

Abstract

Episodic memory enables us to remember and recall life events from the past. Episodic memory is a specific type of long-term declarative memory, which undergoes changes in ontogeny. To examine episodic memory, „episodic-like memory model“, was developed. This model focuses on three basic components of episodic memory: „What happened“, „Where did it happen“ and „When did it happen“.

The aim of this diploma thesis is to develop and to validate particular tests of episodic memory with consideration for their feasibility for preschool children. In order to study episodic memory we used an „episodic-like memory model“ and experiments which focused on: children’s verbal ability, differentiation of two perspectives during remembering of events and timing memories on an autobiographical axis.

We aimed to inspect the effect of age on performance in these tests, possible links between performance in these experiments and the effect of level and the three components of episodic memory on number of errors made.

In our dataset we found a significant effect of the age of children in Sentence repetition test and in test of Object collection in the virtual house, in the same test we found an effect of the level on number of errors. We also found a significant correlation between correct responses in verbal tests and also a significant correlation between number of correct responses in the three components of episodic memory (“What”, “Where” and “When”).

Key words: Episodic memory, Autobiographical memory, Self, Hippocampus, Recognition, Familiarity, Child