14/06/2026 · Sélection d'articles rassemblés autour de la thématique suivante :

Shared Attention: effet des expériences partagées avec ou sans intéraction

---

Assemblage d'article autour du paradigme de l'attention partagée (shared attention).

Un premier axe ressort autour des expériences partagées sans interaction, où la **coprésence passive** agit comme un amplificateur psychologique. Savoir que l'on traite un stimulus en même temps qu'un semblable crée une **attention collective et une conscience méta-cognitive** (Shteynberg, 2015, 2026 ; Shteynberg et al., 2023) capables d'intensifier les émotions (Boothby et al., 2014). Les données récentes sur l'écoute audio révèlent que la simple présence physique d'un voisin brise la synchronisation automatique dictée par le stimulus au profit d'une vigilance sociale partagée, transformant une expérience passive en une **co-construction inconsciente** (Notes, 2026).

Un second axe explore les dynamiques de **co-action et d'interaction directe,** démontrant que la présence d'autrui peut agir comme **un filtre attentionnel qui rétrécit le focus visuel pour éliminer les distractions** (Huguet et al., 1999), bien que cet effet s'annule sur des tâches de détection visuelle ultra-basiques où le cerveau choisit d'ignorer le voisin (Dosso et al., 2018). Dès que la tâche se complexifie, la co-action réimpose ses contraintes : partager un espace avec un partenaire aux focalisations divergentes crée un **conflit attentionnel automatique** qui ralentit les performances individuelles (Böckler et al., 2012).

Un troisième axe montre que l'attention conjointe est le moteur de l'**affiliation sociale**, le simple fait de synchroniser son regard sur un même espace (Wolf et al., 2016) générant un rapprochement. Mais ce bénéfice dépend de la distance psychologique et s'effondre lorsque le partenaire est perçu comme un rival (Wagner et al., 2017).

Sommaire

---

1. *Boothby EJ, Clark MS, Bargh JA (2014). Shared experiences are amplified.. Psychol Sci, 25(12), 2209-16. https://doi.org/10.1177/0956797614551162* p. 4

2. *Shteynberg G (2015). Shared Attention.. Perspect Psychol Sci, 10(5), 579-90. https://doi.org/10.1177/1745691615589104* p. 4

3. *Shteynberg G (2026). How We Share, Meta-Cognitively.. Cogn Sci, 50(1), e70175. https://doi.org/10.1111/cogs.70175* p. 5

4. *Shteynberg G, Hirsh JB, Wolf W, Bargh JA, Boothby EJ, Colman AM, Echterhoff G, Rossignac-Milon M (2023). Theory of collective mind.. Trends Cogn Sci, 27(11), 1019-1031. https://doi.org/10.1016/j.tics.2023.06.009* p. 6

5. *Shteynberg G, Hirsh JB, Apfelbaum EP, Larsen JT, Galinsky AD, Roese NJ (2014). Feeling more together: group attention intensifies emotion.. Emotion, 14(6), 1102-14. https://doi.org/10.1037/a0037697* p. 7

6. *Esmaeili A, Demolliens M, Viersen M, Ziaeemehr A, Isbaine F, Huguet P, Zaal F, Jirsa V, Boussaoud D, Hashemi M (2025). Probabilistic inference of social presence across brain scales reveals enhanced synaptic efficacy.. Commun Biol, 8(1), 1608. https://doi.org/10.1038/s42003-025-08971-3* p. 9

7. *Shteynberg G, Hirsh JB, Bentley RA, Garthoff J (2020). Shared worlds and shared minds: A theory of collective learning and a psychology of common knowledge.. Psychol Rev, 127(5), 918-931. https://doi.org/10.1037/rev0000200* p. 11

8. *Huguet P, Galvaing MP, Monteil JM, Dumas F (1999). Social presence effects in the Stroop task: further evidence for an attentional view of social facilitation.. J Pers Soc Psychol, 77(5), 1011-25. https://doi.org/10.1037//0022-3514.77.5.1011* p. 12

9. *Dosso JA, Roberts KH, DiGiacomo A, Kingstone A (2018). The Influence of Co-action on a Simple Attention Task: A Shift Back to the Status Quo.. Front Psychol, 9, 874. https://doi.org/10.3389/fpsyg.2018.00874* p. 13

10. *Böckler A, Knoblich G, Sebanz N (2012). Effects of a coactor's focus of attention on task performance.. J Exp Psychol Hum Percept Perform, 38(6), 1404-15. https://doi.org/10.1037/a0027523* p. 15

11. *Wolf W, Launay J, Dunbar RI (2016). Joint attention, shared goals, and social bonding.. Br J Psychol, 107(2), 322-37. https://doi.org/10.1111/bjop.12144* p. 16

12. *Wagner U, Giesen A, Knausenberger J, Echterhoff G (2017). The Joint Action Effect on Memory as a Social Phenomenon: The Role of Cued Attention and Psychological Distance.. Front Psychol, 8, 1697. https://doi.org/10.3389/fpsyg.2017.01697* p. 17

13. *Chung V, Mennella R, Pacherie E, Grezes J (2024). Social bonding through shared experiences: the role of emotional intensity.. R Soc Open Sci, 11(10), 240048. https://doi.org/10.1098/rsos.240048* p. 18

14. *Kauttonen J, Paekivi S, Kauramäki J, Tikka P (2023). Unraveling dyadic psycho-physiology of social presence between strangers during an audio drama - a signal-analysis approach.. Front Psychol, 14, 1153968. https://doi.org/10.3389/fpsyg.2023.1153968* p. 19

ARTICLE 1 / 14

Shared experiences are amplified.

Boothby EJ, Clark MS, Bargh JA

Boothby EJ, Clark MS, Bargh JA (2014). Shared experiences are amplified.. Psychol Sci, 25(12), 2209-16. https://doi.org/10.1177/0956797614551162

RÉSUMÉ

In two studies, we found that sharing an experience with another person, without communicating, amplifies one's experience. Both pleasant and unpleasant experiences were more intense when shared. In Study 1, participants tasted pleasant chocolate. They judged the chocolate to be more likeable and flavorful when they tasted it at the same time that another person did than when that other person was present but engaged in a different activity. Although these results were consistent with our hypothesis that shared experiences are amplified compared with unshared experiences, it could also be the case that shared experiences are more enjoyable in general. We designed Study 2 to distinguish between these two explanations. In this study, participants tasted unpleasantly bitter chocolate and judged it to be less likeable when they tasted it simultaneously with another person than when that other person was present but doing something else. These results support the amplification hypothesis.

INTÉRÊT POUR NOTRE THÉMATIQUE

Lorsque deux personnes portent leur attention sur le même objet en silence, les ressources mentales allouées à ce stimulus augmentent. L'expérience devient plus saillant même sans interaction.

ARTICLE 2 / 14

Shared Attention.

Shteynberg G

Shteynberg G (2015). Shared Attention.. Perspect Psychol Sci, 10(5), 579-90.
https://doi.org/10.1177/1745691615589104

RÉSUMÉ

Shared attention is extremely common. In stadiums, public squares, and private living rooms, people attend to the world with others. Humans do so across all sensory modalities-sharing the sights, sounds, tastes, smells, and textures of everyday life with one another. The potential for attending with others has grown considerably with the emergence of mass media technologies, which allow for the sharing of attention in the absence of physical co-presence. In the last several years, studies have begun to outline the conditions under which attending together is consequential for human memory, motivation, judgment, emotion, and behavior. Here, I advance a psychological theory of shared attention, defining its properties as a mental state and outlining its cognitive, affective, and behavioral consequences. I review empirical findings that are uniquely predicted by shared-attention theory and discuss the possibility of integrating shared-attention, social-facilitation, and social-loafing perspectives. Finally, I reflect on what shared-attention theory implies for living in the digital world.

INTÉRÊT POUR NOTRE THÉMATIQUE

(Article de revue de littérature)
L'attention partagée (shared attention) crée un état mental unique (la perspective du "nous") qui priorise cognitivement l'information.
Les informations reçues sous attention partagée sont mieux retenues et jugées plus importantes.
L'attention partagée amplifie la "contamination" émotionnelle et l'humeur. La peur est plus forte face à un danger partagé et le plaisir est plus fort face à un contenu agréable.
Le fait de savoir que d'autres partagent le même objectif booste l'effort individuel sans besoin d’interaction.

Internet et ses outils (streaming en direct, réseaux sociaux, notifications de présence en ligne) agissent comme des amplificateurs d'attention partagée à distance.

ARTICLE 3 / 14

How We Share, Meta-Cognitively.

Shteynberg G

Shteynberg G (2026). How We Share, Meta-Cognitively.. Cogn Sci, 50(1), e70175. https://doi.org/10.1111/cogs.70175

RÉSUMÉ

I argue that the emerging field of collective cognition lacks consensus as to how a psychological state can be shared. Whereas much is known about the basic sensorimotor and cognitive mechanisms of social alignment, representations of "sharedness" at the meta-cognitive level remain unclear. One reason for this lack of clarity is the genuine difficulties involved in attending to the attention of multiple individual minds. As an alternative, I argue that individuals can use collective meta-attention, or attention to the attention of collective minds, as a cognitively frugal and epistemically robust way to track the presence of a shared experience. I also discuss the implications of the proposal for other shared mental states such as shared emotions, attitudes, beliefs, and goals.

INTÉRÊT POUR NOTRE THÉMATIQUE

Article non disponible gratuitement. Intéressant pour la notion de "méta-attention collective" ou "the attention to the attention of collective minds"
Dans "Rapport and collective attention: How we predict others will share knowledgeknowledge", Andrew S. Heim, 2024
Citation : Further propositions have pointed to states of collective attention as a potential solution to the problem of common knowledge in that everyone must know that everyone knows something in order to act concerning an object of collective attention (Shteynberg et al., 2020).

ARTICLE 4 / 14

Theory of collective mind.

Shteynberg G, Hirsh JB, Wolf W, Bargh JA, Boothby EJ, Colman AM, Echterhoff G, Rossignac-Milon M

Shteynberg G, Hirsh JB, Wolf W, Bargh JA, Boothby EJ, Colman AM, Echterhoff G, Rossignac-Milon M (2023). Theory of collective mind.. Trends Cogn Sci, 27(11), 1019-1031. https://doi.org/10.1016/j.tics.2023.06.009

RÉSUMÉ

Theory of mind research has traditionally focused on the ascription of mental states to a single individual. Here, we introduce a theory of collective mind: the ascription of a unified mental state to a group of agents with convergent experiences. Rather than differentiation between one's personal perspective and that of another agent, a theory of collective mind requires perspectival unification across agents. We review recent scholarship across the cognitive sciences concerning the conceptual foundations of collective mind representations and their empirical induction through the synchronous arrival of shared information. Research suggests that representations of a collective mind cause psychological amplification of co-attended stimuli, create relational bonds, and increase cooperation, among co-attendees.

INTÉRÊT POUR NOTRE THÉMATIQUE

Article non trouvé gratuitement...

L'article met en avant que :

* L'information encodée en relation avec un esprit collectif est psychologiquement amplifiée et priorisée dans la cognition individuelle.

* Se représenter comme faisant partie d'un esprit collectif renforce les liens relationnels et accroît la coopération, notamment lorsque cet esprit collectif est à la fois l'origine et la cible d'une représentation.

ARTICLE 5 / 14

Feeling more together: group attention intensifies emotion.

Shteynberg G, Hirsh JB, Apfelbaum EP, Larsen JT, Galinsky AD, Roese NJ

Shteynberg G, Hirsh JB, Apfelbaum EP, Larsen JT, Galinsky AD, Roese NJ (2014). Feeling more together: group attention intensifies emotion.. Emotion, 14(6), 1102-14. https://doi.org/10.1037/a0037697

RÉSUMÉ

The idea that group contexts can intensify emotions is centuries old. Yet, evidence that speaks to how, or if, emotions become more intense in groups remains elusive. Here we examine the novel possibility that group attention--the experience of simultaneous coattention with one's group members--increases emotional intensity relative to attending alone, coattending with strangers, or attending nonsimultaneously with one's group members. In Study 1, scary advertisements felt scarier under group attention. In Study 2, group attention intensified feelings of sadness to negative images, and feelings of happiness to positive images. In Study 3, group attention during a video depicting homelessness led to greater sadness that prompted larger donations to charities benefiting the homeless. In Studies 4 and 5, group attention increased the amount of cognitive resources allocated toward sad and amusing videos (as indexed by the percentage of thoughts referencing video content), leading to more sadness and happiness, respectively. In all, these effects could not be explained by differences in physiological arousal, emotional contagion, or vicarious emotional experience. Greater fear, gloom, and glee can thus result from group attention to scary, sad, and happy events, respectively.

INTÉRÊT POUR NOTRE THÉMATIQUE

Définition de l'attention de groupe: quand on regarde ou écoute quelque chose en même temps que des gens de notre groupe/pairs, notre réaction émotionnelle est beaucoup plus forte. Cela fonctionne même si on ne voit pas les autres et qu'on ne leur parle pas: le simple fait de savoir qu'ils partagent ce moment en simultané suffit à augmenter nos émotions.

Dans l'étude en laboratoire (Étude 2) La présence est réelle mais "aveugle"
Pour tester l'effet dans le monde "réel" pour prouver que cela ne fonctionnait pas qu'en simulation numérique.

Le cadre physique : Les participants (de vrais étudiants de la même université, donc des pairs) sont amenés physiquement dans une vraie salle de laboratoire.

> Le protocole d'isolation : Pour prouver que l'effet ne vient pas de la communication (sourires, soupirs, regards), les chercheurs installent les participants dans des cabines ou derrière des cloisons opaques. Ils portent tous des casques audio réducteurs de bruit et ont l'interdiction stricte de parler ou de faire du bruit. Ils ne peuvent ni se voir, ni s'entendre.
>
> La certitude de la simultanéité : Avant que l'expérience ne commence, l'expérimentateur (humain) dit à voix haute à tout le monde dans la pièce : "Je vais lancer le diaporama d'images sur grand écran, vous allez tous le regarder ensemble en même temps".

ARTICLE 6 / 14

Probabilistic inference of social presence across brain scales reveals enhanced synaptic efficacy.

Esmaeili A, Demolliens M, Viersen M, Ziaeemehr A, Isbaine F, Huguet P, Zaal F, Jirsa V, Boussaoud D, Hashemi M

Esmaeili A, Demolliens M, Viersen M, Ziaeemehr A, Isbaine F, Huguet P, Zaal F, Jirsa V, Boussaoud D, Hashemi M (2025). Probabilistic inference of social presence across brain scales reveals enhanced synaptic efficacy.. Commun Biol, 8(1), 1608. https://doi.org/10.1038/s42003-025-08971-3

RÉSUMÉ

The presence of conspecifics is a fundamental and arguably invariant prerequisite of social cognition across numerous animal species. While the influence of social presence on behavior has been among the focal points of investigation in social psychology for over a century, its underlying neural mechanisms remain largely unexplored. Here, we attempt to bridge this gap by investigating how the presence of conspecifics changes synaptic efficacy from measurements across spatiotemporal brain scales, and how such changes could lead to modulations of task performance in monkeys and humans. In monkeys performing an association learning task, social presence increased excitatory synaptic efficacy in attention-oriented regions dorsolateral prefrontal cortex and anterior cingulate cortex. In humans performing a visuomotor task, the presence of conspecifics facilitated performance in one of the subject groups, and this facilitation was linked to enhanced excitatory synaptic efficacy within the dorsal and ventral attention networks. While the scope of our findings is partially constrained by the limited number of participants, we propose that presence-induced improvements in task performance arise from attentional modulation mediated by changes in excitatory synaptic efficacy across three spatiotemporal brain scales, namely, micro-scale (single neurons), meso-scale (cortical columns) and macro-scale (whole-brain). Our findings from Bayesian learning converge to establish a granular, multi-scale framework for understanding the neural underpinnings of social presence effects. This probabilistic framework offers a fresh perspective on social presence research, and lays the groundwork for future investigations into the complex interplay between social presence, neural dynamics, and behavior.

INTÉRÊT POUR NOTRE THÉMATIQUE

Exemple d'expérience en neuroscience sur l'impact de la présence sociale :
Le participant réalisait une tâche "visuomoteur" sur un ordinateur avec une condition "isolé" et une condition "présence sociale" où un observateur entrait dans la pièce pour s'asseoir sur une

chaise à côté de lui. Cet observateur restait totalement passif.

Résultat : la présence d'autrui agit comme un modulateur attentionnel direct qui augmente l'efficacité des synapses excitatrices, et plus précisément au sein des réseaux cérébraux de l'attention (le DAN et le VAN).

Mais attention...dans cette tâche, l'amélioration des performances motrices (vitesse de réaction) et cette modification au niveau des synapses n'ont été observées que chez les femmes.

ARTICLE 7 / 14

Shared worlds and shared minds: A theory of collective learning and a psychology of common knowledge.

Shteynberg G, Hirsh JB, Bentley RA, Garthoff J

Shteynberg G, Hirsh JB, Bentley RA, Garthoff J (2020). Shared worlds and shared minds: A theory of collective learning and a psychology of common knowledge.. Psychol Rev, 127(5), 918-931. https://doi.org/10.1037/rev0000200

RÉSUMÉ

The study of observational learning, or learning others, is a cornerstone of the behavioral sciences, because it grounds the continuity, diversity, and innovation inherent to humanity's cultural repertoire within the social learning capacities of individual humans. In contrast, collective learning, or learning others, has been underappreciated in terms of its importance to human cognition, cohesion, and culture. We offer a theory of collective learning, wherein the cognitive capacity of collective attention indicates and represents common knowledge across group members, yielding mutually known representations, emotions, evaluations, and beliefs. By enhancing the comprehension of and cohesion with fellow group members, collective attention facilitates communication, remembering, and problem-solving in human groups. We also discuss the implications of collective learning theory for the development of collective identities, social norms, and strategic cooperation. (PsycInfo Database Record (c) 2020 APA, all rights reserved).

INTÉRÊT POUR NOTRE THÉMATIQUE

> Article sur l'impact de cette conscience attentionnelle sur l'apprentissage
L'article introduit la théorie de l'apprentissage collectif (collective learning) qui est le fait d'apprendre avec les autres en simultané (et pas seulement apprendre des autres par imitation). L'attention partagée en temps réel crée un "savoir commun" qui augmente l'efficacité de la mémoire, l'assimilation des informations et la cohésion du groupe.

ARTICLE 8 / 14

Social presence effects in the Stroop task: further evidence for an attentional view of social facilitation.

Huguet P, Galvaing MP, Monteil JM, Dumas F

Huguet P, Galvaing MP, Monteil JM, Dumas F (1999). Social presence effects in the Stroop task: further evidence for an attentional view of social facilitation.. J Pers Soc Psychol, 77(5), 1011-25. https://doi.org/10.1037//0022-3514.77.5.1011

RÉSUMÉ

In contrast with R. B. Zajonc's (1965) classic view about social facilitation-inhibition (SFI) effects, it was found that the presence of relatively unpredictable audiences and forced social comparison with a slightly superior coactor both facilitated performance in the Stroop task while inhibiting automatic verbal processing. Not only do these findings reveal that social presence can help inhibit the emission of dominant responses, providing further support for an attentional view of SFI effects, but they also demonstrate the power of social situations over what has been thought to be invariant automatic processing. As such, they are inconsistent with the view reiterated in more than 500 articles on Stroop interference over the past 60 years and suggest that more attention should be paid to the situations in which cognition takes place.

INTÉRÊT POUR NOTRE THÉMATIQUE

Étude française ! (Clermont-Ferrand)

Avec tâche de STROOP en laboratoire et manipulation de la présence d'un "autre" imprévisible ou non, avec comparaison sociale ou non.
Résultat : La présence d'autrui pousse le cerveau à rétrécir son focus attentionnel sur ce qui est strictement nécessaire à la tâche (la couleur) et à éliminer totalement les stimuli périphériques automatiques (la lecture du mot).

The Influence of Co-action on a Simple Attention Task: A Shift Back to the Status Quo.

Dosso JA, Roberts KH, DiGiacomo A, Kingstone A

Dosso JA, Roberts KH, DiGiacomo A, Kingstone A (2018). The Influence of Co-action on a Simple Attention Task: A Shift Back to the Status Quo.. Front Psychol, 9, 874. https://doi.org/10.3389/fpsyg.2018.00874

RÉSUMÉ

There is a growing consensus among researchers that a complete description of human attention and action should include information about how these processes are informed by social context. When we actively engage in co-action with others, there are characteristic changes in action kinematics, reaction time, search behavior, as well as other processes (see Sebanz et al., 2003; Becchio et al., 2010; Wahn et al., 2017). It is now important to identify precisely what is shared between co-actors in these joint action situations. One group recently found that participants seem to withdraw their attention away from a partner and toward themselves when co-engaged in a line bisection judgment task (Szpak et al., 2016). This effect runs counter to the typical finding that attention is drawn toward social items in the environment (Birmingham et al., 2008, 2009; Foulsham et al., 2011). As such, the result suggests that joint action can uniquely lead to the withdrawal of covert attention in a manner detectable by a line bisection task performed on a computer screen. This task could therefore act as a simple and elegant measure of interpersonal effects on attention within particular pairs of participants. For this reason, the present work attempted to replicate and extend the finding that attention, as measured by a line-bisection task, is withdrawn away from nearby co-actors. Overall our study found no evidence of social modulation of covert attention. This suggests that the line bisection task may not be sensitive enough to reliably measure interpersonal attention effects - at least when one looks at overall group performance. However, our data also hint at the possibility that the effect of nearby others on the distribution of attention may be modulated by individual differences.

INTÉRÊT POUR NOTRE THÉMATIQUE

Exemple d'expérience sur l'impact de la présence sociale avec résultat contradictoire au reste des articles:

Le participant réalise une tâche d'attention simple (l'amorçage spatial de Posner) sur un ordinateur avec une condition "isolé" et une condition "présence sociale" où il effectuait la tâche assis à côté d'un autre participant qui faisait le même test. Les deux pouvaient s'entendre

> appuyer sur leur clavier.
>
> Résultat: la présence d'autrui et le fait d'entendre son comportement n'ont absolument pas affecté les performances ou l'efficacité sur cette tâche. Tâche trop basique sans enjeu social ?

Effects of a coactor's focus of attention on task performance.

Böckler A, Knoblich G, Sebanz N

Böckler A, Knoblich G, Sebanz N (2012). Effects of a coactor's focus of attention on task performance.. J Exp Psychol Hum Percept Perform, 38(6), 1404-15. https://doi.org/10.1037/a0027523

RÉSUMÉ

Coactors take into account certain aspects of each other's tasks even when this is not required to perform their own task. The present experiments investigated whether the way a coactor allocates attention affects one's own attentional relation to stimuli that are attended jointly (Experiment 1), individually (Experiment 2), or in parallel (Experiments 3 and 4). Pairs of participants sitting next to each other performed a two-choice Navon task, responding to the identity of letters. Participants' tasks either required the same focus of attention (e.g., both attending to local stimulus features) or different foci of attention (e.g., one attending to local and the other to global features). Results revealed a significant slow-down of responses when participants focused on different features, suggesting that the coactor's attentional focus induced a conflict that affected the selection of one's own focus. This effect disappeared when no other person was present, and when mutual visual access to each other's stimuli was disrupted, but did not depend on a triangular relationship between participants and stimuli. Our findings extend previous research on joint attention and task corepresentation in revealing that representations of a coactor's task can include a specification of her focus of attention.

INTÉRÊT POUR NOTRE THÉMATIQUE

Le participant réalisait une tâche d'attention (la tâche de Navon) sur un écran avec une condition "isolé" et une condition "présence sociale" où il effectuait l'exercice assis côte à côte avec un autre participant. Le voisin devait soit se concentrer sur le même aspect visuel, soit sur un aspect totalement différent (= conflit attentionnel).

Résultat : Savoir que l'autre pose son attention sur un aspect différent de la tâche ralentit nos propres performances. Ici la co-présence, lorsqu'elle n'est pas passive mais qu'elle implique un conflit attentionnel, crée une interférence qui nous ralentit.

ARTICLE 11 / 14

Joint attention, shared goals, and social bonding.

Wolf W, Launay J, Dunbar RI

Wolf W, Launay J, Dunbar RI (2016). Joint attention, shared goals, and social bonding.. Br J Psychol, 107(2), 322-37. https://doi.org/10.1111/bjop.12144

RÉSUMÉ

There has recently been interest in the ways in which coordinated movements encourage coactors to feel socially closer to one another, but this has generally overlooked the importance of necessary precursors to this joint action. Here we target two low-level behaviours involved in social coordination that may mediate a relationship between joint actions and social bonding, namely joint attention and shared goals. Participants engaged in a simple reaction time task while sitting next to a partner performing the same task. In a joint attention condition, both participants attended to stimuli presented on the same half of a computer screen, while in a control condition, they attended to opposite sides of the computer screen. Shared goals were manipulated by giving participants the instruction to keep below a threshold score for both individual response times and accuracy (individual goal), or their joint mean response time and accuracy (i.e., averaging their mean response time and accuracy with that of their partner: shared goal). Attending to the same side of the screen led to higher ratings on a composite social bonding index directed towards a partner, while shared goals did not cause any effects on partner ratings. Joint attention was sufficient to encourage social closeness with an interaction partner, which suggests that any activities which encourage attending to the same point in space could have some influence on how connected coactors feel about one another.

INTÉRÊT POUR NOTRE THÉMATIQUE

Le participant réalisait une tâche de temps de réaction sur ordinateur assis côte à côte avec un partenaire, avec une condition "attention séparée" (chacun regarde son côté de l'écran) et une condition "attention conjointe" (les deux regardent et traitent les stimuli dans la même zone de l'écran).

Résultat : le simple fait de partager son attention sur un même espace visuel augmente automatiquement le sentiment de proximité et de lien social avec le partenaire, même sans interaction directe et même si chacun joue pour son propre score individuel.

The Joint Action Effect on Memory as a Social Phenomenon: The Role of Cued Attention and Psychological Distance.

Wagner U, Giesen A, Knausenberger J, Echterhoff G

Wagner U, Giesen A, Knausenberger J, Echterhoff G (2017). The Joint Action Effect on Memory as a Social Phenomenon: The Role of Cued Attention and Psychological Distance.. Front Psychol, 8, 1697. https://doi.org/10.3389/fpsyg.2017.01697

RÉSUMÉ

In contrast to individual tasks, a specific social setting is created when two partners work together on a task. How does such a social setting affect memory for task-related information? We addressed this issue in a distributed joint-action paradigm, where two team partners respond to different types of information within the same task. Previous work has shown that joint action in such a task enhances memory for items that are relevant to the partner's task but not to the own task. By removing critical, non-social confounds, we wanted to pinpoint the social nature of this selective memory advantage. Specifically, we created joint task conditions in which participants were aware of the shared nature of the concurrent task but could not perceive sensory cues to the other's responses. For a differentiated analysis of the social parameters, we also varied the distance between partners. We found that the joint action effect emerged even without sensory cues from the partner, and it declined with increasing distance between partners. These results support the notion that the joint-action effect on memory is in its core driven by the experience of social co-presence, and does not simply emerge as a by-product of partner-generated sensory cues.

INTÉRÊT POUR NOTRE THÉMATIQUE

Le participant réalisait une tâche de tri d'images sur ordinateur à côté d'un partenaire, avec une condition "action conjointe" (chacun trie sa catégorie d'objets) et des conditions manipulant la proximité sociale (partenaire perçu comme un ami vs un rival de groupe), suivie d'un test de mémoire surprise.

Travailler à deux améliore la mémorisation des objets traités, mais cette augmentation d'efficacité de la mémoire n'a lieu que si le partenaire est perçu comme un ami ou un allié. S'il est perçu comme un rival, l'esprit bloque ce mécanisme et les performances redescendent.

ARTICLE 13 / 14

Social bonding through shared experiences: the role of emotional intensity.

Chung V, Mennella R, Pacherie E, Grezes J

Chung V, Mennella R, Pacherie E, Grezes J (2024). Social bonding through shared experiences: the role of emotional intensity.. R Soc Open Sci, 11(10), 240048. https://doi.org/10.1098/rsos.240048

RÉSUMÉ

Sharing emotions with other individuals is a widespread phenomenon. Previous research proposed that experiencing intense and similar emotions with other individuals reinforces social bonds. However, several aspects of this phenomenon remain unclear, notably whether social bonding requires the convergence and synchronization of emotions in the group, and whether these effects generalize across positively valenced and negatively valenced emotional contexts. To address these questions, we measured subjective emotional experiences, physiological activity (cardiac, respiratory, electrodermal) and social attitudes in dyads of unacquainted individuals who watched videos in the presence of each other. We manipulated the emotional content of the videos and the type of shared attention between participants, to test for the contribution of interpersonal influence. The results revealed that intense emotions indexed by physiological arousal were associated with the emergence of reciprocal prosocial attitudes within dyads, and that this effect depended on joint attention. We did not observe the convergence and synchronization of emotions within dyads, which suggests that experiencing similar emotions was not necessary for social bonding. We discuss implications of this study for research on collective effervescence and the social consequences of shared experiences.

INTÉRÊT POUR NOTRE THÉMATIQUE

Expérience française !
Le sentiment de connexion entre deux personnes qui partagent une expérience ne dépend pas d'une synchronisation parfaite de leurs corps ou de leurs émotions (comme avoir le rythme cardiaque qui s'accélère exactement au même instant). Ce qui crée le lien social, c'est le fait de vivre un moment de forte intensité émotionnelle tout en étant pleinement conscient de la présence de l'autre.
> Mais ensemble dans la même pièce et non numérique

ARTICLE 14 / 14

Unraveling dyadic psycho-physiology of social presence between strangers during an audio drama - a signal-analysis approach.

Kauttonen J, Paekivi S, Kauramäki J, Tikka P

Kauttonen J, Paekivi S, Kauramäki J, Tikka P (2023). Unraveling dyadic psycho-physiology of social presence between strangers during an audio drama - a signal-analysis approach.. Front Psychol, 14, 1153968. https://doi.org/10.3389/fpsyg.2023.1153968

RÉSUMÉ

A mere co-presence of an unfamiliar person may modulate an individual's attentive engagement with specific events or situations to a significant degree. To understand better how such social presence affects experiences, we recorded a set of parallel multimodal facial and psychophysiological data with subjects (= 36) who listened to dramatic audio scenes alone or when facing an unfamiliar person. Both a selection of 6 s affective sound clips (IADS-2) followed by a 27 min soundtrack extracted from a Finnish episode film depicted familiar and often intense social situations familiar from the everyday world. Considering the systemic complexity of both the chosen naturalistic stimuli and expected variations in the experimental social situation, we applied a novel combination of signal analysis methods using inter-subject correlation (ISC) analysis, Representational Similarity Analysis (RSA) and Recurrence Quantification Analysis (RQA) followed by gradient boosting classification. We report our findings concerning three facial signals, gaze, eyebrow and smile that can be linked to socially motivated facial movements. We found that ISC values of pairs, whether calculated on true pairs or any two individuals who had a partner, were lower than the group with single individuals. Thus, audio stimuli induced more unique responses in those subjects who were listening to it in the presence of another person, while individual listeners tended to yield a more uniform response as it was driven by dramatized audio stimulus alone. Furthermore, our classifiers models trained using recurrence properties of gaze, eyebrows and smile signals demonstrated distinctive differences in the recurrence dynamics of signals from paired subjects and revealed the impact of individual differences on the latter. We showed that the presence of an unfamiliar co-listener that modifies social dynamics of dyadic listening tasks can be detected reliably from visible facial modalities. By applying our analysis framework to a broader range of psycho-physiological data, together with annotations of the content, and subjective reports of participants, we expected more detailed dyadic dependencies to be revealed. Our work contributes towards modeling and predicting human social behaviors to specific types of audio-visually mediated, virtual, and live social situations.

INTÉRÊT POUR NOTRE THÉMATIQUE

> Sans interaction ni présence : L'attention sur un contenu est maximale et standardisée ; le stimulus dicte les réactions du groupe de manière synchrone. Toutes les personnes individuellement ont les même réactions.
>
> Avec simple présence (Sujets en paire sans parole) : La simple présence physique et visuelle d'un autrui "écrase" cette synchronisation collective induite par le stimulus. L'attention bascule d'un objet partagé (l'audio) vers une vigilance sociale partagée (l'autre), transformant une expérience passive en une co-construction dynamique inconsciente.