Collaborative Remembering: Background and Approaches

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Abstract and Keywords

In this introduction to the edited volume, *Collaborative Remembering: Theories, Research, and Applications*, we first provide a historical context that highlights the emerging focus on social factors in the study of memory. We then consider the range of social memory phenomena examined in the book including remembering with an intended future audience, remembering in the presence of others, remembering in direct collaboration with others, and remembering in larger social and cultural contexts. We also discuss the various methods used in the book to measure collaborative remembering, including productivity, content, accuracy, process, and function. The focus throughout the chapter is on the points of overlap and contrast across and within perspectives. We then conclude with a preview of the specific chapter contents.

Keywords: collaborative remembering, social memory, memory, collaboration, collective memory

Remembering, like many significant human activities, is something we frequently do in collaboration with other people. We reminisce with family and friends about our shared experiences, we work together to learn and remember new information at school and in the workplace, and we remind one another of upcoming appointments and events. Even when we are alone, we remember our

experiences in the context of our shared histories, our communities, and our cultures. The settings in which we remember with others, the nature of the tasks, and the goals of our social remembering vary dramatically, but the very act of remembering with others is a pervasive feature of human life (Barnier, Sutton, Harris, & Wilson, 2008; Campbell, 2008; 2014).

Memory researchers across disciplines and subdisciplines are actively exploring collaborative remembering. However, despite this common interest and growing research area, there is currently relatively little crosstalk between perspectives. This is at least partly due to differences in the assumptions, methodologies, and conclusions that guide different approaches, and which can make it difficult to synthesize and compare methods and findings. The primary purpose of this book is to feature outstanding recent work on collaborative remembering across several disciplines and subdisciplines, to highlight the points of overlap and contrast, and to initiate conversations and debate both within and across the various perspectives.

This collection of chapters addresses a wide range of social memory phenomena. The comprehensive set of 24 chapters is the most substantial and diverse treatment of collaborative remembering yet published and it presents a rich array of theories, methods, and applications. Specifically, the chapters include research based on and drawing from traditions in developmental psychology, cognitive psychology, social psychology, discourse processing, philosophy, neuropsychology, design, and media studies. As its five editors, we bring diverse research interests and disciplinary backgrounds—in education, philosophy, and across a number of subdisciplines of psychology—to this shared and complex topic.

In this introductory chapter, we provide historical context to highlight the growing focus on social factors in the study of memory. We then identify a number of live and open themes emerging from the chapters that relate to significant issues of research emphasis across perspectives. Namely, these themes focus on the range of collaborative memory phenomena presented in the book and the various measurements used to assess collaborative remembering across different perspectives. The introduction concludes with an overview of the structure of the volume, and brief previews of the contents.

(p.4) Background

The late twentieth century is often said to have seen a "memory boom" (Winter, 2000). At the broadest historical level, a diverse range of cultural and political developments repeatedly set memory to the fore in the public sphere. Most notably, memory was paramount in the urge to commemorate the Holocaust and other horrific events, the rise of identity politics, and increasing mobility and social instability. At the same time, new discoveries in the cognitive and brain sciences offered insights into the nature and fragility of human memory, and the

fluidity of personal identity (Winter, 2012). Both popular and academic discussions of remembering now span a thrilling but daunting array of levels and topics (Sutton, 2004).

One simple principle by which to organize this range of discourses on memory is by the size of the remembering agent. Sometimes, memory is ascribed to individuals: in much psychology and cognitive science, the focus is on the individual alone—and on processes internal to that individual—as the location of remembering, and the relevant field of research study. Sometimes, in contrast, memory is ascribed to larger groups, such as veterans of a particular war, specific ethnic groups, or entire nations: in much cultural theory, the focus is on large-scale collectives—and on cultural macroprocesses of memorialization—as the location of remembering, and the relevant field of research study.

This collection of chapters, for the most part, has a focus distinct from either of these traditions, in that most of the research in this book is on collaborative remembering in small groups (although it has many points of contact with both traditions). That is, the chapters draw on experimental traditions for studying the individual mind and aim to contribute to our understanding of individual memory, but they also move beyond the restriction of attention to individuals that has characterized much of the history of the cognitive psychology of memory. Further, the chapters draw on traditions for studying cultural and collective memory, and aim to contribute to our understanding of collective memory, but they also consider the unique and specific roles of individual group members in a way quite foreign to much of the history of collective memory theory within the broader memory studies literature in the humanities and social sciences. This general focus on collaborative remembering in small groups clearly distinguishes and situates the current volume in the larger context of memory work in the humanities, social and cognitive sciences, and psychology.

Importantly, however, the chapters in the book are not exclusively focused on small groups and there is significant emphasis on both individual and collective memory. Several chapters draw from or focus on experimental traditions for studying the individual mind and/or collective memory, and some particular essays retain closer links with one or the other. Also important is that several chapters interface significantly across traditional boundaries; more specifically, they examine important connections across traditions including how individual memory processes constitute or scale up to small group processes and how small group processes constitute larger-scale memory processes. Meanwhile, others examine the ways in which larger collectives shape small group and individual memory. That is, while generally focused on collaboration in small groups, the chapters presented in the book are not exclusively tied to one tradition or another, but instead incorporate ideas and approaches from multiple traditions.

This general focus on collaborative remembering in small groups has a broad scope, as we sketch in the section, *Collaborative Memory Phenomena*, including many distinctive forms of remembering, memory contents, and collaborative processes, which have many different functions in individual and social life. These phenomena have been studied for some years across the span of disciplines and approaches represented in this book, but have not been brought together in the kind of integrated treatment we seek to offer here. The possibility of such integrative work **(p.5)** has perhaps been obscured by the distinct and mostly disconnected successes of the other two research traditions. We briefly sketch, in very broad brush strokes, some background to the emergence of this growing emphasis on small group research.

Based on the pioneering work of Ebbinghaus (1888), the psychological study of memory has a rich empirical tradition of using artificial stimuli and relatively individualistic contexts that is still important today. However, internal and mainstream movements in the 1980s and 1990s brought psychologists to study memory phenomena relevant to a wider range of applied social, forensic, clinical, and personal contexts, with the Society for Applied Research in Memory and Cognition (SARMAC) founded in 1994. For example, Bartlett's (1932) seminal work was reevaluated (Wagoner, 2017), and a broad consensus about the constructive nature of memory (Schacter, 1996) emerged in the wake of heated debates in the 1990s about "false memory" and "recovered memory" (Campbell, 2003; Haaken, 1998; Hacking, 1995; Pillemer, 2000). From the 1980s onward, a new wave of work on "autobiographical memory" in cognitive psychology (Conway, 1990; Rubin, 1986) made contact with a rich and independent tradition of sociocultural memory research in developmental psychology (Fivush & Haden, 2003; Nelson & Fivush 2004; Vygotsky, 1930/1978). Influenced by ideas about "situated cognition" in education, cognitive anthropology, and cultural psychology, Bruner and colleagues introduced the notion of "scaffolding" to capture the ways in which external resources (whether physical, technological, or social) can orchestrate actions beyond unassisted cognitive performance (Greenfield, 1984; Sutton, 2015; Wood, Bruner, & Ross, 1976). These anti-individualist views of memory and cognition as situated or "distributed" across the brain, the body, and the social and physical world eventually gained ground within the cognitive sciences (Clark, 1997; Hutchins, 1995; Michaelian & Sutton, 2013). Also significant is that in the 1980s, Wegner and colleagues introduced ideas about "transactive memory systems" comprising small social groups (Wegner, 1987; Wegner, Giuliano, & Hertel, 1985), and in the 1990s, the collaborative recall paradigm emerged as a core research paradigm for studying the effects of social interaction on individual memory retrieval (Basden, Basden, Bryner, & Thomas, 1997; Weldon & Bellinger, 1997).

Meanwhile, as studies of collective memory and cultural memory have also expanded and diversified (Olick 1999; Olick *et al.*, 2010), researchers in history, politics, sociology, linguistics, and cultural theory have begun to seek specific points of convergence with work on small groups, and to attend to the interfaces between individual and group processes (Anastasio *et al.*, 2012; Bietti, 2014; Cubitt, 2014; Erll, 2011; Murakami, 2012). But of course, substantial differences remain in the ways that remembering is conceptualized and studied across the disciplines and subdisciplines (Brown & Reavey, 2015; Hirst & Manier, 2008; Roediger & Wertsch, 2008). Differences in research focus, theoretical assumptions, methodologies, and conclusions that guide different fields can make it difficult to synthesize and compare approaches and findings.

The primary purpose of this book is to highlight significant work on collaborative remembering across many of these fields and subfields, and to initiate conversation and debate both within and across the various perspectives. In bringing together this comprehensive, field-defining set of chapters, we aim to highlight points of overlap and contrast, and to encourage more thorough and nuanced discussion of collaboration and memory. In the next section, "Collaborative Memory Phenomena" we discuss emerging themes and conceptual issues that arise from comparisons across chapters, focusing first on collaborative memory phenomena and then on measurements.

Collaborative Memory Phenomena

We begin with a question at the heart of this book: what is collaborative remembering? Across the chapters in this volume, collaborative remembering is a dynamic and wide-ranging term that **(p.6)** encompasses a range of collaborative memory phenomena: from remembering with an intended future audience; to remembering in the presence of others, but not necessarily as coconstructors; to remembering in direct collaboration with others, such as coconstructing within small groups like pairs, couples, or families; to remembering in individual and social contexts, for example as part of broader social groups like cultures and societies; to cultural aspects of remembering. The chapters within this book mostly discuss research that falls into one of these classes of phenomena, although these classes are not exhaustive, and some studies and chapters deal with multiple levels. The various phenomena of collaborative remembering each have their own implications for the kinds of research questions that might be asked and the types of research methodology that might be appropriate. We will discuss each phenomenon in more detail before turning to issues of assessments.

Remembering with an Intended Future Audience

One way in which collaborative remembering is operationalized in the current chapters is when there is an intended future audience; that is, an audience who will later receive the account of the event, rather than participate in its remembering. Both in the case of autobiographical writing (Wang, Chapter 17),

and when interfacing with digital media and technology (Hoskins; van den Hoven *et al.*; see Chapters 21 and 22), individual memory is shaped by both the culture of the rememberer and the identity of the intended audience. For example, cultural and social norms regarding communication etiquette, emotional display, social behavior, and references to self mean that information intended for audiences in one culture or social group may look different than information intended for audiences in another. Even when remembering without a *specific* audience in mind, memory that is designed for a potential audience is nonetheless shaped by broader cultural, social, and digital factors that influence what is remembered, what is forgotten, and how the story is told.

Remembering in the Presence of Others

Collaborative remembering can also be operationalized as memory in the mere presence of others, even when those others are not directly collaborating (i.e., there is a relatively clear distinction between "teller" and "listener"). For example, individuals often tell autobiographical stories to others, even if the other person did not share the original experience and so is not able to provide specific details of the event or stimuli. Such remembering, or "telling," can occur for shared episodes too, such as a family dinner conversation in which one member recounts an often-told story from the family's shared past. In these cases, in which listeners do not directly contribute details to the remembered event, social factors still influence memory via the overarching function of the conversation (e.g., to maintain relationships and/or identity, or to inform; Fivush *et al.*; Henkel & Kris; Hirst & Yamashiro; Pasupathi & Wainryb; see Chapters 3, 5, 8, and 15). Further, individuals may tune their story in response to the listeners' reaction and may be influenced by another person when they sense others' attitudes or judgments as being consistent with their own (Echterhoff & Kopietz, Chapter 7). Even in the case of neuropsychological interviews, which are often perceived as objective, patients are likely influenced by the social context and by the interaction with the interviewer (McVittie & McKinlay, Chapter 12). Although the interviewer was not present at the time of the events being discussed, his or her comments and cues can encourage the patient to continue remembering particular events and to discontinue remembering others. Importantly, the presence of others can be broadly construed to include virtual others (Hoskins, Chapter 21) and, in some conceptualizations, may even include physical reminders in **(p.7)** the environment (Michaelian & Arango-Muñoz; van den Hoven *et al.*; see Chapters 13 and 22). In each of these situations, individuals remember in the presence of others, and those others may influence the process, function, or content of the memory, even though they are not directly able to contribute to the content.

Remembering in Direct Collaboration with Others

Many chapters in this book operationalize collaborative remembering as working directly with one or more other people to reconstruct an event. In the research presented in this book, this most often occurs in situations in which

individuals also shared the original event or learned particular stimuli in common. However, individuals can reconstruct together even if they did not experience the original event together, but nonetheless have shared or overlapping knowledge of the event (see Barnier *et al.*, 2008; Echterhoff & Kopietz, Chapter 7). The critical aspect is that each collaborator is both a "teller" and a "listener," such that he or she can actively contribute details to the reconstruction. Some research in this area is focused on how collaboration influences individual memory. For example, what one collaborator says may disrupt the other, so they remember less information (Rajaram; Henkel & Kris; Blumen; see Chapters 4, 8, and 24), remember incorrect information (Gabbert & Wheeler; Paterson & Monds; see Chapters 6 and 20), and/or forget the information entirely (Hirst & Yamashiro, Chapter 5). Alternatively, a collaborator's suggestion may enhance the other's memory via scaffolding, or providing a structure or cues. Such scaffolding appears to be beneficial across the lifespan, including for children (Haden *et al.*; Fivush *et al.*; Wang; Reese; Salmon see Chapters 2, 3, 17, 18, and 19), healthy older adults and older adults in long-term care (Henkel & Kris; Blumen; see Chapters 8 and 24), amnesiacs (Gordon *et al.*, Chapter 23), and older adults who are suffering from dementia (Müller & Mok; Blumen; Hydén & Forsblad; see Chapters 9, 24, and 25).

Importantly, the precise nature of the collaboration (and resulting effects on memory) may depend on the individual characteristics of the collaborators, the material recalled, the type of test, the level of assessment, and/or the relationship between collaborators. Across the chapters in this book, researchers examine collaboration among a range of individuals and groups who work together to remember a variety of information, or even work together on tasks or in contexts where remembering is an incidental part of broader task completion rather than the main goal. Specifically, some chapters present work with unacquainted small groups (strangers in the lab), that examines the role of inhibition and social contagion for laboratory materials in young and older adults (Rajaram; Gabbert & Wheeler; Henkel & Kris; Paterson & Monds; Blumen; see Chapters 4, 6, 8, 20, and 24), and the role of conversations and forgetting (Hirst & Yamashiro, Chapter 5). Several chapters also present research on familiar groups including parents and children remembering autobiographical events (Haden *et al.*; Fivush *et al.*; Wang; Reese; Salmon see Chapters 2, 3, 17, 18, and 19), dementia patients and their caregivers working to follow a recipe (Hydén & Forsblad, Chapter 25), and colleagues working together on organizational or design tasks (Bietti & Baker, Chapter 10). Finally, there is work with clinical populations that examines collaboration between dementia patients and their caregivers or family members (Müller & Mok; Blumen; Hydén & Forsblad; see Chapters 9, 24, and 25), amnesia patients and their loved ones (Gordon *et al.*, Chapter 23), and children suffering from psychopathology and their parents (Salmon, Chapter 19).

As seen across the various examples of memory collaboration given, the relationship between collaborators, the individual characteristics of the collaborators, the material recalled, the type of test, and/or the level of assessment may influence the manner in which information is exchanged, the function of the interaction, and the content and accuracy of what is remembered. The **(p.8)** common thread across these approaches, however, is that individuals are directly collaborating with another person (or persons) to jointly reconstruct an episode.

Relationship Between the Individual and the Social Context

Across chapters and approaches presented in the book, there are different ways of conceptualizing the relationship between the individual and the social context, and different forms of evidence that are required to inform these conceptualizations. While collaborative remembering may be seen as an individual activity that is influenced by social factors, collaborative remembering may also be examined as a property of the group. That is, in some approaches, the social environment is simply an influence (or worse, a contaminant) on individual memory. In other approaches, the social context is an integral constituent of remembering—more than a mere influence or trigger—that transforms the remembering process such that it cannot be readily understood by studying individuals outside of this context. Drawing on the philosophical framework of extended cognition, for example, some researchers suggest that individuals are part of a dynamic, extended cognitive system that includes the individual plus other aspects of the system that are outside of the individual such as environmental, interpersonal, or technological scaffolds; cognition occurs across both internal (intracranial) and external parts of the system (Michaelian & Arango-Muñoz; Wilson; van den Hoven *et al.*; Hydén & Forsblad; see Chapters 13, 14, 22, and 25). Likewise, pairs of individuals can develop a coordinated or transactive memory system (Henkel & Kris; Hydén & Forsblad; Chapters 8 and 25), such that a pair (or group) remembers information by delegating the to-be-remembered information to one or the other person consistent with his or her expertise. These approaches measure the combined group output and consider the performance of the larger group as a whole, in addition to each individual's contribution.

Cultural Aspects of Memory

The final way in which collaborative remembering is operationalized in the book is as the broader influence of culture on memory. Across the different forms of collaborative remembering already outlined, remembering occurs within a cultural context; culture shapes memory in a multitude of ways. For example, in the case of an individual remembering with an intended audience in mind, the cultural expectations of the rememberer and the audience will each shape the emerging memory structure and content. In the case of a family remembering together to recreate a shared experience, Wang (Chapter 17) highlights how Western parents may focus on emotions and East Asian parents may focus on

social norms. Interestingly, these cultural differences may also operate at a broader societal level. In the case of collective remembering, cultural narratives shape the recall of historic events such as World War II (Abel *et al.*, Chapter 16) or government-sanctioned eugenics (Wilson, Chapter 14). In each of these situations, individuals and groups remember as part of a culture with shared goals and an understood structure for remembering culturally important events.

Measurements

Across chapters, and consistent with the variety of collaborative memory phenomena, researchers across different disciplines and subdisciplines use a range of metrics to assess collaborative remembering. We will preview five approaches that appear in the chapters, noting the points of overlap and contrast within and across research areas. Again, these approaches are not exhaustive or mutually exclusive, and there are others. Nonetheless, these five approaches provide a general overview of measurements presented in the book and, arguably, highlight the importance of measurement issues for collaborative remembering more broadly.

(p.9) Productivity

One method of measuring collaboration is to focus on how much groups remember (and forget) during collaboration and/or following collaboration. Across chapters, interesting themes emerge along with points of contrast. In the case of unacquainted groups recalling together, collaborative recall yields less productivity than individual recall (Rajaram; Henkel & Kris; Blumen; see Chapters 4, 8, and 24), and memories not discussed are forgotten (Hirst & Yamashiro, Chapter 5). However, in the studies on parent–child reminiscing, children contribute more (not less) when they collaborate with their parents, if their parents use sensitive scaffolding (Haden *et al.*; Fivush *et al.*; Wang; Reese; Salmon; see Chapters 2, 3, 17, 18, and 19). Similarly, clinical patients remember more when a collaborator cues them and/or helps them learn a task (Henkel & Kris; Gordon *et al.*; Blumen; Hydén & Forsblad; Chapters 8, 23, 24, and 25). Importantly, the way productivity is scored and indexed across these literatures varies greatly, and more work is needed to integrate these different traditions and to determine when collaborative remembering leads to less versus more productivity.

Content

Another method of measuring collaboration is to examine whether or not the content of memory varies across experimental conditions and social contexts, focusing on *what* is remembered and forgotten, rather than *how much*. Interesting themes of content emerge across chapters. For example, in the case of autobiographical and collective remembering, what one chooses to recall is often reflective of personal identity (Pasupathi & Wainryb, Chapter 15), national identity (Abel *et al.*, Chapter 16), or cultural identity (Wang, Chapter 17). Further, children whose parents incorporate specific narrative content also come

to include more of this same content in their own memories (Haden *et al.*; Fivush *et al.*; Wang; Reese; Salmon; see Chapters 2, 3, 17, 18, and 19). Clinical patients may also be more likely to produce desired content or outcome when a collaborator provides content cues (Gordon *et al.*; Hydén & Forsblad; see Chapters 23 and 25). Finally, assessments of content have important implications for the politics of memory. For example, Wilson (Chapter 14) discusses the ways in which propaganda and national movements shape how information is remembered within and across various groups in a country.

Accuracy

In addition to measuring how much is remembered and the content of recall, many researchers also examine whether or not the information recalled is accurate. Accuracy is measured by comparing how closely the information remembered corresponds to the original event. Note that measures of accuracy are only possible for materials and events which the experimenter is privy to, such as experimenter-created events or events with a historical record.

Across chapters, there are several important findings regarding how working with others influences the veracity of what is remembered. For example, group members in laboratory and naturalistic studies have been shown to both correct each other's errors (Rajaram; Henkel & Kris; see Chapters 4 and 8) and incorporate each other's errors (Gabbert & Wheeler; Henkel & Kris; Paterson & Monds; see Chapters 6, 8, and 20). Such findings provide insight into how the basic cognitive mechanisms of social memory might vary across contexts (Rajaram; Gabbert & Wheeler; Henkel & Kris; Paterson & Monds; Blumen; see Chapters 4, 6, 8, 20, and 24). For example, in legal contexts, accuracy is particularly important (Gabbert & Wheeler; Paterson & Monds; see Chapters 6 and 20; see too Brown & Reavey, Chapter 11, for further discussion). Accuracy is also relevant to issues of confabulation in neuropsychological interviews (McVittie & McKinlay, Chapter 12) and to understanding how cultural narratives relate to historical records (Wilson; Abel *et al.*; see Chapters 14 and 16).

(p.10) Process

While measurements of productivity focus on *how much* is remembered, and measurements of content and accuracy focus on *what* is remembered, measurements of process focus on *how* information is remembered. Measuring the process of collaboration involves capturing discourse (and, potentially, nonverbal cues and strategies) at the time of collaboration to determine the various ways in which information gets exchanged and incorporated (or not) into the emerging memory.

Across the various chapters in this book, the collaborative processes that best scaffold memory are identified for both young children (Haden *et al.*; Fivush *et al.*; Wang; Reese; Salmon; see Chapters 2, 3, 17, 18, 19), and clinical patients with dementia and amnesia (Müller & Mok; Gordon *et al.*; Hydén & Forsblad; see

Chapters 9, 23, and 25). Collaborative processes are also important to understanding differences in how others talk to and interact with clinical populations; for example, when mothers are less sensitive to the child's negative experiences when talking with anxious children (Salmon, Chapter 19), when partners use fewer definite articles when talking to amnesic patients (Gordon *et al.*, Chapter 23), and when interviewers influence the content of neuropsychological interviews (McVittie & McKinlay, Chapter 12). The importance of particular collaborative processes in shaping memory outcomes is further illustrated across groups who have irreconcilable accounts of a past event (e.g., Pasupathi & Wainryb, Chapter 15), coworkers in organizations (Bietti & Baker, Chapter 10), and groups negotiating what is remembered at larger group levels (Abel *et al.*, Chapter 16).

Function

One final way of measuring collaborative remembering is in terms of the functions of remembering. Like individual remembering, collaborative remembering serves different functions in different contexts. For example, some collaborative remembering serves to strengthen personal or group identity, while other collaborative remembering enhances group cohesion, and/or meaning-making (Fivush *et al.*; Hirst & Yamashiro; Echterhoff & Kopietz; Henkel & Kris; Müller & Mok; Pasupathi & Wainryb; Abel *et al.*; Wang; see Chapters 3, 5, 7, 8, 9, 15, 16, and 17). Collaboration may serve a different function for members within a single group, such as when victims and perpetrators discuss a harmful event (Pasupathi & Wainryb, Chapter 15). The various functions of the interaction in turn drive the processes and outcomes of the collaborative episode. In the context of an eyewitness situation or a clinical interview, the function of the remembering is to recall as much accurate information as possible (Gabbert & Wheeler; McVittie & McKinlay; Paterson & Monds; see Chapters 6, 12, and 20). In the context of family storytelling or reminiscence therapy, the function is more often to maintain relationships and/or to promote belonging and well-being (Fivush *et al.*; Henkel & Kris; Müller & Mok; see Chapters 3, 8, and 9). Note that these assessments of function are often made in a global sense, by comparing one context to another. Participants' own perceptions of memory functions may also be measured, but rarely for the specific remembering experience. Rather, these assessments of memory function use self-report scales referring to collaborative remembering activities (such as reminiscing) in a more general sense (Henkel & Kris; Pasupathi & Wainryb; see Chapters 8 and 15).

Relationship Between Measurements

The five methods of measurement presented here are well established both within and across approaches. One interesting question is how the various levels of measurement relate to each other. Sometimes these measurements are distinct, or, at least, heavily weighted within a particular subfield. Memory conformity research is more concerned with accuracy and content than **(p.11)**

process, for example, while autobiographical memory research—with the exception of forensic eyewitness research—is more concerned with process and function than accuracy. In many cases, however, some combination of memory productivity, content, accuracy, process, and function are considered together. For example, the process of how people scaffold memory in a partner influences the content of that partner's recall (Haden *et al.*; Fivush *et al.*; Bietti & Baker; Wang; Salmon; Gordon *et al.*; Blumen; Hydén & Forsblad; see Chapters 2, 3, 10, 17, 19, 23, 24, and 25), and people may choose different content to discuss when talking with groups that have differing social goals from one another (Echterhoff & Kopietz; Pasupathi & Wainryb; Abel *et al.*; Wang; see Chapters 7, 15, 16, and 17). The exact combination of measurements in each field is discussed further in each chapter.

Chapter Overview

Part II of this book, *Approaches to Studying Collaborative Remembering*, highlights the theoretical assumptions and approaches across disciplines and subdisciplines that have examined collaborative memory. Part III, *Applications of Collaborative Remembering*, then builds on these approaches and highlights the implications of collaborative remembering across a wider range of contexts.

Approaches to Studying Collaborative Remembering

Developmental Perspectives.

In the first chapter of this section, "Socializing Early Skills for Remembering Through Parent–Child Conversations During and After Events," Haden, Marcus, and Jant discuss the importance of family conversations for memory in the preschool years. They outline how highly elaborative parent–child conversations during ongoing events help children to understand and interpret what is happening, thus conferring an encoding benefit, whereas highly elaborative parent–child conversations after the event further develop children's memory reconstruction and social development.

In the second chapter, "Developing Social Functions of Autobiographical Memory within Family Storytelling," Fivush, Zaman, and Merrill turn their focus to family storytelling across later childhood and adolescence. They argue that the different ways in which families tell stories has important and lasting implications on children's meaning-making, for the emotional and evaluative content they include in their own stories, and ultimately, for their emotional well-being.

Cognitive Psychological Perspectives.

In the first chapter of this section, "Collaborative Inhibition in Group Recall: Cognitive Principles and Implications," Rajaram characterizes the nature of the collaborative inhibition effect across experimental conditions and group contexts. Further, she discusses the post-collaborative implications of collaborative inhibition.

In the second chapter, "Social Aspects of Forgetting" Hirst and Yamashiro demonstrate the importance of culture-specific schemata and communicative remembering on forgetting in social situations. They also discuss how information that is forgotten in social conversations fosters shared forgetting or convergence across a range of groups.

In the third chapter, "Memory Conformity Following Collaborative Remembering," Gabbert and Wheeler discuss the methodological and theoretical issues related to memory conformity. They characterize the importance of factors shown to increase and decrease the magnitude of memory conformity effects.

Social Psychological Perspectives.

In the chapter "The Socially Shared Nature of Memory: From Joint Encoding to Communication," Echterhoff and Kopietz demonstrate how indirect social forces shape memory via task sharing, joint action, and the joint experience of stimuli. Further, **(p.12)** they argue that individuals adapt their message to the listener so as to create a sense of shared reality.

Lifespan Perspectives.

In the first chapter in this section "Collaborative Remembering and Reminiscence in Older Adults," Henkel and Kris examine how remembering with others can both benefit and disrupt older adults' memory, and also how reminiscence influences well-being in older adults. The chapter includes research with healthy older adults and older adults living in long-term care facilities.

In the second chapter, "Memories and Identities in Conversation with Dementia," Müller and Mok demonstrate how dementia patients successfully talk with each other to enhance meaning and identity in their lives. Further, they argue that patients with moderate dementia have preserved dialogic sense-making skills.

Discursive and Interactional Perspectives.

In the first chapter in this section, "Multimodal Processes of Joint Remembering in Complex Collaborative Activities," Bietti and Baker examine joint remembering for complex collaborative activities among coworkers in an organizational setting. They demonstrate how architects and animation design teams interact to trigger multimodal remembering sequences that include verbal, social, corporal, and material resources.

In the second chapter, "Contextualizing Autobiographical Remembering: An Expanded View of Memory," Brown and Reavey discuss the importance of function, accessibility, accuracy, and life story in understanding memory. They

argue for an expanded view of memory that draws on autobiographical research and research in discourse and interactional processing.

In the third chapter, "Collaborative Processes in Neuropsychological Interviews," McVittie and McKinlay discuss neuropsychological interviews conducted with patients diagnosed with dense amnesia or momentary confabulation. They argue that the interactions between clinician and patient, how the patient descriptions were produced, and clinician interactional elements may influence memory and/or patient reporting.

Philosophical Perspectives.

In the first chapter in this section, "Collaborative Memory Knowledge: A Distributed Reliabilist Perspective," Michaelian and Arango-Muñoz examine the epistemological implications of collaborative memory research. They argue that individuals are part of larger systems that include both social and technological dimensions that are best described by a distributed reliabilist theory.

In the second chapter, "Group-level Cognizing, Collaborative Remembering, and Individuals," Wilson discusses the relationship between collaborative remembering and collective intentionality. He also discusses the politics of memory as it relates to government influence on the national dialog surrounding eugenics in Canada.

Function, Culture, and Identity Perspectives.

In the first chapter in this section, "Remembering Good and Bad Times Together: Functions of Collaborative Remembering," Pasupathi and Wainryb discuss how the dominant approaches used to examine autobiographical memory functions change across social contexts and examine whether collaboration adds something unique to the functions of autobiographical remembering. They further discuss the importance of conflict and harm to collaborative memory research.

In the second chapter, "Collective Memory: How Groups Remember Their Past," Abel, Umanath, Wertsch, and Roediger propose an interdisciplinary approach to studying collective memory. They demonstrate that schematic narrative templates contribute to collective remembering and may explain how different national groups develop and reach consensus on historical events such as World War II.

 (p.13) In the third chapter, "Culture in Collaborative Remembering" Wang outlines the conceptual and theoretical issues of cross-cultural research. She presents the cultural dynamic model and demonstrates how culture influences memory across two varied situations: parents and children reminiscing and autobiographical writers telling their stories to readers.

Applications of Collaborative Remembering

In the first chapter in this section, "Encouraging Collaborative Remembering Between Young Children and Their Caregivers," Reese discusses research on caregiver interventions that have been used to promote more elaborative reminiscing between caregivers and their children. Reese further discusses the many benefits resulting from such interventions (namely children's improved autobiographical memory, narrative, emotional understanding, and theory of mind skills).

In the second chapter, "Parent–Child Construction of Personal Memories via Reminiscing Conversations: Implications for the Development and Treatment of Childhood Psychopathology," Salmon outlines how parent–child reminiscing conversations might be compromised in children suffering from anxiety or conduct problems. Salmon further discusses how parent–child reminiscing conversations relate to children's development of autobiographical memory and emotional competence, and she discusses the implications for clinical intervention.

In the third chapter, "Forensic Applications of Social Memory Research," Paterson and Monds discuss the detrimental effects of cowitness discussion on eyewitness memory. They examine both legal perspectives and experimental research findings and discuss the implications and practical considerations in monitoring and controlling for eyewitness conversations in legal settings.

In the fourth chapter, "Digital Media and the Precarity of Memory," Hoskins documents the increasing accessibility of technology and media and how such influences are changing memory. He argues that technology and media shape how we remember and forget and have important implications for both individual and collective memory.

In the fifth chapter, "Design Applications for Social Remembering," van den Hoven, Broekhuijsen, and Mols discuss the role of technology and personal digital media in cueing autobiographical memories. They describe a people-centered design perspective and outline several products that have been shown to effectively remind people of important past events.

In the sixth chapter, "Applications of Collaborative Memory: Patterns of Success and Failure in Individuals with Hippocampal Amnesia," Gordon, Duff, and Cohen outline the gains and limits of collaborative learning in hippocampal amnesiacs. Gordon *et al.* argue that the applications of collaborative learning to patients with impaired declarative memory illustrates both the contributions of various memory systems to collaborative learning and also how collaboration may influence learning. There are also direct implications for clinical interventions.

In the seventh chapter, "Collaborative Memory Interventions for Age-Related and Alzheimer's Disease-Related Memory Decline," Blumen proposes methods and interventions for which collaboration could be used to benefit memory in healthy older adults, older adults suffering from amnestic mild cognitive impairment (aMCI), and older adults suffering from Alzheimer's disease. She also highlights the importance of neural systems in understanding collaboration and the potential therapeutic value of collaborative interventions.

Finally, in the eighth chapter, "Collaborative Remembering in Dementia: A Focus on Joint Activities," Hydén and Forsblad examine memory and task completion in patients suffering from dementia across a range of joint activities (from remembering to household chores). Hydén and Forsblad outline different levels of scaffolding (at the level of activity frames, at the action level, and at the level of repair activity). They highlight the importance of training and identity maintenance when scaffolding the storytelling skills of adults with dementia.

 (p.14) Acknowledgments

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