before or after recalling its attached memory. We found subjects who recalled a memory first wanted greater compensation. We also found some evidence that more psychologically-valuable memories were associated with greater economic value. Our findings suggest the value of memories can be quantified.

Thursday, August 10, 10:40-11:55	**Umme**	**Paper Session Autobiographical Memory & Social Influence**

PP-ThuAm2-U-0 **Yuji Itoh (Chair)** Kyoto Women's University

PP-ThuAm2-U-1 **Tomoyasu Sawada** University of Tsukuba
Etsuko Tokosumi Harada University of Tsukuba

Associations between memory and cognitive resources during conversation

It has been suggested that conversations with close friends require fewer resources to monitor speech than conversations with strangers. We investigated whether the performance of a recognition task on conversational content varies according to the intimacy of the conversation partner. Paired participants were shown images and asked to discuss about the image that was not shown to their partner. They were then asked to identify the image. There was no difference in the amount of resources devoted to the conversation when the conversation partner was a friend or a stranger. Moreover, the results of the analysis using the Multinomial Processing Tree model showed no variation by intimacy of the partner in any of the parameters for item recognition, source discrimination, and guessing or response bias.

PP-ThuAm2-U-2 **Cheriet Nawël** Liège University
Arnaud D'Argembeau Liège University
Christine Bastin Liège University

What do we remember about the past to anticipate the future: the Covid-19 pandemic analyzed with a behavioral and natural language processing approach

We asked participants to recall the 2020 Covid-20 pandemic and to imagine a future pandemic. Content analyses showed that politics, daily life and medical are topics shared across participants' narratives both one and two years after the events. When imagining a future pandemic, participants share the need to learn from the past to generate better actions to adapt. Personal (daily life) and collective (medical, and politics) consequences are imagined, based on past experiences. Results indicated that the impact of the pandemic on ones' life was associated with the use of negative emotions, anxiety, and specific conjugation when recalling past pandemic events.

PP-ThuAm2-U-3 **Celine Brouillard** Goldsmiths, University of London
Fiona Gabbert Goldsmiths, University of London
Adrian Scott Goldsmiths, University of London

Assessing Professional Rapport: Systematically Mapping Evidence to Inform the Development and Validation of a New Measure

Research agrees that building rapport facilitates cooperation and disclosure of information. However, both the definition and assessment of rapport are still debated, resulting in a lack of reliable and commonly used tools available to reliably measure rapport. The current project systematically reviewed the existing rapport literature and illustrated key characteristics of published measures in a Searchable Systematic Map (SSM). This then informed the development of a new measure of rapport based on existing instruments and theories of rapport. The measure was then evaluated according to best practices in scale development and validation.

PP-ThuAm2-U-4 **Laurel I. Keats** Victoria University of Wellington
Karen Salmon Victoria University of Wellington
Paul Jose Victoria University of Wellington

A Longitudinal Examination of Turning Point Memory Specificity and Youth Depressive Symptoms

A greater understanding of autobiographical memory and emerging adolescent depressive symptoms is of critical importance for early detection and intervention. Therefore, we address whether memory specificity (a unique event of less than 24-hours) of turning point memory narratives predicts youth depressive symptoms across six month (Study 1) and three years (Study 2). Findings from Study 1 (N = 320) and Study 2 (N = 68) show that recalling specific turning points predicts concurrent and increasing youth depressive symptoms across time. These findings contrast with current memory interventions for depression and highlight the need for a more nuanced approach.

PP-ThuAm2-U-5 **Samantha L. Jordan** Aston University
Nathan Ridout Aston University

Exploring autobiographical memory and sense of coherence as predictors of psychological distress in undergraduate students

Poor mental health is highly prevalent within undergraduate students. This longitudinal study investigated whether autobiographical memory specificity (AMS), autobiographical memory flexibility (AMF) or sense of coherence (SoC) predict psychological distress in 91 undergraduate students using regression models and mediation analysis. Preliminary data found that only SoC was a significant predictor of psychological distress at 13-week follow-up. A significant direct path was found between SoC and major depression. No significant direct path was found between AMS nor AMF and major depression. Recruitment is ongoing and one-year follow-up data is planned. The limitations of collecting autobiographical memory data online will be discussed.

Lunchtime Event

Wednesday, August 10, 12:20-13:10	Nishiki	Student Caucus Meeting

Student-MonEv-1 **Eric Mah (Chair)**

[Agendas to be announced]

Thursday, August 10, 13:20-14:50	Tsubasa	Symposium Remote detection of concealed information

SY-ThuPm1-T-15-0 **Ailsa E. Millen (Chair)** University of Stirling

This symposium presents research on remote detection of concealed information. To conceal information is to deny knowledge of something or someone you know, such false denials can be detected by The Concealed Information test (CIT). The presentations examine (1) the efficacy of remote and autonomic CIT markers (2) the optimal CIT format for eye movements - sequential or simultaneous, (3) the effect of the number of stimuli on the screen for the simultaneous CIT , (4) the location of stimulus presentation on eye movement CIT effects, and (5) the potential for nose pulse wave as a remote CIT method.

SY-ThuPm1-T-15-1 **Chithra Kannan** University of Stirling
Dirk Goldschmitt University of Sheffield
Peter Hancock University of Stirling
Ailsa E Millen University of Stirling

Remote detection of concealed face recognition: an evaluation of remote and autonomic measures

We sought to validate the CIT for detecting concealed recognition of faces using an autonomic CIT procedure. Crucially, we assessed the validity of remote markers such as eye movements, facial movements, and vocal responses, using autonomic markers as a baseline for comparison. Participants viewed a sequence of familiar and unfamiliar faces and denied recognition of personally familiar and newly learned faces in separate CIT blocks. Largest effect sizes were observed in skin conductance responses to personally familiar faces. Ocular markers with the autonomic CIT format were less reliable than in previous eye movement CITs. Methodological implications are discussed.

SY-ThuPm1-T-15-2 **Ailsa E. Millen** University of Stirling
Carrie Zimmerman Answers Research
Peter Hancock University of Stirling

Capturing concealed face recognition by eye movements Part II: Testing the simultaneous CIT for

the detection of newly familiar faces

Suspects sometimes lie about recognising key identities in a crime. To detect such concealed face recognition, we tracked participants' eye movements while they denied recognition of familiar faces in a Concealed Information Test (CIT). We examined whether presenting faces sequentially or simultaneously allowed better recognition detection across a range of eye movement measures (e.g., longer fixation durations). We have previously shown that the simultaneous CIT has a detection advantage for personally known identities. Here, we test the boundaries of the simultaneous CIT for newly familiar identities. Optimal procedures for detecting concealed face recognition via eye movements are discussed.

SY-ThuPm1-T-15-3 **Nathalie klein Selle** Bar-Ilan University
Barak Or Hebrew University of Jerusalem
Ine Van der Cruyssen University of Amsterdam/ Hebrew University of Jerusalem
Bruno Verschuere University of Amsterdam
Gershon Ben-Shakhar Hebrew University of Jerusalem

The role of response conflict in concealed information detection with reaction times

The concealed information test (CIT) presents probes among irrelevant items. Typically, longer reaction times (RTs) are observed for probes. This RT-CIT effect has been accounted for by a conflict resulting from the need to deny familiarity of the familiar probes. The present study examined whether response conflict is a sufficient account of the RT-CIT effect. A comparison between a high conflict condition, where responses indicate familiarity, and a no conflict condition, where responses indicate categorical membership, revealed a substantially stronger effect in the high conflict condition. Yet, the effect was significant even without conflict, implying that additional factors are involved.

SY-ThuPm1-T-15-4 **Akemi Osugi** Fukuyama university
Akari Hosoya Fukuyama University

Effect of sole-stimulus-presentation and change of stimulus location on the Concealed Information Test using eye movement

Whereas knowledgeable and unknowledgeable stimuli are usually presented solely and respectively on the autonomic nervous system-based Concealed Information Test (CIT), they are paired and presented simultaneously on most eye movement-based CIT studies. In preparation for the combined CIT, this study investigated a possibility of sole presentation on the eye movement-based CIT. In addition, location of stimulus presentation was changed in a trial, that is, the stimulus was moved on the four corners in random. As a result, total length of time for glancing at knowledgeable stimulus was significantly longer than for glancing at unknowledgeable stimuli.

SY-ThuPm1-T-15-5 **Chiharu Nakazawa** Aoyama Gakuin University
Izumi Matsuda Aoyama Gakuin University

Nasal pulse volume decreases when people have intention to conceal memory

Cameras can measure pulse wave using facial colour changes, making facial pulse wave an index for future remote-sensing CITs. The present study measured pulse wave by attaching a sensor onto the nose tip, which has arteriovenous anastomoses as same with the fingertip. The relevant item elicited smaller nasal pulse volume than the irrelevant items. However, the difference between items was not observed after participants revealed their knowledge of the relevant item. The results indicated that nasal blood vessels hardened when participants had to conceal knowledge, not just when they memorized the relevant item.

Thursday, August 10, 13:20-14:50	**Nishiki**	**Symposium** **Implications of Mental Time Travel for Positive Development in Adulthood and Old Age**

SY-ThuPm1-N-20-0 **Hsiao-Wen Liao (Chair)** Georgia Institute of Technology

The present symposium addresses ways that thinking about the past and the future may

contribute to positive adult development and aging well. Jawitz articulates memory characteristics of affect and sensory details in high and low points in relation to adult well-being. Demiray discusses older adults' daily engagement in thinking about their past, present, and future. Öner focuses on recollection and projection of life events during and after the COVID-19 pandemic. Liao delineates the effects of thinking about past and future temporal landmarks on adults' pursuit of meaningful lives. Mroz pinpoints end-of-life goals in narratives from caregivers of parents with dementia.

SY-ThuPm1-N-20-1 **Sydney Jawitz** George Washington University
Nicole Alea Albada University of California Santa Barbara
Ashly Pryor Laguna Blanca School

Feel This and Imagine That: Linking the Content of Autobiographical Memories and Future Projections with Wellbeing in Trinidadian Adults

The way people remember the personal past and imagine future experiences relates to wellbeing, but may vary by culture and lifephase. Trinidadians (N = 115; 19-78 years-old) recalled low and high points, imagined their future, and reported on psychological wellbeing. Narratives were coded for affect and imagery. Affect mattered across adulthood: low points with more positive and less negative affect related to greater purpose in life, regardless of age. Imagery mattered for younger adults.

SY-ThuPm1-N-20-2 **Burcu Demiray** University of Zurich
Mike Martin University of Zurich
Christina Röcke Healthy Longevity Center

The Relation between Mental Time Travel and Well-Being in Everyday Life: An Experience Sampling Study of Older Adults

Our sample included 150 community-dwelling older adults, aged 65-91 years. Participants were prompted seven times per day across 15 days via a smartphone and asked to report their momentary subjective well-being (i.e., positive and negative affect) and context (e.g., current activity, interlocutors). They rated how much their thoughts were focused on their present, past and future at that moment. Multilevel modelling is ongoing, investigating the relation between momentary well-being and mental time travel, taking into consideration context variables. Results will be discussed in terms of between- person effects and within-person variations in this relation in the context of healthy aging.

SY-ThuPm1-N-20-3 **Lynn A. Watson** Aarhus University

Past and Future Thinking over the Pandemic in Older Adults: The Role of the Psychological Impact

As part of an international project (https://osf.io/m46nq/), we asked individuals from 15 countries to report the most remarkable past and future events. When we examined age differences in the valence of past and future events, we found that older adults reported more negative past events for the pandemic, but age differences disappeared for future events. Next, we tested the role of the psychological impact of COVID-19. Only in high-severity countries, we found a full mediation of the pandemic impact on the valence of the reported events. Results are discussed focusing on enhanced effectiveness of emotion regulation in late life.

SY-ThuPm1-N-20-4 **Hsiao-Wen Liao** Georgia Institute of Technology
Da Eun Kim Georgia Institute of Technology

Contemplating Temporal Landmarks and Pursuing a Meaningful Life: Differential Psychological Processes Underlying Past and Future Thinking

Temporal landmarks motivate pursuit of meaning. We investigated whether contemplating milestone birthdays (MBD) prompts adults (N = 239; 21-75 years-old) to pursue meaning in life. Participants described a past MBD, a future MBD, or a regular upcoming birthday. Recalling and envisioning MBDs (vs. regular birthdays) prompted a search for meaning. Mediation analyses suggest differential underlying processes. We found that, controlling age and self-reported impacts of COVID-19, sensing lifetime constraints mediated the association between past MBDs (vs. regular birthdays) and search

for meaning. Wishing for future achievement mediated the association between future MBDs (vs. regular birthdays) and search for meaning.

SY-ThuPm1-N-20-5	**Emily L. Mroz**	Yale School of Medicine
	Tara D. Matta-Singh	University of South Florida
	Talha Ali	Tufts University
	Amanda Piechota	Yale School of Public Health
	Anissa Abboud	Yale School of Public Health
	Shubam Sharma	Kennesaw State University
	Joan K Monin	Yale School of Public Health
	Terri R Fried	Yale School of Medicine

Reflection to Intention: Using End-of-Life Memories to Envision End-of-Life Goals

Although end-of-life planning is critical to a good death, adults struggle to articulate goals from the vantage point of being healthy. This barrier is pronounced when adults anticipate loss of cognitive function (e.g., Alzheimer's disease). This qualitative study examines how midlife former caregivers of parents with dementia (N = 32) tap into memories from caregiving to envision and articulate end-of-life goals. Analysis of semi-structured interviews revealed action-focused, anxiety-focused, and avoidant-focused outlooks. Interpretations (i.e., self-narratives) of caregiving experiences dictated outlooks. Travelling back in time through memories helps some midlife adults envision meaningful end-of-life goals; for others, this process reduces planning motivation.

Thursday, August 10, 13:20-14:50	**Matsu**	**Symposium**
		Memory and Cognition in the Internet Era

SY-ThuPm1-P-14-0	**Ezgi Bilgin &Qi Wang (Chairs)**	Cornell University

Internet technologies substantially impact how information is received, processed, stored, and disseminated. Remembering and forgetting processes can therefore be affected by digital interactions. This symposium brings together research showing the implications of the Internet and social media on human memory. The studies provide ecologically valid ways of studying memory in a social media context. They address a variety of topics related to mnemonic consequences of online behavior: sharing personal photographs, consuming information from social media sources, actively engaging with information, cognitive offloading, and being exposed to the content shared by influencers.

SY-ThuPm1-P-14-1	**Angelina N. Vasquez**	John Jay College of Criminal Justice
	Shayla Dockery	John Jay College of Criminal Justice
	Jessica M Karanian	Fairfield University
	Qi Wang	Cornell University
	Charles B Stone	John Jay College of Criminal Justice

Sharing Photographs on Instagram and Facebook Enhances Recall of Captured Details

The present research examines how and in what way sharing predetermined and personal photographs on social media shapes the way individuals remember said photographs/experiences. To this end, two studies, one lab-based and one more ecologically valid, adapted the retrieval-induced forgetting paradigm to sharing either predetermined or personal photographs on the social media platforms Instagram or Facebook, respectively. The results from both studies demonstrated better recall of the captured details from the shared photographs suggesting that sharing pre-determined and personal experiences through photographs on social media may enhance recall of shared details but not all details surrounding the event.

SY-ThuPm1-P-14-2	**Tori Peña**	Stony Brook University
	Raeya Maswood	Independent researcher
	Melissa Chen	Stony Brook University
	Suparna Rajaram	Stony Brook University

Memory in the Digital Age: Consumption of Information from News versus Social Media Sources

Social media and news sources have become crucial information outlets for us to stay up-to-date on current events. While these sources are informative, they often provide conflicting messaging. Previous work has identified a mnemonic advantage for information presented by microblog sources compared to non-microblog sources. In the current study, we examined how people remember and recognize Tweets and news headlines when they provided inconsistent and consistent messaging. Overall, across experiments, we observed a mnemonic advantage for Tweets across various testing conditions. We reflect on the implications of this work, especially given the drastic increase in accessibility of these sources.

SY-ThuPm1-P-14-3	**Yiwen Zhong**	Vanderbilt University
	Shane Littrell	University of Miami
	Amanda Diekman	Indiana University
	Michelle Seelig	University of Miami
	Lisa K Fazio	Vanderbilt University

The Effect of Active Engagement on Belief in Social Media Posts

As people browse social media, they can actively engage with posts or passively read what's presented. These choices may then change people's beliefs and attitudes towards the content. Existing research finds that active engagement with persuasive messages increases belief change. Similar psychological processes likely occur with online news reading and sharing. In our study participants selected social media posts (true and false news headlines) that they would be willing to share online. They then typed hypothetical comments for half of the posts while passively viewing the others. We predict that active engagement will increase belief that the headline is true.

SY-ThuPm1-P-14-4	**Ezgi Bilgin**	Cornell University
	Qi Wang	Cornell University

Is Online Information Shared by Influencers More Memorable?

Social endorsement cues facilitate information processing, comprehension, and memory, In the context of social media, social endorsement cues (e.g., likes, shares) can influence how users evaluate information in terms of credibility, trustworthiness, and validity. For instance, research has shown that people believe posted misinformation more when the post received more likes. We investigate in our study the mnemonic consequence of one particular online social endorsement cue, namely, the number of followers. Participants viewed COVID-19 trivia tweeted by users with large or small numbers of followers, and their memory was tested later. We predict that influencers' tweets will be better remembered.

SY-ThuPm1-P-14-5	**Megan O. Kelly**	University of Waterloo
	Evan F Risko	University of Waterloo

Get by with a Little Help: Partial Support in the Context of Offloading Memory

The Internet can be thought of as a massive external memory support. Recently, we have begun examining how expecting this kind of environmental support influences memorial behavior. To date, this research has focused on situations where individuals can expect either complete environmental support or none at all. However, in many situations, the support we can expect falls somewhere in the middle of these two extremes. We will discuss new research examining how expectations of varying environmental support influences metacognitions, perceptions of effort and memory performance, both when such expectations are met and when not.

Thursday, August 10, 13:20-14:50	**Take**	**Paper Session Eyewitness Memory and Misinformation**
PP-ThuPm1-B-0	**Masahiro Fujita (Chair)**	Kansai University
PP-ThuPm1-B-1	**Tomoe Masuoka**	Okayama University
	Takafumi Terasawa	Okayama University

Auditory memory for random tone sequences is retained over long durations

This study examines the long-term persistence of auditory memory with brief exposure as a replicate study by Ueda and Terasawa (2008, 2011), which demonstrated robust auditory long-term memory. Random tone sequences were presented for four seconds per item in the incidental learning task, and an unexpected recognition test was conducted after one week. The results showed that the recognition performance for the sequences that appeared in the incidental learning task was significantly higher than that for novel sequences. This finding is consistent with those of previous studies, indicating that auditory memory is retained over long durations and affects recognition judgments.

PP-ThuPm1-B-2 **Philip U. Gustafsson** Stockholm University
Torun Lindholm Stockholm University
Fredrik U. Jönsson Stockholm University

Retrieval effort predicts eyewitness accuracy over time

We examined if difficulty in retrieving memories was associated with incorrect recall in eyewitness testimony. Participants watched a staged crime and were interviewed twice: directly after the film and two weeks later. Half the participants also reflected on their memories during the retention interval. Results showed more hedging and pausing in incorrect recall, which remained both over time and across repetition. We also found greater confidence for correct recall, and retrieval ease partially mediated between confidence and accuracy.

PP-ThuPm1-B-3 **Toby Prike** The University of Western Australia
Lucy H. Butler The University of Western Australia),
Ullrich Ecker University of Western Australia

Source-Credibility Information and Social Norms Reduce Misinformation Sharing Online

In this preregistered study (N = 415), a social-media simulation was used to test two interventions for countering misinformation: (1) a social norm against spreading misinformation and (3) a credibility badge. The credibility badge was implemented by dynamically updating participants' credibility score based on their interactions with true and false posts. Both interventions improved discrimination between true and false claims and also increased flagging and decreased liking of false posts. Additionally, credibility badges increased belief in true claims, decreased belief in false claims, and reduced sharing of false information. Cumulatively, results suggest that both interventions have potential to combat misinformation.

PP-ThuPm1-B-4 **Rachel O'Donnell** Iowa State University
Jason C.K. Chan Iowa State University

Does Blatantly Contradictory Information Reduce the Misinformation Effect? A Replication of Loftus (1979)

Loftus (1979) demonstrated that subjects who received blatant misinformation were more likely to reject the subtle misinformation they received (the inoculation effect) compared to subjects who did not receive blatant misinformation. We conducted a direct replication of Loftus with new materials, designed to determine if the inoculation effect replicated (Experiment 1), and a conceptual replication (Experiment 3) that improved upon the experimental design and examined whether the presence/absence of initial testing influenced the inoculation effect. In both experiments, we did not successfully replicate the inoculation effect found in Loftus.

PP-ThuPm1-B-5 **Annelies Vredeveldt** Vrije Universiteit Amsterdam
Eva Van Rosmalen Vrije Universiteit Amsterdam

Collaborative Interviewing of Eyewitnesses: A Field Study

Laboratory research shows that under certain conditions, collaborative eyewitness interviews can have benefits. We conducted a field study on witness collaboration in real police interviews about serious incidents. Witnesses were interviewed individually and then collaboratively, resulting in 15

interviews of 1-2 hours each from five witness pairs (4011 details in total). We combine quantitative and qualitative analyses to examine how retrieval of new details during collaboration is initiated, analyzing interviewers' behavior and witnesses' retrieval strategies. We also examine forensic relevance and verifiability of the information. Our findings shed light on how collaborative eyewitness interviews can be used in practice.

PP-ThuPm1-B-6 **Twila Wingrove** Appalachian State University

Jury Decisions About the Defense of Consent in Sexual Assault Cases

In sexual assault cases, defendants can raise a defense consent, admitting to the sexual act and arguing that the other party consented. The purpose of this study was to evaluate how jurors reason and render a verdict in these types of "he said/she said" cases. Three common defenses of consent were tested. Participants listened to the audio trial, deliberated, rendered a verdict, and then answered individual questionnaires. Individually, condition predicted defendant blame and guilt. Group deliberations were coded for memory for trial information, reference to rape myths, and blame language.

Thursday, August 10, 13:20-14:50	**Umme**	**Paper Session Everyday Memory and Welbeing**

PP-ThuPm1-U-0 **Shu Imaizumi (Chair)** Ochanomizu University

PP-ThuPm1-U-1 **Nanami Tsuji** Ochanomizu University
Shu Imaizumi Ochanomizu University

Does sense of agency affect recollection and familiarity in recognition memory?

Sense of agency (SoA) is a feeling of control over one's own actions. Recognition memory can improve for stimuli that involve SoA. We investigated whether SoA improves recollection and familiarity in recognition memory by employing the Remember/Know procedure. Participants pressed a key to produce an outcome (i.e., a word presentation). The action–outcome spatial congruence was manipulated to modulate SoA. Participants learned the words intentionally (Experiment 1) or incidentally (Experiment 3). Contrary to our hypothesis and previous findings, we found no voluntary action and action–outcome congruence effects on the recollection and familiarity processes of recognition memory.

PP-ThuPm1-U-2 **Linda A. Henkel** Fairfield University

Does How We Interact With Photos on Social Media Influence Our Memories?

Two experiments examined whether writing posts for photos on social media influenced what people remember about the photos and posts. Results showed that people had better memory for which scenes they saw and correctly remembered more visual details for photos they interacted with (wrote a caption, described) rather than just looked at. However, visual detail memory declined when they wrote social media posts rather than interacted with photos outside of social media (e.g., by describing it to a friend). Although they reported greater engagement/enjoyment writing captions, their memory for what they wrote in their captions was poor.

PP-ThuPm1-U-3 **Eric Chan-Tin** Loyola University Chicago
Daisy Reyes Loyola University Chicago
Trevor Norberg Loyola University Chicago
Shelia Kennison Oklahoma State University

Personality and Password Phrases

Many users struggle to create strong passwords despite guidance and education. We investigate one possible reason: different users have different personalities. Personality type is shown to be related to the strength of passwords users create as well as their tendency whether to share their passwords with others. We assess personality type using the Big Five, HEXACO, and True Colors questionnaires. We instruct users to create a password phrase -- a possible easier-to-remember solution to creating a password. We attempted

to predict these password phrases based on the user's personality type and found some correlation between the personality and password strength.

PP-ThuPm1-U-4 **Lillian Darke** University of Sydney
Helen M Paterson University of Sydney
Celine van Golde University of Sydney

Gaslighting: the impact of intentional memory challenges within relationships

Studies into suggestibility and false memories have shown that memory can be heavily distorted through misleading information. These studies, however, have maintained a focus on false memory in an eyewitness interview context. Memory discussion and consolidation happens regularly between romantic couples and close friends, and likely plays a large role in how individuals come to remember events. In this presentation I will discuss experimental research into misinformation within close relationships (i.e., couples and friends), and how individual memory, self-confidence, and self-esteem, and mood is affected. It is hoped that this study will further understanding of the impact of close relationships on how memory is recounted within a forensic context. It also has important implications for how memory consolidation can become unhealthy within relationships, such as in the case of coercive control e.g., gaslighting.

PP-ThuPm1-U-5 **Frédérique Robin** Nantes Universite LPPL
Mohamad EL HAJ Nantes Universite LPPL
Ahmed A Moustafa Bond University

Prospective memory in Korsakoff's syndrome

The ability to enact intended actions at an appropriate moment in the future, called Prospective Memory (PM), comprises: (1) the event-based PM referring to perform intended action at a specific event or cue; (3) the time-based PM referring to perform intended action at a specific time. Results show that patients with Korsakoff's syndrome (KS) have lower event- and time-based PM performances compared to control participants. This prospective memory deficiency is correlated with impairment of episodic memory and executive function. Overall, our findings underline the need to evaluate prospective memory in clinical practice and to develop rehabilitation programs in KS.

PP-ThuPm1-U-6 **Jordan A. Booker** University of Missouri
Morgan Wozniak University of Missouri

Testing a Measure of Autobiographical Storytelling Self-Efficacy

We present early findings on the potential of storytelling self-efficacy as another tool in anticipating approaches to autobiographical storytelling and aspects of well-being among research participants. Across three studies, we show that a newly designed storytelling self-efficacy scale has structural support for use with young adults, is robustly related to other well-being measures and distinct from multiple personality measures, and is related to the ways people make sense of narrated self-defining memories. Tools like storytelling self-efficacy could further inform differences in the ways people tend to go about presenting and making meaning from life stories, with implications for broader well-being.

Coffee Break [14:50-15:00]

Thursday, August 10, 15:00-16:30	**Tsubasa**	**Symposium** **The Effects of Internal and External Misinformation on Memory**

SY-ThuPm2-T-8-0 **Charlotte A. Buecken (Chair)** KU Leuven & Maastricht University

While the effects of misinformation provided by an external source (e.g., the media) on memory have been vastly studied, research on the memory effects of internal misinformation (e.g., lying) is scarcer. Both have been related to memory fallibility, which can have applied consequences in legal settings. Legal actors might eventually come forward with the truth after initial lies. An important question centers around

the reliability of these statements, especially because legal actors might also be confronted with external misinformation. We present the latest insights into the effects of internal and external misinformation on memory and memory-based statements.

SY-ThuPm2-T-8-1 **Mitchell Eisen** California State University
Laura Huicoy California State University, Los Angeles
Jayla Edwards California State University, Los Angeles
Teresa Virgen California State University, Los Angeles

Memory Change Driven by Innocent Suspect Identifications: Examining Interactions Between Pre-testing and Post-Identification Feedback

In two experiments, witnesses were suggestively led to misidentify an innocent- suspect with a unique feature that the perpetrator did not possess (i.e., a face-tattoo). Half of the witnesses were asked to describe the culprit before the identification (Exp. 1, Describe their own words; Exp. 2, Directly asked directly about possible tattoos), and half received confirming-feedback after the identification procedure. In both experiments, an inoculation- effect was initially observed, as witnesses who described the culprit beforehand were less likely to mistakenly recall that the culprit had a face-tattoo. However, in both experiments, confirming-feedback reversed this effect, and increased false tattoo reports.

SY-ThuPm2-T-8-2 **Chunlin Li** KU LeuvenChallenging
Henry Otgaar Maastricht University
Fabiana Battista Leuven Institute of Criminology, KU Leuven
Peter Muris Maastricht University
Jianqin Jianqin Wang Fudan University

Memories Reduces Intrusive Memories and the Memory Amplification Effect

Studies have suggested that belief in the occurrence of an event is the active agent driving behavior. In the current study, participants first viewed some mini traumatic videos. Then we described scenes to the participants with the instruction to identify whether the pertinent scenes had appeared in the shown video. Some descriptions were challenged after the recognition task, and participants received false feedback and were told that the descriptions did not appear before. The experiment was successful in reducing participants' beliefs about traumatic memories. Both intrusive memories and memory amplification produced by the challenged themes showed a significant decrease compared to the unchallenged themes.

SY-ThuPm2-T-8-3 **Charlotte Bücken** KU Leuven & Maastricht University
Ivan Mangiulli University of Bari Aldo Moro
Henry Otgaar Leuven Institute of Criminology, KU Leuven

When Co-witnesses Falsely Deny Witnessing Abuse: Effects of False Denials on Memory in a Co-witness Context

Campus sexual assault at fraternity parties is a frequent crime. Research shows that some witnesses to such assaults deny that they witnessed (sexual) abuse when talking to others. Research has shown that 1) co-witness discussions can impact memory and 2) that such false denials can lead to forgetting for the person confronted with a denial, but possibly also for the denier. In my talk, I will present new data on false denials that occur within an informal co-witness conversation, and the memory effects of this denial on both witnesses' memory (i.e., the receiver and executer of such denial).

SY-ThuPm2-T-8-4 **Kazuki Fujimoto** Ritsumeikan University
Kosuke Wakabayashi Ritsumeikan University

Impact of the cognition of lying on verbal deception strategies

Significant research has been conducted on deception detection using verbal cues, indicating that such cues and the deception strategies that are considered more persuasive/effective may differ across cultures. Thus, the present study conducted an online questionnaire survey of a sample of adults (aged 18

and older) who speak Japanese on a daily basis in order to determine whether there are differences in the verbal deception strategies that individuals consider persuasive/effective, depending on their cognition of lying.

SY-ThuPm2-T-8-5 **Steven J. Frenda** California State University, Los Angeles
Chenxin Yu Oklahoma State University
Demi J Hart California State University, Los Angeles
Alexis A Hogan California State University, Los Angeles
Elizabeth F Loftus University of California, Irvine

Lying Through Storytelling and the Creation of Persistent False Memories

Numerous studies have shown that lying can sometimes change memory. However, only a handful of studies have investigated the effects of writing fabricated stories on autobiographical memory. Across several studies, participants wrote false stories about childhood events, including some from very early childhood (i.e., 2 years of age). Participants embellished their stories with plausible but false sensory and autobiographical details. Later, they were asked to disregard fabrications and report only their sincere memories for those events. Writing about an event reliably increased the likelihood of subsequent sincere memory reports, and in one large study, those memories persisted one month later.

Thursday, August 10, 15:00-16:30	**Nishiki**	**Symposium** **Current developments in research on intergenerational transmission of memories**

SY-ThuPm2-N-10-0 **Olivier Luminet (Chair)** UC Louvain

There is a growing literature on intergenerational transmission of personal experiences, including personal and historical memories. The symposium will provide new avenues on this question from a variety of events and from a variety of methodological approaches (bottom-up vs. top-down; directly experienced vs. vicarious). The goal is to better understand the processes and functions related to memory transmission across generations. The talks examine the transmission process across two or three generations, including personal events directly as well as major historical events (WWII, 9/11).

SY-ThuPm2-N-10-1 **David Baudet** University of Liège
Olivier Luminet UCLouvain/ Fund for Scientific Research (FRS-FNRS)
Aline Cordonnier University of Louvain
Christine Bastin Fund for Scientific Research (FRS-FNRS)

How frequently do older generations share about their past? Inputs from an exploratory online study on intergenerational memory transmission within families

We created an online study asking parents and grandparents to report how frequently they share memories from the past with the younger generations (top-down) and children and grandchildren to report how frequently older generations talk to them about their past (bottom-up). Frequency of transmission was probed for public and personal events that took place before the young generation was born, after the young generation's birth and recently. Results suggest that transmission from older generations to younger ones is perceived differently from bottom-up or top-down perspective. These differences could be due to different functions that memory carry throughout the life.

SY-ThuPm2-N-10-2 **Aline Cordonnier** UC Louvain
Celia Harris Western Sydney University

Memories of me and them: Phenomenology of autobiographical and vicarious memories across the lifespan

Autobiographical memories are personal experiences that an individual has had, while vicarious memories are those that have been experienced by someone else and are shared with the individual. In our study, we compare the phenomenology of autobiographical memories with the phenomenology of vicarious memories of partners, parents and grandparents in both older and younger participants. Our

research explores how the phenomenology of these two types of memories differ between the older and younger participants. It also looks at how the individual's relationship with the source of the vicarious memory affects the way the memory is experienced.

SY-ThuPm2-N-10-3 **Charles B. Stone** John Jay College of Criminal Justice
Shanique Y Meyler John Jay College of Criminal Justice
Olivier Luminet UCLouvain/ Fund for Scientific Research (FRS-FNRS)
Robert Meksin New School for Social Research
William Hirst New School for Social Research

The intergenerational transmission of flashbulb memories and event memories surrounding the terrorist attack on September 11th, 2001

The terrorist attack on September 11th, 2001, left an enduring mnemonic mark on America and Americans alike. Despite this, little is known how memories surrounding 9/11 might transmit to the next generation. The results from three surveys revealed that transmission did occur (85% of personal memories, but only just under 40% were accurate). The children also knew relatively little about the facts surrounding 9/11 relative to the parents. More notably, we found evidence suggesting, under certain circumstances (e.g., younger children), an association between a child's parental personal memory accuracy and identifying as an American, but not for event memories. generations.

SY-ThuPm2-N-10-4 **Penny Van Bergen** University of Wollongong
Tanya Evans Macquarie University
Celia Harris Western Sydney University
Elizabeth Laughton Macquarie University
Patricia Macabulos Macquarie University

Sharing wisdom, company, and lives: An intergenerational memory program for older adults and Australian high school students

The role of memory in supporting the development of shared identities is not well understood, but older adults offer a wealth of life stories and wisdom to share with younger generations. This scalable community intervention positioned adolescents as oral historians to interview age-care residents about their lives. Twenty adolescent-older adult dyads took part over two school terms, while twenty were control. Interestingly, and consistent with generation-specific schemata, adolescents used generation-specific emotional and evaluative phrases when reporting older adults' memories. Benefits for social connection were observed across generations, as were benefits for adolescent identity and older adult generativity.

SY-ThuPm2-N-10-5 **Ainat Pansky** University of Haifa

Repeated retrieval of distressing memories: attenuating re-experience and negative affect via verbalization

In two experiments, we examined the role of verbalization involved in the recounting of unpleasant memories, and the reliance on the resultant verbal representations, in underlying the beneficial emotional effect of recounting. We found a weaker sense of re-experiencing a distressing event and stronger attenuation of negative affect following repeated overt (but not covert) retrievals. Our findings highlight the role of a cognitive mechanism (verbalization) involved in repeated recounting, thereby explaining seemingly discrepant findings in the literature. Our findings may also contribute to the development of techniques to cope with unpleasant events, even without social interaction and without conveying emotions.

Thursday, August 10, 15:00-16:30	**Matsu**	**Symposium** **Individual and Cultural Correlates of Collective Future Thinking**

SY-ThuPm2-P-16-0 **Nazike Mert/Qi Wang (Co-Chairs)** Cornell University

Collective future thinking involves imagining what may happen in a group's future. It plays a

critical role in individuals' group identity and has implications for group interactions, education, public policy, and collective action. This symposium brings together the most recent research on collective future thinking conducted across various cultures with diverse theories and methods. They examined mechanisms underlying the valence-based dissociation between personal and collective future thoughts as well as individual and cultural influences on people's perceptions of their country's future. Together, they shed new light on collective future thinking as a multi-faceted construction.

SY-ThuPm2-P-16-1 **Nazike Mert** Cornell University
Qi Wang Cornell University

Valence of Collective Future Thoughts in American and Chinese Adults

The current socio-economic-political conditions in a country can affect how its citizens envision its future. In the present study, we examined cultural differences in the emotional valence of collective future thinking using three different tasks. American and Chinese participants imagined positive and negative collective future events within 1 min and rated their valence. They also rated the valence of 32 event categories that concerned national and global issues. Results showed that across all tasks, Chinese had more positive future thoughts about their country than did Americans. The findings reflect the influence of the macro-cultural context on collective future thinking.

SY-ThuPm2-P-16-2 **Adam L. Putnam** Furman University
Will Deng University of Illinois
Alexa K Rosenblatt George Washington University
Thomas Talhelm University of Chicago Booth School of Business

People From the US And China Think About Their Personal and Collective Future Differently

Americans show a dissociation when thinking about the future: they show a positivity bias for their personal future and a negativity bias for the future of the United States. Is this pattern universal? We show that in contrast to Americans, Chinese students do not show this dissociation in collective future thinking, and instead show a neutral outlook towards both their personal and collective futures. Furthermore, we show that a similar valence bias (or lack thereof) occurs regardless of whether each sample thinks about the past or the future.

SY-ThuPm2-P-16-3 **Karl K. Szpunar** Toronto Metropolitan University
Ayleen Roderer Aarhus University
Alec Benavides Toronto Metropolitan University

The Role of Goal Structures in Thinking About the Personal and National Future

Individuals in Western societies tend to think about their personal future in a positive light, but the future of their nation in a negative light. In this study, we examined whether this valence-based dissociation between personal and national event cognition could be at least partly explained by differences in goal orientations that people adopt when thinking about the personal and national future. Our findings indicate that people adopt an approach motivation when thinking about the personal future, but an avoidance motivation when thinking about the national future. Implications of goal orientations for valence-based differences in event cognition will be discussed.

SY-ThuPm2-P-16-4 **Jeremy K. Yamashiro** University of California, Santa Cruz

Declinism and Implicit Trajectories in Collective Temporal Thought

Collective temporal thought refers to mental representations of the collective past and collective future, and how these two temporal domains relate to one another. In this talk, we present some recent work on how narrative frames can help mediate the relation between collective memory and collective future thought, and influence variation in temporal horizons for remembered and imagined social identity-relevant events. In particular, we focus on some new data looking at demographic and ideological characteristics associated with implicit trajectories of national decline in French, American, and British collective temporal thought.

SY-ThuPm2-P-16-5 **Meymune N. Topçu** New School for Social Research
William Hirst New School for Social Research

The Role of Narratives in Collective Future Thinking: The Case of American Exceptionalism

People use national narratives to guide their remembrance of the collective past. The present research explored their role in collective future thinking with a focus on narratives that are prevalent in American cultural memory. When participants used schematic narrative templates to remember collective events, they were more likely to use them in imagining the collective future. Activating a deeper layer of national narratives, in this case American Exceptionalism, further facilitated the use of its associated schematic narrative templates in collective remembering and future thinking. The implications of these findings are discussed in the contexts of culture, memory, future-thinking, and American narratives.

SY-ThuPm2-P-16-6 **Sezin Öner** Kadir Has University

A Nation-Centric Bias When Imaging the Future of The Pandemic

As a part of an international collaborative project (https://osf.io/m46nq/), we examined collective past and future thinking in 15 countries. Here, we present the data on the individuals' future projections about the end of the pandemic in their country and in the world. Results showed a nation-centric bias that individuals perceived the pandemic would end earlier and fewer people would be affected from the pandemic in their country. This pattern persisted even when we controlled for the effect of the country-level severity and individual-level media exposure, suggesting for the functions of a nation-centric remembering for the individual and the collective.

Thursday, August 10, 15:00-16:00	**Take**	**Paper Session Lie Detection**

PP-ThuPm2-B-0 **Akemi Osugi (Chair)** Fukuyama University

PP-ThuPm2-B-1 **Akari Hosoya** Fukuyama university
Akemi Osugi Fukuyama University

Effect of sole-stimulus-presentation on the Concealed Information Test using eye movement

On the autonomic nervous system-based concealed information test (CIT), probe and irrelevant stimuli are usually presented sequentially, while they are paired and presented simultaneously on most CIT studies using eye-movement. In preparation for combined CIT, the present study examined a possibility of single stimulus presentation on the eye movement-based CIT. Two conditions were compared here: each stimulus was presented in the center, or in one of four corners of the screen. As a result, probe stimulus wasn't detected by eye movement in both conditions, and indicated that the sequential presentation isn't effective on the eye movement-based CIT.

PP-ThuPm2-B-2 **Pia Pennekamp** University of Arkansas
Jamal K. Mansour University of Lethbridge

Replication of the Confidence Lexicon: Evidence-Based Approach for Interpreting Eyewitness Confidence

We present a replication of our previous research showing that we can develop an evidence-based tool for assisting with communication and interpretation of eyewitness confidence. Participants rated how well percentages (0%, 10%...100%) represented each of 13 common verbal confidence statements (e.g., moderately confident) on a scale (0 = Not at all to 101 = Absolutely). The tool includes the four phrases and their ranges. In two studies, we replicate the rank order of phrases and the development of our lexicon tool. Understandings of verbal confidence statements are shared and quantifiable, facilitating common ground for reporting and interpreting eyewitness identification confidence.

PP-ThuPm2-B-3 **Carla L. MacLean** Kwantlen Polytechnic University

Trust but verify: Testing an intervention with professionals to minimize the biasing effect of non-

factual witness claims

The current research tested an intervention to minimize the biasing effect of non-factual witness claims (future predictions and opinions) on investigative judgments. Professional workplace investigators (N = 47) engaged in a fact-checking assessment of a witness's account either before or after they had used to make their judgments. Professionals who scrutinized the witness's statement before making their judgments were less likely to misclassify the non-factual information as factual and to judge the witness statement as diagnostic. Professionals' judgments of cause were unaffected by the manipulation. This experiment merged the fields of information literacy, eyewitness testimony, and bias mitigation.

PP-ThuPm2-B-4 **Jo Kenrick** University of Greenwich
Gordon R.T. Wright Goldsmiths, University of London
Fiona Gabbert Goldsmiths, University of London

Deceptive expertise: Practice won't make perfect unless you're also Machiavellian

Does deceptive performance show the expected relationships between practice, performance, and calibration accuracy predicted by the General Expertise Framework (GEF)? Counter to predictions, neither self-reported lying frequency nor task-specific practice resulted in greater deceptive performance. But Machiavellianism (not psychopathy or narcissism) was predictive of superiority in both performance and calibration as hypothesised. The manipulative, goal-directed, instrumental nature of Machs may drive them to seek and obtain deliberate practice in deception leading to better performance and better metacognitive awareness of their own abilities and thus more accurate calibration. Results are discussed in the context of the GEF and Activation-Decision-Construction-Action Theory (ADCAT).

Thursday, August 10, 15:00-16:30	**Umme**	**Paper Session** **Child Development and Memory**

PP-ThuPm2-U-0 **Shu Imaizumi (Chair)** Ochanomizu University

PP-ThuPm2-U-1 **Naoto Ota** Nagoya University
Shinji Kitagami Nagoya University

A Study of Factors Determining the Ease of Understanding Visual Symbols: Focusing on Body-Object Interaction

In this study, we examined factors facilitating an understanding of visual symbols in Pictogram Ideogram Communication (PIC) from the type of concepts they represent. We conducted an experiment focusing on the abstract nature of the symbols and body-object interaction (BOI), which is the extent to which the concepts they represent relate to the body. Experiments measuring symbol processing time showed that even abstract symbols—typically difficult to understand—are processed faster when the BOI is high. This finding provides an applied contribution to the development of easy-to-understand symbols.

PP-ThuPm2-U-2 **Kai Li Chung** University of Reading Malaysia
Yishan Wong University of Reading Malaysia

Children's Eyewitness Memory and Suggestibility in Forensic Interviewing: The Roles of Interviewer Behaviour and Individual Differences

Children's eyewitness testimony may be inaccurate due to the problem of suggestibility. To clarify the factors and conditions under which children are likely to be vulnerable (or resistant) to suggestions during forensic interviewing, this study explored the roles of interviewer behaviour and individual differences (i.e., temperaments and parenting styles) on children's eyewitness memory and suggestibility. Those who were interviewed by a non-supportive interviewer reported lower recall accuracy and higher suggestibility, while parenting styles emerged as unique predictors. Findings provide valuable insights on how well children can accurately report the remembered information, and when children with specific characteristics fall prey to suggestive influences.

PP-ThuPm2-U-3 **Amy L. Bird** The University of Auckland
Judy Pickard University of Wollongong
Sophie Russell University of Wollongong
Penny Van Bergen University of Wollongong

"Did I ever tell you about….": Associations of parent intergenerational narratives with child emotion and behavior problems

Alongside conversations about a child's personally experienced past, parents also talk with their children about their own past experiences. These stories may be important opportunities for children to learn about others' perspectives and ways for managing challenging situations and emotions (Merrill & Fivish, 2016). The current research examined associations between parent stories and children's emotion and behavior problems. Participants were 58 8-12-year-old Australian children (n = 29 recruited through a university mental health clinic). Caregivers talked about an event from their own childhood with their child. Conversations were transcribed and coded for parent thematic coherence and linguistic content. After controlling for child language, a pattern of negative associations was found between thematic coherence, cognitive and prosocial terms and children's emotion and behavior problems. These findings suggest parent stories as a rich narrative context warranting further research.

PP-ThuPm2-U-4 **Annie Y.A. Shiau** McGill University
Alma P. Olaguez California State University, Los Angeles
J. Zoe Klemfuss University of California, Irvine
Shanna Williams McGill University
Tom D. Lyon University of Southern California

Sequential Ordering and Forward Asymmetry in Children's Recall

Developmental differences in children's sequential memory and disclosures are examined. Data from 273 4- to 10-year-old children who participated in a modified "broken toy paradigm" were analyzed. Results indicated that in response to a recall prompt to "tell me everything you played with", children across all ages recalled similar numbers of toys. However, older children and children who named more toys exhibited greater forward asymmetry. When examining how far children tended to move forward or backward in the sequence when reporting toys, results revealed that they were most likely to move forward one toy at a time.

PP-ThuPm2-U-5 **Olivia Leslie Holden** McGill University
Shanna Williams McGill University
Victoria Talwar McGill University

Project Title: The impact of sibling relationships on cognitive and moral development

Developmental differences in children's cognitive abilities that underlie lie-telling are examined including; theory of mind (ToM), executive functioning (EF), and working memory (WM). Preliminary data from 12 8- to 12-year-old children with and without siblings who completed the Day-Night Stroop task, the Sally-Anne task, the Murat Chocolate task, and the Weschler Digit Span test were analyzed. Results indicated that children with siblings performed significantly more accurately on the Sally-Anne task than children without siblings. Other preliminary results indicate that the siblings group tend to have higher Murat Chocolate task scores and Digit Span scores than children without, although these findings were not statistically significant. Further analyses will investigate the influence of stronger EF, ToM, and WM skills on children's disclosures of wrongdoings to adults.

PP-ThuPm2-U-6 **Sara Cadavid** Universidad del Rosario (Colombia)
Ana-María Gómez-Carvajal Universidad del Rosario (Colombia)
María-Camila Cortés-Albornoz Universidad del Rosario (Colombia)
Valentina Rodríguez-Orrego Universidad del Rosario (Colombia)
Ana-María Téllez-Blanco Universidad del Rosario (Colombia)
Alberto Vélez-van-Meerbeke Universidad del Rosario (Colombia)

Claudia Talero-Gutiérrez Universidad del Rosario (Colombia)

Do children with Down's syndrome show the testing and the self-reference effects?

People with Down's syndrome show memory impairments. Memory research with adults has shown several learning techniques' effectiveness in improving memory. However, less is known about whether those techniques benefit children with or without neurodevelopmental disorders. In this research, 37 children with Down's syndrome encoded pictures of familiar objects according to two widely studied learning techniques: self-referential processing and retrieval-based learning (i.e., testing effect). Results showed that children with Down's syndrome benefited from a retrieval-based learning but not from self-referential processing. More studies are needed to extend lab results to special populations.

Plenary Sessions

Thursday, August 10, 16:40-17:20	Meirin	ECR Award Winners Speech

EP-ThuPm3-M-1-0 **Dorthe Thomsen (Chair)** Aarhus University



EP-ThuPm3-M-1-1 **Caitlin Hitchcock** University of Melbourne

Translating cognitive science of autobiographical memory into improved clinical practice

Translational cognitive science offers huge potential for identifying and rectifying transdiagnostic factors which drive poor mental health. In this talk, I will summarise experimental work elucidating how distortions in personal, autobiographical memory relate to mental health, and the translation of this basic science into novel therapeutic interventions, with a particular focus on improving treatment of mood disorders and trauma-related psychopathology.

Thursday, August 10, 17:20-18:00	Meirin	ECR Award Winners Speech

EP-ThuPm3-M-2-0 **Kimberley Wade (Chair)** University of Warwick



EP-ThuPm3-M-2-1 **Lauren Richmond** Stony Brook University

Testing everyday memory in the lab: Translations and applications

The core driving themes of my research program have focused on characterizing memory performance as a function of real-world strategies and supports and in ecologically valid contexts. One facet of my research has focused on cognitive offloading, defined as the use of physical action to reduce internal cognitive demand. This strategy is often used in daily life; common examples include preparing a grocery list to use while shopping and programming appointments into an electronic calendar. However, until recently, the use of such strategies has largely been prohibited in lab-based memory research, leaving a gap in our knowledge about how and when people decide to engage in cognitive offloading and limiting the translational value of laboratory-based measures of memory. I will summarize recent work from my laboratory that addresses this knowledge gap and discuss implications of this research for the application of cognitive offloading as a real-world memory support strategy.

Poster Sessions

Thursday, August 10, 18:15-20:00	Tsubasa	Poster Session

PS-ThuEv-T-1 **Keito Miyake** Nagoka University of Technology

Yoritaka Akimoto Nagaoka University of Technology

Effects of glare or anti-glare monitor on electroencephalography responses during text reading

We examined the effects of monitor type on electroencephalography responses when reading texts. The participants read the sentence presented on a glare or anti-glare monitor. They also rated the readability of each color combination displayed on each monitor type. The result showed that the amplitude of ERP in the visual cortex was reduced when using a glare monitor, corresponding to increased reading time. Alpha and beta power increased only when yellow sentences were presented with a white background, and decreased the most when black or blue sentences were presented with a white background, in accordance with their readability.

PS-ThuEv-T-2 **Alexander P. Kaiser** CON AMORE, Aarhus University
Katrine Rasmussen CON AMORE, Aarhus University
Dorthe Berntsen Aarhus University

Music-evoked autobiographical memories in Alzheimer's disease: the effect of event-specific stimuli

In this study, we investigate whether music is special as a cue for autobiographical memory in Alzheimer's Disease compared to other ways of cueing autobiographical memories. Specifically, we investigate whether there is a difference in how many spontaneous memories are evoked by music, pictures or word cues that are closely related to specific, common cultural events, such as birthdays and Christmas, and whether the memory descriptions have stimulus dependent characteristics, specifically in terms of spatiotemporal details, internal characteristics, and emotional valence. This is a work in progress, and I will present preliminary results at the conference.

PS-ThuEv-T-3 **Nikita A. Salovich** Northwestern University
Claire E. Mason, David N. Rapp Northwestern University

Click here to like: What kinds of social media judgments encourage and discourage evaluation?

We examined whether exposure to inaccuracies grounded in social media experiences affects people's knowledge about the world. Participants judged Tweets containing potentially false information for interest, accuracy, or whether they would "like" the Tweet. They were subsequently more likely to reproduce inaccuracies to answer related questions, and less likely to respond with correct answers to those questions, after reading Tweets containing false as compared to true information. These patterns were ameliorated, though, if participants evaluated the Tweets for accuracy. The results have implications for the design of social media experiences, and for understanding relationships between people's information-seeking values and behaviors.

PS-ThuEv-T-4 **Yoritaka Akimoto** Nagaoka University of Technology
Riku Suzuki Nagaoka University of Technology

Analysis of Electroencephalogram Associated with Inference of Learner's State of Understanding in the Remote Learning Environment

Electroencephalography was measured while the participants performed the task in a remote environment in pairs of observer and answerer. In the skip-judgment condition, the observer had to decide whether to skip the question or not, taking into account the likelihood that the answerer would answer. We also manipulated the availability of video camera images depicting the answerer's face. The results showed that beta power in the frontal channels is decreased when the observer infers the answerer's state of understanding, and that the video camera images depicting the answerer's face may increase the observer's level of concentration in the remote environment.

PS-ThuEv-T-5 **Lauren E. Bates** Chatham University
Edward L DeLosh, Matthew G Rhodes Colorado State University

Mastery Quizzing: Assessing a Testing Method for Promoting Long-Lasting Learnin

Research promotes frequent quizzing, as well as the use of feedback, to enhance learning. We assessed a method that combines these techniques known as mastery quizzing (i.e., taking quizzes with feedback until one achieves a perfect score). Across three experiments, we explored how mastery quizzing

contributes to learners' retention of information and whether this method is more effective than traditional quizzing. Overall, results supported a benefit of mastery quizzing relative to standard quizzing techniques, even when controlling for number of quiz attempts, the presence of feedback, and conditions meant to simulate a need to use the feedback to improve performance.

PS-ThuEv-T-6 **Justine R. Johnson-Yurchak** University of California Santa Barbara
Nicole Alea Albada University of California Santa Barbara

Language matters when remembering a negative event: Linking cognitive processes, pronoun use, and emotional expression in journaled narratives

Writing about past negative experiences provides a way to make sense of thoughts, connections, and feelings associated with an event. Adults (N=76) journaled about the same event: changes during COVID-19. Narratives were coded for emotional expression (e.g., positive and negative), cognitive processes (e.g., insight and discrepancies), and sense of unity (e.g., first person plural and singular pronouns). Insight words and first person plural pronouns were linked to positive emotional expression, while discrepancy words and first person singular pronouns were linked to negative emotional expression. Implications for memory and positive wellbeing will be discussed.

PS-ThuEv-T-7 **Katsuya Tandoh** Aichi Shukutoku University

The effect of negative emotional state on interrogative suggestibility

The purpose of this study was to examine the effect of emotional state on interrogative suggestibility in isolation from the emotional content of to-be-remembered events. To measure suggestibility, we used the Gudjonsson Suggestibility Scale 2 (GSS2). Before undergoing the standard GSS2 procedure, 1 of 2 emotion conditions (negative or neutral) was induced by having participants to view International Affective Picture System（IAPS）images. Results showed that those in the negative emotional condition showed marginally significant increase in Yield 1 measure of interrogative suggestibility. These results suggest that negative emotional state at encoding may heighten susceptibility to suggestion.

PS-ThuEv-T-8 **Brady R. T. Roberts** University of Waterloo
Zoey S. Hu University of Waterloo
Eloise Curtis, Glen E Bodner Flinders University
David McLean, Colin M. MacLeod University of Waterloo

Reading text aloud benefits memory but not comprehension

The production effect refers to better memory following aloud relative to silent reading, typically studied using word lists. But might the benefit of production extend beyond rote memorization of single words? Across four experiments, participants read passages from reading comprehension tests—some aloud and others silently—before answering multiple-choice questions. A consistent production benefit was shown for memory-focused but not for comprehension-focused questions. Production therefore generalizes to text passages and extends to multiple-choice testing. Crucially, we demonstrate that tested information must match studied information to gain a production benefit, as is the case for memory-focused but not comprehension-focused questions.

PS-ThuEv-T-9 **Rui M. Paulo** Liverpool John Moores University
Ahmad Shahvaroughi University of Tehran
Hadi B Ehsan University of Tehran
Javad Hatami University of Tehran
Mohammad A Shahvaroughi Shahid Beheshti University

The Cognitive Interview: Comparing face-to-face and video-mediated interviews

The cognitive interview (CI) elicits detailed accounts from eyewitnesses in face-to-face interviews. However, covid-19 emphasized the need to collect statements remotely. We tested if the CI superiority effect could be replicated online and if virtual interviews could produce elaborate accounts.

Using a 2×2 design with interview condition (CI/SI) and environment (face-to-face/virtual) manipulated between-subjects, 88 participants watched a mock-robbery and were interviewed 48h later according to their randomly assigned groups. The CI elicited more information than the SI, regardless of interview environment. Both environments produced comparable recall quantity/accuracy, suggesting a remote CI produces elaborate accounts and having important implications for research/practice.

PS-ThuEv-T-10 **Elena Fischer** University of Salzburg/ PFH Göttingen
Anton-Rupert Laireiter University of Salzburg/ University of Vienna

Beneficial Simulation of the Future: A Scale Validation Study

While research on future process thinking is prevalent, little is known about the specific components which are important for beneficial future outcome thinking. I present the validation of a newly developed scale measuring beneficial future simulation, i.e., future simulation related to well-being and mental health. We found that our scale has acceptable convergent and discriminant validity (N = 400), indicating that this scale is a valid measure of beneficial future simulation. In future studies, the scale can be used to examine whether beneficial components of future simulation can be changed through interventions such as coaching or therapy.

PS-ThuEv-T-11 **Yefei Liang** Hiroshima University
Takumi Arima, Aiko Morita Hiroshima University

Effects of inner reading voice on eye movements in silent reading

Studies have shown that readers who do not always experience an inner reading voice (less-IRV readers) move their eyes more freely and do more efficient silent reading than those who always experience IRV (full-IRV readers). In this study, without imposing a comprehension test, we observed more natural reading behaviors. Twenty-eight students were assigned to full- and less-IRV readers. They silently read short stories. The results of the eye-movement index showed that full-IRV readers took longer and made more fixations than less-IRV readers when they read stories. We replicated the finding that less-IRV readers read more efficiently.

PS-ThuEv-T-12 **Melissa J. Evans** Vanderbilt University
Sharice Clough Vanderbilt University Medical Center
Melissa C Duff Vanderbilt University Medical Center
Sarah Brown-Schmidt Vanderbilt University

Temporal Contiguity for Narrative Recall in Clinical Populations with Memory Impairment

Temporal contiguity refers to the phenomenon of participants organizing free recalls similar to the order in which stimuli were first presented. We investigated if this effect applies to recall of narratives, and if this effect is diminished in two different populations with declarative memory deficits: adults with hippocampal amnesia and adults with moderate-severe chronic traumatic brain injury (TBI). We find that both populations organize their narrative recalls less temporally compared to non-brain-injured comparison participants (assessed with temporal organization score and lag-conditional response probabilities). This deficit was not observed in adults with TBI with standard word list paradigms.

PS-ThuEv-T-13 **Yuxin Zhang** University of Otago
Elaine Ballard University of Auckland
Taiying Lee University of Hong Kong
Henrietta Lee University of Auckland
Johanna Schmidt University of Waikato
Elaine Reese University of Otago

Language Acquisition in New Zealand Children Speaking Mandarin or Cantonese: The Role of Early Temperament

This study explored the role of children's temperament in Chinese-speaking monolingual and bilingual New Zealand children's language development. Over 200 mothers whose children understood

Mandarin and Cantonese reported on their children's temperament (9 months) and vocabulary (age 2). Children who were monolingual, later born, whose mothers reported lower education levels, and who had no concerns with their children's speech or hearing, all had larger Chinese vocabularies. Moreover, language advantages were present for children with higher orienting capacity and lower negative emotionality. These findings will inform practitioners' work with monolingual and bilingual children in New Zealand and worldwide experiencing language difficulties.

PS-ThuEv-T-14 **Krista R. Muis** McGill University
Panayiota Kendeou University of Minnesota
Martina Kohatsu, Shuting Wang McGill University
Michael Foy John Abbott College

"Let's Get Back to Normal": Emotions Mediate the Effects of Persuasive Messages on Willingness to Vaccinate for COVID-19

We examined three different messages for persuading individuals to get vaccinated against COVID-19, and the role that emotions played in that persuasion. In April 2021, 436 individuals across Canada were sampled via social media and MTurk. Participants reported their concern about the COVID-19 pandemic and confidence and hesitancy toward vaccines. Participants were randomly assigned to one of four conditions. After reading, participants rated the intensity of their emotions toward COVID-19 vaccines and their willingness to get vaccinated. Results revealed that emotions mediated relations between vaccine confidence/hesitancy and willingness, and that "Let's get back to normal" was more persuasive.

PS-ThuEv-T-15 **Keishi Shimada** Hiroshima University
Takafumi Sasaoka Hiroshima University
Toru Maekawa Hiroshima University
Takashi Nakao Hiroshima University

Does an increase in emotion differentiation change the frequency of using emotion regulation strategies?

The ability to distinguish between one's own emotions is called emotion differentiation. Because discrete emotions provide information that facilitates adaptive behavior, it is hypothesized that individuals with higher emotion differentiation are able to use this information to regulate their emotions effectively. Indeed, previous research has shown a positive correlation between emotion differentiation and the degree to which emotion regulation strategies are used, but no study has elucidated this causal relationship. We implemented an intervention to increase emotion differentiation and examined whether increased emotion differentiation alters the frequency with which emotion regulation strategies are used.

PS-ThuEv-T-16 **Niels Peter Nielsen** Aarhus University
Tine Gehrt, Dorthe Berntsen Aarhus University

Exploring the notion of trait-confidence

Confidence ratings are often contrasted with the accuracy of the memory recall in relation to a specific task, and the possibility that confidence ratings might reflect individual differences, has largely been neglected. Here, we explore the notion of trait-confidence. We asked 168 participants to complete measures of individual differences in autobiographical memory (The Autobiographical Recollection Test; Berntsen et al,. 2019) and to provide 38 confidence ratings in relation to three unrelated memory tasks. We show that individual differences in autobiographical memory are a significant predictor of memory confidence and we identify several findings supporting the notion of trait-confidence.

PS-ThuEv-T-17 **Apoorva Shivaram** Northwestern University
Angelika Zissimopoulos Northwestern University

A 10-week Training Program Enhances Science Communication Skills

To disseminate knowledge or to prevent misinformation, science communication skills are critical for researchers to convey the important takeaways of scientific research to the public. However,

science communication training is not systematically provided to researchers during their education. Seventeen PhD students [trainees] opted into a 10-week science communication training program, and 115 undergraduate students rated the pre- and post-training videos of the trainees on domains of engagement, focus, language, organization, and relevance. The results suggest that training improved the trainee's science communication skills on all domains (p's < 0.001), suggesting that a short intervention can enhance researchers' science communication skills.

PS-ThuEv-T-18 **Cut Nurul Kemala** Radboud University
Marijtje L.A. Jongsma, Eni S. Becker Radboud University

Childhood Abuse vs. Neglect: Differential Associations with Cognitive Coping Strategies, Depressive and Anxiety Symptoms

Depression and anxiety are common in Indonesian young adults and they are among the many negative outcomes of childhood maltreatment which is still a major issue In Indonesia. Childhood maltreatment alters people's coping strategies during stressful times in a way that it becomes maladaptive. In the Dimensional Model of Adversity and Psychopathology model, childhood abuse and neglect are seen as two distinct experiences and should be studied as separate variables. This study investigated the possible differential associations of childhood abuse and neglect with cognitive coping strategies and symptoms of depression and anxiety and found support for the model.

PS-ThuEv-T-19 **Daisuke Shimane** Kochi University of Technology
Hiroshi Miura Kyorin University
Yuji Itoh Kyoto Women's University

Temporal Dynamics of Confidence in Person Misidentification: Demonstration in A Field Experiment

Person misidentification is a phenomenon in which people temporarily mistake a person (X) for another person (Y), and the error is later recognized. Studies have indicated that similarities in face and clothing between X and Y may contribute to person misidentification. To further understand the impact of similarities, a field experiment was conducted in an environment that was designed to induce person misidentification. The results showed that face similarity increased participants' confidence in misidentification with time, while clothing similarity initially increased confidence but then decreased it over time. This suggests that these similarities may affect person misidentification in different ways.

PS-ThuEv-T-20 **Hiroshi Miura** Kyorin University
Yuji Itoh Kyoto Women's University

Person misidentification occurs in one-half of cases: Demonstration in a field experiment

We aimed to demonstrate that person misidentification occurs with a certain probability in a field experiment and to examine whether the similarity of clothing and face affects it. When 61 undergraduate participants made a rendezvous with an acquaintance, another person who wore similar clothes to the acquaintance or had a similar face appeared. The results showed that in both cases, approximately half of the participants made the person misidentification error, and one-fourth even spoke to the person mistakenly. These suggest clothing could make the same extent of contribution to person misidentification as faces when people expect a certain person's presence.

PS-ThuEv-T-21 **Ryan J. Liew** Illinois State University
Dawn M McBride Illinois State University

Precrastination as a Form of Intention Offloading Strategy: A Test of the CLEAR Hypothesis

"Precrastination can be conceptualized as a form of intention offloading. We studied if precrastination rates and other cognitive offloading behaviors support the Cognitive Load Reduction (CLEAR) hypothesis for precrastination. A virtual box moving task with an item generation task is used to measure rates of precrastination (VonderHaar et al. 2019). We modified the box moving task to incorporate a forced offloading trial, no offloading trial, and choice trials to measure cognitive offloading. We expect

to find an association between precrastination rates and how optimally participants offload their intentions in the offloading task. These results will support the CLEAR hypothesis.

PS-ThuEv-T-22 **Ben Dyson** University of Alberta
Leo Baik University of Alberta
Yajing Zhang University of Alberta
Eunchan Na University of Alberta

Novel insights in competitive decision-making via a new n-response 2-outcome game

Binary response paradigms limit the discussion of the consequences of positive and negative outcomes to stay versus shift behaviour. To expand our understanding of decision-making, we developed a novel game (Dice Dual) structurally similar to Matching Pennies but with variable response options. Dice Dual allows us to assess the generalizability of binary to non-binary games, identify two different classes of shift behaviour reflecting exploitation and exploration, and quantify risky decision-making via a natural value selection mechanic. We present experiments demonstrating these phenomena, as well as cross-experimental analyses pointing to a general principle of antagonist behaviour following wins and losses.

PS-ThuEv-T-23 **Michael A. Eskenazi** Stetson University

Sociolinguistic Influences on the Processing of Singular "They" During Reading

The third-person pronouns they and them can be used in the singular form as a gender-neutral alternative to he and she in English. However, questions remain about whether this grammatical construction causes disruptions for readers with conflicting evidence (Sanford & Filik, 2007; Doherty, 2013). In two replication and extension studies, participants' eye movements were monitored as they read sentences with different grammatical constructions. When the gender of an antecedent was unknown, participants more familiar with singular they were not disrupted. When the gender was known, all participants were disrupted regardless of familiarity or attitude towards transgender people.

PS-ThuEv-T-24 **Dana-Lis Bittner** University of California, Santa Cruz
Benjamin C Storm University of California, Santa Cruz

To Google or Not to Google? Looking for Information Online Can Make You Forget What You Already Learned

Students often learn about a topic in class and then search online for additional information. There is often considerable overlap of information between the two learning contexts, but not all information is repeated. How does selective new learning via the Internet affect memory for information learned previously? If people preferentially reinstate the online context over other contexts, for example, or if studying information online interferes with or otherwise disrupts the recall of information learned previously, then using the Internet could make people more likely to forget the subset of information that is not repeated online.

PS-ThuEv-T-25 **Mai Kuwa** Tokyo Woman's Christian University
Akihiro Tanaka Tokyo Woman's Christian University

Are There Associations Between Voice and Color?

We examined the emotion-mediated link between voice and color. In the experiment, the Voice-Color association task, the Color-Emotion association task, and the Voice-Emotion association task were conducted. The results showed a specific link between voice and color (e.g., happy voices were more strongly associated with more lightness, saturated, and yellowish colors). Comparison of the three tasks suggested that these associations are mediated by emotion. These results can serve as a basis for systems which can present both verbal and emotional information of speech as subtitles.

PS-ThuEv-T-26 **Thomas M. Lukaschewski** Ruhr Universität Bochum
Sven Nikolai Axmacher, Albert Newen, Roy Dings, Carlos Alexandre Gomes,
Gerd Waldhauser, Rebekka Heinen Ruhr-Universität Bochum

The impact of self-incongruence on autobiographical memory recall

Self-memory integration likely depends on the congruence of an event with the self-model. Self-model-incongruent experiences elicit self-conscious emotions such as shame or guilt and may be uniquely difficult to integrate, influencing the phenomenological characteristics and semantic reports of subsequent memories. Here we show that self-incongruent experiences that elicit feelings of shame (and that are semantically similar to shameful experiences) affect the visual perspective of autobiographical memories. In a second study, we show that effects of self-incongruence can be mitigated by subsequent experimental manipulations involving reframing and self-affirmation.

PS-ThuEv-T-27	**Maëlle Charonitis**	University of Liège, Belgium
	Camille Guillemin	University of Liège
	Grégory Hammad	University of Liège
	Fabienne Collette	University of Liège

Exploring the effects of mental load on cognitive fatigue across the lifespan using behavioral task and eye-metrics

Aging affects the amount of cognitive resources available, and this can lead to decreased performance. Mental fatigue is another factor with a negative impact on cognition. However, it remains unknown how available cognitive resources interact with fatigue level across the lifespan. We investigated here how mental fatigue (induced by a cognitive task) affects cognitive performance according to age, and if eye-metrics (i.e., pupil response speed, quantity of long blinks) are a relevant marker of mental fatigue state over time.

PS-ThuEv-T-28	**Yuiko Sakuta**	Jissen Women's University
	Akari Sawamoto	Jissen Women’s University

Effects of congenital prosopagnosia tendency on recognition of faces wearing sanitary masks

We hypothesized that individuals with a high tendency toward congenital prosopagnosia may have increased difficulty in recognizing masked faces compared to those without this tendency. We created age- and gender-manipulated facial images and performed a recognition task in which participants learned to recognize masked faces and were examined with unmasked faces. An analysis of variance of the mean correct response rate revealed that those with a high tendency toward congenital prosopagnosia had a lower correct response rate than those without this tendency.

PS-ThuEv-T-29	**Emma Coyan**	Nantes University
	Canelle Garnier	LPPL
	Paul Richard	LARIS
	Florian Focone	P2AC
	Marie-Julie Potvin	UQAM
	Isabelle Rouleau	UQAM
	Thibault Deschamps	MIP
	Frederique Robin	LPPL

Prospective Memory Test in Virtual Reality: PMT-VR

Prospective memory (PM) refers to the ability to remember intending to perform an action at a specific moment in the future, either after a period of time (time-based) or in response to a specific event or cue (event-based). There are few standardized and reliable PM tests available in French version. Therefore, the PMT-VR (Prospective Memory Test Virtual Reality) was adapted from the TEMP (Potvin et al., 2011). Findings from a preliminary study underline advantage and inconvenient of our tool, and encourage us to improve it and to question the benefits of virtual reality for assessing cognitive impairments.

PS-ThuEv-T-30	**Sofie A. Beyer**	Aarhus University
	Trine Sonne	Aarhus University
	Osman S. Kingo	Aarhus University

Peter Krøjgaard Aarhus University

Deferred imitation, intentional understanding, and possible associations between these abilities in infancy

Understanding the intentions of others (as manifested in joint attentional interactions) is by many considered a prerequisite for being able to take part in deferred imitation (a nonverbal proxy for declarative memory). Accordingly, consensus is that both abilities develop around 9 months of age. However, results from a widely cited experiment by Barr et al. (1996) and recent research by Salter (2022) show that infants as young as 6 months succeed in these tasks. Surprisingly, no one has examined how deferred imitation and intentional understanding develop in the same children during infancy. The present work-in-progress PhD-project conducts such a study.

PS-ThuEv-T-31 **Xinyu Zhao** Osaka University
Eiichiro Watamura Osaka University

What counts as hypocrisy for audiences: a conjoint analysis of elements influencing hypocrisy judgments

This study aims to find out what elements the audiences focus on when they give hypocrisy judgments with Japanese samples (N = 944). We reviewed the elements that help to identify hypocrisy and discussed their influence through conjoint analysis. The results show that the content of the inconsistent behavior influences the hypocrisy judgment most. Supporting the previous studies, inconsistency in moral behavior, and inconsistency in the order of word-deed are considered more hypocritical. However, different from the studies of western culture, imposing rules on others to appear good is less hypocritical for the Japanese.

PS-ThuEv-T-32 **Kohsuke Yamamoto** Osaka Sangyo University
Tomonari Irie Hokusho University

The mental health of problematic drinkers and the characteristics of autobiographical memories evoked by the odor of alcohol

We investigated the relationship between odor cues of alcohol, autobiographical memory, and mental health in non-problematic and problematic drinkers. A total of 711 non-problem drinkers and 332 problem drinkers were asked to recall autobiographical memories evoked by alcoholic odors. Participants were then asked to complete questionnaires as measures of autobiographical memory and mental health. The results showed that non-problematic drinkers tended to recall more positive memories than did problem drinkers. In addition, non-problematic drinkers had better mental health than did problem drinkers. These results suggest that mental health may be enhanced by positive memory recall among problem drinkers.

PS-ThuEv-T-33 **Aleksandra Dolgoarshinnaia** HSE University
Beatriz Martín-Luengo HSE University

Monitoring the modality and the language of information in a bilingual reality monitoring paradigm

Reality monitoring (RM) is a meta mnemonic process that requires individuals to distinguish between externally and internally derived memories. Yet, cross-linguistic RM remains understudied. We investigated whether monitoring of the self- and other- generated information differed depending on the language in which information was encoded. We found that self-generated information and information in second language was remembered better than other-generated and information in first language, and that participants' errors slightly differed between participants with intermediate and advanced levels of proficiency. Our findings suggest that processing information in second language might require more cognitive effort allowing for better subsequent monitoring.

PS-ThuEv-T-34 **Claire Hou** Claremont McKenna College
Sharda Umanath Claremont McKenna College
Amy Corning University of Michigan
Magdalena Abel University of Regensburg

Things have changed but now they'll stay the same: Generational differences and mental time travel for collective remembering of national historic events

To investigate perceived change in national collective memories, representative samples of American and German Younger Adults (YAs) and Older Adults (OAs) rated the emotional valence of 12 historic events for their country. Additionally, OAs reported their past emotional valence on these events, and YAs rated their imagined future emotional valence. Results indicate that YAs and OAs hold differing opinions on numerous events today, suggesting shifting public perceptions between generations. OAs also perceived significant differences across their lifetime while YAs anticipated few changes in the future, demonstrating changes in collective memories which are perceived retrospectively but not anticipated in advance.

PS-ThuEv-T-35 **Ryo Kamae** Kyoto Institute of Technology
Chie Fukada Kyoto Institute of Technology
Yukiko Nishizaki Kyoto Institute of Technology

Effects of viewpoint transformation in VR persist after removing HMD

Nishizaki et al. (2021) confirmed that the stride length was significantly longer than usual when people can see the scenery from a viewpoint higher than their own in the VR environment. The present study extends the study of Nishizaki et al. (2021) by examining whether the expanded stride length persists after participants remove a head-mounted display (HMD) and their viewpoint heights return to normal. We also compared the stride length between the group of the participants whose viewpoint heights return before removing the HMD (returned group), and the group who removes the HMD with their viewpoints remaining high (non-returned group).

PS-ThuEv-T-36 **Inez Zung** University of California San Diego
Emma H. Geller University of California San Diego

Implications of Adjunct Question Feedback on Learning and Metacognition

When instructors use adjunct questions, or questions embedded throughout a lesson, the kind of feedback that students receive may affect learning and metacognitive accuracy. We tested this in a large cognitive psychology course in which undergraduates watched lecture videos with adjunct questions. Students received three kinds of feedback in counterbalanced order: accuracy feedback that states the correct answer, detailed feedback that provides explanations of each answer choice, or no feedback. Feedback did not have an effect on students' performance on assignments, but students underestimated their performance after receiving detailed feedback and overestimated their performance after receiving accuracy or no feedback.

PS-ThuEv-T-37 **Iwona Dudek** Jagiellonian University, Poland
Romuald Polczyk Jagiellonian University

Unpacking the Fragility of Memory: Discrepancy Awareness, Memory Distrust, and Vulnerability to Misinformation

We examined whether memory distrust and awareness of discrepancies between what a person remembers and what another source suggested affect misinformation susceptibility. Subject (N = 306) watched a video (Step 1), then read a narrative summarizing the video and containing misleading details (Step 2). A state of memory distrust was induced in half of the participants. Finally, there was a memory test of the information from the video (Step 3), followed by a discrepancy awareness test. The misinformation effect was replicated. Awareness of discrepancies, but not memory distrust, seemed to reduce susceptibility to the misinformation effect.

PS-ThuEv-T-38 **Yuki Hamamoto** Fukuyama University
Yuichi Ito Kwansei Gakuin University
Shinji Hira Fukuyama University

Concealed information test for the repeat offenders using a suppression procedure of source

monitoring error

The Concealed Information Test (CIT) used in criminal investigations is a method that relies heavily on memory at the time of the crime. The problem is that repeat offenders have experienced similar crimes so often that they cannot identify the relevant memory information. To apply the CIT to a repeat offender, it is necessary to understand about their memory errors. In this study, we hypothesize that memory errors in repeat offenders are due to source monitoring errors and investigate the possibility of such errors. Finally, the present study discusses whether this hypothesis and its applicability to practical situations.

PS-ThuEv-T-39 **Dara U. Zwemer** Oklahoma State University
Kara N. Moore Oklahoma State University
Erin M. Carter Oklahoma State University
Chenxin Yu Oklahoma State University
Blake L. Nesmith Oklahoma State University

Differences in Eyewitness Acceptance of Contradictory and Additive Misinformation

The relationship between misinformation and the truth may impact peoples' willingness to accept misinformation. Misinformation can add something new to an event (additive) or contradict something from an event (contradictory) In three experiments, we used the misinformation paradigm to test for differences between additive misinformation and contradictory misinformation acceptance. Misinformation effects were established for both types of information. Memory accuracy was higher for contradictory misinformation than for additive misinformation. These results indicate that people are better equipped to reject misinformation that is contradictory than additive, likely due to the ability to use recollection rejection to reject contradictory misinformation.

PS-ThuEv-T-40 **David N. Rapp** Northwestern University
Megan N. Imundo University of California, Los Angeles

When a second opinion can do harm: The effects of false balanced reports and weight-of-evidence statements on understandings of Lyme disease

Offering both sides of an issue is considered a feature of good journalism, but false balance can occur when opposing viewpoints are given equal platform despite one side holding more expert support. These effects may be ameliorated by including a weight-of-evidence statement communicating expert consensus (Imundo & Rapp, 2022). Here, we examined the impact of false balance and weight-of-evidence statements on an understanding of unfamiliar, contemporary medical topic: Lyme disease. Overall, false balance altered readers' perceptions and beliefs, and a weight-of-evidence statement failed to reduce these potentially harmful effects, suggesting future work on the role of readers' prior knowledge.

PS-ThuEv-T-41 **Suparna Rajaram** Stony Brook University
Tori Pena Stony Brook University
Melissa Chen Stony Brook University

Self-paced Encoding and Emojis: Online Browsing Styles and Memory for Tweets and News Headlines

The expansive nature of the internet has substantially changed the way we process information. The voluminous flow of digital information is thought to impact the way in which we engage with information such that we encode information in browsing fashion which leads to more shallow encoding. We also often react to online information with an emoji. In the current study, we experimentally compared the influences of these encoding conditions with more standard encoding conditions on memory for tweets and news headlines. Participants completed tasks all virtually and demonstrated a robust mnemonic advantage for tweets regardless of the encoding conditions.

PS-ThuEv-T-42 **Takumi Arima** Hiroshima University
Aiko Morita Hiroshima University

Effects of redundant narration on reading easy and difficult text

Presenting redundant information can hinder learning. Arima and Morita (2021) found that adding narration to text hinders learning for high-skilled readers and promotes learning for low-skilled readers. This study conducted a similar experiment, in which 31 students read 12 easy texts and 29 read difficult texts in Experiments 1 and 2, respectively. Both experiments used a 2 (narration/no-narration) × 2 (high-/low-skill) factorial design. The dependent variables included retention and comprehension test scores. A redundancy effect in Experiment 1 and reverse redundancy effect in Experiment 2 were observed for both reader groups and is consistent with the cognitive overload explanation.

PS-ThuEv-T-43 **Brandon M. Garcia** John Jay College of Criminal Justice - CUNY
Charles B Stone John Jay College of Criminal Justice

An Examination of How Twitter May Affect American's Recollection of the January 6th Insurrection

This mixed-methods project aims to understand the potential effect Twitter may have on memories of a specific event, specifically the January 6th Insurrection. During the 3-day study, participants completed a pre- and post-tweet exposure free recall regarding their memories about January 6th. Researchers manipulated participant exposure to January 6th Tweets, Non-January 6th Tweets, or a mix of both, as well as the day in which Tweets were shown (e.g., day 1, 2, or 3). We expect exposure to January 6th Tweets will increase the number of details recalled about the January 6th Insurrection.

Friday, August 11, 2023

Poster Sessions

Friday, August 11, 8:00-9:45	Tsubasa	Poster Session

PS-FriAM-T-1 **Sachiko Takahama** Tokyo Online University

Confidence-accuracy relationship in recognition memory for pictures of companion animals

Confidence-accuracy relationship in recognition memory is important to understand our real-world settings. Here, I investigated the confidence-accuracy relationship in recognition memory by utilizing a familiar companion animal (cat and dog) as stimulus. The study list comprised animal pictures of entire-body or body parts (head or body), whereas the test list comprised entire-body animal pictures. Participants took an animal-recognition test and rated their confidence in their judgement. Results revealed that accuracy was dependent on type of pictures, but confidence judgement was not. There is possibility that the confidence-accuracy relationship for pictures of companion animals is not correlated.

PS-FriAM-T-2 **Raver Gültekin** Stockholm University
Torun Lindholm Stockholm University
Charlotte Alm Stockholm University

The effect of Language Barriers in Eyewitness testimonies on the Confidence-Accuracy Relationship

We examined whether eyewitness testimonies given in a native or non-native language affected the confidence-accuracy relationship. The results reveal that overall participants were more confident in correct than incorrect details. Also, we found a significant effect of language suggesting that native speaking witnesses were overall more confident than non-native speaking witnesses. Furthermore, results showed no effect of language on memory accuracy. Thus, lower confidence exhibited by non-natives eyewitnesses does not necessarily correspond to lower testimony accuracy.

PS-FriAM-T-3 **Laura Kranz** Victoria University of Wellington
Rhian Salmon Victoria University of Wellington
Gina Grimshaw Victoria University of Wellington

The relationship between stress and belief updating about emotion-laden scientific issues

"Misinformation can have harmful impacts on scientific and health-related public issues. How do we best debunk misinformation? And does the stressful societal context that can surround misinformation (such as Covid-19) influence belief updating? We ran a study to examine the relationship between stress and belief updating about a vaccine related, and a learning styles related, myth. Participants read passages that either (1) provided accurate information (‘control’), or (2) provided accurate information and mentioned the myth (‘refutation’). Refutation passages were more effective in updating beliefs than control passages for both myths. Follow up analyses show how stress interacts with belief updating.

PS-FriAM-T-4 **Mallory Earnshaw** Wilfrid Laurier University

A Close Look at the Connections Between Mental-State Talk, Theory of Mind, and Source Monitoring During Parent-Child Reminiscing of Emotional Events

This study will investigate how the connections between mental-state talk, theory of mind, and source monitoring in parent-child reminiscing can be influenced by remembering an enjoyable event versus

a frustrating event. Children ages 3-8 will be assessed on their use and accuracy of these memory skills by engaging in parent-child reminiscing and memory games. It is expected the higher the child's source-monitoring test score, the more mental-state talk the child will use, and the stronger their theory of mind will be. These three skills are crucial to language and memory development and can have important implications for education.

PS-FriAM-T-5 **Kazuki Yamamoto** Hiroshima University
Jianhong Zhu Hiroshima University
Tatsuru Honda Hiroshima University
Junya Hashimoto Hiroshima University
Mayo Anno Hiroshima University
Tsuyoshi Kawahara Hiroshima University
Zhiying Shi Hiroshima University
Kana Nakamura Hiroshima University
Genki Yasui Hiroshima University
Keishi Shimada Hiroshima University
Yue Liu Hiroshima University
Takashi Nakao Hiroshima University

Relationship between anomalous subjective recall in depersonalization and long-range temporal correlates in resting-state EEG

We aimed to examine the relationship between anomalous subjective recall, one of the symptoms of depersonalization, and the persistence of the autocorrelation of spontaneous neural activity (LRTC) during the eye-closed resting state. We found a negative correlation between LRTC of the EEG alpha range at the frontocentral region and the degree of anomalous subjective recall (rho = -.23, p = .037, one-tailed test). The results of this study suggest that individuals with lower persistence of autocorrelation of brain activity may have more anomalous subjective recall and show more impairment of temporal continuity of the self.

PS-FriAM-T-6 **Isabelle Slattery** Flinders University
Melanie KT Takarangi Flinders University
Reginald DV Nixon Flinders University

Assessing Tetris as an Intervention for Reducing Post-Traumatic Intrusions

Intrusive memories are a hallmark symptom of PTSD, resulting in the development and maintenance of other symptoms. One potential way to prevent intrusions is playing the visuospatial game Tetris shortly after a trauma to reallocate resources away from processing that event, therefore decreasing intrusion development. We replicated the methods used in the original study that showed playing Tetris reduces intrusions in the week following a trauma analogue, compared to a non-Tetris control condition (Holmes et al., 2009). Consistent with several other studies, we found no Tetris effect and therefore no support for reallocation theory. We suggest Tetris may not reduce intrusion development.

PS-FriAM-T-7 **Garrett D. Greeley** Stony Brook University
Tori Pena Stony Brook University
Nicholas W. Pepe Stony Brook University
Hae-Yoon Choi Stony Brook University
Suparna Rajaram Stony Brook University

Collective Memory for U.S. Cities Across a Decade: A Striking Stability Across Time and Experimental Contexts

Having participants retrieve material such as world leaders, major events, and locations provides insight into collective memory – the information or knowledge shared by many. We compiled a large dataset (N = 713) from studies conducted in our lab between 2011 and 2021 to assess the stability of collective memory for U.S. cities across time and experimental contexts. Our analyses reveal a striking

pattern of stability. Cities that were popular overall, relative to only moderately popular cities, were recalled at more similar rates and in more similar output positions across studies. We consider the broader implications of these findings.

PS-FriAM-T-8 **Karlos Luna** Universidad Nacional de Colombia
Sara Cadavid Universidad del Rosario

Improving password security with four simple questions and feedback

People believe that more memorable passwords are less secure. Here we tested whether a four-items questionnaire with a short explanation regarding factors affecting password security could limit the effect of such belief. Participants read passwords and rated their memorability and perceived security. Some participants answered the questionnaire before the rating task (with or without feedback), and others after. The questionnaire with feedback reduced the effect of the belief and prompted the selection of more secure and memorable passwords. In conclusion, a simple four-item questionnaire with feedback can improve password security.

PS-FriAM-T-9 **Haru Okumura** Kwansei Gakuin University
Yuichi Ito Kwansei Gakuin University

Do Activation and Inhibition of Intention Cause in Within-Subjects Experiment?: A Replication Study

Intention superiority effect is a phenomenon that concepts associated with intention are activated before the execution of the intention and inhibited after the execution of the intention. Utsumi et al. (2012) showed that both aspects of the intention superiority effect can be observed in a within-subject design. We aimed to replicate the study of Utsumi et al. (2012) by conducting two experiments. As a result, both of experiments showed only the practice effect of the lexical decision task, but not the intention superiority effect. There may be various constraints to observe intention superiority effect, such as measurement and individual differences.

PS-FriAM-T-10 **Maryanne Brassil** University College Dublin
Ciara M Greene University College Dublin

Eyewitness misinformation susceptibility: Does the contribution of individual differences in cognitive ability differ for immediate versus delayed recall?

Although nobody is immune to the misinformation effect, certain cognitive abilities have previously been associated with a reduced rate of misinformation distortions to episodic memory. The set of studies to be presented investigated the associations between working memory capacity and perceptual capacity on eyewitness misinformation susceptibility across different recall time-points. Findings suggest that these cognitive factors may only contribute to reducing misinformation susceptibility in certain recall contexts, namely for improving repeated retrieval of the eyewitness memory. Interactions between these cognitive abilities and the perceptual load imposed by the eyewitness scene were also investigated, but no significant effects were found.

PS-FriAM-T-11 **Alexandra A. Asimakopoulou** University College Dublin
Ciara M Greene University College Dublin

The role of both emotional state and emotional content in forming false memories for fake news

Memory reconstruction happens all the time in day-to-day life and can also happen when we read news stories. Previous research has shown that people tend to form memories for emotional stimuli more than for neutral ones. Fake news often contains emotionally evocative content, which may lead to its rapid spread in online contexts. This study examines patterns in the tendency to report false memories for fake news stories as a function of the emotional content of the news story and its congruency with a person's own emotional state.

PS-FriAM-T-12 **Yusaku Sannami** Kyoto Institute of Technology

Yukiko Nishizaki Kyoto Institute of Technology

Effect of intentional attention control on multitasking in visual monitoring task

With the development of AI technology and automation, multitasking situations have increased where people have to monitor automated tasks and perform other tasks concurrently. It would be better to pay less attention to monitoring in situations that seem less important to avoid a decline in sustained constant attention, which has a limit. Then we may invest additional attention resources in another task. Previous study has confirmed that the attentional function could be intentionally controlled in a single visual task. This study investigated whether the attentional function can be regulated even in multitasking, performing another task simultaneously.

PS-FriAM-T-13 **Klaudia Wróblewska** Jagiellonian University
Romuald Polczyk Jagiellonian University

The misinformation effect: the role of executive functions, attention and visual perception

The aim is to present research on the relationship between the misinformation effect and executive functions, attention and visual perception. The misinformation effect consists in including information from sources other than the event itself in memory reports concerning an event. 27 people (18 women and 9 men) aged 18 to 55 (M = 32.74, SD = 9.73) participated in the pilot study. 120 participants are planned in the main study. In the presented research eye tracker will be used to measure visual perception. The planned research will help to increase knowledge about mechanisms of the misinformation effect.

PS-FriAM-T-14 **Gloria Marmolejo** Winona State University
Andrea J. Hart Winona State University

Fruitful Confusion?: The Role of Growth Mindset on Meta-Comprehension Monitoring

Our experiment investigates whether four short growth mindset interventions improve meta-comprehension monitoring. Undergraduate students read a scientific text, assessed their comprehension, and answered questions about it. Then, students watched a video about mindset or about another topic. Participants then used the video content to advise a fake struggling college freshman. Two-three weeks later, participants replied to a successful update from their freshman, read another scientific text, assessed their comprehension, and answered questions about it. Finally, participants answered mindset attitude questions. We hypothesize a growth mindset attitude and improved meta-comprehension monitoring after the growth mindset interventions. Data collection is in progress.

PS-FriAM-T-15 **Jiae Park** Dongguk University
Nahyoung Gu Dongguk University
Seungje Jeon Dongguk University
Eunkyung Jo Dongguk University

How People Grasp the Process of Sexual Grooming

Welner (2010) proposed six stages to explain sexual grooming, which is when a potential abuser befriends a child to gain their trust and convince them to engage in abusive activities. Using Welner's model, we created scenarios for each stage and asked people how they grasped each stage. As a result, we found a logistic model between each stage and the degree to which people take it seriously. People took sexual grooming lightly by stage 4 of isolating the child. Also, people with prior knowledge of sexual grooming took all stages more seriously.

PS-FriAM-T-16 **Takashi Yamane** Kawasaki University of Medical Welfare

Are different metacognitive monitoring based on the same judgment mechanism?

The purpose of this study was to identify similarities and differences in several metacognitive monitoring practices in relation to manipulated stimulus characteristics. Two experiments were conducted with 50 undergraduate and graduate students. The experiments consisted of four phases: a pre-learning phase, a learning phase, a relearning phase, and a testing phase, and the corresponding metacognitive

monitoring scales were measured at each phase. Results indicated that pre- and post-learning monitoring were predicted by common stimulus characteristics and were based on common cues. In contrast, post-learning monitoring was strongly predicted by learning time, suggesting that the cues used changed as learning progressed.

PS-FriAM-T-17 **Isabelle M.Swearingen** University of Otago
Samantha Moros University of Otago
Elaine Reese University of Otago

Talk about Past and Future in Educator-Toddler Conversations: Implications for Children's Language and Socioemotional Development

Children's early language environment is linked with important developmental outcomes. We know little, however, about the language environment of early childhood classrooms. As part of a larger RCT, toddlers (n=94) and their educators (n=64) from 24 early childhood centers across New Zealand were filmed during their day-to-day activities. Using data at baseline, educator language was coded for conversational and temporal functions. We found that educators elicited more conversations and referred more often to the past when reading books compared to other conversational contexts, setting the stage for an intervention focusing on enriched educator talk throughout the day.

PS-FriAM-T-18 **Tanner M. Grubbs** Mississippi State University
Julia S Soares Mississippi State University

Examining the effects of social media scrolling on general autobiographical recollection

Autobiographical events are frequently shared to social media, a practice which could influence how people remember their lives. The present study investigates how reviewing distant (5-year-old) or recent social media posts, specifically from Facebook, affects how people remember self-relevant events in terms of vividness, centrality, and emotionality. Data collection is underway, but preliminary results suggest the effects of reviewing social media content on general autobiographical recollection may depend on both the type of website (social media vs. news) and the age of that content.

PS-FriAM-T-19 **Yuichi Ito** Kwansei Gakuin University
Kota Kobayashi Kwansei Gakuin University

Boredom Avoidance Behavior is Triggered by Curiosity: A Preliminary Study

A boring state is disgust for us. Thus, we often engage in "boredom avoidance behavior" in such a situation. However, what triggers for this behavior is unclear. In the present study, participants were required to take part in a boring task (only looking at some pictures), and pressed a key in exchange for the probabilistic presentation of a negative sound stimulus when they could not stand to continue the task due to boredom. As a result, the higher the curiosity trait, the earlier they engaged in boredom avoidance behaviors. This finding suggests that boredom avoidance behavior is triggered by curiosity.

PS-FriAM-T-20 **Monique Corbett** The University of Waikato
Vincent Reid The University of Waikato
Amy L Bird University of Auckland

Understanding the relationship between narrative identity, psychological functioning, and transdiagnostic factors in a community sample

Traditionally, research on narrative identity has investigated how aspects of recalling one's life story relates to psychological functioning, but moving beyond diagnostic labels, the relationship remains unclear. Therefore, this study examined how transdiagnostic factors such as rumination, emotion dysregulation, overgeneral memory and attachment style might explain the relationship in a young adult sample. Results revealed the potential role of rumination and emotion dysregulation as mechanisms for partly explaining the relationship between how cohesively someone recalls a turning point from their life story and their psychological functioning. This pathway may be particularly important for understanding the development and maintenance of psychopathology.

PS-FriAM-T-21 **Yuki I. Nakata** Ritsumeikan Global Innovation Research Organization
Natsuki Sugimoto Ritsumeikan Univercity
Marie M Morita Ritsumeikan University

An Attempt to Study Eyewitness Testimony Using a Head-Mounted Display

This study investigated the usefulness of head-mounted displays(HMD) in eyewitness testimony research. Experiment 1 was examined the differences in memory and impression between HMD and display. It was presented that the video was filmed a man flipping through a sketchbook. The results showed that impressions and height estimates were significantly higher in HMD. In Experiment 2 examined whether differences in memory and impression arise from physical sensation for HMD. The results showed that there were no significant differences in impressions, height estimation, or memory among the conditions of the video viewing method.

PS-FriAM-T-22 **Naoya Tani** Temple University
Nora S Newcombe Temple University
Ingrid R Olson Temple University

The Effect of Agency on Memory and Learning in Preschool Children: Exploring the Role of Curiosity

This study examines the effect of agency on memory in preschoolers and the role of prior knowledge and trait curiosity. 20 children aged 4-7 were recruited online and participated in two sessions. During the first session, children watched videos and chose or were assigned the stories they wanted to learn more about. The second session tested their recognition memory. Preliminary results showed that children with choice-making activities remembered the background and item images of the stories better than those without choice-making activities, which suggests that choice-making enhances memory in preschoolers and can inform the development of more effective teaching methods.

PS-FriAM-T-23 **Edward C. Pashkov** University of California, Santa Cruz
Jeremy K. Yamashiro University of California, Santa Cruz

Complex and Additive Contagion of Memory: Propagation of Mnemonic influences in Social Networks

Conversations about events shape memories. Social contagion of memory occurs when speakers' misinformation infects listeners' recall. In three studies, we examined simple and complex contagions, manipulating misinformation distribution from two or three sources. Complex contagion prevailed, as multiple sources led to higher recall than a single source. Social distribution, not just exposure count, influenced the adoption of misinformation. Memory aligns with socially shared realities. Highly clustered networks facilitate contagion spread. Understanding mnemonic influences and network structure helps control misinformation convergence in social networks.

PS-FriAM-T-24 **Kathrine M. Whitman** Claremont McKenna College
Jennifer H Coane Colby College
Sharda Umanath Claremont McKenna College

From Inaccessibility to Unavailability: Successful Metacognition for Knowledge-Based Retrieval Failures in Younger and Older Adults

We sought to validate four phenomenological states of retrieval failure in order to capture degrees of knowledge accessibility, from tip-of-the-tongue states to unavailability. Younger and older adults answered 100 general knowledge questions and selected a subjectively-validated retrieval failure state when unable to answer. Older and younger adults endorsed each state at similar rates. On a final test, both groups answered previous TOTs correctly significantly more often than 'It's-in-there-somewhere,' which were answered correctly more often than 'I-used-to-know-this'. Correct responses were lowest for "I-never-knew-it". These findings indicate successful metacognition linking phenomenological experiences of retrieval failures with behavior for both age groups.

PS-FriAM-T-25 **Yang Chen** Nagoya University
Shinji Kitagami Nagoya University

The effect of face trustworthiness on destination memory

The study aimed to investigate the effect of face trustworthiness on destination memory, which refers to the ability to remember who information was intended for. The study recruited 40 college students and used 36 faces varying in trustworthiness levels (low/high) and 32 object pictures as stimuli. The results showed no significant difference between the low and high face trustworthiness conditions. The authors suggest that the study's experimental design may have limitations, and future studies should use a paradigm that makes participants feel anxious about being exploited.

PS-FriAM-T-26 **Nilüfer Göktaş** Koç University
Sarp Özdemir Koç University
Berivan Ece Usta Northwestern University

Prevalence of directly and generatively retrieved autobiographical memories: Investigating with young and older adults

In the present study, we examined the prevalence of directly and generatively retrieved autobiographical memories with four different event types (i.e., any memory, cued memory, public event, earliest memory) for young and older adults. The sample consisted of 137 individuals, precisely 70 young adults (35 female, Mage = 20.77, SDage = 1.70, Rangeage = 18-25) and 67 older adults (37 female, Mage = 68.39, SDage = 4.04, Rangeage = 65-79). Overall, we observed higher prevalence rates for directly retrieved memories than generatively retrieved memories for each event type for older adults and two event types (any memory and public event) for young adults. Moreover, for young adults, we further observed that direct retrieval was as common as generative retrieval for cued and earliest memory.

PS-FriAM-T-27 **James D. Sauer** University of Tasmania
Nathan Weber Flinders University
Matthew A Palmer University of Tasmania

Rating newness: Scaling the absence of recognition

The asymmetrical confidence-accuracy relations for positive and negative recognition decisions - meaningful relations for positive but not negative decisions - are well-documented but poorly understood. We tested one explanation: that participants struggle to scale evidence of “newness”. Participants made either Old/New responses with retrospective confidence ratings, or rated their confidence stimuli had, or had not, been studied. Old and New decisions showed typical, asymmetrical confidence-accuracy relations. However, Old and New ratings conditions showed monotonic, positive calibration curves, and Bayesian analysis indicated equivalent discrimination. Participants could effectively scale absence of recognition, but confidence did not discriminate correct from incorrect “new” responses

PS-FriAM-T-28 **Sarah Lewitzka** Flinders University
Melanie KT Takarangi Flinders University

Does making decisions about negative content contribute to the negative impact of content moderation?

Content moderators view hundreds of disturbing images daily to ensure content that violates social-media guidelines is removed, putting them at risk for psychological harm. We were interested in whether the decisions moderators make within their role (i.e., image-content decisions that require conceptual processing) affect their experience of image-related intrusive memories—a symptom of post-traumatic stress. Participants either made decisions about image-content, or about image-composition, then recorded and rated image-related intrusive memories they experienced. Participants who made image-content decisions reported fewer intrusions than participants who made image-composition decisions. These findings increase understanding of how the decisions moderators make influence their experience.

PS-FriAM-T-29 **Masae Takeno** Nagoya University
Shinji Kitagami Nagoya University

Do attentional biases caused by object arousal and contextual incongruence predict memory bias?

The central-peripheral memory trade-off phenomenon is believed to occur due to a reduced range of attention caused by high arousal. It has been argued that a similar phenomenon, the weapon focus effect, inhibits peripheral information memory due to the presence of contextually incongruent objects. Thus, there is controversy surrounding the causes of fluctuations in attentional breadth, particularly at crime scenes, and the factors that inhibit peripheral memory. This study explored the extent to which the fluctuation in attentional breadth due to object arousal level and contextual incongruence predict both central and peripheral memory performance.

PS-FriAM-T-30 **Matthew A. Palmer** University of Tasmania
James D. Sauer University of Tasmania

One hundred men on Mars: Using confidence ratings to indicate transcription accuracy

We investigated people's ability to use confidence ratings to flag potential errors while transcribing audio statements. Participants listened to a series of audio-recorded statements, some of which contained words that were masked by white noise and inaudible. Participants attempted to transcribe each statement and provided confidence ratings to indicate how certain they were that they had transcribed correctly. Patterns of errors were consistent with theories of language processing. Overall, participants' confidence ratings were well-calibrated to likely accuracy of transcription, suggesting that confidence ratings are a potentially useful approach for flagging potential errors in transcribing audio evidence.

PS-FriAM-T-31 **Paige L. Kemp** University of North Carolina at Greensboro
Christopher N Wahlheim University of North Carolina at Greensboro
Vanessa M Loaiza University of Essex

Adult Age Differences in the Effects of Fake News Repetition on Memory Accuracy for Real News Corrections

Previous studies suggest that fake news repetitions should be avoided due to increasing its familiarity, which may impair memory and beliefs for subsequent corrections. However, recent work using younger adults suggests that fake news repetition can enhance memory and belief updating by promoting integrative encoding. In two experiments, we examined the extent to which repetitions of fake news benefit older and younger adults by promoting such integration. Findings show that recognition accuracy did not differ as a function of fake news repetition or participant age. Conditional analyses imply that the results can be attributed to enhanced integrative encoding.

PS-FriAM-T-32 **Anna Tsuji** Osaka Kawasaki Rehabilitation University
Kayo Matsuo Osaka Kawasaki Rehabilitation University

Verbal overshadowing effect on a difference in familiarity of odor stimuli

This study investigated verbal overshadowing effect on citrus odor stimuli with high and low familiarity. After smelling a target stimulus of either familiarity level, participants provided a description about the stimulus or performed a filler task, and then identified the target from four stimuli. Intervening of a refresher task, the same procedure was repeated at the other familiarity level. Results demonstrated no significant difference between with- and without-description on correct recognition in high familiarity condition and marginally significant difference in low familiarity condition. They suggested that the verbal overshadowing effect on odor stimuli depended on the level of familiarity.

PS-FriAM-T-33 **Maria D. Corea Dubon** Illinois State University
Dawn M McBride Illinois State University

False Memories for Stereotypes: The Effects of Attention and Delay

This study will investigate false memories for stereotypes, examining the effect of attention and delay. Participants (half under full attention and half under divided attention) will watch faces paired with

stereotype-consistent and -inconsistent occupations. In the recognition phase, each face shown will be designated as ‘‘new’’ or ‘‘old’’. For the latter, participants will identify the occupation of the individual. The divided attention group is expected to produce more stereotype-consistent false memories. After a seven-day delay, it is hypothesized that both groups will generate higher levels of false alarms. Overall, participants will likely display a propensity to generate expectancy-consistent false memories

PS-FriAM-T-34 **Tom Lemee** Nantes Universite LPPL
Mohamad El Haj Nantes Universite LPPL
Frederique Robin Nantes Universite LPPL

Autobiographical Memory and Identity Construction in Recent Onset Schizophrenia

Autobiographical memory is impaired in schizophrenia and affects the sense of personal identity (the self). Further, the self is consolidated during adolescence and early adulthood, the typical period of the onset schizophrenia. Therefore, our objective is to identify the factors that affect the identity construction leading to the first periods of schizophrenia. To this aim, we will compare a group of patients with recent onset schizophrenia to a group of individuals without psychiatric disorder. More specifically, we will assess an original task targeting self-images and autobiographical productions (concerning past, future, and wishes) to both groups.

PS-FriAM-T-35 **Nolwenn Kerhardy** Nantes Universite LPPL
Lina Guerrero Sastoque Nantes Universite LPPL
Frederique Robin Nantes Universite LPPL

Personal life projects as determinant of cognitive reserve

The concept of cognitive reserve has been proposed to account for the inter-individual variability of cognitive aging and the influence of individual’s behaviors during his life. In this view, individual life projects might play a major role in the elaboration and maintenance of cognitive reserve. This hypothesis was investigated by asking people, aged from 60 years old, to describe individual projects of specific periods life. The expected positive correlation between individual projects and cognitive functioning might evidence that individual project is a crucial factor of cognitive reserve, involved to a successful aging and well-being.

PS-FriAM-T-36 **Danqin Zhao** Fudan University
Xin Xiao Fudan University
Jianqin Jianqin Wang Fudan University

Age-related Changes in Categorical Memory Error and How Those Changes Affect Decision-making Bias

This experiment is aimed to explore the influence of aging on categorical false memory and decision bias, meanwhile, the role of false memory in decision-making will also be investigated. Drawing on the sensory preconditioning paradigm, our experiment includes an association phase, a memory testing phase, and a decision-making phase. We expect to observe the aging effect in false categorical memory and rewarding memory. Moreover, we aim to investigate the role of false categorical memory in decision bias, which can be reflected in participants’ reward preferences for items that didn’t occur but were falsely recalled.

PS-FriAM-T-37 **Tomoko Furusho** Nagoya University
Shinji Kitagami Nagoya University

Investigating the Effectiveness of Teachers' Feedback Using Regulatory Fit in English Vocabulary Learning: Reducing Anxiety and Enhancing Self-Efficacy

For foreign language learners, vocabulary is one of the most important components of target language acquisition, and the success or failure of vocabulary learning activities has an impact on overall language learning (e.g., Nation, 2001). Although many English learners in Japan want to use English, negative feelings such as anxiety and antipathy towards vocabulary learning inhibit their motivation to learn

English. The purpose of this research proposal is to investigate whether the mechanism of regulatory focus fit (Higgins, 2000) could help foster self-efficacy and reduce anxiety in vocabulary learning for Japanese EFL learners.

PS-FriAM-T-38 **Chris N. H. Street** Keele University
Lucy Meaden Keele University
Jordan Carter Keele University
Blaise Craven Keele University
Jarrard Johnson Keele University

Capturing the Truth Bias Outside Deception Studies: A Test of the Adaptive Lie Detector Account (ALIED)

When deciding if someone is lying or telling the truth, the Adaptive Lie Detector account (ALIED) argues that people make use of their knowledge of the cues in the environment and integrate them in a Bayesian fashion. This leads to a prediction of a strong truth bias in the absence of indicators of deception, with Bayesian decision-making occurring as cues become available. This talk presents data from a 'deceptive office' paradigm showing that people have a strong truth bias outside of the context of a lie detection study and are Bayesian decision-makers, consistent with ALIED.

PS-FriAM-T-39 **Florence Requier** University of Liège, Belgium
Harriet Demnitz-King University of London
Antoine Lutz University of Lyon
Gaël Chételat University of Normandie
Eric Salmon University of Liège
Maëlle Charonitis University of Liège
Natalie L Marchant University College London
Fabienne Collette University of Liège

The evolution of subjective cognition after meditation training and non-native language training in older people: A secondary analysis of the three-arm Age-Well randomized controlled trial

Aging is associated with cognitive changes, even in the absence of brain pathology. This study aimed to determine if meditation training is associated with the perception of cognitive changes in older adults. 134 healthy older participants from the "Silver Sante study" were included: 45 in meditation training, 45 in non-native language training and 44 in no intervention. Subjective measures of cognition were taken before and after the 18-month intervention (or the no-intervention). Generalized mixed effects models showed a significant positive effect of meditation training on the perceived management of external stimuli ($p<.01$, $Rsp^2=.07$) compared to non-native language training and no-intervention.

PS-FriAM-T-40 **Joseph K. Carpenter** VA Boston/National Center for PTSD
Tara Galovski VA Boston / National Center for PTSD
Suzanne Pineles VA Boston / National Center for PTSD
Mieke Verfaellie VA Boston
Brian N. Smith VA Boston / National Center for PTSD

Integrating Memory Support Strategies into PTSD Treatment: Study Design for a Clinical Trial

Poor memory for therapy content is a likely contributor to suboptimal outcomes in PTSD treatment. To address this, the proposed study will integrate a Memory Support (MS) intervention, which involves the use of memory and learning enhancement techniques to improve memory for therapy content, into Cognitive Processing Therapy (CPT). Primary aims will be to examine if CPT with MS is feasible, acceptable, and can enhance memory and learning for therapy content relative to CPT-as-usual. In addition, we will examine intervention effects on PTSD symptoms, associations between memory for treatment and symptom improvement, and baseline cognitive predictors of memory for treatment.

PS-FriAM-T-41 **Adrienne W. Y. Li** York University

R. Shayna Rosenbaum York University
Maria Arrieta York University
Sarah Mikha York University

Learning transfer in virtual and real-life navigation training during COVID-19

Virtual navigational training using a computer model of a university campus during pandemic-induced remote learning was compared to in-person and virtual training post-pandemic. Virtual training consisted of repeated navigation to six buildings aided by visual cues and a survey map. In-person training required visiting the same buildings aided by a printed map. All groups performed similarly on virtual navigation test trials, path efficiency and errors during in-person navigation, but the in-person training group performed significantly better on path integration. Thus, virtual training can be leveraged to confer similar benefits to in-person training for people with limited experience in real-life navigation.

Plenary Sessions

Friday, August 11, 10:00-11:00	Meirin	Keynote Speech

KP-FriAm1-M2-0 **Makiko Naka (Chair)** RIKEN
KP-FriAm1-M2-1 **Akiyoshi Kitaoka** Ritsumeikan University

Research on visual illusions and its applications



An illusion is a perception that is recognized to be different from the true nature of the object. In other words, illusion is a concept that involves the matching of perception and memory. If observers do not notice the discrepancy, any illusory perception is not an illusion. There is not enough research on when this matching process is triggered and the perception is recognized as an illusion, and when it is not triggered and overlooked as a mere perception. Moreover, illusions are often regarded as misperceptions, but they are not always functionally wrong. For example, some color illusions are manifestations of color constancy. In this talk, I will show a variety of visual illusions and discuss their potential applications.

Friday, August 11, 11:10-12:10	Meirin	Keynote Speech

KP-FriAm2-M3-0 **Annelies Vredeveldt (Chair)** Vrije Universiteit Amsterdam
KP-FriAm2-M3-1 **Claudia A. Fox Tree** Massachusetts Center for Native American Awareness

Decolonizing Anti-Racism: Implicit Bias and Stereotypes - Taking Back the Narrative



What's it like to be invisible? What truths are missing from United States history? How do we dismantle the implicit bias we have grown up in and why does it matter? Missing information and misinformation about the First Nations people of the Americas makes it challenging to understand current Indigenous issues. The journey of un-erasing Indigenous voices and learning what we were not taught, or mistaught, starts with accurate information about the past and present. While stereotypes abound, we still need to unlearn misinformation and develop awareness, appreciation, and understanding of people who are made invisible on their own land. Join Claudia as she takes back the narrative and focuses on strategies to challenge implicit bias.

Lunchtime Event

Friday, August 11, 12:20-13:10	Nishiki	Lunch with Experts

Onigiri Lunch with the Experts



Back by popular demand as "Onigiri Lunch with the Experts"! SARMAC students are invited to network and chat with eminent memory and cognition researchers from across the globe in a relaxed, small-group environment, with eating Japanese style lunch called "Onigiri." Come meet your science heroes! This year's experts are:

Daniel Bernstein **Claudia A. Fox Tree**
Bethany Growns **Caitlin Hitchcock** **Akiyoshi Kitaoka**
Margaret Kovera **Lauren Richmond** **Henry Otgaar** **Maria Zaragoza**

Symposia and Paper Sessions

Friday, August 11, 13:20-14:50	Tsubasa	Symposium Addressing the Practical Implications of Eyewitness Memory Research

SY-FriPm1-T-5-0 **Paul Riesthuis (Chair)** Maastricht University & KU Leuven

In this symposium, we have collected a mix of several talks addressing how to take the practical implications of eyewitness memory research into account. Taken together, these five talks will provide unique insights on how memory scientists can include practical implications in their studies. Such insights can help researchers in the planning (e.g., formulation of research questions, sample size justification) and analyzing (e.g., equivalence tests) of their studies to provide memory scientists with more practically informative research for their expert witness testimony in court.

SY-FriPm1-T-5-1 **Andrea Taylor** University of Waikato

Dissociative experiences are not what people expect: Implications for the courtroom

Dissociative experiences sometimes feature in historical allegations of abuse. Early theories linked dissociation with traumatic experiences and subsequent psychological disorder, an idea echoed in popular culture. Though healthy people also dissociate, we know little about this “everyday” dissociation. Across three studies, we asked people about their dissociative experiences, and discovered most experiences were rated as positive or neutral. Yet these same people reported expecting dissociation to be negative. To the extent jurors and experts also hold these misconceptions, there is potential for problems in the courtroom. Moreover, the absence of data on everyday dissociation thwarts advances in understanding.

SY-FriPm1-T-5-2 **Lorraine Hope** University of Portsmouth

Adventures in Asking Practical Questions: Developing a Time-Critical Questioning Framework

Getting information quickly is often crucial. In a terrorist incident, capturing key information about perpetrators, weapons, or locations as rapidly as possible facilitates operational response and threat assessment. Research to date has entirely neglected this practical challenge. We developed a Time-Critical Questioning (TCQ) framework that i) quickly establishes rapport, roles, and goals; ii) uses effective questioning; and iii) promotes reporting of key information. Following a proof-of-concept experiment (N = 111), participants completed an immersive scenario (N = 142) and were then interviewed for 10 minutes. Participants in TCQ interview-groups reported significantly more correct information of tactical value (cf. direct approach).

SY-FriPm1-T-5-3 **Paul Riesthuis** Maastricht University & KU Leuven

Expert opinions on the smallest effect size of interest in false memory research

The effect size is an important statistic to gauge the real-world implications of a phenomenon. Especially, in the field of false memory wherein its results can yield far reaching consequences such as false accusations and miscarriages of justice. In this presentation, I present new data that examined what memory

researchers considered the smallest effect size of interest to be in false memory research. There was no clear consensus for the smallest effect size of interest and memory researchers often conflated statistical significance with practically meaningful effects. I will provide different methods and recommendations to set the SESOI.

SY-FriPm1-T-5-4 **Henry Otgaar** Maastricht University

The importance of the smallest effect size of interest in expert witness testimony on alcohol and memory

Memory experts are sometimes asked to evaluate the validity of accounts of witnesses, victims, or suspects. In some of these cases, they are asked what effect alcohol has on the validity of such accounts. In this presentation, I offer a guide on what expert witnesses can reliably say about how alcohol affects memory. I do so by resorting to effect sizes from previous studies and meta-analytic work, and will argue that any determination of whether individual studies about alcohol and memory are practically relevant for legal cases, scientists must focus on the smallest effect size of interest.

SY-FriPm1-T-5-5 **Jason Chin** Australian National University

Determining the smallest effect size of interest is best achieved through researcher- stakeholder collaborations

To what extent should scientists consider non-epistemic values, such as the use and implications of their findings, when planning and conducting their research? And if they should, how? In many fields, these questions can be intractable, but law and psychology has the advantage of studying questions of direct interest to lawmakers and practitioners. Through a case study of a jury study commissioned by the Australian government, I consider how researcher-stakeholder partnerships might credibly plan studies that are informative of practically relevant effects.

Friday, August 11, 13:20-14:50	**Nishiki**	**Symposium** **Autobiographical memory, life narratives and mental health**

SY-FriPm1-N-11-0 **Majse Lind/ Dorthe Thomsen (Chairs)** Aalborg University/Aarhus University

In this symposium, we present state-of-the-art research emphasizing the relations between autobiographical memory, life narratives and multi-facetted aspects of mental health. The five talks draw on various methodological and theoretical approaches to examining autobiographical memory, narratives, and mental health with the latter spanning from subjective and emotional well-being to more severe, psychopathology.

SY-FriPm1-N-11-1 **Tabea Wolf** Ulm University
Emily L Mroz Yale School of Medicine

Remembering the Life and Death of a Lost Loved One: Associations with Wellbeing in Bereavement

Bereaved adults recall memories of lost loved ones, both of the life lived together and of the dying days, to cope with the death. Focusing on the dying days memories has been considered indicative of non-adaptive grieving. In the present study, we challenged this assumption: 100 adults (age 18-82) described up to ten memories about a lost loved one. We coded these for death-related topics. Most participants (73%) reported at least one dying days memory. Emotional well-being (e.g., grief-reactions) was associated with the frequency of recalling memories about the deceased, but unrelated to the number of dying days memories reported.

SY-FriPm1-N-11-2 **Maja O'Connor** Aarhus University

Poorer mental health longitudinally predicts lower agency and communion themes in loss narratives

Psychopathology has been related to lower agency and communion themes in life stories. We examined whether psychopathology predicted lower agency and communion themes in loss narratives. The data was derived from the Aarhus Bereavement Study. Bereaved adults (N=507) completed measures of

psychopathology at 2, 6, 11 and 18 months after the loss. At 18 months, participants narrated the chapter of their loss which was coded for agency and communion themes. Higher symptoms of psychopathology at all four measurement points predicted lower agency and communion themes. This indicates that psychopathology may undermine agency and communion in narratives central to identity.

SY-FriPm1-N-11-3 **Mary Kate Koch** University of Florida
Susan Bluck University of Florida
Carma Bylund University of Florida
Diane Wilkie University of Florida
Harvey M Chochinov University of Manitoba

Having cancer and acknowledging severity: relation to narrating a positive life legacy

Individuals with serious cancer endure symptoms, grapple with acknowledging their illness, and consider their life's legacy. Symptomology (e.g., pain) may affect how positively that legacy is crafted. Also critical to legacy is acknowledging illness, including potential mortality. Older patients (N = 120) receiving outpatient palliative care for cancer reported symptoms and acknowledgement of their illness (i.e., not serious-serious-terminal). During a structured Dignity Therapy interview, each narrated their legacy. Sentiment analysis determined positive word usage. Higher symptomatology and greater illness acknowledgment related to less positive legacies. Moderation analysis, however, indicated those showing more symptoms but higher acknowledgement provided the most positive legacies.

SY-FriPm1-N-11-4 **Michele Anne** Taylor's University
Amanda Wilson De Montfort University
Dorthe Kirkegaard Thomsen Aarhus University

Reflection of the disorder in life stories: An exploration of depression

Life stories consists of a person's personal narrative and autobiographical reasoning. Individuals with depressive disorders have life stories which are more negative and less coherent. However, whether their narratives revolve around their disorder, and the association with depression severity and recovery have not been studied in detail. American participants diagnosed with Major Depressive Disorder or Persistent Depressive Disorder retrieved and described five life story events. They answered questionnaires measuring depression identity, severity, and recovery. Events were coded for themes and depression-specific information were identified. Specific themes, and its relation to depression identity, severity and recovery are discussed.

SY-FriPm1-N-11-5 **Majse Lind** Aalborg University
Sebmen Ture Northwestern University
Henry Cowan Northwestern University
Dan McAdams Northwestern University

Challenging Life Events Across Time: Well-being and Depression

In this study, we aim to examine whether levels of depression and well-being change over the course of 9 years and, if so, whether they change at different rates based on fulfilled agency and communion themes in narrated yearly life challenges. The data is derived from the Foley Longitudinal Study of Adulthood (FLSA), an intensive, multi-year study on life stories and personality in midlife adults. Preliminary results show that participants who had more fulfilled agentic and communal themes in their events experienced more improvement in well-being but not depression over the course of the study. Several implications will be discussed.

Friday, August 11, 13:20-14:50	**Matsu**	**Symposium** **Culture and emotion regulation: From neurophysiological development to behavioral outcomes**

SY-FriPm1-P-22-0 **Sawa Senzaki (Chair)** University of Wisconsin-Green Bay

In this symposium, five researchers will present recent research that investigates emotion regulation using cutting-edge methodologies, taking lifespan developmental approach, and providing expansive implications that apply theories from developmental and cultural psychology. This symposium will provide a novel and multi-faced approach to study emotion regulation, by applying developmental and cultural psychology research. Implications of the present discussion include cultural differences in neurophysiological and sociomoral development in children as well as hoarding disorders in adults.

SY-FriPm1-P-22-1 Yusuke Moriguchi Kyoto University

Effect of socio-cultural factors on the development of prefrontal function

Executive function plays an important role in child development. This ability develops rapidly during preschool years, which is subserved by the prefrontal development. We have examined whether socio-cultural factors affected the development of executive function and the prefrontal activations using near-infrared spectroscopy. Specifically, we examined whether parental smiles rather than non-social rewards, socio-economic status, including parental education and income, and cultural background (Western vs Asian) affected the development of the prefrontal function. I will discuss the results of the studies to argue how socio-cultural factors can modulate the development of the prefrontal function.

SY-FriPm1-P-22-2 Anneliese Skrobanek University of Münster
Joscha Kärtner University of Münster

The role of autonomy and choice in prosocial motivation – cross-cultural and experimental approaches

In three studies we examined the effect of other's requests on 6 to 11-year-old children's prosocial motivation and its relation to children's sense of autonomy. Study 1 was conducted with German children in a life-setting, two unmoderated settings and a video-call setting. Adding a maternal request detrimentally effected children's prosocial motivation. Study 2 includes data from Germany, Japan, USA, India and Ecuador. Preliminary results show that maternal requests did not impede children's prosocial motivation in more interdependent cultures. In Study 3 we primed relational vs. individual autonomy in German children and found effects on children's prosocial motivation.

SY-FriPm1-P-22-3 Yuki Shimizu Waseda University

Cultural similarities and differences in the development of sociomoral judgments

We investigated cultural similarities and differences in both implicit visual encoding of sociomoral events and explicit verbal sociomoral evaluations between European American and Japanese three- and four-year-old. Children were shown sociomoral stories that included behavior and outcome information and their visual attention was measured using an eye-tracker. They were then asked to verbally evaluate the agents' sociomoral traits. Results suggests that attention processes in the integration of behavior and outcome were similar across cultures, while their verbal evaluation showed cultural difference. The link between implicit attention and explicit verbal evaluation was negligible. Both culturally shared and specific aspects of sociomoral development will be discussed.

SY-FriPm1-P-22-4 Sawa Senzaki University of Wisconsin-Green Bay

The role of socialization in social and emotion development across cultures

Emotion regulation is supported by an integration of physiological responses and cognitive strategies that regulate internal reactions. Caregiver-child socialization plays an important role particularly in regulatory functions. In this cross-cultural study, we examined 3- to 4-year-old children's neural responses to emotion-laden scenarios, in which two cartoon characters engaged in prosocial or antisocial actions. We also studied socialization practices in the child-caregiver dyads. The results indicated that US caregivers cued children to attend to the agent (e.g., actor of prosocial or antisocial actions), while Japanese caregivers cued children to attend to emotion of the victim.

SY-FriPm1-P-22-5 Keiko Ishii Nagoya University

Cultural and temporal influences on hoarding

Emotional attachment to objects has been found to be a major factor associated with hoarding. In the present work, we investigated whether anthropomorphism, sense of control, and materialism, which are tied to emotional attachment to objects, predict hoarding. In Study 1 testing North Americans and Japanese, greater anthropomorphism and materialism and lower sense of control increased hoarding, regardless of culture. The anthropomorphism and sense of control trends were steeper in North Americans than in Japanese. In Study 2, we confirmed cross-temporal stability of hoarding and these predictors, the increase of hoarding, and the temporal link between control and hoarding.

Friday, August 11, 13:20-14:50	**Take**	**Symposium** **Challenges and Barriers of Eliciting Witness Evidence in 'Cold Case' Investigations**

SY-FriPm1-B-6-0 **Kirk Luther (Chair)** Carleton University

Cold case investigations contain unique challenges beyond those of typical investigations, such as weakened witness memory. Researchers have not thoroughly studied the approaches for obtaining accurate information in cold cases. Understanding why cases go cold, what leads to their reopening, and the factors that contribute to their resolution can lead to effective investigative strategies. The symposium consists of research on eliciting witness evidence in cold case investigations, including gaps in knowledge, public beliefs, barriers faced by investigators, cognitive techniques for recollection, effective appeals for information, and a case study on a wrongful conviction and cold case murder.

SY-FriPm1-B-6-1	**Heather Price**	Thompson Rivers University
	Kirk Luther	Carleton University
	Wayne Thomas	Ravenwood Cognition
	Fiona Gabbert	Goldsmiths, University of London
	Lorraine Hope	University of Portsmouth

Promising Leads – and Gaping Holes – for Interviewing 'Cold Witnesses'

Cold cases present numerous challenges above timely investigations (e.g., significant delays, long-term exposure to misinformation). Due to a lack of directed research on cold cases, researchers do not know whether current interviewing techniques are suitable for the unique nature of cold case investigations. In this paper, we review what witness researchers know that could be helpful to cold case investigators, and highlight areas in which researchers can meaningfully contribute to a useful body of knowledge for investigators. A critical question to be discussed is the extent to which existing tools and techniques will satisfy the needs of cold case investigators.

SY-FriPm1-B-6-2	**Kirk Luther**	Carleton University
	Heather Price	Thompson Rivers University
	Wayne Thomas	Ravenwood Cognition

Cold Case Beliefs and Experiences: Surveying the Public and Cold Case Investigators

We will present data from surveys with the public (N = 295) and cold case investigators (N = 36). The aim of the public survey was to better understand public perceptions of cold cases (e.g., memory interference). As cold cases make their way to juries to decide the evidence, it is important to understand the public's beliefs to identify areas in which juror education might be required. The aim of the investigator survey is to better understand the challenges faced when investigating cold cases – why cases go cold, why they are reopened, and what helps solve a cold case.

SY-FriPm1-B-6-3	**Fiona Gabbert**	Goldsmiths, University of London
	Adrian Scott	Goldsmiths, University of London
	Katie Toolin	Goldsmiths, University of London
	Amy van Langeraad	Goldsmiths, University of London
	Celine Brouillard	Goldsmiths, University of London

Rachel Mahler Goldsmiths, University of London

Cueing Old Memories with Temporal and Situational Reinstatement of Context Mnemonics

A case becomes cold when all viable leads are exhausted. We examined whether a temporal and/or situational reinstatement of context mnemonic facilitated recollections of old autobiographical memories with potential investigative value. The temporal mnemonic cued memory for key events from a target year (e.g., key news stories). The situational mnemonic cued participants' memories for where they were during a target year (e.g., where they were living). There was a main effect for the temporal mnemonic, where participants reported significantly more target items than controls. Results will be discussed in the context of using psychologically informed methods in cold case investigations.

SY-FriPm1-B-6-4 **Amy van Langeraad** Goldsmiths, University of London
Adrian Scott Goldsmiths, University of London
Fiona Gabbert Goldsmiths, University of London

What Works in Appeals for Information and Public Service Announcements?

Public service announcements (PSA) and appeals for information rely on the public for their success. It is therefore pertinent they are created to facilitate relevant cognitive processes (attention, memory, behavioural change) within its intended audience. This systematic review examines available literature on 'what works' in appeals and PSAs across several disciplines (e.g., public health, missing persons, and public safety). Studies that met our inclusion criteria were coded in relation to type of content and their effect on outcome variables of interest. Results focus on features that have been found to successfully increase cognitive processes within and across disciplines.

SY-FriPm1-B-6-5 **Wayne Thomas** Ravenwood Cognition

Case Study: The Wrongful Conviction of Ricky Davis

On July 7, 1985 Jane Hylton was found murdered in California, USA. Ricky Davis was convicted of Hylton's murder in 1999 via coercive, confession-based interview methods. After spending 15 years in prison, Davis was proven innocent by genetic genealogy. The cold case was reopened, and new empirical interview methods were used to bring the case to a successful conclusion in 2020 with the conviction of Michael Green. This case has formed the basis for a dramatic change in the California justice system, advocating for science-based practices in law enforcement, including the use of cognitive models in police interview training.

Friday, August 11, 13:20-14:50	**Umme**	**Paper Session Interviewing and Deception Detection**

PP-FriPm1-U-0 **Akemi Osugi (Chair)** Fukuyama University

PP-FriPm1-U-1 **Madison B. Harvey** Simon Fraser University
Kaila C. Bruer Luther College at the University of Regina
Heather Price Thompson Rivers University
Deborah A. Connolly Simon Fraser University

Layperson Perceptions of Investigative Interviews: The Good, the Bad, and the Clumsy

The perceived credibility of good (i.e., following best practice recommendations) and bad (i.e., suggestive) investigative interviews with children has previously been examined. However, perceptions of a third type of investigative interview, the clumsy interview, has not yet been examined. Clumsy interviews occur when an interviewer lacks the ability to skillfully conduct a best practice interview. The present research compares laypersons' perceptions of good, bad, and clumsy interviews with children. Participants rated the perceived credibility of the child being interviewed, the skill level of the interviewer, and made legal decisions. Results will be discussed.

PP-FriPm1-U-2 **Simen Bø** Norwegian School of Economics
Katharina Wolff University of Bergen

Feelings from the future cast no shadow: Neither discounting nor risk taking is affected by emotional future thoughts in three experiments

Episodic future thinking, where we imagine specific, personal, future episodes, seems to reduce delay discounting¸ the tendency to discount larger, delayed rewards, and probability discounting, the tendency to discount larger, less probable rewards. In three experiments, we tested whether these effects, and any effect on risk taking, depend on whether future thoughts evoke fear or anger. We found no effect of emotional future thoughts on either type of discounting or work-related, health-related, or social risk taking. This challenges the assumed consistency of reduced discounting after future thinking and suggests a complex role for anticipatory emotions in decisions about the future.

PP-FriPm1-U-3 **Neophytos Georgiou** University of Adelaide
Paul Delfabbro University of Adelaide
Ryan Balzan Flinders Universirty

An intervention approach to conspiracy theory beliefs

I'm sure you are familiar with how conspiracy theories can represent some rather 'interesting' narratives on how the world works (e.g., some even speculate the moon is made of cheese). However, conspiracy theory beliefs can also lead to a number of negative civic, social and health consequences. So, who is more likely to endorse these theories? Is there a way we can help people debunk them? From an applied cognitive approach, we've gained a better understanding of what individual differences make people more likely to hold conspiracy theory beliefs. In this presentation, I'll highlight some of our findings and their implications for this research area, how this research area may change over time, before concluding with a potential method of intervention for conspiracy theory beliefs going forward.

PP-FriPm1-U-4 **Alyssa H. Sinclair** Duke University
Morgan K Taylor Duke University
Audra Davidson Georgia Institute of Technology
Joshua S Weitz Georgia Institute of Technology
Stephen J Beckett Georgia Institute of Technology
Gregory R Samanez-Larkin Duke University

Scenario-Based Messages on Social Media Motivate COVID-19 Information Seeking

Communicating information about health risks empowers individuals to make informed decisions. Here, we manipulated the specificity, self-relevance, and emotional framing of messages that motivated information seeking about COVID-19 exposure risk. In Study 1 (N=221,829), we conducted a large-scale field study using social media advertisements. Episodic specificity increased engagement: Users most frequently clicked on advertisements that evoked specific scenarios to contextualize risk. In Study 2 (N=4,233), we replicated our findings and dissociated specificity from self-relevance. In both studies, we showed that message specificity increased engagement across demographic groups. Overall, evoking specific scenarios motivated information seeking about COVID-20, improving risk communication.

PP-FriPm1-U-5 **Cody N. Porter** University of the West of England
Rachel Taylor University of South Wales
Adam C Harvey University of the West of England Bristol

Applying the asymmetric information management (AIM) technique to virtual interviewing

The asymmetric information management (AIM) technique enhances The asymmetric information management (AIM) technique enhances verbal lie-detection by encouraging truth tellers (but not liars) to be forthcoming with information. In our most current research we found support via an online virtual interview. We also found that more genuine and fabricated statements were correctly classified in the AIM condition (72% accuracy) compared to the control condition (60% accuracy). Interestingly, no differences between interviewees who provided a written versus spoken statement. Our results support the use of the AIM technique for facilitating lie-detection.

PP-FriPm1-U-6 **Mircea Zloteanu** Kingston University London

Veracity Judgements: Reinterpreting the processes behind "deception detection"

Over 100 years of research have produced conflicting findings regarding the ability to detect deception and little theoretical progress in understanding veracity judgements. This stagnation, the author argues, stems from two sources. First, the focus on behavioural cues has miscast the underlying process as a "detection" task when evidence for diagnostic cues is lacking. Second, the use of incorrect statistical models which fail to explain people's judgements. Using a veracity judgement framework and employing Bayesian Mixed-Effects Signal Detection Theory models, examining multiple datasets (N = 986) highlights the source of past inconsistencies and exemplifies a new avenue of research on deception.

Coffee Break [14:50-15:00]

Friday, August 11, 15:00-16:45	**Tsubasa**	**Paper Session** **Eyewitness Memory and Eye Tracking**

PP-FriPm2-T-0 **Nobuyuki Watanabe (Chair)** Kanazawa Institute of Technology

PP-FriPm2-T-1 **Nobuyuki Watanabe** Kanazawa Institute of Technology

How do investigators and witnesses share information in drawing police composite sketch?

The present study reports on the implications obtained through observation of the processes for portrait investigators' drawings of portraits based on the testimonies. Two experiments were conducted. In both cases, two portrait investigators from the Ishikawa Prefectural Police and, one student participated as a witness. In Experiment a participant testified to facial features of the target person. Through observation of the two experiments, various suggestions related to face recognition and memory were obtained, including the fact that impressions and moods of a face are more easily shared than its physical features.

PP-FriPm2-T-2 **Mutsumi Sato** Tohoku University
Ryo Saito Tohoku University
Toshiaki Muramoto Tohoku University

Investigating Differences in Programming Code Reading between Proficient and Novice Readers: An Exploratory Case Study Using Eye-Movement Stimulus Interviews

Does programming code reading differ by proficiency? Programming code should be read sporadically (strategically). We conducted an experiment using the eye-movement stimulus interview method, where we recorded participants' eye movements as they read. Afterwards, participants were asked to verbally report their thoughts while watching a video of their eye movements. Proficient readers engage in both global and local inferencing and have the ability to detect and correct errors and failures, whereas novices are limited to local inferencing and lack the awareness and capacity to self-correct. These results suggest a difference in the degree of inferencing and inference-modifications by proficiency.

PP-FriPm2-T-3 **Steffi I. Oberthier** University of Regina
Heather Price Thompson Rivers University
Kaila C. Bruer Luther College at the University of Regina

Using Eyetracking Technology to Identify Looking Behaviours in Child Witnesses

Using eyetracking technology, the present study examined the connection between children's (N = 123, Mage = 9.26, 43% male) looking behaviour during encoding (witnessing the crime) and during retrieval (a lineup task) with children's lineup decision accuracy. No significant relationship was found during encoding. During retrieval, as the number and duration of looks at the target face increased, so did children's lineup decision accuracy for target-present lineups only. However, for target-absent lineups, the opposite pattern, a decrease in accuracy with more and longer looks, was observed. This finding presents an interesting avenue for inferring information about presenting lineups to children.

PP-FriPm2-T-4 **Yueran Yang** University of Nevada, Reno

Rethinking Receiver Operating Characteristics Analysis in Eyewitness Research

This paper first proposes an investigator signal detection model to understand how investigators use eyewitness evidence to classify suspects' guilt or innocence. The model shows that lineup ROC curves reflect investigator operating characteristics. Based on the investigator signal detection model, the paper further discusses how to use ROC curves to quantify investigator classification performance. Particularly, this paper introduces expected utility lines (EU lines), which can map expected utility onto an ROC space. The relation between ROC curves and expected utility reveals a primary objective underlying ROC analysis is to maximize expected utility of investigator classification decisions.

PP-FriPm2-T-5 **Brooklyn J. Corbett** The University of Queensland
Jason M Tangen The University of Queensland

Exploring Expert Decision-Making in Fingerprint Identification using Protocol Analysis

Fingerprint evidence is crucial in determining the guilt or innocence of a suspect, but the decision-making process of fingerprint examiners has been criticised for lacking transparency and consistency. To address this, we used a think-aloud method to compare the decision-making processes of expert examiners and novices. The study found that expert examiners tend to spend more time creating a comprehensive understanding of the problem, identifying causal factors, and exercising caution in their decision-making. These findings could have significant implications for forensic science, providing greater transparency and clarity about the training needed to support reliable court decisions.

PP-FriPm2-T-6 **Ryan J. Fitzgerald** Simon Fraser University
Eva Rubinova University of Aberdeen
Eva Ribbers Simon Fraser University
Stefana Juncu University of Portsmouth

Initial testing of a stimulus database for eyewitness identification research

The eyewitness lineup identification paradigm has a long history, yet there is no established database of crime videos and lineup stimuli available for implementing the paradigm. We recorded multiple crime videos and lineup images for 230 individuals. In initial testing of lineups constructed from the database (N = 1438 undergraduate students), culprit-present lineups typically resulted in correct identification rates between 50-70% and culprit-absent lineups typically resulted in false positive rates between 25-46%. We conclude that the database is suitable for our next phase of testing, which will validate lineups constructed to be either fair or biased against an innocent suspect.

Friday, August 11, 15:00-16:45	**Nishiki**	**Paper Session Attention and Memory**

PP-FriPm2-N-0 **Yusuke Moriguchi (Chair)** Kyoto University

PP-FriPm2-N-1 **Xinning Su** Chuo University
Akira Midorikawa Chuo University

Thinking about a positive future leads to forgetting about negative future events

Retrieving of some memories induces forgetting of other competing memories belonging to the same cue word, a phenomenon known as retrieval-induced forgetting (RIF). The current study examined the effect of RIF on negative episodic future thinking (EFT), specifically, we explored whether retrieving positive future thinking can lead to forgetting negative future thinking, in both depressed and non-depressed participants. Our study found that retrieval of positive future events leads to forgetting of negative future events related to the same cue words, in both depressed and non-depressed individuals. This finding proved the robustness of RIF.

PP-FriPm2-N-2	**Tobias Tempel**	Ludwigsburg University of Education
	Paula Gauselmann	Ludwigsburg University of Education

Cognitive offloading benefits eye gaze interaction

For some people with strong motor impairments, controlling a computer with the eyes is the only possibility for human-computer interaction. In addition, gaze control is also becoming a new option as an input device for the general population because of the increasing availability of eye-tracking technology. Yet, little is known about additional cognitive demands involved in gaze control. The present study shows that cognitive offloading improves performance when using gaze control. Memory for to-be-studied items benefitted from saving another set of items just studied before. Employing cognitive offloading may be a useful means to assist mastering gaze control.

PP-FriPm2-N-3	**Lauren A. Monds**	The University of Sydney
	Hayley J Cullen	University of Newcastle
	Kate Haldane	University of Sydney
	Natali Dilevski	Griffith University
	Erica Martin	The University of Sydney
	Celine van Golde	The University of Sydney

How do police detect cognitive impairment due to substance use?

Drug and alcohol use is common in crimes, affecting suspects and witnesses/victims. Police frequently deal with intoxicated individuals, so detecting intoxication is crucial to ensure proper decision-making and reliable evidence. Australian Police (N=129) were surveyed on confidence and cues for detecting alcohol and cannabis intoxication. Police expressed high confidence but reported some inaccurate and overly general cues. Comprehensive training of police is therefore needed, especially in determining if someone is appropriately unimpaired to provide a confession or an accurate account of a crime.

PP-FriPm2-N-4	**Katarzyna Zawadzka**	Adam Mickiewicz University
	Aleksandra Krogulska	Warwick University
	Maciej Hanczakowski	SWPS University

Whom to trust? Inferred source credibility and response borrowing in a memory task

Across three experiments we had participants answer trivia questions while simultaneously viewing answers to the same questions provided by two sources: credible (mostly correct) and non-informative (responding at random). We wanted to see whether participants in this task could distinguish between the two sources – borrowing responses only from the credible one – based only on the sources' responses and their own knowledge. Our results show that people are sometimes able to attune their response borrowing and rely mostly on the information from the credible source, albeit only under very restricted conditions, when their own knowledge of the answers is particularly strong.

PP-FriPm2-N-5	**Matthew K. Robison**	The University of Texas at Arlington
	Lauren D Garner	The University of Texas at Arlington
	Stephen Campbell	The University of Texas at Arlington

Piece-rate time-based incentive structures improve motivation and sustained attention

Across two experiments, we examined the effects of a piece-rate, time-based incentive on sustained attention. Compared to a control condition, participants who were offered early release from an effortful task based on their performance exhibited both better overall performance and shallower time-on-task performance decrements and self-reported higher motivation and higher alertness. However, in neither experiment did participants in the incentivized condition report fewer task-unrelated thoughts. We conclude that people value their time and thus offering early release from an effortful task motivates people to perform better and sustain their attention longer.

PP-FriPm2-N-6	**Annie S. Ditta**	University of California, Riverside
	Julia S Soares	Misssissippi State University

Oscar D Ramirez Perez Misssissippi State University

Not so fast! Investigating the effects of increasing playback speed of video lectures on learning

Asynchronous video lecture is a common tool used for distance learning. Many platforms used to distribute video lectures include functionality to increase playback speed. Previous work has suggested limited impairments resulting from speeding lectures less than 2.5x speed. However, across three experiments, we found that increasing playback speed to 2x can impair learning. This impairment was observed across both fill-in-the-blank and multiple-choice tests. We also found the speedwatching impairment to be larger when participants took notes, with participants showing reliable impairments even at 1.6x playback speed compared to regular speed when taking notes.

PP-FriPm2-N-7 **Brendan Bo O'Connor** SUNY Albany
Zoe Fowler SUNY Albany
Daniela J Palombo University of British Columbia
Christopher R Madan University of Nottingham

The Future We Imagine Together: Investigating the Social Function of Collaborative Imagination

Understanding what fosters close relationships even at great distances is critical in our increasingly digital, divided world. Across two studies, we find that engaging in shared imaginative experiences fosters social connection. Using natural language processing techniques, we explore what underlying features of event representations may contribute to these social benefits.

Friday, August 11, 15:00-16:30	**Matsu**	**Paper Session** **Aging and Autobiographical Memory**

PP-FriPm2-P-0 **Kohei Oka (Chair)** Jikei University of Health Care Sciences

PP-FriPm2-P-1 **Haruka Iwane** University of Tsukuba
Etsuko Tokosumi Harada University of Tsukuba

Map learning through searching and aging

With aging, the influence of semantic relatedness in maps becomes smaller (Thomas et al., 2013). However, older adults were showing usage of semantic relatedness between target and surround stimuli when observing their searching processes for products in supermarkets (Iwane & Harada, unpublished). The aim of this study was to investigate whether the effect of semantic relatedness is also observed in older adults in map learning through exploration. The experimental results showed that the effect of semantic relatedness was quite large in older adults.

PP-FriPm2-P-2 **Kristine Anthony** University of Nottingham Malaysia
Steve M. J. Janssen University of Nottingham Malaysia

The Multidimensionality of Memory Retrieval: An Investigation on the Associations Among Different Aspects of Autobiographical Memory

Autobiographical memory is a complex construct and can be assessed on many dimensions. When examining autobiographical memory, one can measure the accuracy of a memory, how specific it is, whether it is accompanied with a strong sense of reliving, etc. To obtain a holistic overview of memory recall, the present study explored the associations among six aspects of autobiographical memory (i.e., accuracy, specificity, recollective experience, functionality, rumination, and executive functioning). Our findings revealed that not all aspects of autobiographical memory are related. Whereas memory functionality, recollective experience, and rumination were related, accuracy, specificity, and executive functioning were independent.

PP-FriPm2-P-3 **Ava B. Zwolinski** John Jay College of Criminal Justice
Charles B Stone John Jay College of Criminal Justice
Jonathan Koppel University of Portsmouth

A cross-cultural examination of flashbulb memories surrounding Queen Elizabeth II's death over

time

This longitudinal study will examine the canonical features of American, British, and Irish participants' flashbulb memories (FBMs) surrounding Queen Elizabeth II's death. Additionally, participants will be surveyed about the event's emotional impact and participants' favorability of the queen and the royal family. Participants will complete the survey 6 months and 2 year after the initial survey to assess for consistency (or lack thereof) over time. Our primary aim is to examine how national identification, emotional reaction to the queen's death, and favorability of the monarchy may influence FBMs.

PP-FriPm2-P-4 **Jianqin Wang** Fudan University
Angela Gutchess Brandeis University

The Impact of False Memory on Decision-making and Its Aging Effects

Normal aging not only involves the decline of episodic memory but also constitutes an increase in false memory. Recent research has revealed the crucial role of episodic memory in guiding experience-based decision-making, however, little research has examined how the decline of episodic memory and increase of false memory would impact older adults' decision-making behavior. With a series of experiments, we found that both false and true memory had a direct impact on decision-making in younger but not in older adults, suggesting that the deficit of memory function in older adults is one mechanism underlying their declined decision-making performance.

PP-FriPm2-P-5 **Jeffrey L. Foster** Macquarie University
Garabed Betchakjian Western Sydney University
Phoebe E. Bailey University of Technology Sydney

Not all older adults are susceptible to online financial scams

Online scams have caught out many unsuspecting victims—accounting for $851M in theft in 2021 for Australia alone. Many studies have reported that older adults are more susceptible to online scams than their younger counterparts. While aging base cognitive decline is often listed as the culprit, other factors likely play a role as well. In this study, we present findings that, compared to young adults, older adults who regularly use the internet for financial transactions are more cyber aware than younger adults, while older adults who do not use the internet for financial transactions are not.

Friday, August 11, 15:00-16:30	**Take**	**Paper Session Face Recognition and Lineups**
PP-FriPm2-B-0	**Kayo Matsuo (Chair)**	Osaka Kawasaki Rehabilitation University

PP-FriPm2-B-1 **Qiang Huang** Ritsumeikan University

Brain Activation and Eye Movement during Interpreting in Professional Interpreters and Trilingual Students

This study aims to examine how translation direction influences brain activation and eye movement during interpreting. Eight Chinese-Japanese-English trilinguals, including four professional interpreters and four students, were recruited as participants. The participants individually carried out a consecutive interpreting task to collect their brain activation and eye movement. The results first demonstrate that translation direction influences eye movement and brain activation during interpreting. Forward translation to an L2/L3 will lead to longer fixation duration and greater brain activation than backward translation to an L2. The second finding indicates that word order can affect brain activation and eye movement in interpreting tasks. From the evidence of eye movement and brain activation, this research demonstrates the influence of translation direction and word order in interpreting and provides some pedagogical recommendations for interpreting training.

PP-FriPm2-B-2 **Susan Yamamoto** Campion College, University of Regina

Tilar Steinke University of Regina
Shaelyn M. A. Carr University of Regina
Kayla D. Schick University of Regina
Miao M. Qian University of Detroit Mercy
Kaila C. Bruer Luther College at the University of Regina

Biracial Target Categorization and Contact Quality

This study examined perceptions of Black-White Biracial faces as a function of mix percentage (morphed using InterFace software) and quantity/quality of racial contact. A gender balanced, predominantly White sample of 105 participants recruited via Prolific viewed (in random order)110 targets, which were a combination of a stereotypic White and Black face at 11% morph increments. Participants completed a discrete rating (Black, Biracial, White, or Other) and estimated the percentage of White versus Black ancestry. Results demonstrated that estimated ancestry aligned with morph level, and quality of contact with Black persons predicted greater likelihood of mono-racial categorization.

PP-FriPm2-B-3 **Hoo Keat Wong** The University of Nottingham Malaysia
William Markus University of Nottingham Malaysia
Anqi Mao University of Nottingham Malaysia
Pei Jun Woo Sunway University, Malaysia
Alejandro J. Estudillo Bournemouth University

The malleability of face processing system in a racially diverse country: Insights from the other-race effect and eye movements

In this presentation, we will discuss an eye-tracking study that revealed age differences (children versus adults) in face processing and how they may modulate the other-race effect in face memory. This novel finding has implications for the malleability of face processing systems in individuals who are born and lived in a racially diverse country.

PP-FriPm2-B-4 **Alessandra Caso** University of Westminster
Fiona Gabbert Goldsmiths, University of London

When are confident eyewitness correct? Investigating the impact of type and order of questions on eyewitness confidence and monitoring

Eyewitness testimony is crucial for police investigations, but do eyewitnesses know if their memories are correct? This experiment investigated the impact of question types and order on eyewitnesses' monitoring. 126 participants recalled a crime event with a Free Recall and a set of CR questions further divided into compatible (i.e., related to the freely reported information) and incompatible questions (i.e., non-related to the freely reported information). The order of the questions differed across groups. The FR and compatible CR questions (c.f. incompatible CR) yielded (i) more and more accurate details, (ii) more stable confidence, and (iii) more effective memory monitoring.

PP-FriPm2-B-5 **Ira E. Hyman Jr.** Western Washington University

Confidence does not Indicate Accuracy for Identifications Involving Innocent Suspects

People will often make erroneous identifications of innocent people when presented with lineups. Confidence has been proposed as a potential tool for distinguishing between accurate and erroneous identifications. Most research investigating confidence has compared confidence in culprit identifications with confidence in identifications of unrelated foils. But research has rarely investigated confidence when witnesses are presented with familiar innocent suspects. We compared confidence for culprit, innocent bystander, and foil identifications. Although confidence may be a reliable indication of identifications for correct compared to unrelated foils, confidence does not indicate accuracy when considering innocent bystanders.

PP-FriPm2-B-6 **Jungwon Lee** Hallym University
Renan Saraiva University of Portsmouth

Yoonhye Kim Hallym University

The effects of lineup modes and the own-race bias on eyewitness performance

The current study examined the effects of lineup modes and the own-race bias on eyewitness performance. Ninety-six Asian participants completed 8 lineup trials, which were manipulated using a 2 lineup mode (simultaneous & sequential) x 2 target race (Asian & White) x 2 target presence (present & absent) within-subject design. The results demonstrated the own-race bias effect only in simultaneous lineups ($p = .002$), but not in sequential lineups. Furthermore, the participants tended to show higher discriminability in simultaneous lineups than in sequential lineups only for Asian targets ($p = .09$), but not for White targets.

Friday, August 11, 15:00-16:45	**Umme**	**Paper Session Forensic Applications**
PP-FriPm2-U-0	**Yoshiko Habuchi (Chair)**	Shunan University
PP-FriPm2-U-1	**Yui Takeda**	Ritsumeikan University
	Yuki Inoue Nakata	Ritsumeikan University
	Kazuki Fujimoto	Ritsumeikan University
	Kosuke Wakabayashi	Ritsumeikan University
	Makiko Naka	RIKEN

Influence of Deposition Evidence from Forensic Interviews: Focus on Interview Assessments and Deposition Credibility

Recently, the Legislative Council of Japan has been discussing whether to admit forensic interviews as primary evidence. Although deposition evidence in forensic interviews is no exception, limited research has examined the factors that influence the criteria for judgment and evaluations. Therefore, using a sample of university students, this study investigated the influence of hearing records (video and written) from forensic interviews on the evaluation of the interview contents. The results indicated different effects, depending on the medium of presentation. In the future, a similar survey should be conducted by using graduate students with knowledge of forensic interviews and practitioners.

PP-FriPm2-U-2	**Bethany Growns**	University of Canterbury
	James D Dunn	University of New South Wales
	Alice Towler	University of Queensland
	Erwin JAT Mattijssen	The Netherlands Forensic Institute
	Rebecca K Helm	University of Exeter
	Kristy A Martire	University of New South Wales

Perceptual expertise in forensic science: expert and novice performance in four pattern-matching tasks

Forensic science experts play a vital role in the justice system by completing complex perceptual 'pattern-matching' tasks where they compare evidence samples (e.g., fingerprints) to determine if they are from the same or different sources (e.g., fingerprint-matching). In this study, we investigated the generalisability of forensic science experts' perceptual expertise by comparing pattern-matching performance between novices and experts from three different disciplines in four different matching tasks. Experts performed best in their domain of expertise, but also outperformed novices on every task outside their domain of expertise. This suggests that experts' superior pattern-matching ability partially generalises outside their specialist domain.

PP-FriPm2-U-3	**Bethany R.Muir**	Australian National University
	Eryn Newman	The Australian National University
	Norbert Schwarz	University of Southern California

Background cues in remote courts: The effect of mess on witness credibility and evidence

There was a rapid flip to virtual courts during the pandemic and projections highlight the

increasing reliance on remote courtrooms going forward. There is, however, limited research on factors that may influence equity and fairness in remote communications. Across three experiments we examined the impact of one key extralegal factor that incidentally enters the remote court--personal backgrounds. We find that non-probative background cues to mess/clutter in virtual court-like scenarios negatively bias people's impressions of witnesses and their evidence. These patterns hold even when people are informed that witnesses have no control over backgrounds, emphasising the need for policy considerations.

PP-FriPm2-U-4 **Nurul Arbiyah** Maastricht University
Henry Otgaar Maastricht University
Harald Merckelbach Maastricht University

Is There an Allegiance Bias in Verbal Credibility Assessment?

Are expert witnesses biased by the side that hires them? This study aimed to examine whether the Criteria Based Content Analysis (CBCA) might be affected by allegiance bias. Participants were randomly assigned to the prosecutor side, defense lawyer side, or control group. Participants in each group received a mock sexual abuse case file and were asked to assess the credibility of the alleged victim's statements based on CBCA. Our results showed that the induction of allegiance bias did not impact the assessment of the CBCA. Further discussion focuses on creating legal safeguards in expert work to prevent and mitigate bias. Keywords: allegiance bias, criteria-based content analysis, CBCA, expert witness work, statement validity assessment.

PP-FriPm2-U-5 **Erica Martin** University of Sydney
Celine van Golde University of Sydney
Alex M. T. Russell CQ University
Lauren A Monds University of Sydney

Tipsy, Trashed, or Totalled? Lay Understanding of Alcohol Intoxication in the Criminal Justice System

Alcohol intoxication is a common feature in crime, yet criminal justice systems frequently lack precise guidelines for determining how intoxication-related cognitive impairment may impact a case (Kloft et al., 2021; Quilter & McNamara, 2018). This exploratory study (N = 148) aimed to investigate how lay people (i.e., potential jurors) define intoxication across a range of domains (e.g., cognitive and physical symptoms, language, blood alcohol concentration, standard drinks). Results suggest that laypersons are not equipped to resolve questions about intoxication and cognition due to a poor understanding of intoxication and its effects.

PP-FriPm2-U-6 **Evelyn M. Maeder** Carleton University
Susan Yamamoto University of Regina

Punishment, Positive Affect, and Need for Cognition: A Juror Simulation Study

This juror simulation study examined the role of positive affect, need for cognition, and punishment drives in predicting verdicts. Canadian jury-eligible students (N=169) completed questionnaires, watched a mock trial video of a murder case, provided a verdict, and indicated their level of positive affect. Results of a moderated moderation analysis revealed that orientation toward punishment predicted an increased likelihood of a guilty verdict, but not when both positive affect and need for cognition were high. This finding suggests that while jurors may make guilt decisions based on punishment drives, affective state and cognitive processing style might alter this effect.

PP-FriPm2-U-7 **Nericia Brown** Australian National University
Eryn Newman The Australian National University
Daniel McLennan University of Waikato
Michael Smithson Australian National University

Virtual Court and Digital Disruption: Can Instructions Ward Off Bias

Since 2020 there has been an increased reliance on, and interest in, digital justice spaces.

However, these remote courts are susceptible to technological glitches that disproportionately disadvantage those without access to high quality internet or technology. Existing cognitive fluency research demonstrates that audio disruption can negatively bias evaluations of witnesses and their testimony. Across 2 Experiments, we examine whether pre-emptive instructions are effective in mitigating this bias. The findings highlight the need for further consideration of policies and procedures to allow for an equitable experience in the remote court.

Tokugawa Museum Festa

Friday, August 11, 17:00-21:00	Tokugawa Museum	Tokugawa Museum Festa



Immerse yourself in Japan's rich history and culture with an unforgettable evening at the Tokugawa Museum, sponsored by the Japan Tourism Agency. Join us for a Special Night Festa on Friday, August 11th, where you'll have the opportunity to admire the traditional Japanese garden in the evening air, explore the Tokugawa Museum, commemorating the Tokugawa Shogunate, and discover the fascinating world of the samurai kings during the 17th and 18th centuries. Afterward, indulge in a sumptuous buffet-style dinner at the museum with alcoholic beverages (worth $140, a vegan option is also available). As you enjoy your meal, local musicians will perform traditional Japanese music and dance, adding to the ambiance and atmosphere of this magical evening. We will go together by bus, departing at 5:00 PM from Hotel Nagoya Garden Palace and returning to the Hotel around 10 PM.

Student Social

Friday, August 11, 17:30-19:30	Tokugawa Museum	Student Social



Come join us at this year's SARMAC student social! This event will give you a chance to get drinks and mingle with your fellow SARMAC students. This will take place at The 59s Sports Bar, located a short 5 minute walk from the conference venue and will include all you can drink (60+ kinds of beer and drinks from around the world!) and some snacks. We will be covering part of the costs of this event but are asking $10 from each student to cover the remaining costs. You can find more information on All you can drink ("Nomihodai" in Japanese) here.

Saturday, August 12, 2023

Symposia and Paper Sessions

Saturday, August 12, 9:00-10:30	Tsubasa	Symposium Exploring adults' memories for repeated events

SY-SatAm1-T-7-0 **Stefanie J. Sharman (Chair)** Deakin University

Research investigating memory for repeated events has important implications for investigative interviewing, where witnesses must report on individual episodes of repeated crimes like intimate partner violence. We present new research on adults' memories which examined a range of factors, including the number of events in the series, the number of recall interviews, and the effects of suggestive questions. It also examines other people's credibility judgments of repeated-event reports and whether these judgments are based on verbal indicators of uncertainty. Finally, the research examines memory reports about a new type of repeated event—eating occasions—which occur daily.

SY-SatAm1-T-7-1 **Rachel Watkins** Deakin University
Stefanie Sharman Deakin University
Meaghan Danby Deakin University

The effects of additional events and multiple interviews on adults' memories for repeated events

After reporting a repeated crime to police, people may experience additional incidents (such as reporting family violence but then experiencing further violence episodes). This study examined the effects of experiencing additional episodes and making multiple reports on adults' memory accuracy. Mock-witnesses watched four videos depicting interpersonal violence (the initial set); some participants completed an online intervening memory report. Half the participants watched an additional two videos. All participants completed a final online memory questionnaire about the initial set and—for those that experienced them—the additional videos. Results examined participants' accuracy for the videos; they are explained using interference.

SY-SatAm1-T-7-2 **Julia Boyle** University of Sydney
Celine van Golde University of Sydney
Natali Dilevski Griffith University

The role of event frequency and scripts on IPV interpretation and eyewitness memory for ambiguous relationship interactions

Nonphysical forms of intimate partner violence (IPV) are not always recognised as violence. This study examined the influence of scripts and event frequency on memory for, and interpretations of, ambiguous nonphysical relationship conflicts. Participants viewed one, or four videos of ambiguous relationship interactions. Their memory, violence interpretation, and victim credibility were measured. Results indicated that event frequency influences eyewitness interpretations of nonphysical IPV, and victim credibility ratings. However, scripts had no effect. These results suggest that nonphysical IPV behaviours, are unlikely to be identified as violence unless they occur repeatedly, highlighting the importance of coercive control education and criminalisation.

SY-SatAm1-T-7-3 **Hayley Cullen** University of Newcastle
Natali Dilevski Griffith University
Celine van Golde University of Sydney

Memory suggestibility following a repeated event: Can a remember-best prompt reduce susceptibility

to misinformation?

Exposure to misinformation can distort memory for single events, but it is unclear whether this is also the case for repeated events. In this study, participants either viewed one (single event, n = 56) or four videos (repeated event) depicting domestic abuse. One week after the final instance, participants were exposed to suggestive questions about the target instance before recalling it. Repeated event participants were either prompted to recall the last instance (n = 55), or the instance they "remembered best" (n = 56). No differences in misinformation reporting emerged. However, the remember-best prompt improved accuracy for the target instance.

SY-SatAm1-T-7-4 **Helen Paterson** University of Sydney
Sarah Deck Griffith University

This is what happened … I think?: Indicators of uncertainty when witnesses recall a single or repeated event

Previous research indicates that repeated event witnesses are often perceived as less credible than those who recall an event that only occurred once, and even those who lie about having witnessed an event (Deck & Paterson, 2020). This study aimed to investigate whether these lower credibility ratings are due to repeated-event witnesses being more uncertain when describing what happened. Two coders analysed the reports of mock-witnesses who observed either a single or repeated-event. The differences in verbal indicators of uncertainty shed light on the mechanisms behind the lower credibility ratings given by repeated event witnesses.

SY-SatAm1-T-7-5 **Stefanie Sharman** Deakin University
Melissa Hayden Deakin University
Meaghan Danby Deakin University
Justine Derbyshire Deakin University

Examining memory for diet using a repeated-events framework

People's reports of their food and beverage consumption contribute to our understanding of the relationship between diet and disease; however, these memory-based reports are often inaccurate. In this experiment, we examined dietary reports as a repeated event. Participants recorded their consumption in an online diary for 3 consecutive days. Ten days later, they reported their foods and beverages that they consumed during the diary period. Participants accurately reported about half of their consumption; they had difficulty attributing the remembered items to the correct diary day. Many factors were associated with this inaccuracy, including ratings of depression, anxiety and stress.

Saturday, August 12, 9:00-10:30	**Nishiki**	**Symposium** **From the Lab to the Classroom: Application of Cognitive Science to Teaching & Learning**

SY-SatAm1-N-23-0 **Annie S. Ditta (Chair)** University of California Riverside

Instructors should teach using evidence-based techniques drawn from research in cognitive science. Not only should instructors understand general principles of cognitive science (e.g., how memory works), they should also know how student cognition is changing as a result of shifts in the higher education landscape (e.g., the increase in online course offerings, integration of new technology into the classroom) so that they can best support students' learning. In this symposium, rigorous lab-based research from across topics in cognitive science—from the pretesting effect to the effect of technology on memory—will be discussed in the context of teaching and learning.

SY-SatAm1-N-23-1 **Kelsey K. James** University of Houston, Clear Lake
Benjamin C Storm University of California, Santa Cruz

Are More Guesses Better? Benefits and Competition in the Pretesting Effect

Pretesting, or answering a question (usually incorrectly) prior to learning the associated information, is a powerful tool for learning. In this project, we explore the opposing possibilities that (1)

generating more guesses may lead to increased benefits, as predicted by theories of pretesting (e.g., Elaborative Retrieval, Retrieval Effort) and (2) that generating more wrong guesses may lead to increased competition and therefore worsened performance. Across three experiments, we find consistent benefits for pretesting, but no differences between the benefits of one and three guesses. We consider theoretical implications of these findings and implications for pretesting in the classroom.

SY-SatAm1-N-23-2 **Andrew C. Butler** Washington University in St. Louis
Lisi Wang University of Texas at Austin
Rachel N Smith-Peirce Washington University in St. Louis
Nathaniel R Woodward University of Texas at Austin

Transfer-Appropriate Retrieval Practice: Implications for Theory and Education

The concept of transfer-appropriate processing is potentially useful for explaining the mnemonic benefits of retrieval practice, but relatively few studies have empirically tested this theoretical idea. In two experiments, we manipulated the type of practice task (retrieval practice versus restudy), the type of processing induced during practice (item-specific versus relational processing), and the type of processing required by the criterial test (item-specific versus relational processing). The results showed a consistent benefit of retrieval practice relative to restudy when the type of processing was matched across practice tasks and criterial test but not when it was mismatched.

SY-SatAm1-N-23-3 **Nicole Alea Albada** University of California, Santa Barbara
Julia Pratt University of California Santa Barbara
Kamron Safarnejad University of California Santa Barbara
Randee Zeller Argirakis University of California Santa Barbara
Alyssa P Lawson University of California Santa Barbara

Let Me Tell You a Story: The Function of Autobiographical Stories in Teaching & Learning

Instructors share personal stories with students to help them learn – this is the teaching and learning function of personal stories. A pilot study we conducted suggested that personal stories may not, however, benefit students' learning and, for some, may actually seduce them away from to-be-learned information. To clarify these results, the current experiment examines whether students retain (after a week) information differently depending on whether an instructor shares: (i) a personal story intended to teach lecture material; (ii) a personal story irrelevant to lecture material; (iii) a lecture-relevant but non-personal story, (iv) seductive details, or (v) only lecture content.

SY-SatAm1-N-23-4 **Oscar Ramirez Perez** Mississippi State University
Annie S Ditta University of California Riverside
Julia S Soares Mississippi State University

Effects of Webcam Use in Online Classrooms

Synchronous online classes have become popular following COVID-19 campus closures, leading to widespread debate whether to require student webcam use. In the current study, participants attended a synchronous lecture presented by an experimenter and were randomly assigned to attend with their webcam on or with their webcam off. We found that participants who attended with their webcams off answered fewer test questions correctly about the lectured material compared to participants who attended with their webcams on. Further experiments will be presented which investigate the mechanisms of this webcam effect, specifically social presence, multitasking, and accountability.

SY-SatAm1-N-23-5 **Maribeth McCook** University of California, Riverside
Julia S Soares Mississippi State University
Annie S Ditta University of California, Riverside

Snap & Write: How does Taking Photos and Notes Simultaneously Affect Memory for Lecture Content?

Research regarding the effect of taking photos of lecture slides on memory for the lecture

content is mixed. Some of our early work has found a photo-taking benefit for photographed vs. non-photographed information–both for content presented on the slide and content only spoken by the lecturer. This work is notable in the context of prior photo-taking literature that has found a photo-taking impairment effect on memory. However, our newer work examining the effect of photo- and note-taking simultaneously has not revealed similar benefits. Additional experiments that attempt to disambiguate these findings will be presented, along with note-taking recommendations for students.

Saturday, August 12, 9:00-10:30	**Matsu**	**Paper Session Memory and Perception**

PP-SatAm1-P-0 **Sachiko Takahama (Chair)** Tokyo Online University

PP-SatAm1-P-1 **Airi Takase** University of Tsukuba/ AIST
Junji Ohyama AIST/ University of Tsukuba

The effects of transition animation on memory of scenes presented before and after transition

We investigated the effect of transitions on memory for details of scenes before and after the transition. In the experiment, different sets of target pictograms were presented before and after one of transitions. Participants recognized the target pictograms and evaluated the impression of the transition. The recognition memory was significantly less accurate for pictograms presented before "wipe" transition than "dissolve" transition. Attractiveness impression had a negative effect on the recognition of pictograms before transitions. These indicate that the type of transition influences the retroactive interference, and this effect is partially mediated by attractiveness.

PP-SatAm1-P-2 **Deanne M. Green** University of Adelaide
Kareena F Brand University of Adelaide
Daniel J Carragher University of Adelaide

Boundary restriction for faces: the effect of salient stimuli on memory for proximity

Boundary extension is robust, however research has demonstrated negative valence can induce the opposite effect: boundary restriction. However whether valence or salience drives the effect is unknown. Participants viewed either a salient stimulus (a face: angry (negative), happy (positive), neutral) or an object (a fruit), and later rated them for perceived boundary changes. Negative faces showed boundary restriction, objects and neutral expressions showed boundary extension. Positive expressions showed an attenuation of boundary extension. These results show that both negative and positive stimuli can attenuate the boundary extension effect, demonstrating that negative valence may not be driving the boundary restriction effect.

PP-SatAm1-P-3 **Daniel M. Bernstein** Kwantlen Polytechnic University
M. Kyle Matsuba Kwantlen Polytechnic University

Lifespan Cognition

We report an ongoing longitudinal study (N = 701, Age Range = 3 to 97 years) of lifespan cognition started in 2016. Participants completed a battery of tasks tapping perspective taking, executive function, and decision making. Task performance showed linear increases with age across the lifespan in some cases, while it showed non-linear or age-invariant patterns in other cases. Performance tended to correlate between tasks believed to tap a given construct, indicating construct validity. Performance also correlated across years within tasks, indicating test-retest reliability. This work highlights the value of taking a lifespan, individual-differences approach to studying cognition.

PP-SatAm1-P-4 **Michael M. Roy** Elizabethtown College

Self as Anchor in Judgments of Height and Weight

The impact of a participant's own height and weight on their judgments of others was examined. In Study 1, male participants supplied estimates of height for their parents that were on average approximately 1 inch taller than those given by female participants. In Study 2, witnesses' own weight was correlated with their estimates of a perpetrator's weight. In Study 4, this relationship appeared to be indirect

with participants estimates of the perpetrator's weight predicted by their estimates for weight in a typical person and their estimates of the weight of a typical person predicted by their own weight.

PP-SatAm1-P-5	**Gabriel I. Cook**	Claremont McKenna College
	Daniel A Krauss	Claremont McKenna College
	Lukas Klapatch	Hill Holliday

Estimating Recidivism Risk from Data Visualizations: Accurate or Illusory?

We investigated whether the average position location of points in a scatterplot is influenced by encoding point size as a third dimension in data visualizations (e.g., bubble charts). When estimating the average position of points along an axis, larger points can bias estimations of average in the direction of those larger points. We manipulated plot aesthetics to examine whether this weighted-average illusion occurs in real-world scenarios involving mock jurors' estimates of recidivism. We discuss the accuracy of estimated recidivism and degree to which the judgment influences jurors' decisions in the presence of an expert's testimony, which included an actuarial mean-point estimate of risk.

PP-SatAm1-P-6	**Wangtianxi Li**	The Australian National University
	Boris Bizumic	The Australian National University
	Danushika Sivanathan	The Australian National University
	Junwen Chen	The Australian National University

Vulnerable and Grandiose Narcissism Differentially Predict Phubbing via Social Anxiety and Problematic Social Media Use

As the mechanism through which narcissism may affect the development of phubbing (phone snubbing) is unclear and most relevant studies were conducted in Western countries, we proposed and empirically tested a cognitive-behavioural model that links narcissism to phubbing in China. Chinese participants (N = 323) completed a survey in the Chinese language. Path analyses largely supported the proposed hypothetical model. Our findings elucidate the mechanisms by which the two subtypes of narcissism differentially predispose people to phubbing in China, with vulnerable narcissism predisposing people to more phubbing and grandiose narcissism to less phubbing. Implications of the study are discussed.

Saturday, August 12, 9:00-10:30	**Take**	**Paper Session Child Development and Education**
PP-SatAm1-B-0	**Keiko Ishii (Chair)**	Nagoya University
PP-SatAm1-B-1	**Haruho Umamichi**	Ritsumeikan University
	Makiko Naka	RIKEN

Rejection sensitivity of people who observing social exclusion in elementary school students: Relation of empathy and affiliation for excluded target

Observing someone being ostracized causes negative feelings as if they were excluded (rejection sensitivity: RS). In this study, we examined the relationship between RS and other measures such as proximity to ostracized target, and empathy for fourth to sixth grade in a public elementary school. The results showed that, fourth and fifth grade who proximity to the ostracized target were significantly higher RS, there was no significant difference for sixth grade. These results of this study suggest that as students move up through the grades, RS may become less relevant to their choice to proximity to the ostracized target.

PP-SatAm1-B-2	**Amber Lim**	University of Otago
	Ted Ruffman	University of Otago

Examining The Effects of Parenting Style and Parents' Social Attitudes on Social Development in Early Childhood

Past evidence indicates that inductive discipline (e.g., emphasising how the child's actions affect others) facilitates children's empathy and Theory of Mind (ToM) development. The aim of this study

was to assess how parents' behaviour and social attitudes impact children's social development. Parents reported their social attitudes, parenting behaviour, and their child's mental state and non-mental state vocabulary. Their children were given ToM and perspective-taking tasks, along with a racial bias and anti-fat bias test. As hypothesised, parents' use of inductive discipline correlated with children's performance on Theory of Mind tasks. Mothers' inductive discipline facilitated children's acquisition of mental state vocabulary. Parents' autonomy granting was associated with improved mental state vocabulary. These findings highlight the importance of parent-child discussion in shaping children's social understanding.

PP-SatAm1-B-3 **Trine Sonne** Aarhus University
Osman S. Kingo Aarhus University

Beliefs about children's memory in Denmark

Previous studies have investigated the beliefs that different profession groups hold about memory. However, only few have asked directly about beliefs concerning children's memory. By use of a questionnaire used in previous studies (Kostopoulos et al., 2019) and additional items concerning memory in childhood, we, in this work-in-progress, wish to map the beliefs of different profession groups working with children, such as psychologists, the police, and social workers (minimum N= 51 for each group). We expect the participants to hold state-of-the-art knowledge, however also having areas in need of an update to live up to the current scientific status.

PP-SatAm1-B-4 **Kaila C. Bruer** University of Regina
Kayla D. Schick University of Regina

Face Memory and Executive Functioning in Children

Using a developmental perspective, two experiments explored if cognitive mechanisms (working memory, updating, switching, inhibition) were related to the accuracy of unfamiliar face memory reports. Experiment 1 had 115 participants (Mage=9.05) complete an adapted Old-New recognition task and Experiment 2 had 125 participants (Mage=9.10) complete an eyewitness paradigm. Results reveal that increases in inhibition, or the ability to monitor, manipulate, and suppress information, was related to accurate memory reports in both experiments. Results also revealed that switching, or the ability to flexibly shift between mental sets/tasks, was negatively related to face discrimination in Experiment 2.

PP-SatAm1-B-5 **Yee San Teoh** National Taiwan University

Children's Body Knowledge and its Significance in the Forensic Context

Children from an East Asian culture were asked to label the body parts of a human figure drawing, describe the functions of genitalia and a few types of bodily contact, as well as the nature of bodily contact with their parents. Primary caregivers were asked what and how they taught their children about body knowledge and inappropriate touching. A sub-study gathered legal professionals' views on alleged child victims' descriptions of sexual abuse. Findings showed that children in both the home and forensic contexts tended to use informal idiosyncratic terms for naming intimate body parts and bodily contact.

PP-SatAm1-B-6 **Hyemin Shin** Dongguk University
Eunkyung Jo Dongguk University

Effects of intermediary and statement inconsistency of child witness during cross-examination on mock juror's judgment of statement credibility

Recently, the Korean Constitutional Court ruled that the provisions allowing video-recorded statements of underage sexual abuse victims as evidence were unconstitutional. As child victims have to participate in the cross-examination, it has been raised to need to actively utilize the intermediary system that aids the communication of child victims in court. Therefore, this study aimed to examine how the intervention of the intermediary affects the perception of jurors of vulnerable witnesses. Based on Expectancy Violation Theory, we hypothesized that when a lawyer asks inappropriate questions to a child in cross-examination, if the child's statement is inconsistent despite of the intervention of the intermediary, the mock jury would perceive the statement of the child as less credible. 187 mock jurors read one of the

four scenarios in which the statement inconsistency and the intervention of the intermediary were different and then judged the child victim's credibility. As a result, the credibility was judged lower when the child's statements were inconsistent than when they were consistent. The intervention of the intermediary did not affect the mock juror's perception of the child's anxiety level, and there were no results of expectancy violation on the effect of the intermediary. Based on these results, the problems of the cross-examination for children, the importance of the intermediary, and the need to improve the intermediary system were discussed.

Saturday, August 12, 9:00-10:30	**Umme**	**Paper Session Language and Memory**
PP-SatAm1-U-0	**Emmanuel Manalo (Chair)**	Kyoto University

PP-SatAm1-U-1 **Asako Hosokawa** Nagoya University
Shinji Kitagami Nagoya University

A replication study on visuospatial processing in empathic responses during narrative comprehension

When reading narratives, readers often feel empathy. A prior study suggested that visuospatial processing may play a role in this process. But it is unclear whether it is the same as mental imagery. Due to a lack of reproducibility in this field, we attempted to reproduce it. Using a dual-task method, we investigated the effects of load in a visuo-spatial memory task on empathic response rating scores for reading. Results showed no significant effects, and the study failed to reproduce this result. Future studies should be necessary to improve and conduct a replication study again.

PP-SatAm1-U-2 **Yu-Jr Lan** Kyoto University
Emmanuel Manalo Kyoto University

The Effects of Instructor Presence in a Multimedia Language Learning Setting

The present study investigated the effects of instructor presence in a multimedia situation where seeing the instructor was deemed relevant to the learning content and requirements. Fifty university students were asked to learn from two videos on the four Mandarin tones, one with instructor video present and one without. While viewing the videos, participants' eye movements and electrodermal activity were recorded, and measurements of learning performance and perceptions about learning were taken afterwards. Results suggest that instructor video can be used to improve learners' performance and experience when seeing the instructor is relevant to the content and requirements of learning.

PP-SatAm1-U-3 **Laura M. Stevens** University of Birmingham
Rachel Walsh University of Birmingham
Emily Kuhn University of Birmingham
Wangu Kanja Wangu Kanja Foundation
William Cosnett Coventry University
Eunhee Kim University of Bristol
Heather D Flowe University of Birmingham

Evaluation of Innovative Interviewing Training to document cases of SGBV in Humanitarian Contexts

Sexual violence survivors frequently report to community actors instead of police officers. These community actors are not trained to document cases using methods that preserve memory and prevent contamination. As such, an interview training programme based on cognitive memory theories, behaviourist learning principles and best-practice interview guidance was constructed and delivered in Kenya. Evaluation of the training package was conducted using written tests and mock interviews. We found interviewing performance complied with best practice to a greater extent after participating in the training programme, suggesting the programme is promising for enabling lay interviewers to gather witness statements using best practice.

PP-SatAm1-U-4 **Sarah R. Hall** The University of Waikato
Mevagh Sanson The University of Waikato
Chaitanya Joshi University of Auckland
Maryanne Garry The University of Waikato

Laypeople judge research as easier to understand, more interesting, plausible, and likely to replicate when it is easier to process

Some scientific journals, such as JARMAC, publish "General Audience Summaries" (GAS) for non-scientists. Because people judge easy-to-process information positively, it seems likely that laypeople would find GAS easier to understand and more interesting than traditional abstracts. But we also suspected ease-of-processing might have unintended consequences. We had people read a mix of GAS and abstracts published in JARMAC and rate the reported research along several dimensions. Subjects rated research in GAS as easier to understand, more interesting—but also more plausible and likely to replicate. These results suggest that making science easier-to-process has benefits but may also have unintended consequences.

PP-SatAm1-U-5 **Briony Swire-Thompson** Northeastern University
Jacob Bodenger Northeastern University
Kristen Kilgallen Northeastern University
Skyler Johnson University of Utah

Belief in complementary and alternative medicine is associated with endorsing disreputable cancer sources and their disinformation

The goal of this study was to investigate how to discredit dubious cancer sources and their disinformation. We conducted two pre-registered experiments with representative US samples. Participants read a vignette where a seemingly reputable specialist had spread disinformation, were not qualified, or both. Of particular interest was how belief in complementary and alternative medicine was associated with post-intervention belief in disinformation and evaluations of source credibility. All interventions significantly reduced belief in disinformation equally, but the combined condition reduced source credibility most effectively. Belief in complementary and alternative medicine was associated with endorsing disreputable cancer sources and their disinformation.

Coffee Break [10:30-10:40]

Saturday, August 12, 10:40-12:10	**Tsubasa**	**Symposium** **The Role of Memory Processes in Acquiring and Revising Beliefs**

SY-SatAm2-T-17-0 **Raunak M. Pillai (Chair)** Vanderbilt University

Why do people believe false information to be true, and how can these misconceptions be corrected? This symposium will examine how people acquire and revise beliefs about true and false information, with a focus on the role of memory processes. Talks will examine factors that predict false memory for news, the role of choice in belief formation, and how memory for corrections affects belief revision. In addition to shedding light on the relationship between memory and beliefs, this symposium will provide insight into practical questions like "Who is most susceptible to misinformation?" and "How is it best corrected?"

SY-SatAm2-T-17-1 **Ciara M. Greene** University College Dublin
Nora King University College Dublin

Susceptibility to Cancer Misinformation: Predictors of False Belief and False Memory Formation

The potential consequences of exposure to misinformation are perhaps most severe in the context of cancer care, where patients are bombarded with pseudoscientific information about ineffective or even dangerous treatments. In this study (n = 466) we investigated the individual predictors of

susceptibility to cancer-related fake news. Male gender, low analytical reasoning, receptivity to bullshit, and endorsement of complementary and alternative medicine were all significant predictors of belief in cancer misinformation. Low analytical reasoning and receptivity to bullshit were also associated with a tendency to report false memories for fake news stories.

SY-SatAm2-T-17-2 **Sarah Brown-Schmidt** Vanderbilt University

Language, Choice, and Belief

What effect does choosing to engage with social media-type messages have on belief in that information? Experiments 1 (N=201) and 2 (N=294) presented participants with a series of questionable claims collected from social media, e.g., “Himalayan Salt is a more nutritious alternative to regular table salt”. Participants chose which claims they wanted to learn more about, and then rated the truth of each claim (or vice-versa). Chosen claims were rated as more true, and claims with higher ratings were chosen more often. Ongoing work examines how the process of engaging with claims, statements, and instructions shapes belief and memory.

SY-SatAm2-T-17-3 **Ullrich Ecker** University of Western Australia
Toby Prike University of Western Australia
Phoebe Blackley University of Western Australia
Briony Swire-Thompson Northeastern University

No Evidence for Familiarity Backfire Effects with Standalone Corrections of Novel Misinformation

Concerns have been raised that corrections may introduce false claims to new audiences when the misinformation is novel. This is because boosting the familiarity of a claim can increase claim belief, and thus exposing people to novel misinformation—even as part of a correction— may inadvertently lead to misconceptions. We tested whether such a familiarity backfire effect would emerge with standalone corrections. Across three experiments, we found no evidence for a familiarity backfire effect: Standalone corrections did not backfire immediately, after a one- week delay, nor with scenarios selected to induce skepticism regarding the correction.

SY-SatAm2-T-17-4 **Christopher N. Wahlheim** UNC Greensboro
Paige L Kemp University of North Carolina at Greensboro
Vanessa M Loaiza University of Essex

Fake News Reminders and Veracity Labels Differentially Benefit Memory and Belief Accuracy for News Headlines

Reminders of fake news can enhance memory and belief accuracy. We compared reminder benefits against veracity labeling effects. After viewing real and fake news headlines with some fake news labeled as such, participants saw labeled and unlabeled real news with labeled real news sometimes appearing after fake news reminders. Reminders promoted the best memory and belief accuracy, labeling real news led to intermediate memory and belief accuracy, and labeling fake news improved belief more than memory accuracy. Recall of real and fake news together correlated with memory and belief differences, implicating a role for integrative encoding in reminder benefits.

SY-SatAm2-T-17-5 **Raunak M. Pillai** Vanderbilt University
Jessica R Collier Mississippi State University
Lisa K Fazio Vanderbilt University

Multiple-Choice Quizzes Make Fact Checks More Memorable but Not More Effective

Fact-checking articles can help readers gain more accurate beliefs, but their effects often wane over time, likely due to forgetting. One reliable way of improving memory is by testing people on what they have learned. Thus, in three experiments (N = 1,551 US MTurkers), we examined whether multiple-choice quizzes about details in fact-checking articles can increase memory for the articles and enhance belief change. Quizzes reliably increased memory for tested details but that increased memory did not lead to more accurate beliefs. While multiple-choice quizzes increase memory, we suggest there is a disconnect

between memory and belief.

Saturday, August 12, 10:40-12:10	Nishiki	Symposium Mnemonic Interventions for Behavioral Change

SY-SatAm2-N-25-0 Jennifer M. Talarico (Chair) Lafayette College

This symposium will address how autobiographical memories of past events can be used to shape current and future thoughts, emotional states, and behaviors. The specific mnemonic interventions to be discussed attempted to help individuals suffering from cognitive decline to improve their well-being (Bluck), to increase awareness of and intentions to help mitigate climate change (Salgado), to influence felt emotion by changing visual perspective at recall (Küçüktaş & Çağlar), and to increase toy purchase intentions and parental play behavior via nostalgia (Zaragoza Scherman). The mechanisms of how autobiographical remembering may shape cognition and action will also be addressed (Talarico).

SY-SatAm2-N-25-1 **Susan Bluck** University of Florida
Majse Lind Aalborg University

Digital life story books to preserve the self and improve well-being in older adults with memory difficulties

Using a short-term longitudinal design, 49 older adults with memory difficulties were assigned to a Life Story Book (LSB) condition or Waitlist Control (WC). Based on autobiographical memory interviews, unique multimedia life story books were created for participants in LSB to read daily (14 days). Findings show LSB participants reported memories as more vivid, emotional and personally significant over time. They also reported strengthened sense of self, increased self-acceptance, and greater appreciation of the life lived. Findings are discussed in relation to the promise of memory-based interventions but also the challenges of measurement sensitivity in demonstrating effects.

SY-SatAm2-N-25-2 **Sinué Salgado** Aarhus University
Jennifer M Talarico Lafayette College),
Erik Nakkerud Olso Nye Høyskole

Thinking back to change the future

Mnemonic interventions are techniques that help individuals recall information, which can shape current beliefs and behaviors. In the context of climate change, mnemonic interventions could be used to shape sustainable behavior. For example, messages to help individuals remember the causes and effects of climate change may increase the likelihood of actions to reduce their carbon footprint. Here, we present the results of an experimental design examining how personalized messages about climate change that use context-specific autobiographical memories likely increases people's concerns and mitigation intentions regarding climate change when compared to a control group in which messages lack autobiographical relevance.

SY-SatAm2-N-25-3 **Selen Küçüktaş** University of Alberta
Peggy L St. Jacques University of Alberta

How Visual Perspective Impacts the Emotionality of Memories for Events

Memories for events are retrieved from own eyes and observer-like perspectives. Observer-like perspectives are associated with lower emotionality, but this effect varies across studies. In this talk, we discuss the findings from a meta-analysis examining differences in visual perspective on emotion in memories. Overall, emotionality was lower for observer-like versus own eyes perspectives. However, we found key differences in the size of this effect depending upon the nature of the visual perspective adopted and the complexity of the triggered emotion. We will discuss how these findings can reconcile inconsistent findings in the literature and offer new directions for future research.

SY-SatAm2-N-25-4 **Emine S. Caglar** Kadir Has University
Sezin Öner Kadir Has University

Mnemonic emotion regulation: The role of visual perspective and emotion type

Present study examined mnemonic emotion regulation, based on emotion type and visual perspective. Participants reported anger or shame memories from either a field or observer perspective for mood induction. Then they recalled any specific memory that came to their mind and rated the phenomenology of their memories. More positive memories were reported regardless of group, but those recalling anger from field perspective and shame from an observer perspective reported more reliving and imagery for these memories. Results demonstrated the role of phenomenology in mnemonic emotion regulation and will be discussed with a focus on the function of remembering.

SY-SatAm2-N-25-5 **Alejandra Z. Scherman** Aarhus University
Sinué Salgado Aarhus University
Jennifer Zosh The Pennsylvania State University
Susan Bluck University of Florida
Dorthe Berntsen Aarhus University

Memories of childhood and adulthood play: Effects of nostalgia on play attitudes and purchase intent

Feelings of nostalgia are sometimes experienced when remembering one's past, which can induce behavioural change. Here, we examine the effect of recalling either childhood or adulthood play memories, compared to shopping memories. A total of 374 participants rated memories for nostalgia, and completed measures of play attitudes, and purchase intent for toys and games (pre- and post- recall). Analyses of these data showed that, childhood play memories were more nostalgic than adulthood shopping memories. Also, attitudes towards play were more favorable after recall, regardless of condition. Purchase intent increased from pre to post for childhood and adulthood play memories only.

Saturday, August 12, 10:40-12:10	**Matsu**	**Symposium** **Cognitive Offloading and Strategy Use in Prospective and Retrospective Memory**

SY-SatAm2-P-18-0 **Sam Gilbert/ Lia Kvavilashvili (Chairs)** University College London

Real-world memory often depends on cognitive offloading – the creation of external cues and reminders - but this has only recently become a focus of experimental research. This symposium presents recent work investigating: What factors influence people's decisions whether to offload information or remember it internally? How do these decisions differ between individuals (e.g., younger versus older adults)? How does offloading affect the likelihood of remembering, and what are the downstream consequences for memory and recollection, including circumstances where a reminder fails? The symposium presents new findings, a synthesis of the field, and an outlook for future research.

SY-SatAm2-P-18-1 **Hunter Ball** University of Texas at Arlington
Phil Peper University of Texas at Arlington

Prospective Memory Reminders and "Digital Amnesia"

A common belief is that overreliance on technology can impair memory (i.e., 'digital amnesia'). To explore this, participants completed four prospective memory blocks where they were to respond to a set of target words. Two conditions had reminders in the first three blocks, but not the fourth. The non-expecting, but not the expecting, condition knew reminders were unavailable in the fourth block. A third no-reminder condition never had reminders. Target detection was greater in the fourth block for the non-expecting than the expecting condition. Critically, performance was similar between the non-[SEP]expecting and no-reminder conditions, arguing against the 'digital amnesia' hypothesis.

SY-SatAm2-P-18-2 **Julia S. Soares** Mississippi State University

Photo-Taking Strategies and Recollection with Saved and Deleted Photos

People often take photos for reasons closely related to their memory, including to offload information into their photos' external memory as well as to create memory cues for themselves to review later. The current studies indicate that people have different recollective experiences—characterized by the

vividness and emotionality of their recollections—when remembering with photos taken with different goals in mind, especially different goals pertaining to their memory. I also investigate how photo-taking strategies interact with the decision to save or delete photos and the recollective experiences associated with remembering with both saved and deleted photos.

SY-SatAm2-P-18-3 **Sam J. Gilbert** University College London
Ava Scott University College London

The role of metacognition and cognitive offloading in real-world intention fulfilment

External reminders play a major role in whether or not individuals fulfil their delayed intentions. But how do people decide which intentions to offload to begin with? Participants completed a two-part diary study about real-world plans. For each plan we measured importance, enjoyment, unaided-memory-confidence, offloading and eventual fulfilment. Results showed that low confidence was the main predictor of offloading, which in turn predicted subsequent fulfilment. Importance also predicted fulfilment, which was partially mediated by increased offloading. These findings demonstrate a relationship between metacognition and real-world offloading of naturally-occurring intentions. Metacognition is therefore a potential target for interventions to improve intention-fulfilment.

SY-SatAm2-P-18-4 **Jill T. Shelton** University of Tennessee at Chattanooga
Anna Pusser University of Tennessee at Chattanooga
Christian Ishak University of Tennessee at Chattanooga
Chris Nuño University of Tennessee at Chattanooga
Stephanie Wells University of Tennessee at Chattanooga

An Investigation of Factors Influencing Goal Completion in College Students

Across two experiments, college students identified 10 goals they intended to complete over the subsequent five days (two per day), and they were required to submit photographs as evidence. In Experiment 1, participants identified one time-specific and one non-time-specific academic goal for each day. In Experiment 2, students identified one academic and one self-care goal for each day. The results revealed that students were less likely to complete self-care goals and time-specific academic goals. Additionally, students were asked to report whether they used external reminders and reasons for their goal completion failures.

SY-SatAm2-P-18-5 **Lauren L. Richmond** Stony Brook University
Lois K Burnett Stony Brook University

Older adults' performance for both simple and complex memoranda benefits from cognitive offloading

Aging is associated with memory-related resource limitations, and cognitive offloading, or the use of physical action to reduce internal cognitive demands, may be a useful tool to overcome these limitations. To characterize the use of and benefit from cognitive offloading in older adults, in two studies, we tested memory performance for simple information over the short term and for information that is more complex and naturalistic in nature using both recall and recognition memory tests. Results suggest that cognitive offloading may be an effective strategy to bolster performance of memory-based activities for older adults in everyday life.

SY-SatAm2-P-18-6 **Lia Kvavilashvili** University of Hertfordshire
Brigita Brazauskiene University of Hertfordshire
Ioanna Markostamou University of Hertfordshire

Effects of age on memory strategy use in everyday life: A diary study

Absence of age effects in everyday memory functioning, reported in some questionnaire and diary studies, have been often attributed to older adults' compensatory use of memory strategies. To assess this possibility, 35 young and 33 healthy older adults recorded instances of everyday strategy use in a structured diary over a 3-day period. No significant age effect was obtained in the total number of strategies

recorded, but strategies were more likely to be external, used at encoding and to aid prospective memory. However, young adults used more external electronic than non-electronic strategies/reminders, while this pattern was reversed in older adults.

Saturday, August 12, 10:40-12:10	Take	Paper Session Education and Cognitive Strategies
PP-SatAm2-B-0	**Misato Oi (Chair)**	Kindai University
PP-SatAm2-B-1	**Hiroaki Ayabe**	National Institute for Physiological Sciences
	Emmanuel Manalo	Kyoto University
	Noriko Hanaki	The Open University of Japan
	Hiroyo Fujita	Kyoto University
	Michio Nomura	Kyoto University

Brain imaging provides insights about the significance of diagram use instruction for mathematical word problem solving

Teachers demonstrate diagram use in solving word problems. However, most students don't use diagrams effectively. This study investigated whether graph use competence requires task-appropriate instruction. It examined behavioral and neurophysiological evidence (i.e., brain activity using fNIRS). We asked twenty participants (mean age 14.5 years) to solve mathematical word problems. Although the use increased when demanded to use graphs, it was only after the instruction that the correct answer rate increased. fNIRS measurements also indicated increased blood flow to the frontal area (DLPFC and VLPFC) associated with working memory activity. These results demonstrate significant brain activity changes resulting from task-appropriate instruction.

PP-SatAm2-B-2	**Sangmi Park**	Clark University
	Alena G. Esposito	Clark University

What Can You Do and What Do You Do: Important Differences for Math Learning and Educational Practice

Integrating fractions and decimals by quantity predicts math performance. However, college students are not readily integrating rational numbers nor organize numbers linearly. We investigated (1) whether individual's integration changed after a prompt to use quantity, (2) whether prompting changed the relation between quantitative representation and math performance, and (4) whether linearity predicted math performance. The prompt resulted in a nominally higher proportion of quantitative and linear conceptualization. Interestingly, the prompted integration did not predict math performance, but linear representation became a significant predictor. Implications for assessment in classrooms and in research as well as for educational practice are discussed.

PP-SatAm2-B-3	**Lan Anh Ly Do**	Tufts University
	Ayanna K Thomas	Tufts University

The cognitive and affective consequences of collaborative learning

Collaborative learning impacts students' cognitive engagement and emotional experiences. The present study compared the impact of collaborative learning (in-person, virtual) and individual learning on performance, reported emotion (PANAS), and heart-rate variability (HRV). Results showed that the collaborative groups performed better on symbol substitution problems than the group of participants who worked individually. Furthermore, the collaborative groups demonstrated a decline in negative feelings and a higher increase in HRV across problems than the individual group, suggesting an increase in cognitive engagement. Our findings altogether demonstrate the benefits of collaborative learning on students' performance, engagement, and well-being.

PP-SatAm2-B-4	**Melissa Paquette-Smith**	UCLA
	Katie Silaj	UCLA

Antonia Frangiyyeh UCLA

Mitigating accent-based biases in higher education

Across three experiments we investigated the impact of accent-based biases on student learning and evaluations of teaching. In Experiments 1 & 2, we examined whether additional text on slides might better support learning from instructors who speak with non-native accents. Although we observed no differences in learning, students rated the Mandarin-accented instructor as less effective than the American-accented instructor, indicating the presence of accent-based biases. In Experiment 4, we tested the effectiveness of an intervention designed to reduce these biases. Our findings suggest that this intervention could be useful in mitigating the negative impacts of accent-based biases in college classrooms.

PP-SatAm2-B-5 **Enming Zhang** Zhejiang University

Which is the better explicit feedback to help secondary school students learn from self-made errors?

Explicit feedback could help students learn from their self-made errors; however, there is little evidence comparing the effects of different types of feedback. This study compared the effects of four explicit feedback types (canonical solution × knowledge prompt) on knowledge gains and examined the mediating effects of different cognitive load types in a secondary school algebra setting. Results indicated both the solution + prompt and prompt-only could be the better feedback. Both the extraneous and germane cognitive load did not play a mediating role as expected but the reasons differed, thus improving the understanding of cognitive load theory.

PP-SatAm2-B-6 **Maciej Hanczakowski** Adam Mickiewicz University
Ewa Butowska SWPS University
Katarzyna Zawadzka SWPS University

The role of variable retrieval in effective learning

We assessed the effectiveness of learning via retrieval practice with cues changing across practice cycles. Participants learned translations of foreign vocabulary, with foreign words embedded in contextual sentences hinting at the meaning of these words. These sentences were then either kept constant or varied from one learning cycle to another. Whenever repeated practice took the form of retrieval from long-term memory accompanied by feedback presentation—with contextual sentences serving as cues—variable sentences led to better learning of the meanings of the embedded foreign words than constant sentences. However, participants wrongfully perceived learning with constant cues as more effective.

Saturday, August 12, 10:40-12:10	**Umme**	**Paper Session Stress/Trauma and Memory**
PP-SatAm2-U-0	**Jun Kawaguchi (Chair)**	Otemon Gakuin Universuty
PP-SatAm2-U-1	**Ryo Saito**	Tohoku University
	Takashi Oda	The University of Tokyo
	Akihiro Shibayama	Tohoku University
	Koji Etchu	Miyagi University of Education
	Mari Hasegawa	Tohoku University
	Toshiaki Muramoto	Tohoku University

Interdependence between Self-help (Jijyo) and Mutual-help (Kyojo) in Building a Disaster-Resilient Society: Exploring the Relationships with Big Five Personality, Information Processing Style, and Prosocial Attitude

This study examined the contrast between self-help and mutual-help in disaster risk reduction (SHMH). The study surveyed 117 students taking a DRR education class and collected data on SHMH (at the end of each class), personality traits, information processing styles, prosocial attitudes, and attitudes towards DRR education. The results showed an average score of 4.36 to 5.06, indicating that mutual-help was deemed more important than self-help. The study found a positive correlation between extraversion and mutual-help among the Big Five personality traits ($r = .284$ to $r = .456$), but no consistent relationship

was observed between SHMH and other variables.

PP-SatAm2-U-2 **Dilek Celik** Eastern Mediterranean University
Burcu Kaya Kizilöz Eastern Mediterranean University
Chillar Asadli Eastern Mediterranean University

The Life Story and Episodic Future Thinking of Inmates

People explain who they have become by referring, revising and creating events from their past and by imagining the future (Bruner, 1990). Imprisonment is considered as a traumatic experience (Armour, 2012) leading to changes in memory and life stories (LS). In the present study we examined past and future LSs of inmates (N = 95) and community members (N = 136) and found that there were significant main effects of imprisonment on the age of memory, valence, specificity and impact of LS events. Taken together, our study revealed that imprisonment is an anchoring event influencing how individuals remember and imagine LS events.

PP-SatAm2-U-3 **Taryn Farr** The University of Waikato
Andrew J. Evelo The University of Waikato

Intergroup threat: The influence of differing vaccine mandate beliefs on intergroup perception and conflict

We examined the extent to which the perception of others as a “realistic” threat to wellbeing versus a “symbolic” threat to values leads people to develop negative attitudes about the threatening others. Although research on stigmatised groups indicates that these types of threats are precursors to political violence, these findings may not generalise to current issues, like vaccine mandates, where both sides see the other as threatening. Therefore, in two studies, we measured and manipulated the perceived threat due to vaccine mandates; we found that both types of threat contributed to the development of negative attitudes towards the threatening other.

PP-SatAm2-U-4 **Lindsey Sharratt** Aston University
Nathan Ridout Aston University

Self-Concept Clarity, Self-Esteem, Intorelance of Uncertainty and Autobiographical Memory Function: Investigating Mediators of the Relationship between Childhood Adversity and Depression, Anxiety and Hypomania

This study examined relations between childhood adversity, self-concept clarity, self-esteem, autobiographical memory functions, and measures of depression, anxiety and hypomania in 160 community sample participants. Regression models investigated mood score variance, and mediation analyses explored paths between adversity and mood scores. Models suggested memory functions were unrelated to the variables of interest. Consistent with models, adversity predicted state and trait depression and anxiety. Self-esteem mediated all relations between adversity and depression and anxiety. Additionally, self-concept clarity mediated state anxiety and state depression. No direct path arose between adversity and hypomania, however, there was a significant indirect path via self-concept clarity.

PP-SatAm2-U-5 **Anna Sutton** University of Waikato
Maryanne Garry University of Waikato
Mevagh Sanson University of Waikato

Developing a simple autobiographical memory intervention to improve authenticity and well-being

Recalling authentic or inauthentic experiences improves people’s feelings of authenticity and well-being, perhaps because these memories serve specific functions. To address this idea, we asked people to recall a memory of a time they felt most authentic or most inauthentic (Experiment 1), or really good/really bad (Experiment 2). They then rated a) the functions those memories serve, b) authenticity and c) well-being. In Experiment 4, people recalled memories serving directive, identity, or social functions, and again reported well-being and authenticity. This work contributes to our understanding of the importance of autobiographical memories for psychological well-being.

PP-SatAm2-U-6 **Jacquie R. Vroom** Deakin University
Meaghan Danby Deakin University
Stefanie Sharman Deakin University

The effects of different pre-substantive rapport-building styles on investigative interviews with children

Building rapport with child witnesses is commonly recommended in the initial stages of an investigative interview. However, guidelines differ in how they advise interviewers to build rapport. The current study compared different rapport-building styles. Seven- to 9-year-olds were interviewed about a witnessed event using one of five rapport-building conditions: narrating a neutral event, playing a game, answering questions about yourself, watching a pre-recorded video of the interviewer introducing herself, or no rapport. Later, a research assistant asked children for their perceptions of the interview using Likert scales and open questions. We compare children's reports and perceptions across rapport-building conditions.

Lunchtime Event

Saturday, August 12, 12:20-13:10	Tsubasa	Business Meeting

BZ-SatNo-1 **Kimberley Wade (Executive Director)** University of Warwick

[Agendas to be announced]

Symposia and Paper Sessions

Saturday, August 12, 13:20-14:50	Tsubasa	Symposium New insights into the Concealed Information Test

SY-SatPm1-T-4-0 **Ine Van der Cruyssen (Chair)** University of Amsterdam/
Hebrew University of Jerusalem

The Concealed Information Test (CIT) is a memory detection test used to determine if a suspect of a crime possesses crime-related knowledge. The symposium will delve into the latest advancements in CIT research, featuring esteemed researchers in the field. The symposium will cover various topics, including the use of eye tracking instead of autonomic measures to detect knowledge, people's approach-avoidance tendency towards crime-relevant items, a new virtual reality-based approach to detecting crime knowledge, the impact of shorter time intervals on CIT accuracy, and potential countermeasures that could affect the effectiveness of the CIT.

SY-SatPm1-T-4-1 **Yoni Pertzov** Hebrew University of Jerusalem
Oryah Lancry-Dayan Hebrew University of Jerusalem
Tal Nahari Hebrew University of Jerusalem
Gershon Ben-Shakhar Hebrew University of Jerusalem

The short term memory task for revealing concealed information using eye tracking

The short term memory task is a validated, theory driven, method for memory detection using eye tracking. When observers try to memorize an array of items, their gaze is first directed towards the familiar item and then towards unfamiliar ones. Such behavior is observed even when participants try to apply countermeasures. I will describe the promise of using this method for revealing concealed memories

of known faces and objects. I will also discuss its advantages over more traditional methods, based on physiological responses and its promise in resolving problems in real-world settings.

SY-SatPm1-T-4-2 **Izumi Matsuda** Aoyama Gakuin University
Hiroshi Nittono Osaka University

Crime-relevant items induce approach behavior that can be inhibited by the intention to conceal

Do people want to approach or avoid crime-relevant items when their guilt is being tested? This study investigated the approach–avoidance tendency to crime-relevant items by using the manikin task, a kind of implicit association test. After stealing two items in a mock-crime scenario, the participants received a manikin task two times. The participants were asked to disclose one item before the test in one condition and to conceal the other item in the other condition. The results suggest that people originally display an approach tendency toward crime-relevant items that can be inhibited by their intention to conceal.

SY-SatPm1-T-4-3 **Ine Van der Cruyssen** University of Amsterdam/ Hebrew University of Jerusalem
Gershon Ben-Shakhar Hebrew University of Jerusalem
Bruno Verschuere University of Amsterdam
Yoni Pertzov Hebrew University of Jerusalem

Memory detection in virtual reality: The effect of scene modifications

Are your eyes giving away your deepest secrets? In the current study, we propose a new way to detect crime knowledge by examining eye movements toward modified areas of a crime scene. After either committing a mock crime or performing an unrelated task, guilty and innocent participants viewed the crime scene in virtual reality to which several salient modifications were made. We found that guilty participants looked both more and earlier at the modified areas as compared to innocent participants. We argue that this approach has several important advantages in comparison to traditional concealed information tests.

SY-SatPm1-T-4-4 **Robin Orthey** Aoyama Gakuin University
Izumi Matsuda Aoyama Gakuin University
Mina Otaka Toyo University
Kiyomitsu Niioka Chuo University

Examining the effect of stimulus overlap and generalization in the CIT

Stimulus generalization and overlap in a CIT paradigm are examined. We evaluate the diagnostic accuracy of a CIT with drastically reduced inter-stimulus intervals, 6-8 seconds, and find no meaningful reduction. This suggests CIT examinations can be significantly shortened improving their applicability. Furthermore, we examined how the tonic and phasic components of Electro Dermal Activity (EDA) contribute to the CIT effect in a continuous presentation mode. We moved a dot along two subway routes to detect a station participants were told beforehand. Anticipation, represented by tonic activity, and orientation, represented by phasic activity, and detection accuracy of the paradigm were examined.

SY-SatPm1-T-4-5 **Gershon Ben-Shakhar** Hebrew University of Jerusalem
Nathalie klein Selle Bar Ilan University

The effects of mental countermeasures on psychophysiological memory detection: A new perspective based on recent theoretical developments

The CIT is vulnerable to countermeasures. Therefore, we compared two types of mental countermeasures: Classical countermeasures designed to affect skin conductance response (SCR) by inducing orientation to control items and novel countermeasures designed to affect respiration line length (RLL) and heart rate (HR) by avoiding arousal inhibition. The classical countermeasure reduced the SCR CIT effect, implying that guilty individuals can facilitate orientation. The novel countermeasure did not affect RLL and HR, suggesting that guilty individuals might not be able to block their drive to inhibit physiological arousal. This implies that RLL and HR may be more useful for memory detection.

Saturday, August 12, 13:20-14:50	Nishiki	Symposium Visual Perspective in Memories for Events

SY-SatPm1-N-21-0 **Peggy L. St. Jacques (Chair)** University of Alberta

Memories are not exact reproductions of the past but can be retrieved differently from how the past occurred, such as when people adopt an observer-like perspective. Visual perspective is associated with changes in the characteristics of memories, which has led to much debate regarding the role of visual perspective in memory distortion. At the same time, changing our perspective on the past influences how we reflect upon and share our experiences with others, which can have potential therapeutic applications. This symposium brings together exciting new research that highlights how visual perspective bridges basic and applied research in memory and cognition.

SY-SatPm1-N-21-1 **Peggy L. St. Jacques** University of Alberta

The Absence of Observer-Like Perspectives Preserves Autobiographical Memories

Not all individuals report spontaneously adopting novel perspectives when recalling autobiographical memories, bringing into the reconstructive nature of autobiographical memories in such individuals. In a series of studies, I show that individuals who self-report the absence of observer-like perspectives lack the typical shift in perspective with memory remoteness associated with memory reconstruction. Moreover, such individuals also have qualitatively better memory for the setting in which these events occurred. These findings suggest that the absence of observer-like perspectives helps to preserve memories over time, and the role of scene-related construction processes in supporting these effects will be discussed.

SY-SatPm1-N-21-2

Daniela J. Palombo	University of British Columbia
Victoria Wardell	University of British Columbia
Taylyn J Jameson	University of British Columbia
Peggy L St. Jacques	University of Alberta
Christopher R Madan	University of Nottingham

Fade in, fade out: Shifts in visual perspective predict the consistency of autobiographical memory

How does the visual perspective we adopt when recalling events relate to the consistency of our memories? In this study, participants (N=178) freely recalled and rated the phenomenology of self-selected memories at two time points (10-weeks apart). Memories were compared for consistency across sessions using a novel scoring procedure. As predicted, greater shifts in visual perspective predicted lower memory consistency. This relationship was driven by poorer consistency of details related to emotions/thoughts. Poorer consistency of memory for the emotions/thoughts experienced during events may indicate that shifts in visual perspective can retroactively reshape the subjective experience of events.

SY-SatPm1-N-21-3

Nikolai Axmacher	Ruhr-Universität Bochum
Thomas M. Lukaschewski	Ruhr Universität Bochum
Gerd Waldhauser	Ruhr Universität Bochum
Roy Dings	Ruhr Universität Bochum
Rebekka Heinen	Ruhr-Universität Bochum
Carlos Alexandre Gomes	Ruhr-Universität Bochum
Albert Newen	Ruhr-Universität Bochum

How Self-Incongruence Influences the Phenomenology and Accuracy of Autobiographical Memories

Autobiographical memory relies on integration of episodic memory with the self-model. Negative self-incongruent experiences that elicit self-conscious emotions such as shame or guilt may influence both the accuracy of autobiographical memories and their phenomenological characteristics, in particular their visual perspective. We found that the amount of shame elicited by real-world autobiographical memories predicted their third-person perspective. In a follow-up study, we induced shame experimentally and tested its effect on visual perspective and memory accuracy. Our results shed

new light on the mechanisms of self-memory integration and their impact on the phenomenology and accuracy of autobiographical memories.

SY-SatPm1-N-21-4	**Lisa Libby**	Ohio State University
	Phong Q Le	Ohio State University
	Richard P Eibach	University of Waterloo
	Stephanie A Stewart-Hill	Ohio State University
	Vanessa Ivy	Ohio State University

Causes and consequences of storyteller memory perspective when communicating stories about life events

Stories are a fundamental form of communication, and life events are a common topic of stories. A series of experiments revealed that, while communicating stories about life events, the majority of storytellers mentally pictured those events and that there was variability in the perspective of this imagery, with storytellers spontaneously picturing events sometimes from their own first-person perspective and other times from an observer's third-person perspective. Further, manipulating storyteller communication goals and audience characteristics influenced storyteller memory perspective, and manipulating storyteller memory perspective influenced event narratives and audience responses. These findings suggest imagery perspective serves a function in interpersonal communication.

SY-SatPm1-N-21-5	**Heather M. Iriye**	Karolinska Institute
	H Henrik Ehrsson	Karolinska Institute
	Marie Chancel	Université Grenoble Alpes

Body Ownership and the Neural Processes of Memory Encoding and Reinstatement

How is the fundamental sense of one's body, the most basic aspect of self-consciousness, incorporated into memories for events? We immersed participants within lifelike scenes while we manipulated their feelings of body ownership with a perceptual full-body-illusion during functional MRI scanning. One week later they recalled these scenes from memory, again during scanning. Strong and weak body ownership during encoding were associated with separate patterns of activity in regions including the hippocampus and angular gyrus. These same patterns of activity were reinstated more during the retrieval of scenes encoded with strong body ownership and high memory vividness. Our results demonstrate how the physical self is bound within an event during encoding, which facilitates reactivation of a memory trace during retrieval.

Saturday, August 12, 13:20-14:50	**Matsu**	**SPaper Session Applications of Memory Studies**

PP-SatPm1-P-0	**Yusuke Shono (Chair)**	Claremont Graduate University
PP-SatPm1-P-1	**Daiki Kato**	Kinjo Gakuin University
	Yasunori Ogushi	The Tower Hotel Nagoya

Enhancing Hotel Guests' Psychological Experience through Artistic Expression and Positive Mood Changes

We aimed to probe the effectiveness of art therapy on hotel guests' self-awareness of mood. We introduced an art expression program at a hotel and examined its effect on self-awareness of mood changes among hotel guests. We let 24 hotel guests perform collage work and compared their self-awareness of mood before and after the art performance. The results showed a positive change in self-awareness of confusion and vigor. A further elaboration of the art expression programs at hotels may add merits of staying in hotels. This study also demonstrated the possibility of cognitive psychology to apply to the hospitality business.

PP-SatPm1-P-2	**Katie Toolin**	Goldsmiths, University of London
	Fiona Gabbert	Goldsmiths, University of London

Adrian Scott Goldsmiths, University of London

What Works in Behavioural Recognition?

Over the last few decades, a growing evidence-base for investigative interviewing techniques has informed practitioners and policy-makers worldwide, and promoted ethical information elicitation. Many of these techniques rely on elements of behavioural recognition to improve communication and cooperation. This systematic review examined existing literature on 'what works' in behavioural recognition across multiple disciplines and sought to answer the following question: can we accurately interpret the dynamic behaviour of others? Studies that met our inclusion criteria were coded in relation to their accuracy measure, with results focusing on the cognitive processes that influence this accuracy, such as cognitive load and motivation.

PP-SatPm1-P-3 **Lixia Yang** Toronto Metropolitan University

Cultural Contingency Effect in Memory Binding: From the West to the East

Cultural experiences shape the way we process information, with a relational or holistic processing preference in East Asians and a categorical or analytic processing preference in Westerners. Three studies examined the cultural contingency effect in memory binding with categorial source monitoring paradigms (Study 1), holistically encoded socially meaningful item-context binding (Study 3), and memory unbinding for isolated backgrounds from previously encoded object-background scenes. The results consistently support a cultural contingency effect. Specifically, Westerners outperformed East Asians in memory for categorically processed binding and object-background unbinding, whereas East Asians showed a memory advantage for holistically processed socially meaningful item-context binding.

PP-SatPm1-P-4 **Victoria M. E. Bridgland** Flinders University
Payton Jones Harvard University
Benjamin Bellet Harvard University

Content Warnings Reduce Aesthetic Appreciation of Visual Art

Content warnings are alerts given before potentially distressing content, increasingly used by artists and art curators. Here, we examined the impact of content warnings on the aesthetic appreciation (AA) of, and emotional responses towards, art. We found that content warnings decreased AA and increased negative emotional responses in 214 participants who viewed diverse art pieces. The ambiguity of visual art may make it more susceptible to semantic priming effects, including those caused by content warnings. Our findings suggest that artists and curators reconsider their use of content warnings and use caution when providing additional contextualization.

PP-SatPm1-P-5 **Lucy H. Butler** The University of Western Australia
Padraig Lamont The University of Western Australia
Dean Law Yim Wan The University of Western Australia
Toby Prike University of Western Australia
Mehwish Nasim The University of Western Australia
Bradley Walker The University of Western Australia
Nicolas Fay The University of Western Australia
Ullrich Ecker University of Western Australia

The (Mis)Information Game: A Social Media Simulator

Although social media is often seen as a major contributor to misinformation exposure and false beliefs, the way people process and engage with (mis)information on social media platforms remains under-studied due to a lack of accessible and realistic testing paradigms. Due to this, we have developed The Misinformation Game, an open-source and easily customizable testing platform that can mimic key features of social media and provide dynamic feedback to participants. Studies assessing a diverse range of research topics can be set up easily using a Google Sheets template, and as such no programming experience is required to use the simulator.

PP-SatPm1-P-6 **Carla M. Strickland-Hughes** University of the Pacific
Mercedes E. Ball Purdue University

Memory Strategy Instruction: Goal-Setting and Positive Feedback May Foster Task Commitment

Is everyday memory strategy instruction more effective (e.g., better performance, greater strategy use) when trainees set goals and receive positive performance feedback? Participants completed a 1-hour Zoom interview and were randomly assigned to strategy training (5-min. video) with or without a goal-setting and feedback manipulation, or to a no-training control condition. List recall, strategy use, and task commitment were assessed once before and twice after strategy instruction. Memory gains were comparable for both training groups, but the goals and feedback group reported sustained (versus declining) task commitment. Perhaps, over time, task commitment could facilitate persistent effort and better memory performance.

Saturday, August 12, 13:20-14:50	**Take**	**Paper Session Everyday Memory and Working Memory**

PP-SatPm1-B-0 **Yukiko Nishizaki (Chair)** Kyoto Institute of Technology

PP-SatPm1-B-1 **Misato Oi** Kindai University
Ryusei Udo Kindai University

Effects of varying physical exercises on working memory improvement

Physical exercise has been suggested to be effective for learning, especially in children (e.g., Kyan & Takakura, 2019; Mullender-Wijnsma et al., 2016). However, previous studies have not examined the types of physical exercise that have a positive effect on working memory. This study examined the effects of four different types of exercise (i.e., resting, tapping, upper body exercise, and stepping) on working memory. The results do not support current claims about the effectiveness of exercise on learning. However, the present study opens up the possibility that these exercise effects can be more pronounced if the limitations are addressed.

PP-SatPm1-B-2 **Rachael A. Wynne** The University of Newcastle

False Memory in Immediate Backward Serial Recall for Phonological and Semantic Associations

The DRM paradigm's ability to elicit false memory effects has been well documented and extended into short term when words are semantically and phonologically associated to a non-represented lure; and 'hybrid' phonological-semantic combined lists. This study explored the false memory effect under immediate backward serial recall within a modified DRM paradigm. Forty participants were presented with six-item 'hybrid' word lists, manipulating the order of the associates and recall direction. Results demonstrate that an alternating presentation as compared to the grouping of like items, did not significantly impact recall of the lure; although recall direction did produce a significant main effect.

PP-SatPm1-B-3 **Kok Wei Tan** University of Reading Malaysia
Kok Fui Liew Non academic
Daniel Lamport University of Reading
Rachel E Pye University of Reading
Ian David Stephen Nottingham Trent University
Claire Williams University of Reading

Impact of smoothie intake on cognition: A randomised, double-blind, placebo-controlled study on Malaysian young adults

Regular fruit and vegetable (F&V) consumption has been shown to confer benefits for cognition, attributed to micronutrients like carotenoids and flavonoids. The current study investigated the acute effect of F&V smoothies on cognition in a Malaysian sample. Sixty-two adults were randomly assigned to take either the flavonoid-rich, carotenoid-rich, flavonoid-carotenoid mixed smoothie or a placebo. Cognitive tasks were administered before and two hours after the smoothie intake. We found a significant time*group interaction on working memory. No significant difference between the groups for

the post-supplementation measurement for performance in semantic memory, executive function, and attention. These results contradict previous research.

PP-SatPm1-B-4 **Ewa Butowska** SWPS University
Katarzyna Zawadzka SWPS University
Maciej Hanczakowski SWPS University

Is guessing any better than reading when learning trivia? I guess not

Guessing an answer to a question is believed to improve memory for the correct response compared to reading it outright. This guessing benefit, however, is subject to several limitations. Our results show that for general knowledge questions, guessing is no better than reading when study times are equated. Activating the relevant knowledge base by guessing at an answer to a related question before studying the to-be-learned information also fails to aid performance. This suggests that guessing benefits for general knowledge questions result merely from longer time spent processing the question and answer rather than the attempt to generate a response.

PP-SatPm1-B-5 **Eva Rubinova** University of Aberdeen
Heather Price Thompson Rivers University
Sonja Brubacher Griffith University

The Impact of Prior Knowledge on Memory for Repeated Events: A Registered Report

People may experience sequences of similar events they initially do not understand, for example when travelling to foreign countries and participating in local cultural events. Low prior knowledge and low comprehension are typically associated with lower memory performance. The present study is the first examination of the impact of prior knowledge on memory for repeated events. As part of a registered report, we set out to validate four newly created sets of repeated-event stimuli for the manipulation of prior knowledge. We will present the stimuli, validation analyses, and further investigation of the impact of prior knowledge on typical recall patterns.

PP-SatPm1-B-6 **Angeliki Makri** The University of Nottingham
Chris Jarrold University of Bristol

The role of binding in facilitating the enactment effect in immediate memory recall

The aim of this study was to examine whether physically performing a set of instructions (action-object phrases) leads to superior binding of that information when compared to verbal recall. Based on previous work (Yang et al., 2014; Makri & Jarrold 2022), it was hypothesised that actions and objects bound in a pair would be more likely to be recalled correctly in enactment compared to verbal recall when compared to single actions and single objects. The study employed a 2 (recall type: enactment, verbal) x 3 (probe type: actions, objects, action-object pairs) repeated measures design. Twenty eight participants encoded a series of instructions (consisting of single items or pairs) and were subsequently asked to recall them either verbally or by acting them out. The results showed that compared to single items, action-object pairs were more likely to be recalled under enactment compared to verbal recall. Further studies are needed to consolidate this finding. However, these preliminary findings extend previous literature (Makri & Jarrold, 2022) by providing further evidence that enactment facilitates information binding which in turn may explain the enactment superiority effect.

Saturday, August 12, 13:20-14:50 | Umme | Paper Session: Cognitive Strategies and Decision Making

PP-SatPm1-U-0 **Keiko Ishii (Chair)** Nagoya University

PP-SatPm1-U-1 **Kazuma Kinoshita** Kyoto university
Satoru Saito Kyoto university

The reversed magnitude effect of the abacus numbers processing

The Japanese soroban abacus (abacus) is a traditional Japanese calculator. We employed a numerical comparison task with the Arabic numerals and abacus pictures to examine the nature of the basic numerical representations in abacus learners (N = 109). Although the standard distance effects were observed in both the Arabic numerals and abacus conditions, they showed the reversed magnitude effect in the abacus condition while exhibited the standard magnitude effect in the Arabic numerals condition. This pattern of the results was consistent with our new "abacus number representation model", which emphasizes the role of the out-of-play beads in abacus number cognition.

PP-SatPm1-U-2 **Samantha Kleinberg** Stevens Institute of Technology
Daniel W. Czarnowski Lehigh University
Jessecae K. Marsh Lehigh University

Linking Mental Models of Health to Health Choices

People's representations of causal relationships guide their decisions and actions. Developing mental models can be challenging for laypeople in complex domains like health. We had participants draw causal models of Type 3 Diabetes to see what dictates inclusion in a mental model and how inclusion predicts decision making. Providing a starting set of causes resulted in more elaborate models that better corresponded with choices on a set of decision-making questions. Factors included in people's models were rated as stronger than excluded causes. Our results provide insight into useful ways of eliciting mental models in the health domain.

PP-SatPm1-U-3 **Natasha G. Martlew** University of Central Lancashire
Beth H Richardson University of Central Lancashire
Linden J Ball University of Central Lancashire
Paul J Taylor Lancaster University
Coral J Dando University of Westminster
Thomas C Ormerod University of Sussex

Developing an "Insider Language Index" as a Composite Measure to Detect Insider Threat

Insider threat poses a significant challenge to modern organisations. Typically, research focuses on technology-based detection and prevention of attacks. The present study instead investigated insider threat from a human-centric perspective. Focusing on the linguistic factors associated with attacks, we used Linguistic Inquiry and Word Count to analyse the language used by insiders and non-insiders during workplace interviews. Results revealed that, compared to non-insiders, insiders used significantly more words relating to cognitive processing, more self-referential terms and more words relating to negative affect. A generalisable Insider Language Index (ILI) was developed with potential to support detect insider threat in organisational contexts.

PP-SatPm1-U-4 **Yikang Zhang** Maastricht University
Fangzhu Qi Henan University
Henry Otgaar Maastricht University
Robert A. Nash Aston University
Marko Jelicic Maastricht University

A Tale of Two Distrusts: Memory Distrust towards Commission and Omission Errors in the Chinese Context

People hold a more or less skeptical view of their own memory, which is called memory distrust and is measured by the SSMQ and the MDS. In Study 1(N = 459), we translated the MDS into Chinese and found that MDS was correlated with self-report memory errors and compliance and had acceptable test-retest reliability. In Study 2 (N = 384), we found that high (versus low) memory distrust people were more likely to accept the false feedback and change their memory afterward. Our research confirms MDS's reliability and validity, demonstrating how the MDS relates to decision-making during remembering.

PP-SatPm1-U-5 **Rebecca L. Paterson** Kyoto University

Emmanuel Manalo Kyoto University

How does manipulation of attention focus under anxiety-provoking conditions affect English speaking performance?

Speaking in a foreign language is both cognitively demanding and anxiety-inducing, yet it remains unclear how and why speaking performance deteriorates under certain stressful conditions. This study aims to clarify how manipulating internal and external attentional focus affect the fluency and accuracy of Japanese students' spoken English. Preliminary results indicate that control group participants favoured fluency and spoke longer, while the two experimental groups prioritised accuracy and spoke for less time. The authors will discuss how the results reflect a fluency-accuracy trade-off and include considerations based on electrodermal activity and individual differences.

PP-SatPm1-U-6 **Jennifer J. Williams** Macquarie University
Jeffrey L. Foster Macquarie University

Motivating Cybersecure Behaviours Using Episodic Future Thinking

Good cybersecurity practices have become crucial to protecting one's assets, yet people often fail to act securely. Our research aimed to discover whether Episodic Future Thinking (EFT) is a viable method of motivating better cybersecure behaviour. After completing several pre-manipulation measures, participants completed a filler task followed by either five EFT activities or five standardized activities based on the filler task before completing the post-manipulation measures. Results revealed that mentally simulating a potential future cyber-attack and reflecting on its possible outcomes increased self-efficacy and cybersecure intentions compared to before the task – with no such change seen in the control group.

Coffee Break [14:50-15:00]

Saturday, August 12, 15:00-16:45	**Tsubasa**	**Paper Session Eyewitness Memory and Lineups**

PP-SatPm2-T-0 **Yusuke Shono (Chair)** Claremont Graduate University

PP-SatPm2-T-1 **Yusuke Shono** Claremont Graduate University
Alan W. Stacy Claremont Graduate University

Item Response Theory Models for Multiple Human Raters: Applications to Open-Ended Memory Tasks

Open-ended response items are used in assessing various forms or functions of memory (e.g., associative memory, autobiographical memory). Open-ended responses are typically rated by multiple human raters, and inter-rater reliability has been a gold-standard psychometric index reflecting the degree of agreement in ratings among raters. This study illustrates how more comprehensive psychometric evaluations can be conducted using an item response theory (IRT) framework, which provides valuable information (e.g., rater effects) not available in traditional classical test theory approaches. The IRT approach is illustrated in a verb generation task commonly used in research on semantic memory and some applications in health.

PP-SatPm2-T-2 **Heather D. Flowe** University of Birmingham
Marlene Meyer Technical University of Munich
Melissa F Colloff University of Birmingham
Tia Bennett University of Birmingham
Edward Hirata University of Birmingham
Laura M Stevens University of Birmingham
Harriet M. J. Smith University of Birmingham
Tobias Staudigl University of Birmingham

Enabling witnesses to actively explore faces and reinstate study-test pose during a lineup increases discrimination accuracy

We tested and found that the simultaneous interactive lineup procedure, which allows witnesses to actively explore and view the lineup members' faces from multiple angles, increases discrimination accuracy compared to video and photo lineups. Interactive lineups were beneficial regardless of whether the perpetrator was encoded from the front or profile angle. In the real world, it is likely that eyewitnesses will view a perpetrator from multiple perspectives. The interactive procedure allows witnesses to adjust lineup face viewpoints to match their memory of the crime, which is beneficial for eyewitness memory performance.

PP-SatPm2-T-3	**Georgia L. Roughton**	Serco and University of Derby
	Melissa F Colloff	University of Birmingham

A systematic review of lineup filler similarity

The existing suspect-filler similarity literature (29 studies) was re-examined through the lens of signal detection theory. Predictions were made about optimal lineup construction on eyewitness discriminability using the feature matching model (Colloff et al., 2021) and diagnostic feature detection theory (Wixted & Mickes, 2015). We examined if the model-based hypotheses were borne out in the literature. The impact of line up construction methods in experiments (i.e., filler and innocent suspect selection) on suspect-filler similarity dynamics and, consequently, ability to discriminate innocent from guilty suspects, can help to explain conflicting results in the field to date.

PP-SatPm2-T-4	**Stefana Juncu**	University of Portsmouth
	Ryan J. Fitzgerald	Simon Fraser University
	Hartmut Blank	University of Portsmouth

The effects of image variability and presentation mode on prospective person memory

Photographs are regularly included in appeals to find missing people. In two experiments, we explored whether sightings were affected by method of photo presentation and variability in the depicted person's appearance. Participants who learned target faces from high variability images were better at discriminating between targets and non-targets than participants who learned the same targets from low variability images. Presentation mode (simultaneous vs. sequential) did not consistently influence identification performance. Experiment 4 will look at participants' eye movement when encoding missing persons appeals, to see whether a specific movement pattern is associated with higher PPM discriminability.

PP-SatPm2-T-5	**Jennifer M. Jones**	John Jay College of Criminal Justice, CUNY
	Jacqueline A. Katzman	John Jay College of Criminal Justice, CUNY
	Melanie J. Close	CUNY Institute for State & Local Governance
	Andrew J. Evelo	The University of Waikato
	Margaret Bull Kovera	John Jay College, CUNY

Does Phenotypic Bias Extend to Eyewitness Identifications?

This experiment evaluated whether phenotypic bias interacted with lineup composition and presentation style to influence suspect identification rates. Participants watched a mock crime video before attempting to make an identification from a lineup. Phenotypic bias did not influence suspect identification rates; White participant-witnesses did not identify Black suspects with Afrocentric features more often than Black suspects with Eurocentric features. Rather, our participants' suspect identifications were influenced by whether the suspect stood out as phenotypically different from the fillers (Phenotypically Mismatched), whether the culprit was present, and how the lineup was presented. We will discuss implications for procedure reform.

PP-SatPm2-T-6	**Justice C. Healy**	University of Nevada, Reno
	Yueran Yang	University of Nevada, Reno

Signal Detection Theory's Application to Eyewitness Identifications: Should Researchers Modify Their Assumptions?

Signal detection theory (SDT) is often used to understand eyewitness decisions. According to SDT, a person's recognition decision results from discriminability, the mean distance between the old and new distributions, and decision criterion, which quantifies the criterion by which a person makes a recognition decision. While SDT is useful, its assumptions may raise methodology concerns when analyzing data. Researchers often assume equal variance across guilty and innocent suspect memory distributions and that witnesses use the same decision criterion across culprit-present and culprit-absent lineups. This research evaluates these assumptions, with results suggesting that implicit model assumptions commonly used might be incorrect.

PP-SatPm2-T-7	**Kara N Moore**	Oklahoma State University
	Mario Baldassari	University of Saint Francis
	Ira E Hyman	Western Washington University
	Lorraine Hope	University of Portsmouth
	Eric Mah, D. Stephen Lindsay	University of Victoria
	Jamal K. Mansour	University of Lethbridge
	Renan Saraiva	University of Portsmouth
	Ruth Horry	Swansea University
	Hannah Rath	Oklahoma State University
	Lauren Kelly, Rosie Jones	Swansea University
	Shannan Vale, Bethany Lawson	Swansea University
	Joshua Pedretti	University of Saint Francis
	Tomás Palma, Francisco Cruz, Joana Quarenta	Universidade de Lisboa
	Ine Van der Cruyssen	University of Amsterdam/ Hebrew University of Jerusalem
	Mila Mileva, Jessica Allen	University of Plymouth
	Brittany Jeye	Worcester State University
	Sera Wiechert	University of Amsterdam

The Effect of Pre-Event Instructions on Eyewitness Identification

The pre-event instructions reported in the eyewitness identification literature vary in what they reveal to participants about the event or tasks. In this Registered Report research, participants received non-specific pre-event instructions (i.e., "watch this video") or eyewitness pre-event instructions (i.e., "watch this crime video, you'll complete a lineup later") and completed a culprit-absent or -present lineup task. We found no support for the hypothesis that participants in the eyewitness condition had higher discriminability or different confidence-accuracy calibrations than participants in the non-specific condition. Participants in the eyewitness condition were more likely to choose than participants in the non-specific condition.

Saturday, August 12, 15:00-16:45	**Nishiki**	**Paper Session Concealed Information Tests**
PP-SatPm2-N-0	**Michiko Tsuneoka (Chair)**	National Research Institute of Police Science

PP-SatPm2-N-1	**Michiko Tsuneoka**	National Research Institute of Police Science
	Tokihiro Ogawa, Reo Takahashi	National Research Institute of Police Science
	Izumi Matsuda	Aoyama Gakuin University
	Yusuke Shibuya	Tottori Prefectural Police Headquarters

Comparison between performing and reading a criminal scenario in the concealed information test

This study compared continuous changes in autonomic responses during the Concealed Information Teat (CIT) between the performing and reading scenarios. Participants learned two mock crime scenarios by reading or performing each, and received the CIT for three mock crimes: two learned and one unlearned. We recorded skin conductance response (SCR), heart rate (HR), normalized pulse volume (NPV),

and respiratory activity. The ANOVA results and effect sizes showed that these autonomic responses differed between the performance and reading conditions. The HR and RS showed differences between crime-relevant and -irrelevant items at different times after item onset.

PP-SatPm2-N-2 **Lara Warmelink** Lancaster University
Felicity O'Connell, Paul J Taylor Lancaster University
Zarah Vernham University of Portsmouth

Episodic future thinking skills predict credibility while deceiving

This presentation will discuss a series of studies investigating whether people with better episodic future thinking skills (EFT) are more credible liars. Participants were asked to lie or tell the truth in interviews and written statements. Credibility was measured by level of detail, plausibility ratings and credibility judgements. The results show that participants with higher EFT provided more detail than participants with lower EFT across temporal conditions and modalities. However, while participants with higher EFT were perceived as more credible by judges when lying about future events, they were not judged as more credible when lying about current situations.

PP-SatPm2-N-3 **Janice L. Burke** University of Nevada, Reno
Yueran Yang University of Nevada, Reno

Simultaneous versus Sequential Lineups: A Meta-Analysis

This research aims to conduct a meta-analysis of the literature to compare witnesses' identification performance across simultaneous and sequential lineups. We searched and screened papers with a fully diagnostic 2 (culprit-present vs. culprit-absent) × 2 (simultaneous vs. sequential) between-subjects design. We identified 45 studies from 37 papers (n = 17,813 participants). In general, the results showed that a trade-off between accurate and mistaken identification rates occurs when one considers simultaneous versus sequential lineup presentations. Compared with simultaneous lineups, sequential lineups reduce mistaken identification rates, but at a price of losing accurate identification rates.

PP-SatPm2-N-4 **Shaelyn M. A. Carr** University of Regina
Kayla D. Schick, Susan Yamamoto University of Regina
Miao M. Qian University of Detroit Mercy
Kaila C. Bruer Luther College at the University of Regina

Biracial Eyewitness Lineup: The Influence of Eyewitness Ethnicity and Racial Intergroup Contact on Performance

Eyewitnesses exhibit problematic choosing on police lineups when the culprit is from a different race (cross-race effect; Cross et al., 1971). The cross-race effect is well-established using dichotomous racial groups, but little is known about eyewitnesses' performance on biracial police lineups. 427 participants (Mage =37.31; 48% female) were shown a biracial face, and immediately after were shown a series of eight faces and asked to make identification decisions for each. Results found support for Black and White intergroup contact improving accuracy, as well as Black participant ethnicity positively impacting accuracy in target-absent lineups. Implications and future directions are discussed.

PP-SatPm2-N-5 **Ruichun Zhang** The University of Sydney
Celine van Golde University of Sydney
Jason Chin The Australian National University

The effect of covert recording transcripts on juror decision making

Written transcripts of covert recording evidence can contain misinterpretations of the recording. Jurors are affected by these misinterpretations, resulting in wrongful convictions. In 2 studies (N = 281; N = 282), we examined the biasing effect of transcripts and specifically manipulated 4 different transcript presentation times (Study 1) and 4 different dubious word presentation types within a transcript (Study 2). Study 1 showed that mismatched transcripts lead to more inaccurate "guilty" verdicts, particularly if presented after recordings. Study 3 found that jurors' evaluation was most accurate if both versions of

transcription were provided. Implications and limitations will be discussed.

PP-SatPm2-N-6 **Nydia T. Ayala** Iowa State University
Andrew M Smith Iowa State University

Witnesses can forecast their accuracy on a vehicle lineup

In the only published experiment on vehicle lineups, witnesses had difficulty discriminating previously seen from novel vehicles (Smith et al., 2020). We examined the extent to which poor discriminability for vehicles was attributable to individuals allocating their attentional resources towards culprits and away from getaway vehicles. Instructing participants to attend to the getaway vehicle increased discriminability on a later lineup (Experiment 1). Post-encoding confidence forecasted later discriminability on a vehicle lineup (Experiment 2). Forecasting should be done in foresight, not in hindsight, and not after a witness has received post-identification feedback (Experiment 4).

Saturday, August 12, 15:00-16:30	**Matsu**	**Paper Session Aging and Memory Impairment**

PP-SatPm2-P-0 **Kohei Oka** Jikei University of Health Care Sciences

PP-SatPm2-P-1 **Kohei Oka** Jikei University of Health Care Sciences
Yumi Tsuri Jikei University of Health Care Sciences

A case study of how memory decline in dementia depends on the environment

Although there is a growing body of research on technology-based support for psychological and behavioral symptoms of dementia (BPSD), challenges remain in optimizing the use of technology. BPSD in dementia changes depending on the situation and is affected by even minor changes in daily life. However, few findings have examined in detail the behavioral changes resulting from these environmental changes. This study aimed to clarify the circumstances and environmental changes that cause memory-related behavioral changes by interviewing older adults and their families.

PP-SatPm2-P-2 **Zoe E. Michael** Flinders University
Neil Brewer Flinders University

The detection of suspicious behaviour: The influences of autism and Theory of Mind

In potentially problematic social exchanges, impaired perspective-taking—or Theory of Mind—has been hypothesised as a key factor heightening autistic individuals' vulnerability to manipulation and coercion. To investigate the relationship between perspective-taking and the detection of suspicious behaviour, we developed a novel paradigm—the Suspicious Activity Paradigm (SAP)—to measure people's ability to detect and respond to suspicious behaviour within interactions. In three studies with autistic and non-autistic adult participants we examined (a) the validity of the paradigm (b) differences in SAP responding between autistic and non-autistic adults and (c) the contribution of perspective-taking difficulties to SAP performance.

PP-SatPm2-P-3 **Burcu Kaya Kiziloz** Eastern Mediterranean University
Rahila Rachael Jatau Eastern Mediterranean University

The Relationship Between a Culturally Coherent Life Story and Mental Health in Nigerian Young Adults

Cultural life scripts (LSC), shared semantic knowledge of the expected life course, may impact mental health if the life stories (LST) deviate from the LSCs (Bohn, 2010). We aimed to determine if culturally coherent LSTs predicts well-being and depression scores of Nigerian young adults (N = 175, Muslim and Christian males/females) and whether religiosity plays a role in this relationship. Participants completed the LSC and LST tasks, the Warwick-Edinburgh Mental Well-being Scale, the Beck Depression Inventory-II and the Revised Intrinsic/Extrinsic Religious Orientation Scale. Contradicting the literature,

LST coherence significantly predicted depression scores only for the Christian males, suggesting that there are other factors influencing the relationship between mental health and LST coherence.

PP-SatPm2-P-4 **Julia Spaniol** Toronto Metropolitan University
Karl K. Szpunar Toronto Metropolitan University
David B. Flora York University
Michelle P. Silver University of Toronto
Shadini Dematagoda Toronto Metropolitan University
Mane Kara-Yakoubian Toronto Metropolitan University

Probing cognitive antecedents of prosociality in Canadian middle-aged and older adults

Prosociality – thoughts and actions aimed at improving the welfare of others – is higher for older than younger adults across the globe, but the mechanisms driving this age difference remain poorly understood. Using cross-sectional data from an ongoing Canadian longitudinal study (N=308), we tested whether prosocial behavior is associated with cognitive abilities, with a particular focus on fluid and crystallized intelligence, as well as ego-transcendent future thinking. Structural equation modeling revealed significant associations with personality traits and resources, but not with cognition. These findings suggest that cognitive factors may not play a critical role in prosociality in midlife and older adulthood.

PP-SatPm2-P-5 **Nicole Sugden** Charles Sturt University
Michael Kiernan, Jessica Driscoll Charles Sturt University
Armina Ray, Todd Fowler Charles Sturt University

The role of personality in the use of memory aids for prospective memory tasks in adults with and without ADHD

This study investigated the role of personality in the use of memory aids for adults with and without Attention Deficit Hyperactivity Disorder (ADHD). 190 adults with ADHD and 324 adults without ADHD completed the Big Five Inventory, Prospective Memory Concerns Questionnaire, and a memory aids checklist. Adults with ADHD used more memory aids and reported more memory concerns than those without ADHD. Differing personality traits predicted use of either digital, nondigital, or interpersonal memory aids, while openness and conscientiousness mediated the relationship between ADHD and aid usage. These findings have implications for psychoeducation on memory aids and selection of aids.

PP-SatPm2-P-6 **Michal Wereszczynski** Jagiellonian University
Agnieszka Niedzwienska Jagiellonian University

Decreased mind wandering in dementia-free older adults with elevated risk of Alzheimer's Disease: new insights into the Spontaneous Retrieval Deficit Hypothesis

In this presentation, we discuss the results of two our studies in which we have shown decreased mind wandering in dementia-free older individuals with elevated risk of Alzheimer's disease (AD), i.e. individuals with amnestic Mild Cognitive Impairment and individuals with periodontitis, which has been proven to be a risk factor of AD. Our results provide new insight into the Spontaneous Retrieval Deficit hypothesis which states that tasks based on the spontaneous, effortless retrieval (e.g., Mind Wandering) will be most compromised in individuals at preclinical stages of AD and therefore will be a good early indicator of elevated risk of disease.

Saturday, August 12, 15:00-16:45	**Take**	**Paper Session School Education**

PP-SatPm2-B-0 **Emmanuel Manalo** Kyoto University

PP-SatPm2-B-1 **Keita Terashima** Miyagi University of Education
Ryo Saito Tohoku University
Wataru Suzuki, Koji Etchu Miyagi University of Education

Effects of second language vocabulary learning strategy instruction on subsequent strategy use: A

case study of Japanese junior high school students

This study conducted in a junior high school examined the effect of instructing five second-language vocabulary learning strategies (e.g., repetition, elaboration, metacognition, retrieval practice, and spacing) on the subsequent use of those strategies. The five strategies were verbally explained, while only the elaboration strategy was trained with an activity (e.g., concept mapping). The effect was examined by comparing the scores of the responses to the psychological scales collected before and after the instruction. It was found that the scores for elaboration and repetition strategies increased significantly, but others did not. We will discuss the findings and offer pedagogical implications.

PP-SatPm2-B-2 **Emmanuel Manalo** Kyoto University
Mari Fukuda Simon Fraser University

Can students create diagrams to support what they write in test answers?

We examined how well undergraduate students can create diagrams to support/supplement their answers in a real course test. We included an option to include diagrams in answers for their final test. The kinds of diagrams that 27 students in the course created varied, as did the functions the diagrams served, suggesting a general ability to use diagrams according to question requirements. We also found that qualities of completeness, integration, and correctness of diagrams related to the overall quality of answers. The answer quality scores of students who used a diagram were also significantly higher compared to those who did not.

PP-SatPm2-B-3 **Dahwi Ahn** Iowa State University
Jason C.K. Chan Iowa State University
Karl K. Szpunar, Hymnjyot Gill Toronto Metropolitan University
Rachel O'Donnell, Zohara Assadipour Iowa State University

Can testing enhance new learning in distracting online environments?

While watching online lectures, students often have other applications open, which can cause distractions and reduce learning and engagement. We investigated if interpolated testing could protect learners from external sources of distractions. Moreover, we aimed to examine whether community college students can reap the benefits of interpolated testing. To date, no studies have addressed this issue despite community college students being particularly likely to take their courses online. Participants watched an online STEM lecture with various levels of distractions. Preliminary data show that interpolating an online lecture with brief quizzes improved new learning even in distracting online environments.

PP-SatPm2-B-4 **Steven C. Pan** National University of Singapore
Michelle L. Rivers Texas Christian University

Fostering metacognitive awareness for the pedagogical benefits of pretesting

Taking practice tests on information that has yet to be learned, or pretesting, can improve learning relative to methods that do not involve taking such tests (i.e., the pretesting effect). Most learners, however, are not aware of the pedagogical benefits of pretesting. We conducted five experiments investigating whether learners develop metacognitive awareness of the pretesting effect through (a) repeated experience with pretesting versus reading and/or (b) after receiving external support in the form of performance feedback and metacognitive prompts. Results showed that performance feedback, and not repeated experience alone, was instrumental at fostering that awareness.

PP-SatPm2-B-5 **Megan N. Imundo** University of California, Los Angeles
Courtney M Clark University of California, Los Angeles
Melissa Paquette-Smith University of California, Los Angeles

The benefit of individual versus collaborative practice testing in a large undergraduate course may depend on test format

Practice testing with multiple-choice questions can strengthen memory for both directly tested and conceptually related information (Little & Bjork, 2015), but are multiple competitive lures necessary

to elicit these broad retrieval benefits? Here we examined the effect of individual versus collaborative practice testing with true-false items in an undergraduate psychology class. Individual testing benefited some items, whereas collaborative testing enhanced memory for all items. Adding a competitive clause to T/F practice items (Exp. 3) led to a similar pattern of results across individual and collaborative practice testing. Our findings have implications for the implementation of practice testing in college classes.

PP-SatPm2-B-6 **Yvonne A. Mitchell** University of Otago
Bree A Thomas, Amanda Clifford, Elaine Reese University Of Otago

Nurture the Seed and It Will Grow: The Use of Te Reo Māori in New Zealand Early Childhood Education and the Benefits of an Oral Language Enrichment Programme

Globally, the languages of Indigenous populations play a critical role in the health and well-being of Indigenous communities. Despite revitalisation efforts, many Indigenous languages remain endangered. Early childhood education (ECE) is a key setting for promoting indigenous language transmission among children, therefore we explore bicultural education approaches with children in mainstream ECE settings, with a specific focus on te reo Māori (the Indigenous language of New Zealand). We present naturalistic data on te reo Māori use in 24 ECE classrooms, explore the effects of an oral language enrichment programme, and reflect on how teachers can contribute to Indigenous language revitalisation.

PP-SatPm2-B-7 **Amelia T. Kohl** University of Birmingham
Talira Kucina, James D Sauer, Matthew A Palmer University of Tasmania

Can a rating-only approach improve target detection luggage screening?

Testing the use of confidence ratings to account for bias effects in perceptual discrimination tasks. While confidence ratings have been used in the absence of a binary decision to discriminate previously studied stimuli from non-studied stimuli, this approach has not been applied to visual search tasks. As detection errors in luggage screening can lead to serious consequences, it is important to investigate methods that may attenuate bias effects on decision criteria. Across two experiments, we found that a rating-only approach could be used to effectively discriminate whether a dynamic grid consisted of predominantly blue or predominantly orange pixels (1), as well as target present from target absent trials in a luggage screening task (3).

Saturday, August 12, 15:00-16:45 | **Umme** | **Paper Session**
Cognitive Strategies and Clinical Applications

PP-SatPm2-U-0 **Daiki Kato** Kinjo Gakuen University

PP-SatPm2-U-1 **Yuki Nagae** Osaka University
Eiichiro Watamura Osaka University

Relationship Between Music Irrational Beliefs and Music Performance Anxiety

This study examined the relationship between irrational beliefs and music performance anxiety (MPA) using the Music Irrational Beliefs Scale (MIBS) to measure the extent to which people agree with irrational beliefs in performance situations. An online questionnaire was administered to Japanese college students belonging to amateur orchestras or wind bands (N = 335). The MIBS includes three factors: self-expectation, demand for approval, and helplessness. The study found that the stronger the beliefs of self-expectation and helplessness, the more often one experiences MPA, and that this relationship is stronger in performance than in rehearsal.

PP-SatPm2-U-2 **Melanie K.T. Takarangi** Flinders University
Victoria M E Bridgland Flinders University
Ella K Moeck The University of Melbourne

Exposure to negative social media content is associated with involuntary memories and psychopathology risk markers

Our study examined young adults' exposure to negative content on social media. Participants reported daily on their intentional and unintentional exposure to negative content, including posts, videos, and pages that contained graphic violence, illegal behavior, or promoted self-harm. Participants encountered negative content, and that exposure was linked to a higher frequency of involuntary memories, elevated levels of depression, anxiety, and posttraumatic stress symptoms, and lower well-being. Our findings emphasize the importance of addressing the negative effects of social media use and finding ways to reduce harm associated with exposure to distressing content.

PP-SatPm2-U-3 **David J. Hallford** Deakin University

Reducing Anhedonia in Major Depressive Disorder with Future Event Specificity Training (FEST): A Randomized Controlled Trial

Improving future thinking, such as characteristics of specificity, detail, and use of mental imagery, may be one means to reduce anhedonia, particularly in a Major Depressive Episode (MDE) in which future thinking is impaired. The talk describes a recent study aimed to test this using a validated program, Future Event Specificity Training (FEST). Participants (N = 177; 80.8% women; M age = 43.7, SD = 11.9) with a current depressive episode with anhedonia and high symptom severity were randomized to FEST or no FEST. Future thinking, anhedonia-related variables, and other clinical outcomes were assessed at baseline, one- and three-month follow-up. Relative to the control group, FEST was associated with significantly improved future thinking characteristics, a reduced likelihood of anhedonia, improvements on other anhedonia-related variables such as anticipatory and anticipated pleasure for future events

PP-SatPm2-U-4 **Nadine S. J. Stirling** Flinders University
Melanie KT Takarangi Flinders University

Expecting the Worst: The Effect of Consent Risk Warnings in Trauma-Based Research

Are the risk warnings used in current trauma research problematic? Potentially. Warnings that outline potentially negative consequences of participating in trauma research may cause participants to experience such consequences (i.e., nocebo effects; Barsky et al., 2002). However, it is currently unclear whether risk warnings cause nocebo effects, let alone change participants' expectancies about participation (e.g., anticipated feelings of distress, anxiety etc.). Thus, we compared participants' expectancies after encountering a negligible or high-risk warning. Contrary to expectations, participants' expectancies about participation did not differ between risk warning conditions (BF02: anecdotal-substantial). We suggest future avenues of research to further understand our findings.

PP-SatPm2-U-5 **Ryan Balzan** Flinders University
Madeline Gilder Flinders University
Matthew Thompson Flinders University
Tracey Wade Flinders University

Can Metacognitive Training for Eating Disorders (MCT-ED) Improve Treatment Outcomes for Adolescents with Anorexia Nervosa? A Pilot Randomised Controlled Trial

Metacognitive Training for eating disorders (MCT-ED) is a feasible adjunct intervention for adolescents with anorexia nervosa. The intervention, which targets biased thinking styles and is delivered online by a therapist, received positive feedback, had high treatment retention, and led to reductions in perfectionism by the end of treatment compared to wait-list controls. Although these gains were not sustained long-term, MCT-ED is a suitable adjunct intervention for young people with eating disorders.

PP-SatPm2-U-6 **Ella K. Moeck** The University of Melbourne
James Gross Stanford University
Valentina Bianchi, Katharine Greenaway The University of Melbourne
Peter Koval, Elise Kalokerinos The University of Melbourne

Emotion regulation strategies are less effective for anticipated than experienced stressful events

People feel worse while anticipating an outcome than after receiving that outcome, even if their feared outcome eventuates. One possible reason for this discrepancy is that people find it harder to change how they feel (i.e., emotion regulation) about anticipated than experienced stressors. We surveyed university students' repeatedly for 10-days while waiting for, and after receiving, exam grades. We compared the effectiveness of six strategies in changing how students felt about their anticipated, vs. actual, grades. Several strategies that made students feel better about their actual grades (e.g., seeing the situation from another perspective) made them feel worse while awaiting their grades. Our findings suggest emotion regulation strategies do not work in the same way for anticipated stressors, highlighting a gap in what we know about effective emotion regulation.

PP-SatPm2-U-7 **Oliver Bontkes** University of British Columbia
Daniela J Palombo University of British Columbia
Eva Rubinova University of Aberdeen

The Impact of Event Similarity on Recalls of Repeated Events

We hypothesized that the degree of similarity in a repeated event is 1) positively correlated with the use of semantic memory and 2) negatively correlated with the use of episodic memory. In a pre-registered (http://osf.io/3avyx) sample (N = 97; 292 memory observations), repeated measures correlation indicated that self-reported similarity in a repeated event is positively correlated with self-reported use of semantic memory but not episodic memory. Latent profile analysis identified a set of distinct patterns of scores across memory reliance variables, and subsequent analyses revealed significant differences in vividness and self-reported similarity of place in these different profiles.

Plenary Sessions

Saturday, August 12, 17:00-18:00 Sakae/Izumi Keynote Speech

KP-SatPm3-M4-0 **Linda Henkel (Chair)** Fairfield University

KP-SatPm3-M4-1 **Maria Zaragoza** Kent State University

The Misinformation Paradox



Many studies have documented that witnesses are prone to developing false memories for post event misinformation, a finding known as the "misinformation effect". Theoretical accounts of the misinformation effect have emphasized the tendency for new information to overwrite old information in memory. However, it is also well documented that misinformation is very difficult to correct, a finding known as the continued influence effect (or CIE). In studies of CIE, the opposite occurs, in that people have great difficulty updating their old memory with new information. Hence, theoretical accounts of CIE have emphasized the tendency for old (mistaken) information to persist in the face of new, disconfirming information. In this talk I will review these somewhat disparate bodies of research on misinformation and propose a resolution to of this "misinformation paradox."

Closing Ceremony

Saturday, August 12, 18:10-18:40 Sakae/Izumi Closing Ceremony

CC-SatEv-0 **Kazuo Mori (Chair)** Tokyo University of Agriculture and Technology

CC-SatEv-1 **Hiroshi Ito** Aichi University

Closing Remarks of Chair of the Organizing Committee of SARMAC Nagoya

CC- SatEv-2 **James Sauer** University of Warwick

Closing Remarks of President of SARMAC

CC- SatEv-3 **Student Caucus Executive Committee**

The Student Paper and Poster Awards Presentations

CC- SatEv-4 **Kazuo Mori** Tokyo University of Agriculture and Technology

The Japanese Student Paper Awards Presentations

CC- SatEv-5 **Kimberley Wade** University of Warwick

Recognition of the past officers and Board members

Recognition and Appreciation of the Conference Organizers

CC-SatEv-6 **Steve Janssen** University of Nottingham Malaysia

Closing Declaration of the Conference Organizers

[Presenters and Agendas may be changed.]

Farewell Party

Saturday, August 12, 19:00-21:00	Aoi	Farewell Party

FP-SatEv1-0 **Kazuo Mori (Chair)** Tokyo University of Agriculture and Technology

FP-SatEv1-1 **Dinner and Attractions**

Saturday, August 12, 19:30-21:00	Nishiki	Karaoke Party

FP-SatEv2-0 **Mami & Sayaka (Karaoke Jockeys)**

FP-SatEv2-1

We will have a karaoke party with a machine equipped at Nishiki from 8:00 PM. If you would like to start earlier, you can begin at 7:30 PM. Please come and sing songs alone or together in a group on the last night of the conference. With music suitable for dance, you can also dance to the music. The Karaoke Jockeys, Mami and Sayaka will assist you to select a nice song for you.

[Presenters and Agendas may be changed.]



Presenter Index

(Alphabetical Order of Last Names: Co-authors are not listed.)

Presentation Code Legend (Event-Week-Time-Room-Order)

Presentation Codes	First Names		A	Affiliations
PP-SatPm2-B-3	Dahwi		Ahn	Iowa State University
PP-FriPm2-T-7	Shahriar		Akhavan Hezaveh	University of Warsaw
PS-ThuEv-T-4	Yoritaka		Akimoto	Nagaoka University of Technology
SY-SatAm1-N-23-3	Nicole		Alea Albada	University of California, Santa Barbara
SY-ThuAm1-T-13-2	Nkansah		Anakwah	Birmingham City University
SY-FriPm1-N-11-4	Michele		Anne	Taylor's University
PP-FriPm2-P-2	Kristine		Anthony	University of Nottingham Malaysia
PP-FriPm2-U-4	Nurul		Arbiyah	Maastricht University
PS-ThuEv-T-42	Takumi		Arima	Hiroshima University
WS-WedEv2-T-1	Kate		Arrington	Lehigh University
PS-FriAM-T-11	Alexandra	A.	Asimakopoulou	University College Dublin
SY-SatPm1-N-21-3	Nikolai		Axmacher	Ruhr-Universität Bochum
PP-SatAm2-B-1	Hiroaki		Ayabe	National Institute for Physiological Sciences
PP-SatPm2-N-6	Nydia	T.	Ayala	Iowa State University
SY-ThuAm1-N-2-4	Ezgi		Ayturk	Koç University

Presentation Codes	**First Names**		**B**	**Affiliations**
SY-SatAm2-P-18-1	Hunter		Ball	University of Texas at Arlington
PP-SatPm2-U-5	Ryan		Balzan	Flinders University
PS-ThuEv-T-5	Lauren	E.	Bates	Chatham University
SY-ThuPm2-N-10-1	David		Baudet	University of Liège
SY-SatPm1-T-4-5	Gershon		Ben-Shakhar	Hebrew University of Jerusalem
PP-SatAm1-P-3	Daniel	M.	Bernstein	Kwantlen Polytechnic University
PS-ThuEv-T-30	Sofie	A.	Beyer	Aarhus University
SY-ThuPm1-P-14-4	Ezgi		Bilgin	Cornell University
SY-ThuPm1-P-14-0	Ezgi/Qi		Bilgin/Wang	Cornell University
PP-ThuPm2-U-3	Amy	L.	Bird	University of Auckland
PS-ThuEv-T-24	Dana-Lis		Bittner	University of California, Santa Cruz
SY-SatAm2-N-25-1	Susan		Bluck	University of Florida
PP-FriPm1-U-2	Simen		Bø	Norwegian School of Economics
PP-SatPm2-U-7	Oliver		Bontkes	University of British Columbia
PP-ThuPm1-U-6	Jordan	A.	Booker	University of Missouri
SY-SatAm1-T-7-2	Julia		Boyle	University of Sydney
PS-FriAM-T-10	Maryanne		Brassil	University College Dublin
PP-SatPm1-P-4	Victoria	M. E.	Bridgland	Flinders University
PP-ThuAm2-U-4	Celine		Brouillard	Goldsmiths University
PP-FriPm2-U-7	Nericia		Brown	Australian National University
SY-SatAm2-T-17-2	Sarah		Brown-Schmidt	Vanderbilt University
PP-SatAm1-B-4	Kaila	C.	Bruer	University of Regina
SY-ThuPm2-T-8-3	Charlotte		Bücken	KU Leuven & Maastricht University
SY-ThuPm2-T-8-0	Charlotte	A.	Buecken	KU Leuven & Maastricht University
KP-WedEv1-M1-1	Margaret		Bull Kovera	John Jay College of Criminal Justice
PP-SatPm2-N-3	Janice	L.	Burke	University of Nevada, Reno
PP-SatPm1-P-5	Lucy	H..	Butler	University of Western Australia

SY-SatAm1-N-23-2	Andrew	C.	Butler	Washington University in St. Louis
PP-SatPm1-B-4	Ewa		Butowska	SWPS University

Presentation Codes	First Names		C	Affiliations
PP-ThuPm2-U-6	Sara		Cadavid	Universidad del Rosario
SY-SatAm2-N-25-4	Emine	S.	Caglar	Kadir Has University
PS-FriAM-T-40	Joseph	K.	Carpenter	VA Boston/ National Center for PTSD
PP-SatPm2-N-4	Shaelyn	M. A.	Carr	University of Regina
PP-FriPm2-B-4	Alessandra		Caso	University of Westminster
PS-FriAM-T-42	Nataly		Castro	Cal State LA
PP-ThuAm2-B-6	Jackson		Cate	University of Waikato
PP-SatAm2-U-2	Dilek		Celik	Eastern Mediteranean University
PP-ThuAm1-B-5	Way Ming		Chan	University of Waikato
PP-ThuPm1-U-3	Eric		Chan-Tin	Loyola University Chicago
PS-ThuEv-T-27	Maëlle		Charonitis	University of Liège, Belgium
PS-FriAM-T-25	YANG		Chen	Nagoya University
SY-FriPm1-T-5-5	Jason		Chin	Australian National University
SY-ThuAm1-P-3-2	Jessica	Y.C.	Chuang	Northwestern University
PP-ThuPm2-U-2	Kai Li		Chung	University of Reading Malaysia
SY-ThuAm1-P-3-5	Ashley		Chung-Fat-Yim	Northwestern University
PP-SatAm1-P-5	Gabriel	I.	Cook	Claremont McKenna College
PP-FriPm2-T-5	Brooklyn	J.	Corbett	University of Queensland
PS-FriAM-T-20	Monique		Corbett	University of Waikato
SY-ThuPm2-N-10-2	Aline		Cordonnier	UCLouvain
PS-FriAM-T-33	Maria	D.	Corea Dubon	Illinois State University
PS-ThuEv-T-29	Emma		Coyan	Nantes University
SY-SatAm1-T-7-3	Hayley		Cullen	University of Newcastle

Presentation Codes	First Names		D	Affiliations
PP-ThuPm1-U-4	Lillian		Darke	University of Sydney
SY-ThuAm1-T-13-3	Gabi		de Bruïne	Vrije Universiteit Amsterdam
SY-ThuAm1-T-13-1	Alejandra		De La Fuente Vilar	University of Portsmouth
SY-ThuPm1-N-20-2	Burcu		Demiray	University of Zurich
PP-ThuAm1-B-3	Daniel	G.	Derksen	Simon Fraser University
SY-SatAm1-N-23-0	Annie	S.	Ditta	University of California Riverside
PP-FriPm2-N-6	Annie	S.	Ditta	University of California Riverside
PP-SatAm2-B-3	Lan Anh	Ly	Do	Tufts University
PS-ThuEv-T-33	Aleksandra		Dolgoarshinnaia	HSE University
SY-ThuAm1-T-13-5	Dylan		Drenk	Vrije Universiteit Amsterdam
PS-ThuEv-T-37	Iwona		Dudek	Jagiellonian University, Poland
PS-ThuEv-T-22	Ben		Dyson	University of Alberta, Canada

Presentation Codes	First Names		E	Affiliations
PS-FriAM-T-4	Mallory		Earnshaw	Wilfrid Laurier University
SY-SatAm2-T-17-3	Ullrich		Ecker	University of Western Australia
SY-ThuPm2-T-8-1	Mitchell		Eisen	California State University
PS-ThuEv-T-23	Michael	A.	Eskenazi	Stetson University
PS-ThuEv-T-12	Melissa	J.	Evans	Vanderbilt University
PP-ThuAm1-B-2	Andrew	J.	Evelo	University of Waikato

Presentation Codes	First Names	F	Affiliations

PP-SatAm2-U-3	Taryn		Farr	University of Waikato
WS-WedEv2-T-0	Lisa		Fazio	Vanderbilt University
SY-ThuAm2-P-12-3	Lisa		Fazio	Vanderbilt University
SY-ThuAm1-P-3-1	Matias		Fernandez-Duque	Northwestern University
PS-ThuEv-T-10	Elena		Fischer	University of Salzburg/ PFH Göttingen
PP-FriPm2-T-6	Ryan	J.	Fitzgerald	Simon Fraser University
PP-SatPm2-T-2	Heather	D.	Flowe	University of Birmingham
PP-FriPm2-P-5	Jeffrey	L.	Foster	Macquarie University
KP-FriAm2-M3-1	Claudia	A.	Fox Tree	Massachusetts Center for Native American Awareness
SY-ThuPm2-T-8-5	Steven	J.	Frenda	California State University, Los Angeles
SY-ThuPm2-T-8-4	Kazuki		Fujimoto	Ritsumeikan University
PP-ThuPm1-B-0	Masanori		Fujita	Tokyo University of Science
PS-FriAM-T-37	Tomoko		Furusho	Nagoya University

Presentation Codes	First Names		G	Affiliations
SY-FriPm1-B-6-3	Fiona		Gabbert	Goldsmiths, University of London
PS-ThuEv-T-43	Brandon	M.	Garcia	John Jay College of Criminal Justice, CUNY
PP-FriPm1-U-3	Neophytos		Georgiou	University of Adelaide
SY-SatAm2-P-18-3	Sam	J.	Gilbert	University College London
SY-SatAm2-P-18-0	Sam	J.	Gilbert	University College London
PS-FriAM-T-26	Nilüfer		Göktaş	Koç University
PP-ThuAm1-U-3	Jesse	H.	Grabman	University of Virginia
PS-FriAM-T-7	Garrett	D..	Greeley	Stony Brook University
PP-SatAm1-P-2	Deanne	M.	Green	University of Adelaide
SY-SatAm2-T-17-1	Ciara	M.	Greene	University College Dublin
PP-FriPm2-U-2	Bethany		Growns	University of Canterbury
PS-FriAM-T-18	Tanner	M.	Grubbs	Mississippi State University
SY-ThuAm2-N-9-2	Azriel		Grysman	Dickinson College
PS-FriAM-T-2	Raver		Gültekin	Stockholm University
PP-ThuPm1-B-2	Philip	U.	Gustafsson	Stockholm University

Presentation Codes	First Names		H	Affiliations
PP-FriPm2-U-0	Yoshiko		Habuchi	Shunan University
PP-SatAm1-U-5	Sarah	R.	Hall	The University of Waikato
PP-SatPm2-U-3	David	J.	Hallford	Deakin University
PS-ThuEv-T-38	Yuki		Hamamoto	Fukuyama University
PP-SatAm2-B-6	Maciej		Hanczakowski	Adam Mickiewicz University
SY-ThuAm2-N-9-3	Celia		Harris	Western Sydney University
PP-FriPm1-U-1	Madison	B.	Harvey	Simon Fraser University
PP-SatPm2-T-6	Justice	C.	Healy	University of Nevada, Reno
KP-SatPm3-M4-0	Linda	A.	Henkel	Fairfield University
PP-ThuPm1-U-2	Linda	A.	Henkel	Fairfield University
PP-ThuAm1-U-0	Kyoko		Hine	Toyohashi University of Technology
EP-ThuPm3-M-1-1	Caitlin		Hitchcock	University of Melbourne
PP-ThuPm2-U-5	Olivia Leslie		Holden	McGill University
SY-FriPm1-T-5-2	Lorraine		Hope	University of Portsmouth
SY-ThuAm1-P-3-4	Noriko		Hoshino	Tsuda University
PP-SatAm1-U-1	Asako		Hosokawa	Nagoya University
PP-ThuPm2-B-1	Akari		Hosoya	Fukuyama university
PS-ThuEv-T-34	Claire		Hou	Claremont McKenna College

PP-FriPm2-B-1	Qiang		Huang	Ritsumeikan University
KP-WedEv1-M1-0	Ira	E.	Hyman Jr.	Western Washington University
PP-FriPm2-B-5	Ira	E.	Hyman Jr.	Western Washington University

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PP-ThuPm1-U-0	Shu		Imaizumi	Ochanomizu University
PP-ThuPm2-U-0	Shu		Imaizumi	Ochanomizu University
PP-SatPm2-B-5	Megan	N.	Imundo	University of California, Los Angeles
SY-SatPm1-N-21-5	Heather	M.	Iriye	Karolinska Institute
SY-FriPm1-P-22-5	Keiko		Ishii	Nagoya University
PP-SatAm1-B-0	Keiko		Ishii	Nagoya University
PP-SatPm1-U-0	Keiko		Ishii	Nagoya University
PS-FriAM-T-19	Yuichi		Ito	Kwansei Gakuin University
PP-ThuAm2-U-0	Yuji		Itoh	Kyoto Women's University
PS-ThuEv-T-41	Emily	R.	Ives	John Jay College of Criminal Justice
PP-FriPm2-P-1	Haruka		Iwane	University of Tsukuba

Presentation Codes	First Names		J	Affiliations
SY-ThuAm2-P-12-5	Madeline		Jalbert	University of Washington
SY-SatAm1-N-23-1	Kelsey	K.	James	University of Houston, Clear Lake
SY-ThuPm1-N-20-1	Sydney		Jawitz	George Washington University
PP-FriPm2-P-6	Yining		Jiang	Cornell University
SY-ThuAm2-P-12-2	Yangxueqing		Jiang	Australian National University
PS-ThuEv-T-6	Justine	R.	Johnson-Yurchak	University of California Santa Barbara
PP-SatPm2-T-5	Jennifer	M.	Jones	John Jay College of Criminal Justice, CUNY
PP-ThuAm2-U-6	Samantha	L.	Jordan	Aston University
PP-SatPm2-T-4	Stefana		Juncu	University of Portsmouth
PP-ThuAm1-B-6	Shyma		Jundi	NHS England

Presentation Codes	First Names		K	Affiliations
PS-ThuEv-T-2	Alexander	P.	Kaiser	CON AMORE, Aarhus University
PS-ThuEv-T-35	Ryo		Kamae	Kyoto Institute of Technology
SY-ThuPm1-T-15-1	Chithra		Kannan	University of Stirling
PP-SatPm1-P-1	Daiki		Kato	Kinjo Gakuin University
PP-SatPm2-U-0	Daiki		Kato	Kinjo Gakuen University
PP-SatAm2-U-0	Jun		Kawaguchi	Otemon Gakuin Universuty
PP-SatPm2-P-3	Burcu		Kaya Kiziloz	Eastern Mediteranean University
PP-ThuAm2-U-5	Laurel	I.	Keats	Victoria University of Wellington
PP-ThuAm1-U-2	Magdalena		Kękuś	Jagiellonian University, Poland
SY-ThuPm1-P-14-5	Megan	O.	Kelly	University of Waterloo
PS-ThuEv-T-18	Cut Nurul		Kemala	Radboud University
PS-FriAM-T-31	Paige	L.	Kemp	University of North Carolina at Greensboro
PP-ThuPm2-B-4	Jo		Kenrick	University of Greenwich
PS-FriAM-T-35	Nolwenn		Kerhardy	Nantes University
PP-SatPm1-U-1	Kazuma		Kinoshita	Kyoto university
KP-FriAm1-M2-1	Akiyoshi		Kitaoka	Ritsumeikan University
SY-ThuPm1-T-15-3	Nathalie		klein Selle	Bar-Ilan University
PP-SatPm1-U-2	Samantha		Kleinberg	Stevens Institute of Technology
SY-FriPm1-N-11-3	Mary Kate		Koch	University of Florida
PP-SatPm2-B-7	Amelia	T.	Kohl	University of Birmingham
PP-ThuAm1-U-5	Feni		Kontogianni	University of Winchester

PS-FriAM-T-3	Laura		Kranz	Victoria University of Wellington
SY-SatAm2-N-25-3	Selen		Küçüktaş	University of Alberta
PS-ThuEv-T-25	Mai		Kuwa	Tokyo Woman's Christian University
SY-SatAm2-P-18-0	Lia		Kvavilashvili	University of Hertfordshire
SY-SatAm2-P-18-6	Lia		Kvavilashvili	University of Hertfordshire

Presentation Codes	First Names		L	Affiliations
PP-SatAm1-U-2	Yu-Jr		Lan	Kyoto University
PP-FriPm2-B-6	Jungwon		Lee	Hallym University
PS-FriAM-T-34	Tom		Lemee	LPPL
PS-FriAM-T-28	Sarah		Lewitzka	Flinders University
SY-ThuPm2-T-8-2	Chunlin		Li	KU Leuven
PP-SatAm1-P-6	Wangtianxi		Li	Australian National University
PS-FriAM-T-41	Adrienne	W. Y.	Li	York University
PS-ThuEv-T-11	Yefei		Liang	Hiroshima University
SY-ThuPm1-N-20-0	Hsiao-Wen		Liao	Georgia Institute of Technology
SY-ThuPm1-N-20-4	Hsiao-Wen		Liao	Georgia Institute of Technology
SY-SatPm1-N-21-4	Lisa		Libby	Ohio State University
PS-ThuEv-T-21	Ryan	J.	Liew	Illinois State University
PP-SatAm1-B-2	Amber		Lim	University of Otago
SY-FriPm1-N-11-5	Majse		Lind	Aalborg University
SY-FriPm1-N-11-0	Majse		Lind	Aalborg University
PS-ThuEv-T-26	Thomas	M.	Lukaschewski	Ruhr Universität Bochum
SY-ThuPm2-N-10-0	Olivier		Luminet	UCLouvain
PS-FriAM-T-8	Karlos		Luna	Universidad Nacional de Colombia
SY-FriPm1-B-6-0	Kirk		Luther	Carleton University
SY-FriPm1-B-6-2	Kirk		Luther	Carleton University
SY-ThuAm2-P-12-4	Deva		Ly	Australian National University

Presentation Codes	First Names		M	Affiliations
PP-ThuPm2-B-3	Carla	L.	MacLean	Kwantlen Polytechnic University
PP-FriPm2-U-6	Evelyn	M.	Maeder	Carleton University
SY-ThuAm2-T-19-2	Eric	Y.	Mah	University of Victoria
PP-SatPm1-B-6	Angeliki		Makri	University of Nottingham
PP-SatAm1-U-0	Emmanuel		Manalo	Kyoto University
PP-SatPm2-B-0	Emmanuel		Manalo	Kyoto University
PP-SatPm2-B-2	Emmanuel		Manalo	Kyoto University
SY-ThuAm1-P-3-0	Viorica		Marian	Northwestern University
PS-FriAM-T-14	Gloria		Marmolejo	Winona State University
SY-ThuAm1-N-2-5	Sean		Marshall	University of Otago
PP-FriPm2-U-5	Erica		Martin	University of Sydney
PP-SatPm1-U-3	Natasha	G.	Martlew	University of Central Lancashire
PP-ThuPm1-B-1	Tomoe		Masuoka	Okayama University
PP-ThuAm2-B-2	Lucy	A.	Matson	Flinders University
SY-SatPm1-T-4-2	Izumi		Matsuda	Aoyama Gakuin University
SY-ThuAm1-N-2-3	Noboru		Matsumoto	Shinshu University
PP-FriPm2-B-0	Kayo		Matsuo	Osaka Kawasaki Rehabilitation University
SY-ThuAm2-P-12-1	Ruth		Mayo	Hebrew University of Jerusalem
SY-SatAm1-N-23-5	Maribeth		McCook	University of California, Riverside
SY-ThuPm2-P-16-0	Nazike		Mert	Cornell University
SY-ThuPm2-P-16-1	Nazike		Mert	Cornell University

PP-SatPm2-P-2	Zoe	E.	Michael	Flinders University
SY-ThuPm1-T-15-0	Ailsa	E.	Millen	University of Stirling
SY-ThuPm1-T-15-2	Ailsa	E..	Millen	University of Stirling
PP-SatPm2-B-6	Yvonne	A	Mitchell	University of Otago
PS-ThuEv-T-20	Hiroshi		Miura	Kyorin University
PS-ThuEv-T-1	Keito		Miyake	Nagoka University of Technology
PP-SatPm2-U-6	Ella	K.	Moeck	University of Melbourne
PP-FriPm2-N-3	Lauren	A.	Monds	University of Sydney
PP-SatPm2-T-7	Kara	N.	Moore	Oklahoma State University
SY-FriPm1-P-22-1	Yusuke		Moriguchi	Kyoto University
PP-FriPm2-N-0	Yusuke		Moriguchi	Kyoto University
PP-ThuAm2-B-0	Taisuke		Morita	Tokyo University of Science
PP-ThuAm2-B-1	Taisuke		Morita	Tokyo University of Science
SY-ThuPm1-N-20-5	Emily	L.	Mroz	Yale School of Medicine
PP-FriPm2-U-3	Bethany	R.	Muir	Australian National University
PS-ThuEv-T-14	Krista	R.	Muis	McGill University
SY-ThuAm2-T-19-4	Gillian		Murphy	University College Dublin

Presentation Codes	First Names		N	Affiliations
PP-SatPm2-U-1	Yuki		Nagae	Osaka University
KP-FriAm1-M2-0	Makiko		Naka	RIKEN
PS-FriAM-T-21	Yuki	I.	Nakata	Ritsumeikan University
SY-ThuPm1-T-15-5	Chiharu		Nakazawa	Aoyama Gakuin University
PP-ThuAm2-U-3	Cheriet		Nawël	Liège University
PS-FriAM-T-43	Jexy An		Nepangue	University of California, Santa Cruz
SY-ThuAm2-P-12-0	Eryn	J.	Newman	Australian National University
PS-ThuEv-T-16	Niels Peter		Nielsen	Aarhus University
PP-SatPm1-B-0	Yukiko		Nishizaki	Kyoto Institute of Technology

Presentation Codes	First Names		O	Affiliations
PP-FriPm2-N-7	Brendan	Bo	O'Connor	SUNY Albany
SY-FriPm1-N-11-2	Maja		O’Connor	Aarhus University
PP-ThuPm1-B-4	Rachel		O’Donnell	Iowa State University
PP-FriPm2-T-3	Steffi	I.	Oberthier	University of Regina
PP-SatAm2-B-0	Misato		Oi	Kindai University
PP-SatPm1-B-1	Misato		Oi	Kindai University
PP-FriPm2-P-0	Kohei		Oka	Jikei University of Health Care Sciences
PP-SatPm2-P-0	Kohei		Oka	Jikei University of Health Care Sciences
PP-SatPm2-P-1	Kohei		Oka	Jikei University of Health Care Sciences
PS-FriAM-T-9	Haru		Okumura	Kwansei Gakuin University
SY-ThuPm2-P-16-6	Sezin		Öner	Kadir Has University
SY-SatPm1-T-4-4	Robin		Orthey	Aoyama Gakuin University
PP-ThuPm2-B-0	Akemi		Osugi	Fukuyama University
PP-FriPm1-U-0	Akemi		Osugi	Fukuyama University
SY-ThuPm1-T-15-4	Akemi		Osugi	Fukuyama university
PP-ThuPm2-U-1	Naoto		Ota	Nagoya University
SY-FriPm1-T-5-4	Henry		Otgaar	Maastricht University

Presentation Codes	First Names		P	Affiliations
PS-FriAM-T-30	Matthew	A.	Palmer	University of Tasmania
SY-SatPm1-N-21-2	Daniela	J.	Palombo	University of British Columbia

PP-SatPm2-B-4	Steven	C.	Pan	National University of Singapore
SY-ThuPm2-N-10-5	Ainat		Pansky	University of Haifa
PP-SatAm2-B-4	Melissa		Paquette-Smith	UCLA
PP-SatAm2-B-2	Sangmi		Park	Clark University
PS-FriAM-T-15	Jiae		Park	Dongguk university
PS-FriAM-T-23	Edward	C.	Pashkov	University of California, Santa Cruz
SY-SatAm1-T-7-4	Helen		Paterson	University of Sydney
PP-SatPm1-U-5	Rebecca	L	Paterson	Kyoto University
PS-ThuEv-T-9	Rui	M.	Paulo	Liverpool John Moores University
SY-ThuPm1-P-14-2	Tori		Peña	Stony Brook University
PP-ThuPm2-B-2	Pia		Pennekamp	University of Arkansas
SY-SatPm1-T-4-1	Yoni		Pertzov	Hebrew University of Jerusalem
SY-SatAm2-T-17-0	Raunak	M.	Pillai	Vanderbilt University
SY-SatAm2-T-17-5	Raunak	M.	Pillai	Vanderbilt University
SY-ThuAm2-T-19-5	Romuald		Polczyk	Jagiellonian University
PP-FriPm1-U-5	Cody	N.	Porter	University of the West of England
SY-FriPm1-B-6-1	Heather		Price	Thompson Rivers University
PP-ThuPm1-B-3	Toby		Prike	University of Western Australia
SY-ThuPm2-P-16-2	Adam	L.	Putnam	Furman University

Presentation Codes	First Names		R	Affiliations
SY-SatAm1-N-23-4	Oscar		Ramirez Perez	Mississippi State University
PS-ThuEv-T-40	David	N.	Rapp	Northwestern University
SY-ThuAm1-N-2-0	Elaine		Reese	University of Otago
SY-ThuAm1-N-2-1	Elaine		Reese	University of Otago
SY-ThuAm2-N-9-1	Elaine		Reese	University of Otago
PS-FriAM-T-39	Florence		Requier	University of Liège, Belgium
EP-ThuPm3-M-2-1	Lauren		Richmond	Stony Brook University
SY-SatAm2-P-18-5	Lauren	L.	Richmond	Stony Brook University
SY-FriPm1-T-5-0	Paul		Riesthuis	Maastricht University & KU Leuven
SY-FriPm1-T-5-3	Paul		Riesthuis	Maastricht University & KU Leuven
PS-ThuEv-T-8	Brady	R. T.	Roberts	University of Waterloo
PP-ThuPm1-U-5	Frédérique		Robin	LPPL
PP-FriPm2-N-5	Matthew	K.	Robison	University of Texas at Arlington
PP-SatPm2-T-3	Georgia	L.	Roughton	Serco and University of Derby
PP-SatAm1-P-4	Michael	M.	Roy	Elizabethtown College
PP-SatPm1-B-5	Eva		Rubinova	University of Aberdeen

Presentation Codes	First Names		S	Affiliations
PP-SatAm2-U-1	Ryo		Saito	Tohoku University
PS-ThuEv-T-28	Yuiko		Sakuta	Jissen Women's University
SY-SatAm2-N-25-2	Sinué		Salgado	Aarhus University
PS-ThuEv-T-3	Nikita	A.	Salovich	Northwestern University
PS-FriAM-T-12	Yusaku		Sannami	Kyoto Institute of Technology
PP-FriPm2-T-2	Mutsumi		Sato	Tohoku University
PS-FriAM-T-27	James	D.	Sauer	University of Tasmania
PP-ThuAm2-U-1	Tomoyasu		Sawada	University of Tsukuba
SY-SatAm2-N-25-5	Alejandra	Z.	Scherman	Aarhus University
SY-FriPm1-P-22-0	Sawa		Senzaki	University of Wisconsin-Green Bay
SY-FriPm1-P-22-4	Sawa		Senzaki	University of Wisconsin-Green Bay
PP-ThuAm2-B-4	Joshua	G.	Setiawan	University of Indonesia

SY-SatAm1-T-7-0	Stefanie	J.	Sharman	Deakin University
SY-SatAm1-T-7-5	Stefanie	J.	Sharman	Deakin University
PP-SatAm2-U-4	Lindsey		Sharratt	Aston University
SY-SatAm2-P-18-4	Jill	T.	Shelton	University of Tennessee at Chattanooga
PP-ThuPm2-U-4	Annie	Y.A.	Shiau	McGill University
PS-ThuEv-T-15	Keishi		Shimada	Hiroshima University
PS-ThuEv-T-19	Daisuke		Shimane	Kochi University of Technology
SY-FriPm1-P-22-3	Yuki		Shimizu	Waseda University
PP-SatAm1-B-6	Hyemin		Shin	Dongguk University
PS-ThuEv-T-17	Apoorva		Shivaram	Northwestern University
PP-SatPm1-P-0	Yusuke		Shono	Claremont Graduate University
PP-SatPm2-T-0	Yusuke		Shono	Claremont Graduate University
PP-SatPm2-T-1	Yusuke		Shono	Claremont Graduate University
PP-FriPm1-U-4	Alyssa	H.	Sinclair	Duke University
SY-FriPm1-P-22-2	Anneliese		Skrobanek	University of Münster
PS-FriAM-T-6	Isabelle		Slattery	Flinders University
SY-SatAm2-P-18-2	Julia	S.	Soares	Mississippi State University
PP-SatAm1-B-3	Trine		Sonne	Aarhus University
SY-ThuAm1-N-2-2	Farrah		Sow	University of Nottingham Malaysia
PP-SatPm2-P-4	Julia		Spaniol	Toronto Metropolitan University
PP-ThuPm2-B-4	Siegfried	L.	Sporer	Institute of Evidence-Based Legal Psychology
SY-SatPm1-N-21-0	Peggy	L.	St. Jacques	University of Alberta
SY-SatPm1-N-21-1	Peggy	L.	St. Jacques	University of Alberta
SY-ThuAm1-T-13-4	Jack		Staniland	Griffith University
PP-ThuAm2-B-5	Kristina	L.	Steiner	Denison University
PP-SatAm1-U-4	Laura	M.	Stevens	University of Birmingham
PP-SatPm2-U-4	Nadine	S.J.	Stirling	Flinders University
SY-ThuPm2-N-10-3	Charles	B.	Stone	John Jay College of Criminal Justice
PS-FriAM-T-38	Chris	N. H.	Street	Keele University
PP-SatPm1-P-6	Carla	M.	Strickland-Hughes	University of the Pacific
PP-FriPm2-N-1	Xinning		Su	Chuo University, Japan
PP-SatPm2-P-5	Nicole		Sugden	Charles Sturt University
PP-SatAm2-U-5	Anna		Sutton	University of Waikato
PP-ThuAm1-B-0	Ikuo		Suzuki	Aomori Public University
PP-ThuAm1-B-1	Ikuo		Suzuki	Aomori Public University
PS-FriAM-T-17	Isabelle	M.	Swearingen	University of Otago
PP-SatAm1-U-6	Briony		Swire-Thompson	Northeastern University
SY-ThuPm2-P-16-3	Karl	K.	Szpunar	Toronto Metropolitan University

Presentation Codes	First Names		T	Affiliations
PP-SatAm1-P-0	Sachiko		Takahama	Tokyo Online University
PS-FriAM-T-1	Sachiko		Takahama	Tokyo Online University
PP-SatPm2-U-2	Melanie	K.T.	Takarangi	Flinders University
PP-SatAm1-P-1	Airi		Takase	University of Tsukuba/ AIST
PP-FriPm2-U-1	Yui		Takeda	Ritsumeikan University
PS-FriAM-T-29	Masae		Takeno	Nagoya University
WS-WedEv2-T-0	Jennifer	M.	Talarico	Lafayette College
SY-SatAm2-N-25-0	Jennifer	M.	Talarico	Lafayette College
PP-SatPm1-B-3	Kok Wei		Tan	University of Reading Malaysia
PS-ThuEv-T-7	Katsuya		Tandoh	Aichi Shukutoku University
PS-FriAM-T-22	Naoya		Tani	Temple University

SY-FriPm1-T-5-1	Andrea		Taylor	University of Waikato
PP-FriPm2-N-2	Tobias		Tempel	Ludwigsburg University of Education
PP-SatAm1-B-5	Yee San		Teoh	National Taiwan University
PP-SatPm2-B-1	Keita		Terashima	Miyagi University of Education
SY-FriPm1-B-6-5	Wayne		Thomas	Ravenwood Cognition
PP-ThuAm1-U-6	Matthew	B.	Thompson	Murdoch University
SY-ThuAm2-N-9-0	Dorthe	K.	Thomsen	Aarhus University
SY-ThuAm2-N-9-4	Dorthe	K.	Thomsen	Aarhus University
EP-ThuPm3-M-1-0	Dorthe	K.	Thomsen	Aarhus University
SY-FriPm1-N-11-0	Dorthe	K.	Thomsen	Aarhus University
PP-SatPm1-P-2	Katie		Toolin	Goldsmiths, University of London
SY-ThuPm2-P-16-5	Meymune	N.	Topçu	New School for Social Research
PP-ThuPm1-U-1	Nanami		Tsuji	Ochanomizu University
PS-FriAM-T-32	Anna		Tsuji	Osaka Kawasaki Rehabilitation University
PP-SatPm2-N-0	Michiko		Tsuneoka	National Research Institute of Police Science
PP-SatPm2-N-1	Michiko		Tsuneoka	National Research Institute of Police Science

Presentation Codes	First Names		U	Affiliations
PP-SatAm1-B-1	Haruho		Umamichi	Ritsumeikan University
PP-ThuAm2-B-3	Sharda		Umanath	Claremont McKenna College

Presentation Codes	First Names		V	Affiliations
SY-ThuPm2-N-10-4	Penny		Van Bergen	University of Wollongong
SY-SatPm1-T-4-0	Ine		Van der Cruyssen	University of Amsterdam/Hebrew University of Jerusalem
SY-SatPm1-T-4-3	Ine		Van der Cruyssen	University of Amsterdam/ Hebrew University of Jerusalem
SY-FriPm1-B-6-4	Amy		van Langeraad	Goldsmiths, University of London
SY-ThuPm1-P-14-1	Angelina	N.	Vasquez	John Jay College of Criminal Justice
KP-FriAm2-M3-0	Annelies		Vredeveldt	Vrije Universiteit Amsterdam
SY-ThuAm1-T-13-0	Annelies		Vredeveldt	Vrije Universiteit Amsterdam
PP-ThuPm1-B-5	Annelies		Vredeveldt	Vrije Universiteit Amsterdam
PP-SatAm2-U-6	Jacquie	R.	Vroom	Deakin University

Presentation Codes	First Names		W	Affiliations
EP-ThuPm3-M-2-0	Kimberley		Wade	University of Warwick
SY-ThuAm2-T-19-0	Kimberley		Wade	University of Warwick
SY-ThuAm2-T-19-3	Kimberley		Wade	University of Warwick
SY-SatAm2-T-17-4	Christopher	N.	Wahlheim	UNC Greensboro
PP-FriPm2-P-4	Jianqin		Wang	Fudan University
SY-ThuAm2-N-9-5	Qi		Wang	Cornell University
SY-ThuPm2-P-16-0	Qi		Wang	Cornell University
PP-SatPm2-N-2	Lara		Warmelink	Lancaster University
PP-FriPm2-T-0	Nobuyuki		Watanabe	Kanazawa Institute of Technology
PP-FriPm2-T-1	Nobuyuki		Watanabe	Kanazawa Institute of Technology
SY-SatAm1-T-7-1	Rachel		Watkins	Deakin University
SY-ThuPm1-N-20-3	Lynn	A.	Watson	Aarhus University
PP-SatPm2-P-6	Michal		Wereszczynski	Jagiellonian University
PS-FriAM-T-24	Kathrine	M.	Whitman	Claremont McKenna College
SY-ThuAm2-T-19-1	Krystal	A.	Wilbert	California State University, Los Angeles
SY-ThuAm1-P-3-3	Aya		Williams	University of California, San Francisco

PP-SatPm1-U-6	Jennifer	J.	Williams	Macquarie University
PP-ThuPm1-B-6	Twila		Wingrove	Appalachian State University
SY-FriPm1-N-11-1	Tabea		Wolf	Ulm University
PP-FriPm2-B-3	Hoo Keat		Wong	University of Nottingham Malaysia
PS-FriAM-T-13	Klaudia		Wróblewska	Jagiellonian University
PP-SatPm1-B-2	Rachael	A.	Wynne	The University of Newcastle

Presentation Codes	First Names		Y	Affiliations
PP-FriPm2-B-2	Susan		Yamamoto	University of Regina
PS-ThuEv-T-32	Kohsuke		Yamamoto	Osaka Sangyo University
PS-FriAM-T-5	Kazuki		Yamamoto	Hiroshima University
PS-FriAM-T-16	Takashi		Yamane	Kawasaki University of Medical Welfare
SY-ThuPm2-P-16-4	Jeremy	K.	Yamashiro	University of California, Santa Cruz
PP-FriPm2-T-4	Yueran		Yang	University of Nevada, Reno
PP-SatPm1-P-3	Lixia		Yang	Toronto Metropolitan University
PP-ThuAm1-U-1	Camryn	N.	Yuen	Simon Fraser University
PP-ThuAm1-U-4	Janice	C. T.	Yung	University of New South Wales

Presentation Codes	First Names		Z	Affiliations
KP-SatPm3-M4-1	Maria		Zaragoza	Kent State University
PP-FriPm2-N-4	Katarzyna		Zawadzka	Adam Mickiewicz University
PP-SatAm2-B-5	Enming		Zhang	Zhejiang University
PP-SatPm1-U-4	Yikang		Zhang	Maastricht University
PP-SatPm2-N-5	Ruichun		Zhang	University of Sydney
PS-ThuEv-T-13	Yuxin		Zhang	University of Otago
PS-ThuEv-T-31	Xinyu		Zhao	Osaka University
PS-FriAM-T-36	Danqin		Zhao	Fudan University
SY-ThuPm1-P-14-3	Yiwen		Zhong	Vanderbilt University
PP-FriPm1-U-6	Mircea		Zloteanu	Kingston University London
PS-ThuEv-T-36	Inez		Zung	University of California San Diego
PS-ThuEv-T-39	Dara	U.	Zwemer	Oklahoma State University
PP-FriPm2-P-3	Ava	B.	Zwolinski	John Jay College of Criminal Justice



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