

ABSTRACTS

varied as a function of spatial magnitude: relative to the standard stimuli, larger oddballs were perceived to be longer in duration whereas small and equivalent oddballs were perceived to be shorter in duration. These results are inconsistent with attentional models of the oddball effect and warrant that such models incorporate the influence of spatial magnitude on perceived duration.

A-0631**FURTHER EVIDENCE THAT SELECTIVE CUES TO INTENTIONALLY FORGET MAY CAUSE FORGETTING**

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By using an adapted list-method directed-forgetting paradigm, Delaney et al. (2009) showed that providing participants with a cue to selectively forget one set of items of the previously studied list make these items less recallable than the items in the same list that were cued-to-remember. Although this selective directed forgetting (SDF) effect has now been found with slightly modified procedures and different populations, multiple failures to replicate the effect have been also published. The main goal of the present study was twofold. First, we aimed to replicate the SDF effect in young adults with a procedure similar to that one used by Delaney et al. Second, we aimed to assess to what extent the memory cost associated with the cue to selectively forget depends upon the amount of to-be-forgotten items relative to the amount of to-be-remembered items. After studying a list consisting of 18 sentences (about two or three different characters, depending on the condition), half of participants were cued to keep remembering all items whereas the other half was cued to forget sentences about one of the characters. Our results show a clear SDF effect regardless of the proportion of to-be-forgotten information.

A-0632**VISUOMOTOR PRIMING ON A GRASPING TASK**

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The capacity of planning an action in advance questions the real-time planning hypothesis predicted by the two pathways model of visual perception. In a set of experiments, we used a visuomotor priming paradigm to investigate the retention in memory of motor components. More precisely, we manipulated first of all the congruency of orientation and/or identity between prime and target. In addition, we also manipulated context of priming (blocked versus mixed experimental design). Analyses focused on the initiation times, maximum grip aperture and grip orientation. We found facilitator priming effects on initiation times when the orientation was congruent between prime and target only when the prime was identical to the target. We also found that these priming was present independently of priming context. It was observed in both, blocked and

mixed experimental design. No priming effect was found on maximum grip aperture but significant effects were found on the grip orientation, but only when the final grip orientation was close to the start grip orientation. The results are discussed in terms of pertinence of the prime for the grasping task, the context of the grasping and finally in terms of changes between start and end positions of the grip.

A-0633**GOAL ATTAINMENT AND MEMORY SUPPRESSION: ZEIGARNIK RELOADED**

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In two series of experiments we investigated the effect of goal fulfilment on accessibility of episodic memories. First, based on the pioneering work of Zeigarnik (1927) we developed a novel paradigm to test the role of goal attainment in episodic retrieval. In this task subjects have to complete word stems of category exemplars belonging to a given category, the completion of words were randomly interrupted in half of the categories. Following a delay, unexpected free recall, category-cued recall or recognition tasks were conducted. The results show that subjects tend to recall less items from the completed categories in the free recall task whereas such difference is absent in the category-cued recall and recognition tasks. Second, using a list method directed forgetting (DF) paradigm we found that replacing the forget instruction with a memory test, which informed participants that the learning event is finished, DF phenomena (i.e. lower recall rate of to be forgotten items compared to baseline items) can be simulated. We suggest that a forget instruction in a learning task is an effective goal completion cue. These results suggest that goal completion puts goal-relevant information in an available, but in a less accessible form for later retrieval.

A-0635**FACIAL FEEDBACK EFFECT IS MODULATED BY EMOTIONAL VALENCE AND BY THE HUMAN FACTOR.**

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Facial feedback hypothesis (FFH) states that facial expression can modulate emotional experience. Recently some studies proposed that the mirror system can modulate this mechanism: However, its role is still not clear when emotions are taken into account. There are no studies comparing stimuli that feature a known emotional valence (the International Affective Picture System - IAPS) or the presence of human and the consequent involvement of the mirror system. In the present study we investigate the effect of different categories of stimuli (IAPS) on the methodology of keeping, in different position, a pen in the mouth. In Study 1 participants evaluated the valence of different categories of IAPS while keeping a pen in the mouth (simulating smile), or without it. In study 2, one group kept a pen in the mouth simulating