

Narrative Reconstruction Exercises and Autobiographical Memory Accuracy in High School Students

Leona Vaskari*

Department of Human Development and Cognition, Carpathian Coast University, Split, Croatia

DESCRIPTION

Autobiographical memory influences how individuals interpret experiences, form personal identities, and understand social interactions. During adolescence, memory systems continue to develop while students encounter numerous educational and social events that contribute to self-concept formation. Narrative reconstruction exercises have emerged as activities that encourage learners to revisit experiences and organize them into coherent accounts. This article examines the association between narrative reconstruction exercises and autobiographical memory accuracy in high school students. Consideration is given to memory organization, personal interpretation, recall processes, educational applications, and developmental implications. Human memory does not operate as a perfect recording system. Instead, remembered experiences are reconstructed through processes that combine stored information with current understanding, beliefs, and contextual influences. As a result, recollections may change over time. Educational psychology has shown increasing interest in how students remember personal experiences because autobiographical memory contributes to learning, emotional understanding, and social development.

Autobiographical memory consists of recollections related to an individual's life experiences. These memories may involve school events, friendships, family interactions, achievements, disappointments, and everyday occurrences. Such recollections help individuals create a sense of continuity between past and present experiences. For adolescents, autobiographical memory plays an important role in identity development because remembered events contribute to beliefs about personal characteristics and abilities. Narrative reconstruction exercises involve the deliberate organization of experiences into structured accounts. Students may describe events through writing, oral storytelling, reflective activities, or educational assignments that encourage detailed recollection. The process requires learners to identify important elements, establish temporal sequences, and explain relationships among events. Through this activity, memories become organized into meaningful narratives.

One significant characteristic of narrative reconstruction is its emphasis on sequence. Individuals often remember isolated details without fully understanding how events unfolded. Constructing a narrative encourages attention to chronology and contextual relationships. This organizational process may strengthen retrieval pathways and improve access to stored information during later recall attempts. Memory accuracy refers to the degree to which recollections correspond to actual experiences. Although perfect accuracy is rarely achievable, certain practices may support more reliable recall. Narrative reconstruction encourages students to revisit experiences systematically rather than relying on fragmented impressions. Such structured reflection may reduce confusion regarding event order, participant involvement, and contextual details.

The relationship between narrative construction and memory involves several cognitive processes. During reconstruction, students select information they consider relevant, connect details to broader themes, and evaluate the significance of events. These activities require active engagement with memory content. Active processing generally contributes to stronger retention than passive review because learners repeatedly interact with stored information. Language plays a central role in autobiographical recall. Experiences become easier to communicate when individuals possess vocabulary capable of describing emotions, actions, and circumstances. Narrative exercises encourage development of expressive language, which may facilitate more detailed recollections. As students improve their ability to describe experiences, they may also improve their capacity to access and organize memory content.

Self-awareness is another factor associated with narrative activities. As students reconstruct experiences, they often consider motivations, reactions, and outcomes. This reflective process may strengthen understanding of personal behavior and decision-making. Increased self-awareness can contribute to more detailed and meaningful recollections because learners pay greater attention to the circumstances surrounding important events. Narrative reconstruction may also support educational

Correspondence to: Leona Vaskari, Department of Human Development and Cognition, Carpathian Coast University, Split, Croatia, E-mail: lvaskari@ccu-academic.hr

Received: 28-Jan-2026, Manuscript No. IJSCP-26-42829; **Editor assigned:** 30-Jan-2026, PreQC No. IJSCP-26-42829 (PQ); **Reviewed:** 13-Jan-2026, QC No. IJSCP-26-42829; **Revised:** 20-Feb-2026, Manuscript No. IJSCP-26-42829 (R); **Published:** 27-Feb-2026, DOI: 10.35248/2469-9837.26.13.502

Citation: Vaskari L (2026). Narrative Reconstruction Exercises and Autobiographical Memory Accuracy in High School Students. *Int J Sch Cogn Psycho*. 13:502.

Copyright: © 2026 Vaskari L. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

engagement. Students frequently find personal experiences more meaningful than abstract information presented without context. Opportunities to connect academic concepts with lived experiences can increase interest and encourage active participation. When learners integrate educational content into personal narratives, they may establish stronger memory associations.

The developmental period of high school represents an especially relevant context for studying autobiographical memory. Adolescents encounter significant academic, social, and personal transitions during these years. Many experiences occurring during this stage remain memorable throughout adulthood. Activities that encourage accurate recollection and thoughtful interpretation may therefore have lasting significance. Digital communication has introduced new dimensions to autobiographical memory. Photographs, messages, videos, and online interactions provide external records of personal experiences. These materials may assist narrative reconstruction by supplying cues that support recall. At

the same time, reliance on digital records may influence how memories are organized and interpreted. Understanding these influences remains an important area of psychological inquiry.

CONCLUSION

Autobiographical memory serves important functions within adolescent development and educational experiences. Narrative reconstruction exercises encourage learners to organize experiences, evaluate details, and establish meaningful connections among events. Through structured reflection and communication, students may strengthen memory retrieval and improve the accuracy of personal recollections. Continued investigation of these processes can contribute to a richer understanding of memory development within school and cognitive psychology, offering valuable perspectives for educators and researchers interested in adolescent learning and self-understanding.