PROGRAMA
Comunicações orais

Sexta-feira, 3 de maio

08h30 Abertura do Secretariado
09h00 Afixação de posters
09h15 Sessão de Boas Vindas
Vice-Reitor para a Investigação e Desenvolvimento, Director da Escola de Ciências Sociais, Diretora do Departamento de Psicologia, Direção da APPE, Comissão Organizadora

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09h30 / 10h30 - Sessão 1- Aprendizagem (Moderadora: Ana Raposo)

Efeito de aprendizagem em tarefas de memória colaborativa

Magda Saraiva[1], Margarida Vaz Garrido[1], Leonel Garcia-Marques[2]

Estudos sobre memória colaborativa têm revelado que a recordação do grupo nominal é significativamente superior à recordação do grupo colaborativo – efeito de inibição colaborativa. A explicação mais aceite para este efeito é a Hipótese da Interrupção das Estratégias Individuais de Recuperação da Informação. Este estudo teve como objetivo compreender se grupos colaborativos (trios) podem, num curto espaço de tempo, aprender a colaborar numa tarefa de evocação, maximizando o seu desempenho mnésico. A tarefa consistia no estudo individual de uma lista de 30 palavras à qual se seguia uma tarefa distratora, no fim da qual os participantes desempenhavam uma tarefa de evocação colaborativa com recurso ao método turn-taking. O procedimento repetia-se num total de três evocações. Os resultados revelaram que os participantes aprendem a colaborar no sentido em que o seu desempenho melhora significativamente ao longo das evocações, sendo esta melhoria notada logo após a segunda evocação. Medidas adicionais revelaram que os participantes avaliam a tarefa como sendo menos exigente cognitivamente na terceira evocação por comparação com a primeira. Estes resultados sugerem que é possível grupos colaborativos constituídos por estranhos (i.e., pessoas que não têm experiência de colaboração entre si) aprenderem a colaborar no sentido de maximizar o potencial mnésico do grupo. Tal efeito é justificado pelo facto de, à medida que os elementos do grupo aprendem a colaborar, as suas estratégias individuais de codificação e recuperação de informação se tornarem mais convergentes, traduzindo-se numa melhoria significativa do seu desempenho.

1 ISCTE-IUL, Lisboa, 2 Faculdade de Psicologia da Universidade de Lisboa, Lisboa

Directing people's beliefs about word frequency while presenting (in)congruent prompts: Effects on JOLs and recall

Pedro S. Mendes, Karlos Luna, Pedro B. Albuquerque

Judgments of learning (JOLs) - predictions about the probability of remembering a stimulus on a later memory test - are usually higher for high frequency words (HFW) than for low frequency words (LFW). This result can be explained by experience-based factors (e.g., fluency while encoding the items) or by theory-driven factors (e.g., beliefs about how word frequency affects memory). Here we

studied the mechanism that better explains this effect by presenting congruent (vs. incongruent) prompts about word frequency before studied words and requesting both pre-study and post-study immediate JOLs. Finally, participants completed a recall task. In Experiment 1, participants gave higher pre-study JOLs when informed that they would see HFW rather than LFW, but regardless of previous prompt post-study JOLs were higher for HFW than for LFW. In Experiment 2, we introduced a counter-belief by suggesting LFW are in general better remembered. Results showed that prompts had no effect on pre-study JOLs, and a smaller magnitude of frequency effect on immediate JOLs (comparing with Experiment 1). In both experiments correct recall was higher for HFW than for LFW, and higher for congruent than incongruent prompts. Results suggest that participants may use information available at the moment of making JOLs (pre-study: prompt; immediate: word frequency) and seem to rely more on experience-based factors (actual word frequency of word) than on theory-driven factors (information given by prompt) since there was no effect of prompt on post-study JOLs. Worse recall for words preceded by incongruent prompts may reflect encoding impairment.

Escola de Psicologia, Universidade do Minho

Diz-me o que te rodeia e dir-te-ei o quão distraído te encontras!

Pedro F. S. Rodrigues[1,2], Josefa N. S. Pandeirada[1]

O ser humano está continuamente rodeado por uma grande diversidade de estímulos, nomeadamente do foro visuo-espacial. Processar todos os estímulos que nos rodeiam num dado momento é manifestamente impossível, devido aos limites naturais da nossa capacidade cognitiva, que se vão alterando ao longo do desenvolvimento. Embora amplamente estudada com várias tarefas e grupos etários, a investigação sobre a distração visual no ambiente circundante dos indivíduos é ainda reduzida. Nesta comunicação propomos apresentar um procedimento experimental que permite o estudo da distração visual promovida pelo ambiente circundante em diferentes grupos etários, aproximando-se um pouco mais das condições que encontramos no dia-a-dia. Especificamente, desenvolvemos dois ambientes circundantes: alta vs. baixa carga visual. Em cada um deles, individualmente, cada participante (crianças, adolescentes, jovens-adultos e idosos; N=256) realizou 4 tarefas cognitivas visuo-espaciais (duas atencionais e duas de memória. A manipulação ambiental entre as sessões (espaçadas entre 14-23 dias) foi contrabalançada. De uma forma geral, as crianças, os adolescentes e os idosos apresentaram um desempenho cognitivo mais baixo no ambiente de alta carga visual em comparação com o ambiente isento de elementos visuais. Encontrámos igualmente várias interações Ambiente X Grupo-Etário; os resultados descreveram genericamente o padrão habitualmente encontrado nos estudos desenvolvimentais: as crianças e os idosos apresentaram desempenhos mais baixos, seguindo-se os adolescentes e os jovens-adultos. Este estudo apresenta um paradigma experimental alternativo para o estudo da distração visual, embora sejam necessários mais estudos para a sua validação. Os resultados obtidos sugerem ainda implicações práticas potencialmente interessantes para as áreas educacional, clínica e de investigação.

1 Departamento de Educação e Psicologia, Universidade de Aveiro, 2 Escola de Psicologia, Universidade do Minho

10h30 / 11h30 - *Coffee Break*

11h30 / 12h30 - Sessão 2 - Memória (Moderador: Pedro Albuquerque)

Remember not to do it when you are busy: Understanding prospective memory deactivation

Patrícia Matos, Pedro B. Albuquerque

Recent studies showed that prospective memory (PM) intentions are not always deactivated and might be executed when no longer needed (i.e., PM commission errors). Inhibiting a previously

relevant and unperformed intention while busily engaged in ongoing activities is a usual requirement of everyday cognition. Moreover, although it has been proposed that commission errors occur if an intention is spontaneously retrieved and it is not successfully inhibited, empirical evidence on this issue is scarce. Thus, we investigated how PM deactivation is affected when the PM cue (i.e., which signals the appropriate moment to execute an intention) reappears under demanding activities. Young adults encoded a PM task to press a key when a target word appeared during a lexical decision task. Next, they were informed that the PM task was finished and should not be performed again, but PM cues were still presented later. In Experiment 1, we manipulated ongoing task demands by adding a secondary task and results showed that it was harder to forget (deactivate) an intention if the ongoing task processing is made more difficult. In Experiment 2, replicating Experiment 1 procedure and introducing a new-PM intention to fulfil, the results indicated that fewer participants made a PM commission error when a new-PM task was added. Together, these findings suggest that the decreased availability of cognitive resources for inhibiting PM intentions rise the likelihood of PM failures. Results also support the assumption that, under busy conditions, addressing a new-PM task interfere with the old-PM task memory.

Grupo de Investigação em Memória Humana,Escola de Psicologia, Universidade do Minho

Examining the two-process theories of false recognition: The role of presentation rate and theme identifiability

M. S. Beato, M. Suarez

The two main contemporary theories of false memory, Activation-Monitoring Framework and Fuzzy-Trace Theory, converge in proposing two opposite processes that combine to produce false memory: error-inflating processes (activation or gist) that increases false memories, and error-editing processes (monitoring or recollection rejection) that decreases false memories. To examine the dual process theories, we manipulated the presentation rate of the study items and the theme identifiability (ID) in the Deese/Roediger-McDermott (DRM) paradigm. In this paradigm, words associated to a non-presented critical lure are studied and, subsequently, critical lures are often falsely remembered or recognized. Sixty-eight participants studied 5 high-ID and 5 low-ID lists of associatively related words and, immediately afterwards, they performed a recognition test. Neither forward nor backward associative strength differed between high- and low-ID lists. Associates were studied at two presentation rates: a fast condition (50 ms and visually masked) and a slow condition (2000 ms and unmasked). Results showed that, even though true recognition of studied words dramatically dropped in the fast condition, false recognition, which was found in both presentation rates, did not differ between conditions. Finally, regarding theme identifiability, high-ID lists produced less false recognition than low-ID lists, but only in the slow condition. In summary, error-editing processes (monitoring or recollection rejection) were observed only when there was enough time for them to occur. Furthermore, error-inflating processes, specifically, automatic activation processes, but not, gist extraction, could explain the existence of false recognition in the fast condition. Thus, these findings provide strong support for the Activation-Monitoring Framework.

Facultad de Psicología, Universidad de Salamanca

The impact of underdeveloped cognitive control on adolescents' episodic memory

Miguel Ângelo Andrade, Ana Raposo

Cognitive control aids episodic memory by promoting the strategic retrieval of contextual details about past events and the inhibition of confounding information. The prefrontal cortex, a key region in cognitive control and memory judgment, reaches maturity only after adolescence. To understand how the ongoing development of cognitive control impacts episodic memory in adolescents, we conducted two behavioural studies comparing adolescents and young adults, using different recognition memory paradigms. In Study 1, we used the process dissociation procedure (PDP) with lists of words, in order to disentangle automatic versus controlled retrieval processes in

adolescents (n=29, age=13-15) and young adults (n=30, age=20-22). In Study 2, adolescents (n=35, age=13-16) and young adults (n=38, age=24-27) performed a semantic congruency task on pairs of object-scene images, and item and context memory were tested. Results showed differences between adolescents and young adults when cognitive control was crucial for the retrieval process. In Study 1, we found similar levels of automatic retrieval processes in both groups, but adolescents revealed lower controlled retrieval estimates. In Study 2, adolescents performed worse than adults overall. Importantly, for context memory, we found an interaction between age group and object-scene relationship, with adolescents showing lower performance only when retrieving semantically incongruent pairs, an ability that relies on controlled processing. These findings suggest that the underdeveloped cognitive control in adolescence affects the ability to remember specific contextual details of past events. Our results also highlight the importance of teasing apart the automatic and controlled components of recognition memory in developmental studies.

CICPSI, Faculdade de Psicologia, Universidade de Lisboa

14h30 / 15h10 - Sessão 3 - Plasticidade (Moderador: Luís Faísca)

It is possible to acquire absolute pitch for adults speaking tonal and non-tonal languages

Yetta Kwailing Wong[1], Alan C.-N. Wong[2]

Absolute pitch refers to the ability to tell the pitch name of an isolated tone. It is well-known to be a rare ability even among professional musicians. Many theories and findings suggest that it is impossible to acquire absolute pitch in adulthood. However, the success of previous training might have been limited by the intensity and efficiency of the training protocol, among other factors. We tested whether it is possible to acquire absolute pitch with computerized, gamified, individualized and intensive perceptual training. In Experiments 1-3, native tonal-language speaking adults were trained to name the pitch of tones with different combinations of timbres and octaves for 12-40 hours. At the end of the training, 14% of the participants were able to name all of the twelve pitches at 90% accuracy or above without any feedback, with a performance level comparable to the cases observed in the real world. In Experiment 4, native non-tonal-language speaking adults performed an absolute pitch training for 20 hours. 15% of the participants demonstrated a pitch-naming accuracy of 90% or above after training. Absolute pitch is learnable in adulthood, for speakers of both tonal and non-tonal languages. These findings challenge the early music exposure and critical period account of absolute pitch development, and demonstrate that exposure to tonal languages during early childhood is not a necessary condition for learning absolute pitch. Instead, perceptual experience might better explain the development of absolute pitch

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Learning to read shapes the susceptibility to the Ebbinghaus illusion

Tânia Fernandes[1], Régine Kolinsky[2,3]

Culture at a macro level (e.g., Western vs East) influences the sensitivity to visual illusions. No study has hitherto examined whether cultural objects within a culture like literacy have such impact. Yet, learning to read shapes visual processing outside the written domain, including early processes as contour integration. In this study, we examined whether learning to read influences the Ebbinghaus illusion. Unschooled illiterate and ex-illiterate, and schooled literate adults performed a size judgment task on circles, whose size difference was manipulated (in proportion: 2, 6, 10, 14, 18) and which could either be surrounded by inducer circles or not (in fixed order). The latter block (without inducers) was used as control to ensure that readers were as able as non-readers to discriminate the two circles (that is, to decide on the larger one) in a no-illusion condition. We found a significant three-way interaction between group, size-step, and inducer-condition on accuracy. When inducers were absent illiterate adults were as accurate in size discrimination as ex-illiterate and literate adults. In the condition of illusion, illiterate adults were more accurate than the two groups of readers, showing that non-readers were more immune to the surrounding circles than readers on size estimation of the targets. Indeed, illiterate adults had a lower discrimination threshold than readers. The present results show that the influence of learning to read on non-linguistic visual processing is widespread and it is visible even in the Ebbinghaus illusion, probably due to the intensive perceptual training that involves.

1 Universidade de Lisboa, Portugal, 2 Université Libre de Bruxelles, Belgium, 3 Fonds de la Recherche Scientifique - FNRS (FRS-FNRS), Belgium

The effect of neuroticism on event-related potentials to affective pictures: Perceiving pictorial stimuli with and without sexual content in an oddball task

Mariana L. Carrito[1], Joana Carvalho[2], Ana Pereira[3], Pedro Bem-haja[4], Pedro Nobre[5], Isabel M. Santos[6]

High neuroticism is often associated with an increased vulnerability to experience sexual dysfunction in men and women. At the same time, most studies of personality and attention have reported high neuroticism to associate with difficulties in emotion regulation. This study aimed to contribute to a better understanding of the impact of neuroticism on sexual functioning by exploring how individual differences in that personality trait affect responses to affective pictorial stimuli with and without sexual content. Event-related potentials (ERPs) were recorded from 58 participants during a modified oddball paradigm in which three different categories of stimuli (sexual; non-sexual positive; non-sexual negative) varying in the arousal level (high and low arousal) were presented. Participants were selected on the basis of their score in the neuroticism scale of the NEO-PI-R. Results indicated that female participants with high neuroticism showed a delayed P1 peak during the perception of highly arousing sexual images (i.e. sexually explicit) when compared with low arousing sexual images (i.e. romantic). Likewise, participants of both sexes with high neuroticism showed higher P3 amplitudes for highly arousing images, with both sexual and non-sexual content, when compared with participants with low neuroticism. Results were interpreted in light of the information processing model (IPM) of sexual arousal and suggested an impact of neuroticism on automatic and conscious pathways of processing of sexual stimuli.

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O processamento holístico da palavra está envolvido nos processos normais de leitura

Paulo Ventura, Miguel Domingues, Inês Ferreira, Mariana Madeira, Ana Martins, Maria Neto, Marta Pereira

Tem sido amplamente sugerido que o processamento da palavra escrita é um processamento por partes e não um processamento holístico. No entanto, têm surgido nos últimos anos evidências para um processamento holístico recorrendo para tal à adaptação de tarefas utilizadas no domínio de processamento de faces (tarefa compósita). O objectivo do nosso estudo foi o de testar a ideia de que este processamento holístico da palavra está envolvido na leitura normal/perita (padrão de leitura rápido e em paralelo). Apresentamos aos participantes palavras no paradigma compósito degradadas por rotação (22.5° vs. 67.5°). Uma rotação de 22.5° está abaixo do limite de perícia perceptiva do sistema Visual Word Form Area (VWFA), enquanto que uma rotação de 67.5° está acima do limite de perícia perceptiva do sistema VWFA. O efeito compósito para palavras foi observado apenas para um grau de rotação dentro do limite de perícia do sistema VWFA. Demonstramos, assim, que o processamento holístico ocorre na via de leitura funcional, rápida e em paralelo.

Faculdade de Psicologia, Universidade de Lisboa

Holistic Face Processing is Penetrable…Depending on the Composite Design

Paulo Ventura[1], Isabel Leite[2], Miguel Ferreira[1], António Farinha-Fernandes[1], João Delgado[1], Bruno Faustino[1], José C. Guerreiro[1], Isabel Raposo[1]

Holistic processing (HP) of faces, which is usually measured by the composite effect, may reflect an attentional strategy of processing all parts together. Two studies had evaluated this question previously. While Weston and Perfect (2005) found that priming at the local level speeded the recognition of the components of the faces and global priming did not have any effect on performance, Gao et al. (2011) found that only global priming had an effect on holistic processing of faces. The two studies used different versions of the composite task (the partial design, which is considered to be prone to biases, and the complete design) and also differed in other respects (e.g., 2AFC vs. same-different).Thus it is impossible to know to what extent issues with the partial design contributed to the different findings. To determine the consequences of priming local or global processing on HP we adopted the complete design measure of the composite effect and on each trial participants first attended either to the global or local level of Navon stimuli. As the partial design measure of the composite effect is nested within the complete measure, we were also able to obtain a partial design measure of HP and contrast the conclusions that would have been drawn from each design. The HP indexed by the complete design measure was augmented by global priming. In contrast, prior orientation of attention did not have any effect in the partial design index. We claim that the partial design index reflects other factors besides HP, including response bias, and conclude that the effects of global priming seem consistent with the hypothesis that HP can be understood within the context of domain-general attentional processes.

1 Faculdade de Psicologia, Universidade de Lisboa, 2 Departa,Mento de Psicologia, Universidade de Évora

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16h10 / 17h10 - *Coffee Break* + Sessão de Posters

17h10 / 18h00- Conferência Plenária (Moderador: Paulo Ventura)

Holistic processing as a general expertise marker for expert object recognition

Alan Chun-Nang Wong

Humans have demonstrated amazing expertise in recognizing various categories of objects, including, faces, cars, birds, x-rays, chessboards, fingerprints, words, musical notation, etc. Despite the drastic differences in surface features, is there any general marker underlying expertise across domains? Holistic processing (HP), a candidate expertise marker, refers to the perceptual tendency to process objects as wholes rather than as separate parts, and has been regarded as a characteristic unique to face recognition. In this talk, I will review the evidence for HP in experts of non-face categories, with an emphasis on words. Similar to HP for faces, HP for words is associated with one's experience, has a neural correlate corresponding to early visual processing, and predicts recognition performance across individuals. Nevertheless, HP for faces and words are driven by different task demands and involve different visual and non-visual factors. Overall, HP may be a general expertise marker, but its manifestations depend on the specific constraints for different domains.

Department of Psychology, Chinese University of Hong Kong

18h00 / 19h00 - Assembleia Geral da APPE

20h30 - Jantar convívio

09h00 / 10h00 - Sessão 5 - Processamento da Informação (Moderador: Pedro F. Rodrigues)

The role of information

Alejandro Macias[1], Armando Machado[2], Marco Vasconcelos[2]

Pigeons seems to prefer information in advanced whether they have to wait for food after a short or a long delay (Bower & McLean, 1966). Is this preference dependent on the difference between the short and long delays? and how different do the delays have to be? In this study pigeons chose between two alternatives that delivered food after a short or a long delay. For one of the alternatives the short and long delays were associated with distinctive cues (e.g. green for short, red for long). For the other alternative the delays were not associated with a specific cue (blue and yellow were presented randomly with the short and long delays). Along different conditions, we manipulated the difference between the short and long delays by keeping the average delay to food constant. The results are discussed in terms of the functional value of information.

1 Universidade do Minho, 2 Universidade de Aveiro

Temporal inhibitory control in pigeons

Carlos Pinto1, Armando Machado2

One of the research topics with more tradition in the area of learning and animal cognition is the relationship between behavior and stimuli that signal future events. For example, if a light of a color signals that food will be available soon, the animal tends to respond more frequently in the presence of this light (excitatory effect). On the other hand, a light of another color that signals the absence of food has the opposite effect (inhibitory effect). The ability of an organism to identify relevant signals from the environment and adjust its behavior accordingly is essential for its adaptation to the environment and, consequently, its survival. Evidence of inhibitory effect has been found with various stimulus modalities (such as colors, geometric shapes, or sounds). However, evidence of inhibitory effect in the temporal domain is scarce. In a series of 4 experiments, we employed a Fixed Interval timing task, where food is available after periodic intervals of time, and animals develop a typical response pattern: low rates of responding at the beginning of the interval (inhibitory effect), and an increase in rate as the moment the food becomes available approaches (excitatory effect). We then presented new stimuli (that differed gradually from the training signal) to test whether both inhibitory and excitatory gradients would develop, and found evidence of both: at the start of the interval, the bigger the difference between test and training stimuli, the more responding we found, with the opposite happening at the end of the interval.

1 Universidade do Minho, 2 Universidade de Aveiro

A pedra no sapato: Sobre o ensino da Estatística na Psicologia

Armando Machado

Tornou-se um lugar-comum dizer que a maioria dos alunos de licenciatura e mestrado em Psicologia têm grandes dificuldades em aprender Estatística. Não entendem os conceitos fundamentais da disciplina ou os procedimentos e técnicas de análise de dados que deles derivam. Por isso, as aulas de Estatística são fonte de frustração. Para passarem na disciplina, muitos alunos memorizam algoritmos sem nunca de facto compreenderem o que estão a fazer. Depois do exame de Estatística, esquecem rapidamente o que aprenderam; muitos confessam não querer voltar a estudar

o tema. A frustração é muitas vezes sentida também pelos docentes da disciplina. Nesta comunicação reflito sobre esta pedra no sapato de alunos e docentes de Psicologia, sobre as suas razões e as suas consequências, e concluo com algumas sugestões sobre como minorar o problema.

Universidade de Aveiro

10h00 / 11h00- Sessão 6- Cognição Social (Moderador: Teresa Garcia-Marques)

You can tell me this is false, I still believe in it anyway: Awareness of falseness and the illusion of truth effect

Joana Mello, Teresa Garcia-Marques

The mechanisms and features explaining how we judge truth are highly relevant in helping us to understand why individuals believe in fake-news. This question is now highly socially relevant given that fake-news is prevalent in social media. Here we offer evidence that dealing with fake news becomes a problem when we consider that awareness of falseness is not efficient in overcoming illusions of truth. In one experiment we present participants with a list of statements making explicit that they are "false statements". Subsequently, we present participants with a new list containing three types of statements: repeated (as previously presented as false), contradictory (the true versions of statements previously presented), and new statements. Participants were asked to evaluate each statement in their perceived truth. Participants either made the evaluation task in the same session or one weak apart of the original list, being reminded or not of the false value of the original list. Results show that contradictory statements are less likely to be perceived as true than the repeated false items. In addition, calling attention to the fact that previously presented items were false, lead participants to reduce general confidence in their truth ratings, instead of establishing their opposites as truer. We discuss the implication of these results for the prevalence of fake news.

William James Center for Research, ISPA - Instituto Universitário

Take the road that feels right: efeito do uso de apelos à intuição em persuasão

Filipe Loureiro, Teresa Garcia-Marques, Duane Wegener

Mensagens persuasivas que combinam (match) com caraterísticas individuais dos recipientes são vistas mais favoravelmente pelos mesmos. O uso de apelos à intuição em vários contextos persuasivos parece sugerir a sua eficácia. No entanto, qualquer investigação até à altura examinou se e para quem apelos à intuição influenciam atitudes. Em dois estudos, usando um anúncio de uma nova marca de automóveis como contexto persuasivo, testámos um efeito de matching entre apelos à intuição e apelos a análise e estilos de processamento intuitivo e analítico dos participantes. No estudo 1, os estilos de processamento foram medidos através das escalas de Fé na Intuição (FI) e Necessidade de Cognição (NC). Os resultados demonstraram que participantes intuitivos avaliaram mais positivamente o anúncio, a marca e o carro quando expostos a apelos à intuição, comparativamente a apelos a análise. Não foram obtidos efeitos de matching entre apelos a análise e níveis de NC. No estudo 2 replicámos os procedimentos do estudo 1 usando duas novas medidas que avaliam a validade percebida na tomada de decisão intuitiva e analítica. Replicámos os efeitos de matching entre apelos à intuição e validade percebida de intuição e estendemos este efeito ao match entre apelos analíticos e validade percebida de análise. Estes resultados fornecem a primeira evidência de efeitos de matching para apelos à intuição em persuasão. Este matching ocorreu tendo em consideração a confiança que os indivíduos têm na sua intuição (FI) e a validade percebida de intuição.

William James Center for Research, ISPA - Instituto Universitário

Efeitos de ancoragem em extratos de cartões de crédito

Mário B. Ferreira, Jerônimo C. Soro, Catarina Nunes

A apresentação de um valor mínimo de pagamento em extratos de cartão de crédito promove efeitos de ancoragem levando a pagamentos inadequadamente baixos relativamente ao valor em dívida. Para colmatar este efeito, nos Estados Unidos, foi introduzido nos extratos informação sobre o tempo necessário para saldar a dívida com o pagamento mínimo e o total pago conjuntamente com as mesmas informações sobre uma opção de pagamento fixo para saldar a dívida em 36 meses (CARD act, 2009). Investigação posterior mostrou que estas modificações promovem aumento do pagamento mensal, mas criam um novo ponto de ancoragem que impede pagamentos desejavelmente maiores (Salisbury, 2014). Para ultrapassar esta limitação, propomos e testamos a apresentação de novas opções de pagamento em extratos mensais com base em pagamentos percentuais da dívida total. O objetivo é evitar efeitos de ancoragem e promover uma melhor compreensão das consequências a longo prazo de decisões de pagamento. Numa simulação em contexto experimental, os participantes decidem quanto pagariam com base num extrato apresentado em uma de 4 condições (inter-participantes): sem informação adicional (condição controlo); com opção adicional de pagamento (tal como estipulado pelo CARD act); ou com opções adicionais de pagamentos percentuais. É ainda pedido que estimem o tempo para saldar a dívida (assumindo pagamentos fixos). Resultados preliminares mostram que as opções de pagamentos percentuais levam à diminuição do efeito de ancoragem (i.e., pagamentos mais elevados) e estimativas de tempo de pagamento mais próximas da resposta correta. As implicações práticas (e.g., policy making) destes resultados serão discutidas.

Faculdade de Psicologia da Universidade de Lisboa

11h00 / 12h00 - *Coffee Break*

12h00 / 12h50 - Conferência Frederico Marques (Prémio APPE 2018) (Moderadora: Alexandra Reis)

What is the relationship between conscious experience and working memory?

Fredrik Bergstrom

Historically, it was assumed that one had to consciously perceive information to maintain it in working memory, and that all maintained information was consciously experienced. Conversely, non-conscious memory was thought to be limited to simple, automatic, and short-lived (< 500 ms) processes best explained as priming effects. However, a series of studies have challenged the necessity of conscious experience for working memory. It has been shown that non-consciously perceived information can be retained for several seconds, and that it is associated with brain regions typically involved in working memory. However, there are still controversies surrounding such non-conscious retention. Is it really working memory? Is it retained by neural activity or latent synaptic changes? How much information can be retained? This talk will give a brief overview of the relevant research, and discuss these controversies.

Faculdade de Psicologia e de Ciência da Educação da Universidade de Coimbra

12h50 - Encerramento