Implicit Theories of Intelligence as a Moderator of the Relationship between Experience-taking and Performance

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Overview

➢ What is experience-raking?
- ➢ Factors that impact experience-taking
- ➢ Outcomes of experience-taking

➢ Implicit Theories of Intelligence

➢ Study 1

➢ Study 2

➢ Study 3

➢ Discussion and Application

What is Experience-Taking?

- In general language there is some confusion over the term (Carroll, 2011)

- Most common definition:
    - "…the imaginative process of assuming the perspective and identity of a character in a work of fiction, which leads individuals to experience, through simulation, the events of a narrative as if they were a particular character and to take on that character's thought, emotions, behaviors, goals, and traits, while in the story world." (Kaufman, 2009)

- Reader completely transcends self-other boundaries (Kaufman & Libby, 2012)

Experience-Taking Impacted By…

- Perceived similarity with the character
  - Group membership (Kaufman & Libby, 2012)

- Self-concept accessibility (Kaufman & Libby, 2012)

- Narrative voice (Kaufman & Libby, 2012)

- Fondness for the character (Cohen, 2001)

- Realism of the character (Cohen, 2001)

- Length of exposure to the character (Cohen, 2001)

- Textual stimuli (Cohen, 2001)

Outcomes of Experience-Taking

- Attribute protagonist's personality traits to the self (Kaufman & Libby, 2012)

- Share the character's attitudes, beliefs and goals (Kaufman & Libby, 2012)

- Enact the same behaviors performed by the character (Kaufman & Libby, 2012)

- Exploration of ideal or possible selves (Green et al., 2004)

- Can provide pathways to goals through the character enacting them and the outcomes being "observed" by the reader (Green, 2005)

Experience-Taking and Behavior

- Engaging in experience-taking can cause a change in behavior (Kaufman & Libby, 2012)
  - Participants who engaged in experience-taking were more likely to vote in an election 2 weeks later

- Social comparison research
 - Upward comparisons generally lead to assimilation effects(Collins, 1996)

The Goal...

- The main goal of the presented studies is to examine whether an individual's mindset can decrease perceptions of similarity between self and character, and thus, decrease the likelihood that experience-taking will occur and, in turn, inhibit the behavioral and attitudinal effects of experience-taking.

Implicit Theories of Intelligence

- Individuals have lay theories about how intelligence works

Entity
Theorists

Incremental
Theorists
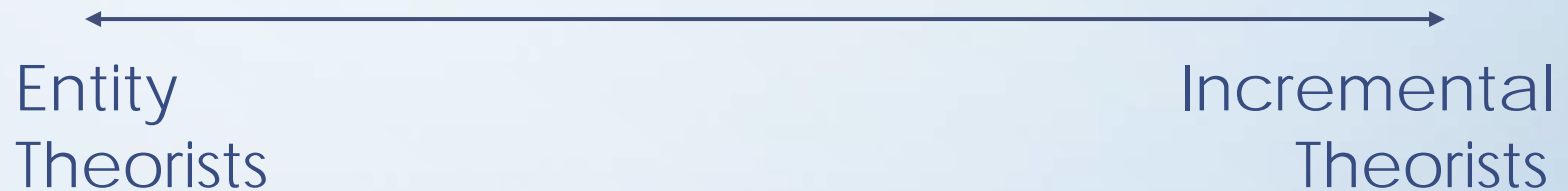
Entity Theory of Intelligence

- Intelligence is fixed or uncontrollable (Dweck & Leggett, 1988; Dyczewski & Markman, 2012)

- Self-esteem maintenance → Performance goals
  – Secure positive judgments and/or prevent negative judgments (Dweck & Leggett, 1988)
  – Poor performance → lack of ability (Butler, 2000)

- Judging others
  – Adopt judgment goals (Dweck & Leggett, 1988)

Incremental Theory of Intelligence

- Intelligence is malleable, increaseable, and/or controllable (Dweck & Leggett, 1988; Dyczewski & Markman, 2012)

- Self-esteem maintenance → Learning goals
  - Use developmental goals when intelligence is seen as needing improvement(Dweck & Leggett, 1988)
  - Poor performance → lack of effort (Butler, 2000)

- Judging others
  - Judgments tend to be situation specific (Dweck & Leggett, 1988)

The Current Studies

- Participants' with more of an entity theory of intelligence will be less likely (and thus, those with more of an incremental theory of intelligence will be more likely) to engage in experience-taking with a character who completes an evaluative task.
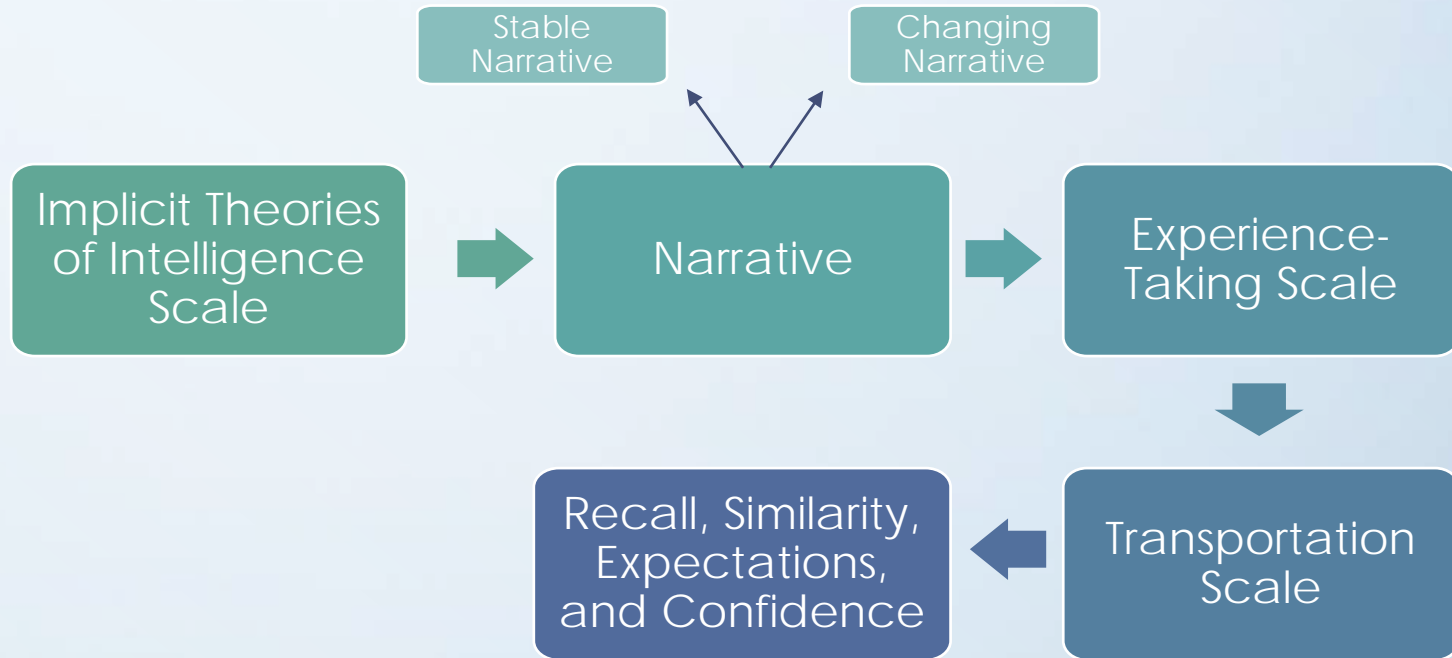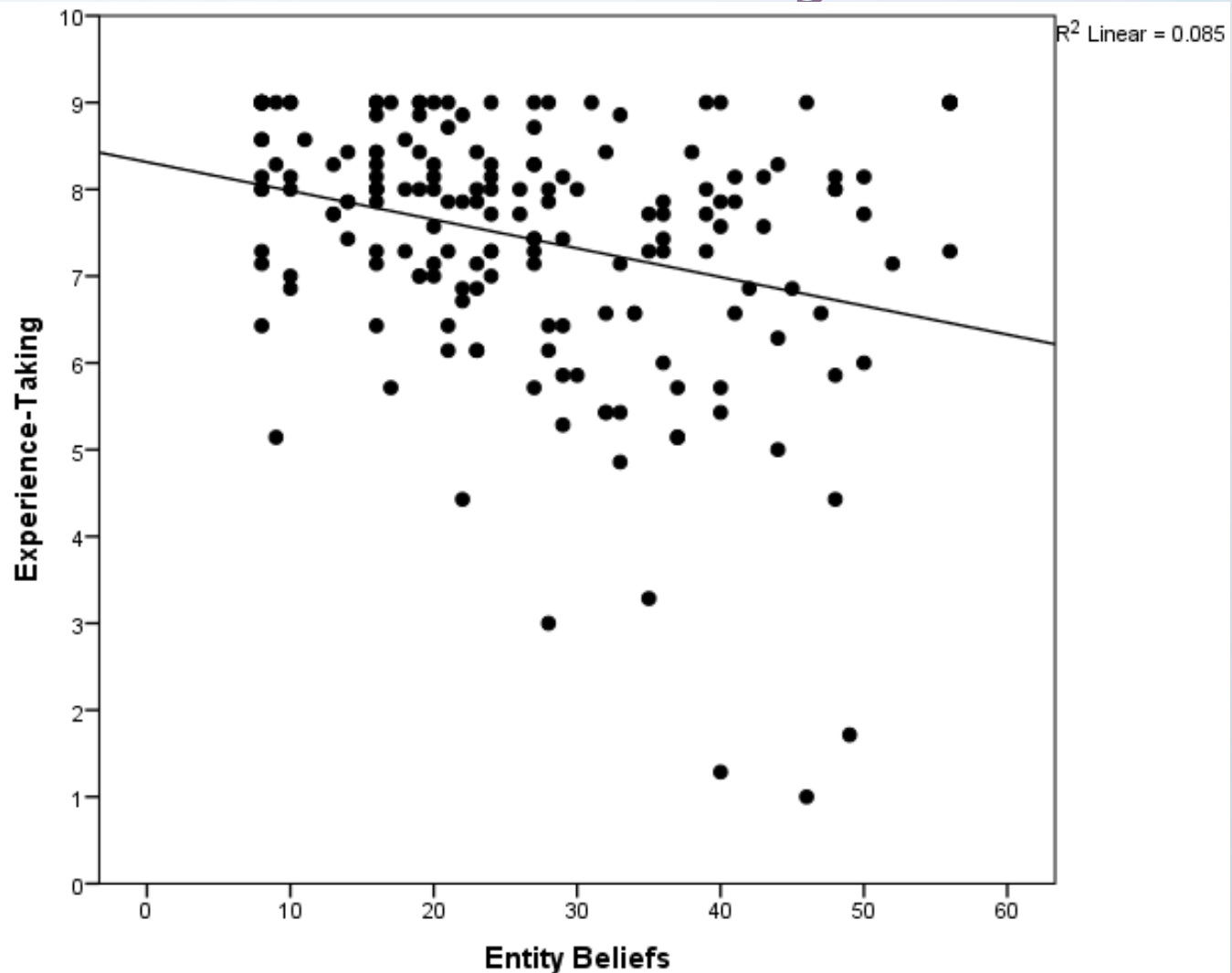
Study 1 Hypotheses

- Entity theorists would be less likely to engage in experience-taking with the character

- Experience-taking would be significantly related to the outcome variables
  - Incremental theorists would show the hypothesized relationship between experience-taking and attitudes whereas entity theorists would not

Study 1 Procedure

Stable Narrative

Changing Narrative

Implicit Theories of Intelligence Scale

Narrative

Experience-Taking Scale

Transportation Scale

Recall, Similarity, Expectations, and Confidence

Study 1 Results

$r(174) = -.291, p = .000$

Study 1 Results

- Experience-taking was significantly positively correlated with…

  - Perceived similarity with the character (r = .311, p = .000)

  - Experiencing feelings similar to those experienced by the character (r = .248, p = .001)

  - Ability to relate to the feelings of the character (r = .371, p = .000)

  - Experiencing thoughts similar to those experienced by the character (r = .166, p = .028)

  - Ability to relate to the thoughts of the character (r = .303, p = .000)

  - Inspiration received from the character (r = .269, p = .000)

  - Motivation to perform well on a task similar to the one completed by the character (r = .212, p = .005)

Study 2 Purpose

- Provide additional evidence of the relationship between implicit theories of intelligence and experience-taking

- Investigate the effects of character success and failure feedback on experience-taking for incremental and entity theorists
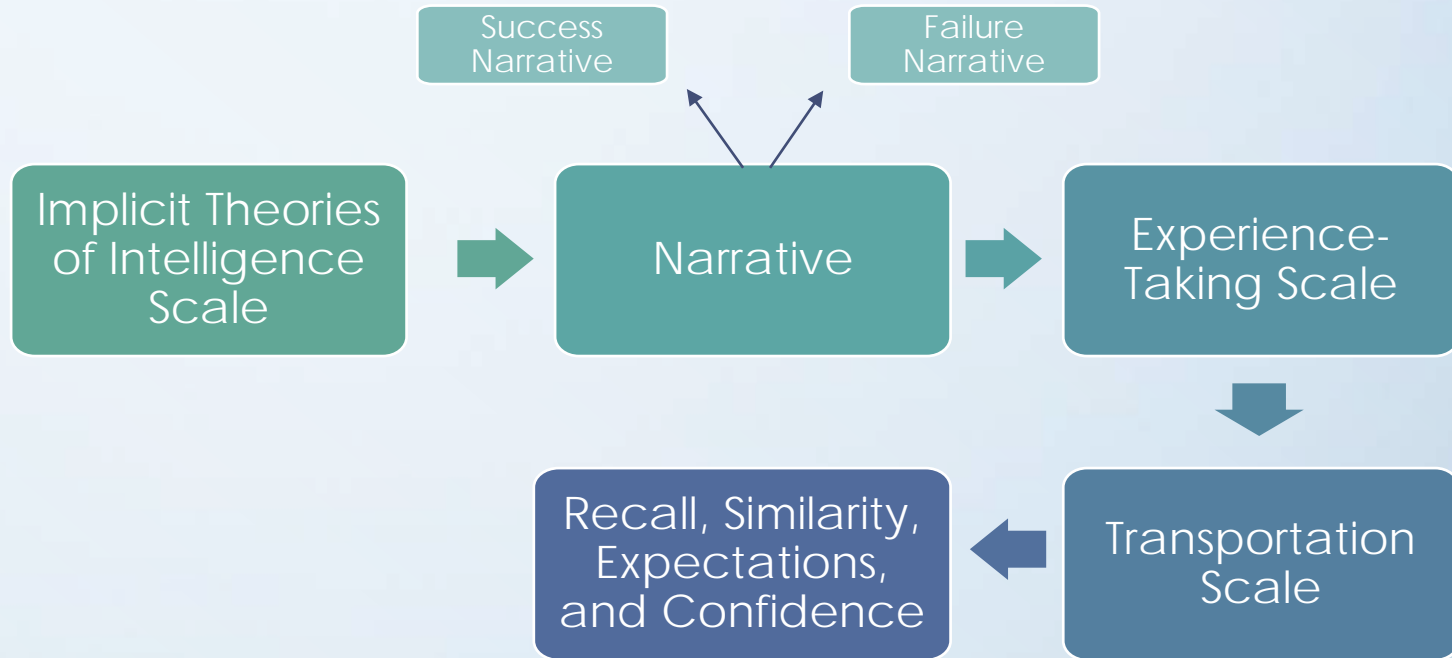
Study 2 Hypotheses

- Entity theorists would be less likely to engage in experience-taking with the character

- Experience-taking would be significantly related to the outcome variables
  - Incremental theorists would show the hypothesized relationship between experience-taking and attitudes whereas entity theorists would not

Study 2 Procedure

Study 2 Results
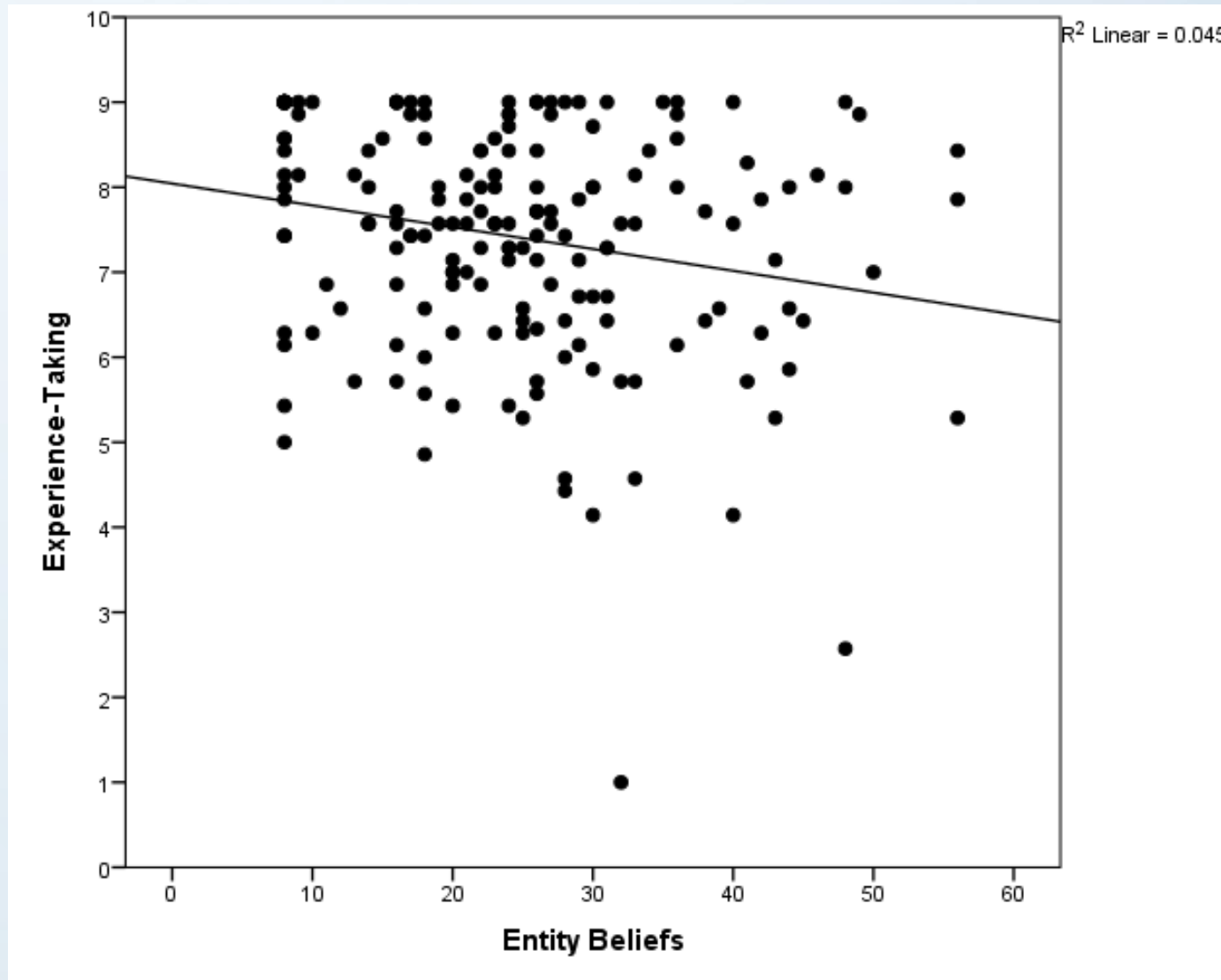
$r(176) = -.213, p = .004$

Study 2 Results

- Experience-taking was significantly positively correlated with…
  - Perceived similarity with the character (r = .505, p = .000)
  - Experiencing feelings similar to those experienced by the character (r = .617, p = .000)
  - Ability to relate to the feelings of the character (r = .791, p = .000)
  - Experiencing thoughts similar to those experienced by the character (r = .623, p = .000)
  - Ability to relate to the thoughts of the character (r = .728, p = .000)
  - Inspiration received from the character (r = .361, p = .000)
  - Motivation to perform well on a task similar to the one completed by the character (r = .398, p = .000)

Study 3 Purpose

- Explore the relationship between implicit theories of intelligence and experience-taking in more depth
  - Does the relationship between entity beliefs and experience-taking also translate into differential performance effects?
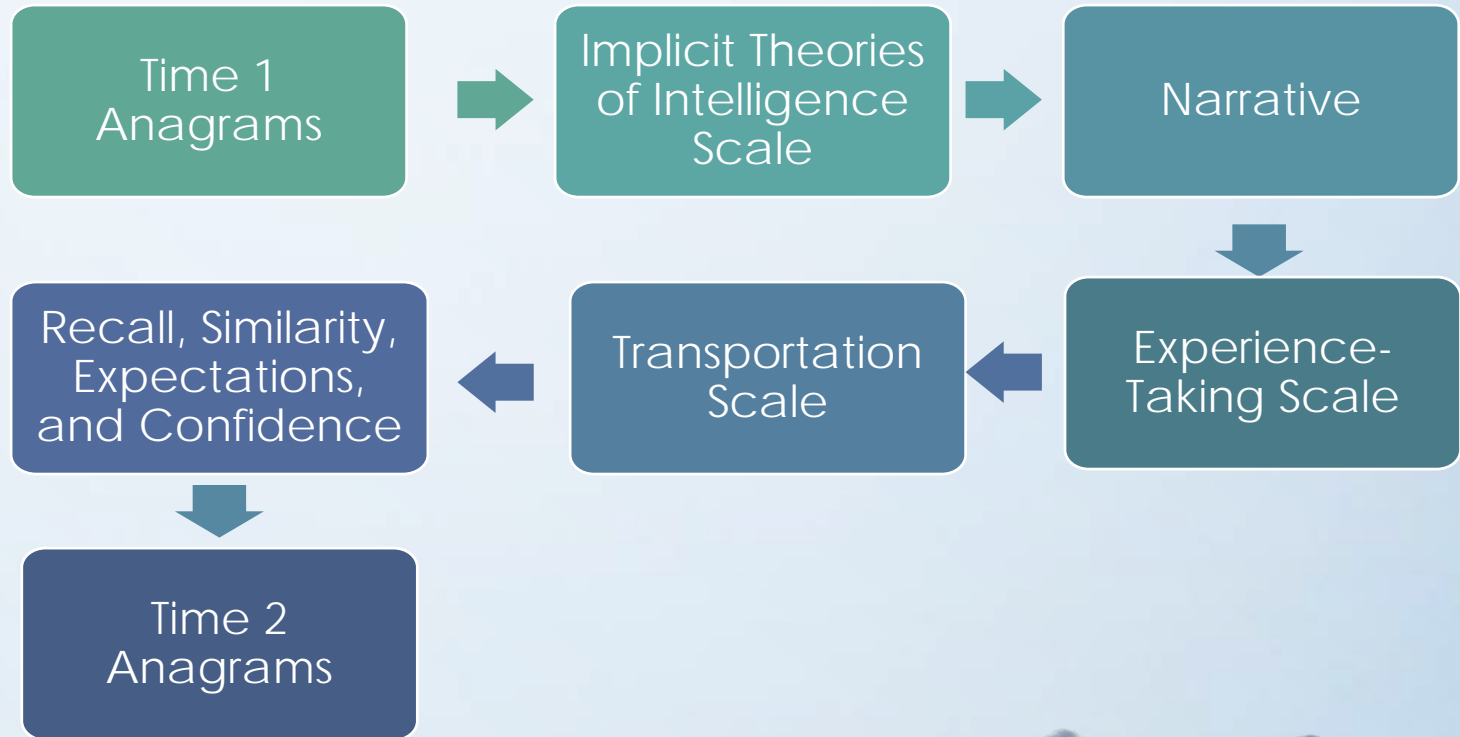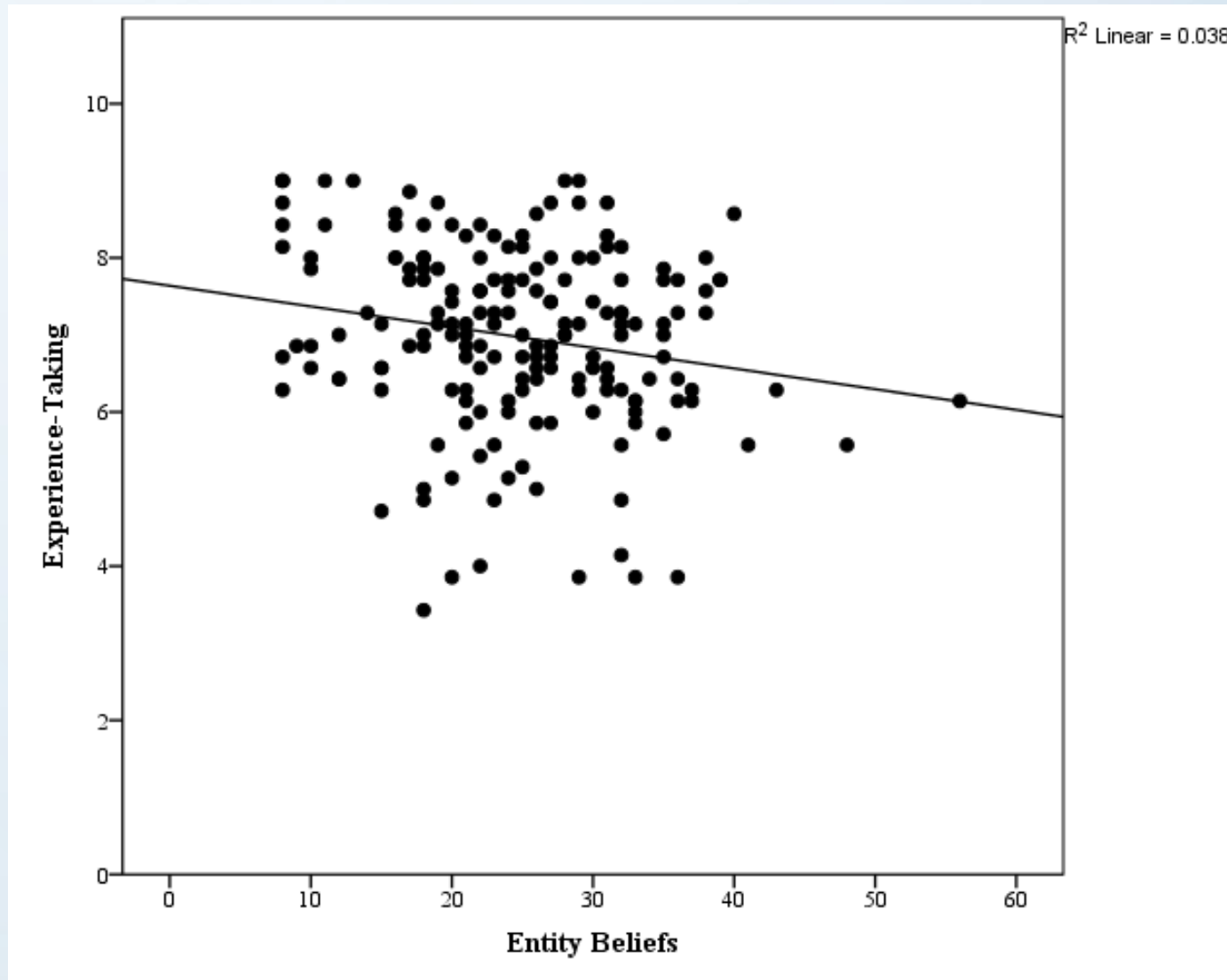
Study 3 Hypotheses

- Entity theorists would be less likely to engage in experience-taking with the character

- Increased experience-taking will be associated with an increase in anagram performance from time 1 to time 2

Study 2 Procedure

Time 1 Anagrams → Implicit Theories of Intelligence Scale → Narrative

Narrative → Experience-Taking Scale → Transportation Scale → Recall, Similarity, Expectations, and Confidence → Time 2 Anagrams

Study 3 Results

$r(174) = -.194, p = .010$

Study 3 Results

- Experience-taking was significantly positively correlated with…
  - Perceived anagram ability ($r = .216$, $p = .004$)
  - Perceived similarity with the character ($r = .450$, $p = .000$)
  - Experiencing feelings similar to those experienced by the character ($r = .441$, $p = .000$)
  - Ability to relate to the feelings of the character ($r = .565$, $p = .000$)
  - Experiencing thoughts similar to those experienced by the character ($r = .395$, $p = .000$)
  - Ability to relate to the thoughts of the character ($r = .529$, $p = .000$)
  - Expectations of own performance ($r = .222$, $p = .003$)
  - Inspiration received from the character ($r = .328$, $p = .000$)
  - Motivation to perform well on a task similar to the one completed by the character ($r = .205$, $p = .006$)

Study 3 Results

- Experience-taking did not significantly predict time 2 performance while controlling for time 1 performance, *p* = .426

- The interaction between entity beliefs and perceived anagram ability did not significantly predict experience-taking, *p* = .734

Recap of Results

- Study 1
  - Initial evidence for negative relationship between entity beliefs and experience-taking
  - Positive relationship between experience-taking and attitudinal outcomes

- Study 2
  - Significant negative relationship between entity beliefs and experience-taking
  - Positive relationship between experience-taking and attitudinal outcomes

- Study 3
  - Significant negative relationship between entity beliefs and experience-taking
  - Positive relationship between experience-taking and attitudinal outcomes

General Discussion

- Limitations

  - Short-form narrative

- Future directions

  - Use a longitudinal design and a longer narrative (e.g., a full book)

  - Manipulate implicit theories of intelligence

  - Examine the medium (i.e., e-book vs. written)

- Applied significance