

Memory detectives : how children make judgments on others' memories and use them to navigate the social world.

STATE OF THE ART

Autobiographic narratives about personal past events fulfill a social function by **building and maintaining social relationships** and by supporting **vicarious learning** (i.e., learning from other's experience) and **future decision making** [1] [2].

To determine whether these autobiographic narratives are reliable, adults use a cognitive tool called "**interpersonal memory monitoring**" [3] [4]. Previous research suggested that the presence of **perceptual, contextual, and emotional information** are used as **cues** to guide these interpersonal memory judgments. [5] [6].

Moreover, **higher reliability ratings** for narratives that contain more contextual and perceptual details **was associated to more willingness to interact in adults** [3] [4], suggesting a mediating role of interpersonal judgments in the link between a rich autobiographic memory and the willingness to interact with the narrator.

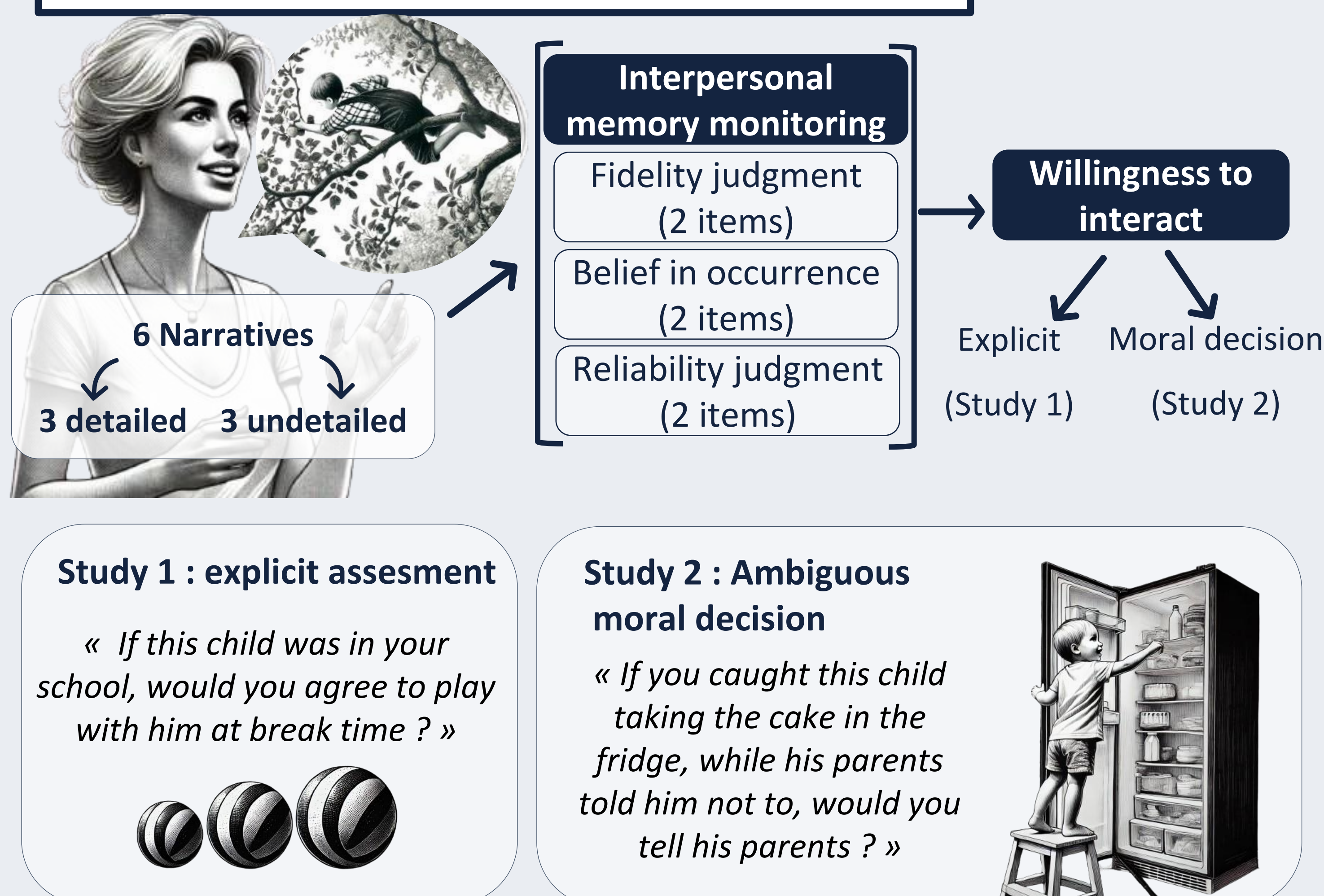
To date, these relations remain unstudied in children.

RESEARCH QUESTIONS AND HYPOTHESIS

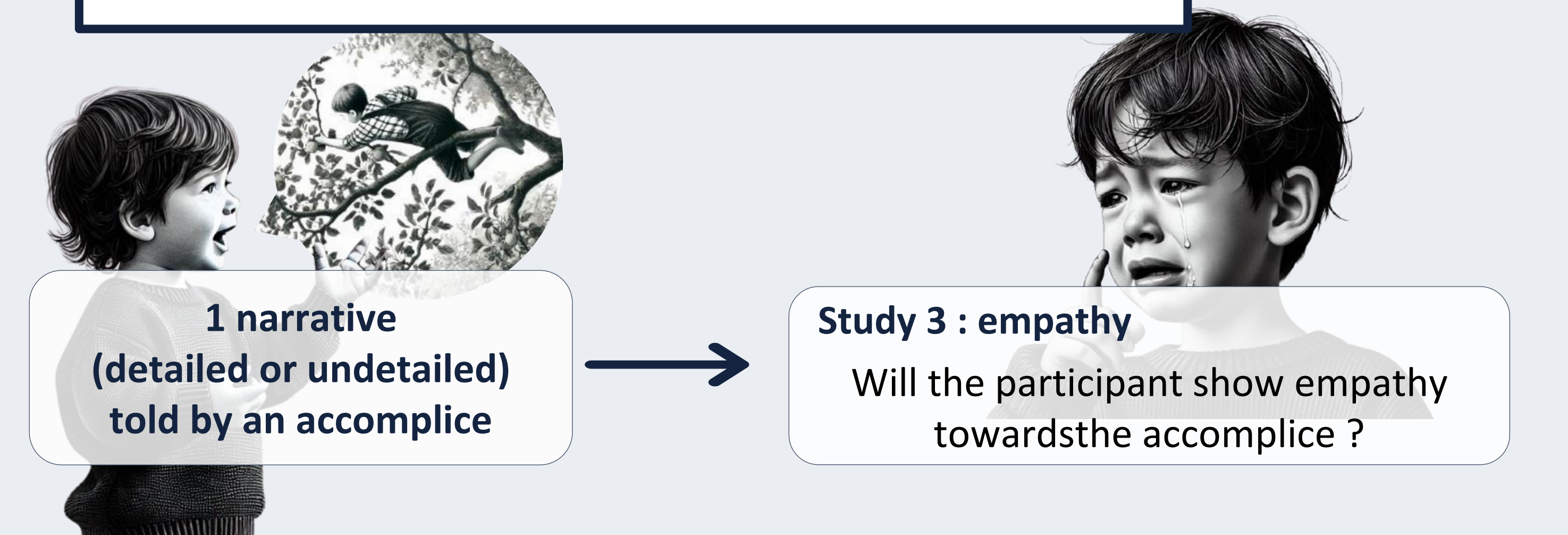
The main objectives of this research are to investigate the existence and the developmental path of interpersonal memory monitoring processes, the factors that might influence their development (including memory, metacognitive and mindreading skills), and their contribution to children's willingness to interact with the narrator and to later use the information reported. We hypothesize that :

- Judgments about others' memories are based on specific memory cues such as episodic detailedness and, thus, could mediate the relation between people's memory richness and the social support they receive → **First work project (WP1)**
- The ability to judge the reliability of another person's memories improves throughout childhood and is predicted by changes in memory, metacognitive and mindreading skills → **Second work project (WP2)**
- The results of the interpersonal monitoring operations increase the likelihood that the information conveyed by another person's memories will be used later by children to solve similar problems → **Third work project (WP3)**

WP1 : STUDY 1 & STUDY 2

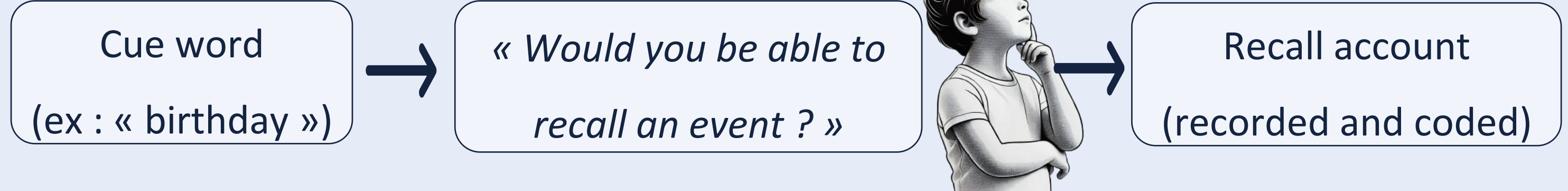


WP1 : STUDY 3

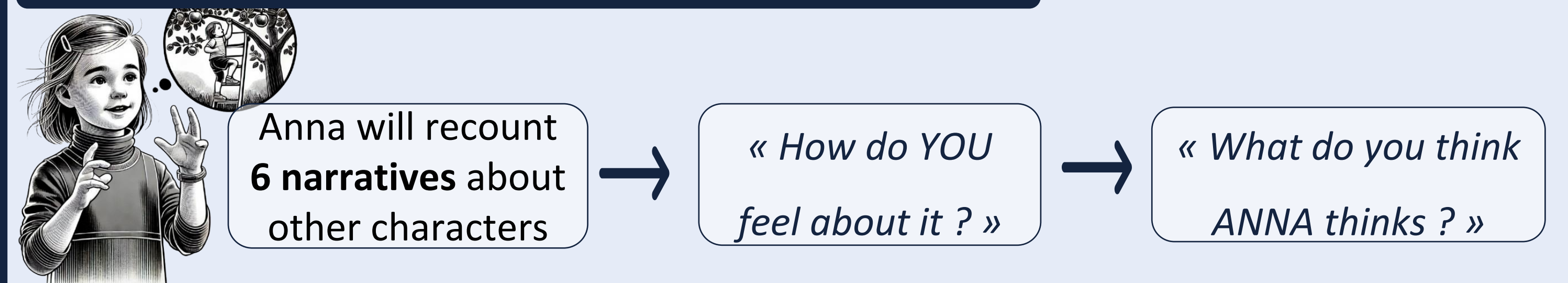


WP2 : STUDY 1, STUDY 2 & STUDY 3

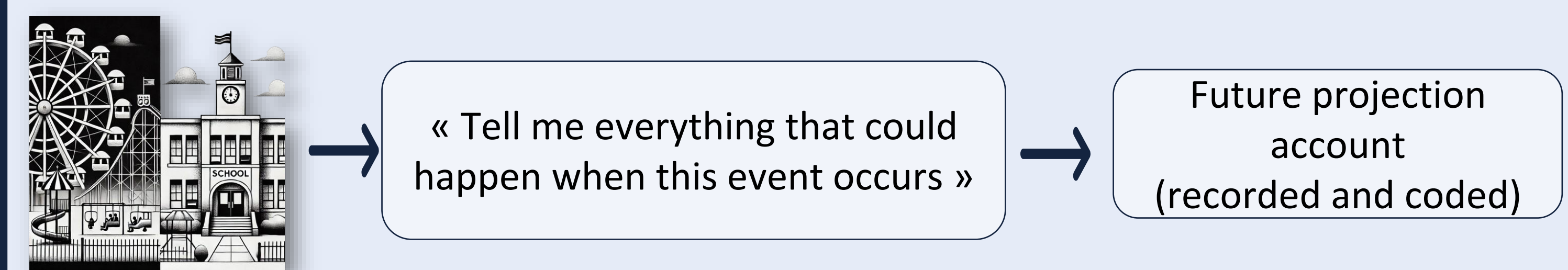
Autobiographic memory and metacognition task



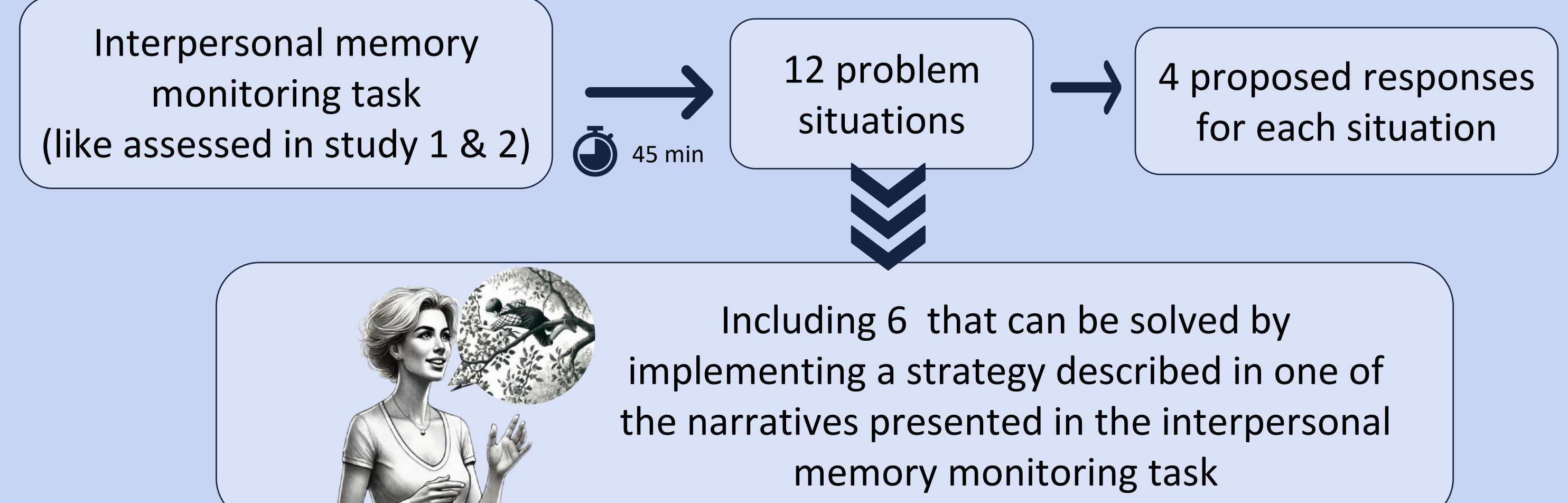
Theory of the Mind task



Future projection task



WP3 : STUDY 4



PARTICIPANTS AND ANALYSIS

The sample gathers **4 X 96 participants** aged from **4 years old to 8 years and 11 months old** to respect a .80 power for mixed model designs.

Mixed models will be conducted to test :

- Whether children's **interpersonal memory monitoring** and **social attitude toward a narrator** is influenced by the **detailedness** of the narrators' memories (including "Participant" and "Narrative" as random factors and including "detailedness" as fixed factor) → **WP 1**
- Age-related changes** in **interpersonal memory monitoring** throughout childhood (including "Participant" and "Narrative" as random factors and including detailedness, children's age, as well as memory, metacognitive, and mindreading performances as fixed factors) → **WP2**
- Whether **interpersonal memory monitoring** on detailed or undetailed memories can predict children's **future decisions** when they have to solve problems similar to those recounted by an external narrator → **WP3**

CONCLUSION

Grey areas remain regarding how children monitor and assess the reliability of others' memories, and how this affects their willingness to engage socially and their future use of information in similar situations. A clearer understanding of these processes could help identify strategies to prevent social isolation in children with weaker memory skills. In addition, the ability to discriminate between reliable and unreliable information is crucial for the development of critical thinking.

This study aims to provide new insights into the development of memory and metacognitive processes in children, with potential implications for enhancing social connectedness and vicarious learning. The findings may have practical applications in educational and developmental settings.

REFERENCES

- [1] Barry, T. J., Vinograd, M., Boddez, Y., Raes, F., Zinbarg, R., Mineka, S., & Craske, M. G. (2019). Reduced autobiographical memory specificity affects general distress through poor social support. *Memory*, 27(7), 916-923. [2] Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall. [3] Justice, L. V., & Smith, H. M. J. (2018). Memory judgements : The contribution of detail and emotion to assessments of believability and reliability. *Memory*, 26(10), 1402-1415. [4] Bastin, C., Folville, A., & Geurten, M. (s. d.). Interpersonal_Memory_Fidelity. [5] Johnson, M. K., Hashtroudi, S., & Lindsay, D. S. (1993). Source monitoring. *Psychological bulletin*, 114(1), 3. [6] Johnson, M. K., & Raye, C. L. (1998). False memories and confabulation. *Trends in cognitive sciences*, 2(4), 137-145.

ILLUSTRATIONS

Illustrations generated by the ChatGPT artificial intelligence, developed by OpenAI, as well as from free resources on PowerPoint and Canva.