The power of action and knowledge in episodic memory for school-aged children

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Traveling from the present to the past and re-experience the episodes that had happened is seen as a center of cognition in human being. Extensive research over the past four decades have shown that people have a different capacity to form and retrieve conscious memories of specific past events or episodic memory. The individual differences in episodic memory are also more obvious in children over school ages due to the effect of schooling and the development of knowledge. However, the developmental patterns of episodic memory are controversial findings, and depending on several factors in school-aged children. The present dissertation studies action memory, a form of episodic memory, to shed light on the episodic memory from the beginning of elementary school to late adolescence. The overall results of this dissertation indicate that there are clear developmental differences in episodic memory across school ages due to the usage of memory strategy and information processing. It is also suggested that several factor such as encoding conditions, retrieval modes, materials, and events influence on retrieval process and memory output. The results of the present dissertation demonstrate cognitive mechanisms of episodic memory in connection to memory strategies and information processing. The results of the present dissertation have some important theoretical and practical implications. Theoretically, the findings provide support for memory strategies and information processing views for action memory in children population. From practical point of view, the findings have the potential to affect the education system due to the course of teaching and instruction of children.