

Time's up! When children's metamemory knowledge and strategic time monitoring predict prospective memory performance

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INTRODUCTION

This study examined time-based prospective memory (PM) in children and explored the possible involvement of metamemory knowledge and executive functions in the use of an appropriate time monitoring strategy depending on the ongoing task's difficulty.

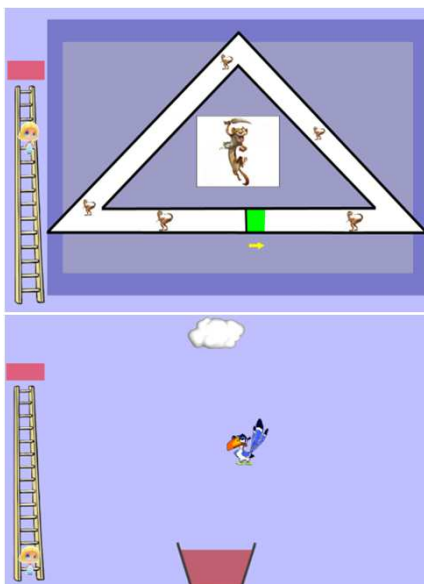
METHOD

PARTICIPANTS

72 Belgian French-speaking children (36 females) from 3 age-groups (4, 6, and 8)

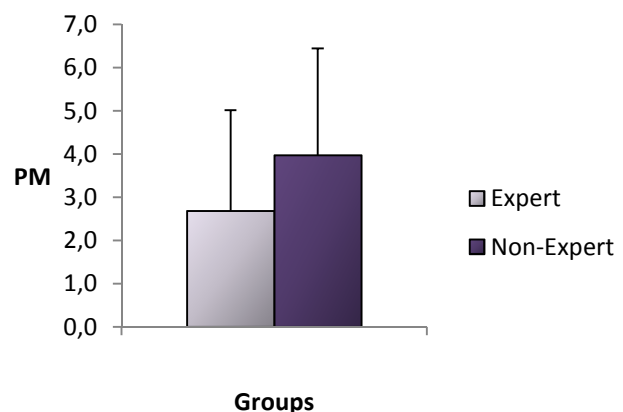
PROCEDURE

PM Paradigm : procedural and time-based memory task

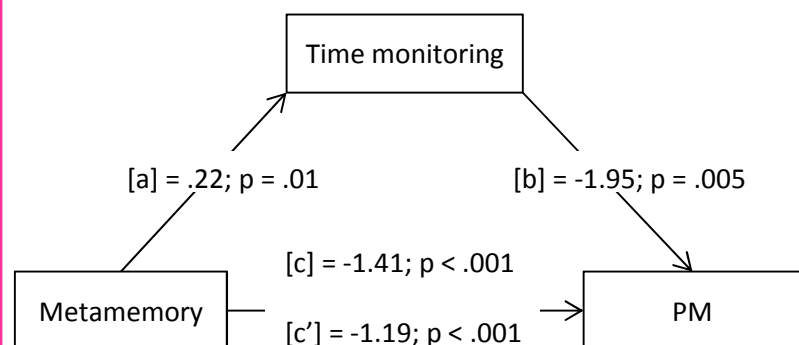


RESULTS

ANOVA – Group Effect



Mediation Analysis – Expert Groups



DISCUSSION

The positive effect of implementing strategies during a PM task can be predicted by both children's knowledge of memory functioning and their EF. The predominance of one of these variables over the other depends on the cognitive resources that must be allocated to the ongoing activity.