#### **3RD NEUROERGONOMICS CONFERENCE 2021**

## **BEST TALK AWARD**

#### 1ST PLACE (EX-AEQUO)

KATHARINA LINGELBACH, SABRINA GADO, JOCHEM RIEGER, MATHIAS VUKELIĆ

FOR

INVESTIGATING THE EMOTION-COGNITION INTERACTION: EFFECTS OF AFFECTIVE DISTRACTORS ON WORKING MEMORY LOAD

Jury

Stefan Arnau Stephanie Enriquez-Geppert Ranjana Mehta Stephane Perrey

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### **INVESTIGATING THE EMOTION-COGNITION INTERACTION**

Effects of Emotional Distractors on Working Memory Load

Katharina Lingelbach





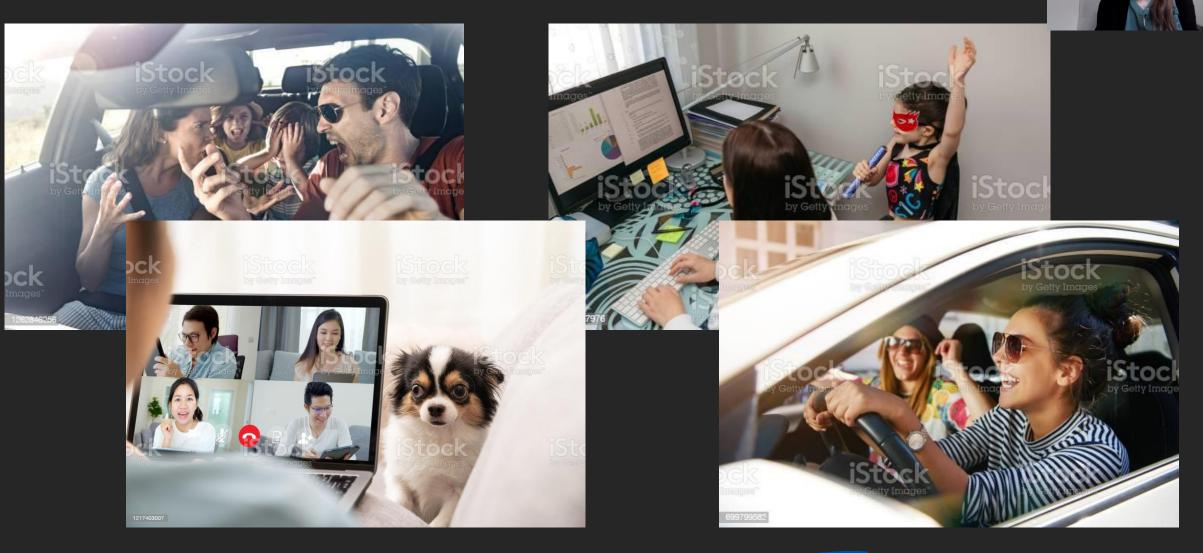
# Effects of Emotional Processes on Cognitive Processing 010011 **Emotion** Cognition Intervowen and partly shared neurocircuitry [1-3] Effects of Cognitive Processes on Emotional Processing

**Rethinking the Relation between Emotion and Cognition** 

[1] Cromheeke, & Mueller (2014). Probing emotional influences on cognitive control: an ALE meta-analysis of cognition emotion interactions. *Brain Struct Funct* 219, 995–1008
[2] Pessoa (2008). On the relationship between emotion and cognition. *Nature reviews neuroscience* 9(2), 148-158.
[3] Okon-Singer et al. (2015). The neurobiology of emotion-cognition interactions: Fundamental questions and strategies for future research. *Front Hum Neurosci* 9, 58.



### Typical emotional distractions in our everyday life





### **Effects of Emotional Distractors on Working Memory Load**

#### State of the Art

- Detrimental effects of emotional distraction on cognitive processes [4-6]
- Strongest emotional interference when i) **cognitive load is low** and ii) distractors' valence deviates from neutral [1,7]

#### Neurophysiological effects

- Investigating emotion & cognition with electroencephalography (EEG)
  - **Emotion states: Frontal alpha** (8 12 Hz) asymmetry (FAA) [e.g., 8]
  - **Cognitive states: Ratio of frontal theta** (4 7 Hz) and parietal alpha power (WL) [e.g., 9]

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**Frontal Activity Frontal Activity Positive** Negative Withdrawal Approach Frontal theta Cognitive load Parietal alpha

Increased **Right** 

CARL VON OSSIETZKY





Increased Left

#### **Research Questions**



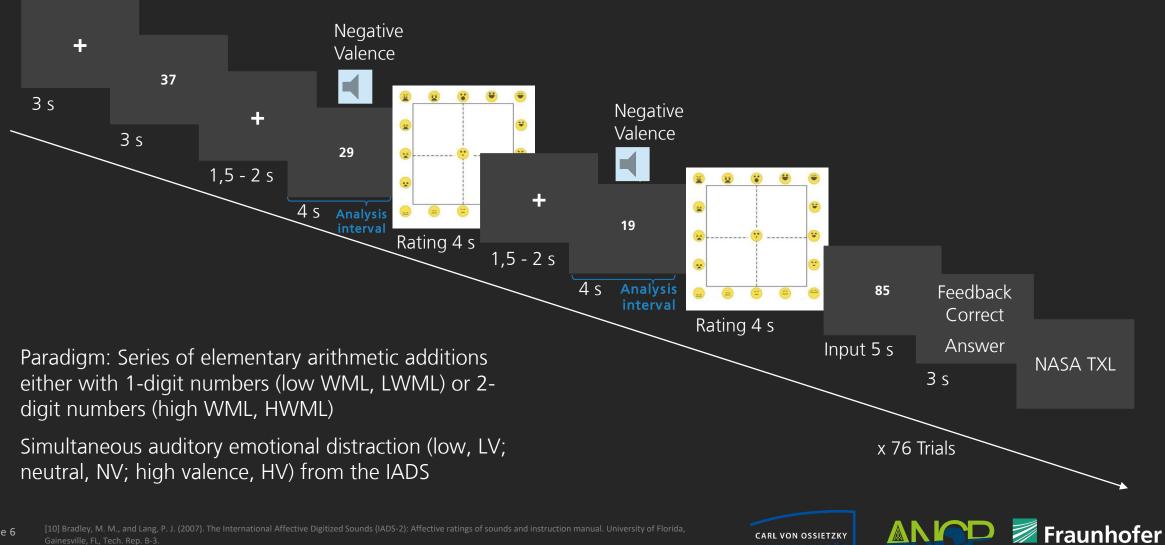
- 1 How do **auditory distractors** and their affective valence **influence** neurophysiological indices associated with **valence** and **working memory load**?
- 2 Which correlates can capture interactions between cognitive control and affective-emotional distraction processes?
- 3 Do we observe stronger emotional interference effects (i) **under low WML** because of sufficient available resources to process emotional distractors and (ii) for **emotional stimuli** due to a higher salience and relevance?



Pilot study with N = 12 (five women; 1 diverse;  $M = 24 \pm 2.6$  years) using a dry mobile EEG



### **Experimental Procedure with an Exemplary Trial**

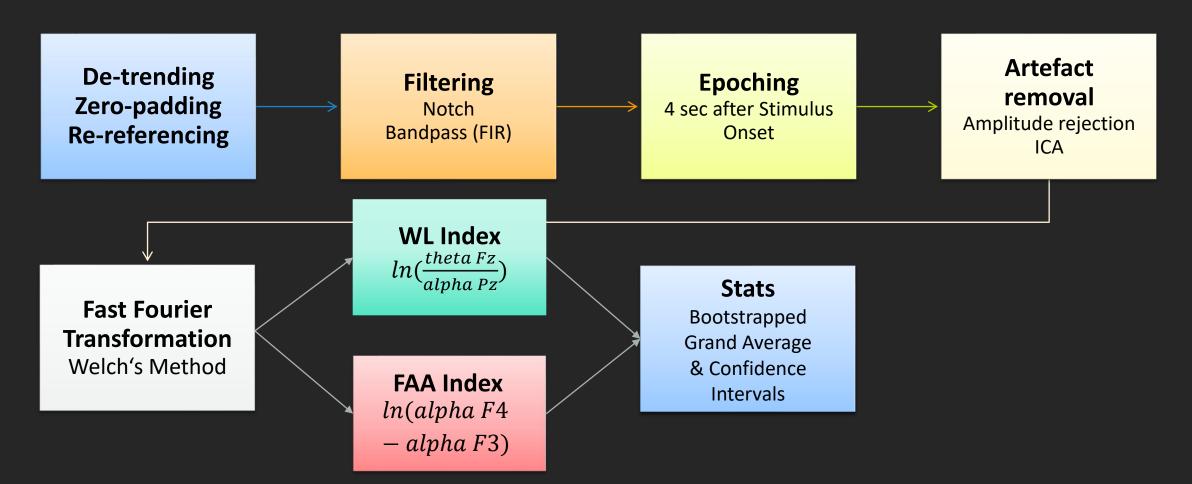


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#### **EEG Processing Pipeline**



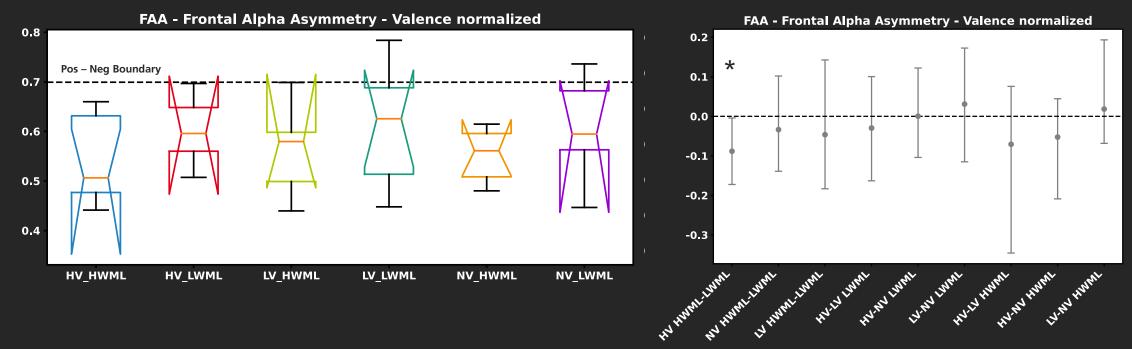
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### Effects of Emotional Distractors and WML on the FAA

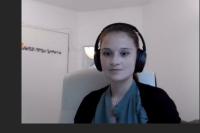


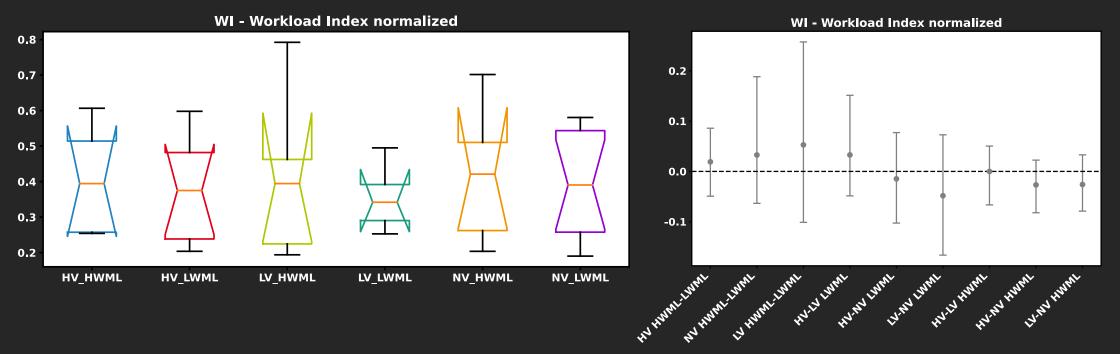


- Emotional processing is altered by the level of working memory load
  - reduced FAA values and, therefore less positive evaluation for positive stimuli under high working memory load
  - **emotional evaluation** was rather **negative** independent of the condition



### Effects of Emotional Distractors and WML on the WL





- 2 Neutral stimuli seem to have the strongest emotional interference effects during working memory load compared to positive and negative stimuli (non-significant trend).
  - There were no significant differences between the conditions.



#### Take Home Message

- 1 Emotional processing is altered by the level of working memory load with strongest effects on positive stimuli
- 2 Neutral auditory distractors seem to induce additional workload compared to emotional stimuli
- **3** The FAA revealed differences between the conditions but not the WL
- Future research is necessary to investigate new approaches that not only explain the consequences of the interaction, but the interaction process itself!

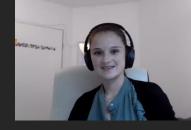


**Implications** of this research include (1) higher context sensitivity and (2) holistic evaluation of identified mental states in **safety-critical environments**, e.g., during driving or in human-computer interactions.





#### **Questions?**





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#### References

- [1] Cromheeke, & Mueller (2014). Probing emotional influences on cognitive control: an ALE meta-analysis of cognition emotion interactions. Brain Struct Funct 219, 995–1008.
- [2] Pessoa (2008). On the relationship between emotion and cognition. Nature reviews neuroscience 9(2), 148-158.
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