



Exploring the relationship between experience-taking and performance

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Overview

- What is Experience-Taking?
 - Factors That Impact Experience-Taking
 - Outcomes of Experience-Taking
- Experience-Taking and Behavior
- Study 1
- Study 2
- Conclusions and Limitations
- Exploratory Analyses



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
- However, research examining behavioral effects in a performance related domain is almost nonexistent
 - Previous research, though, has indicated that engaging in experience-taking with a successful character is related to increased performance in a similar evaluative domain (Smith, 2014)

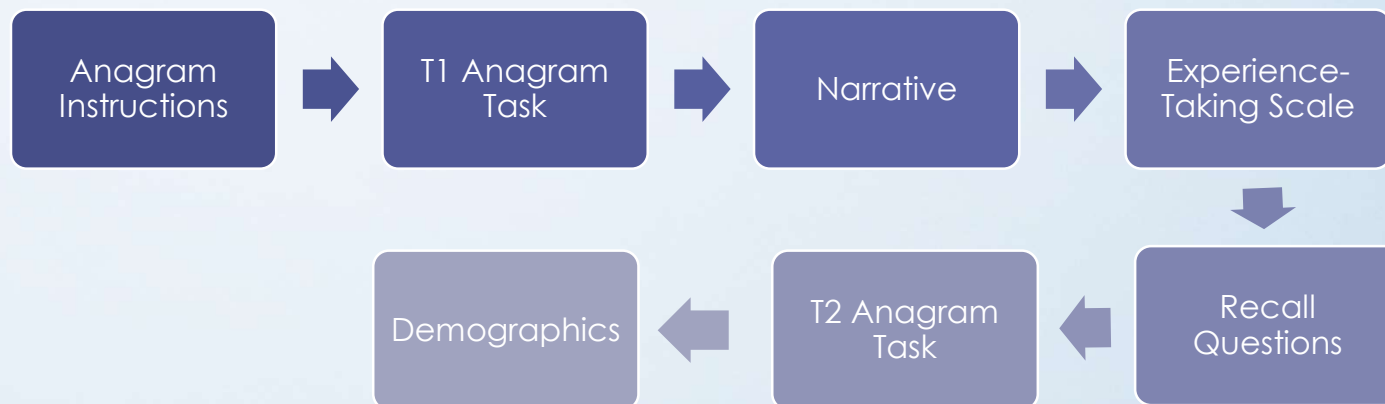


Goal of Present Studies

- The goal of Studies 1 and 2 is to replicate the previous findings and examine whether methodology (specifically using a computer versus a paper and pencil delivery) effects results.



Study 1 Procedure



Study 1

- Hypothesis
 1. Experience-taking would significantly predict T2 performance while controlling for T1 performance



Study 1 Results

- The 7 items on the experience-taking scale showed high reliability, $\alpha = 0.859$



Study 1 Results

- Experience-taking did not significantly predict T2 performance while controlling for T1 performance, $p = 0.556$

	Correlations											
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
Experience-Taking	1											
Transportation	0.625**	1										
T1 Performance	0.167	0.048	1									
T2 Performance	0.167	0.056	0.691**	1								
Overall Performance	-0.005	0.000	-0.360**	0.426**	1							
Similarity	0.619**	0.590**	0.114	0.063	-0.100	1						
Inspiration	0.331**	0.409**	-0.139	-0.306**	-0.197	0.372**	1					
Motivation	0.329**	0.423**	0.069	0.099	0.020	0.420**	0.233*	1				
Expectation	0.226*	-0.032	0.009	-0.051	-0.111	0.124	0.015	0.311**	1			
Confidence	0.171	-0.036	-0.019	-0.193	-0.258*	0.236*	0.048	0.215*	0.686**	1		
T1 Estimate	0.188	0.213*	0.389**	0.234*	-0.172	0.158	0.049	0.378**	0.270**	0.206	1	
T2 Estimate	0.277**	0.197	0.254*	0.472**	0.301**	0.120	0.045	0.360**	0.241*	0.044	0.523**	1

**Correlation is significant at the 0.01 level (2-tailed)

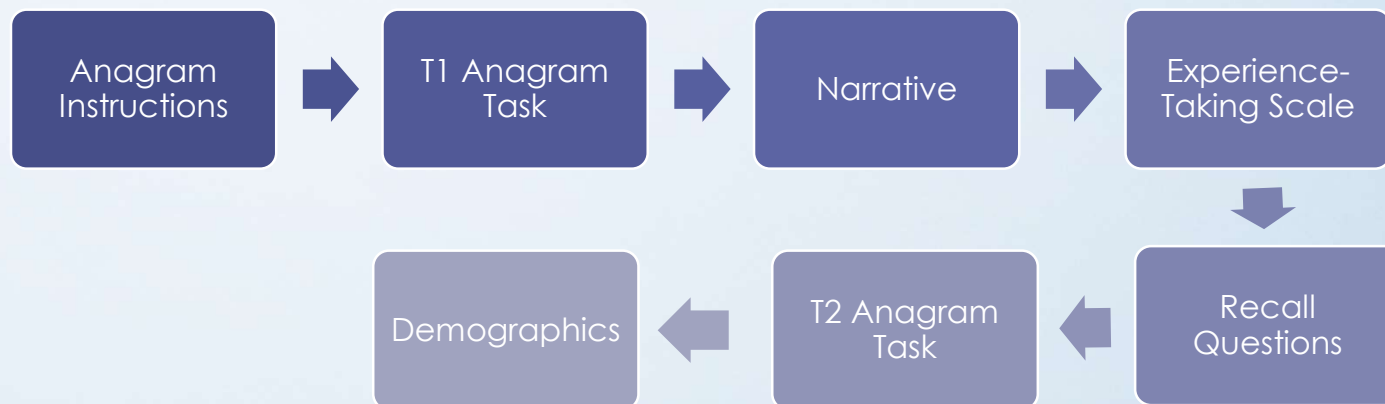
*Correlation is significant at the 0.05 level (2-tailed)

Study 1 Discussion

- Hypothesis did not receive support
 - Experience-taking did not significantly predict performance



Study 2 Procedure

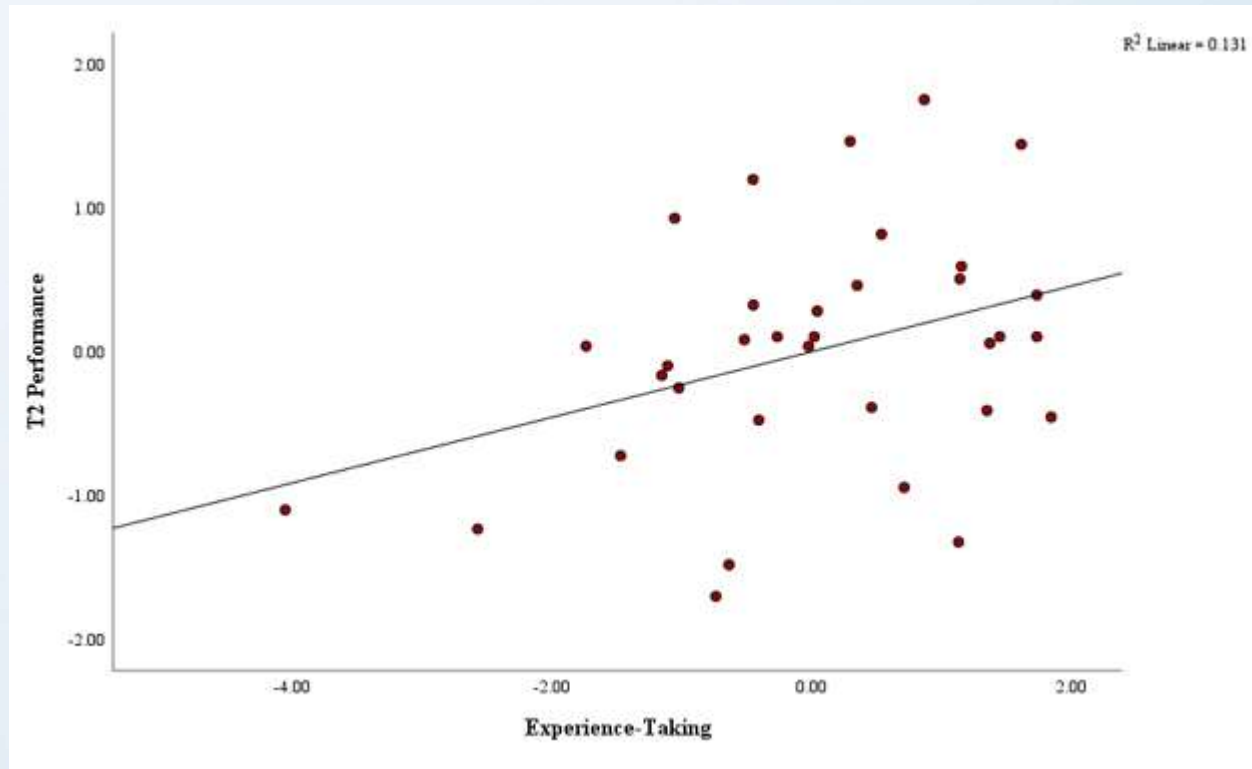


Study 2

- Hypothesis
 1. Experience-taking would significantly predict T2 performance while controlling for T1 performance



Study 2 Results



- Experience-taking significantly predicted T2 performance while controlling for T1 performance, $\beta = 0.321$, $t(31) = 2.159$, $p = 0.039$

Study 2 Results

	Correlations										
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
1. Experience-Taking	1										
2. Transportation	0.798**	1									
3. T1 Performance	-0.065	-0.107	1								
4. T2 Performance	0.290	0.280	0.461**	1							
5. Similarity	0.532**	0.613**	0.101	0.190	1						
6. Inspiration	0.309	0.484**	0.029	0.117	0.252	1					
7. Motivation	0.532**	0.561**	0.076	0.147	0.626**	0.199	1				
8. Expectation	0.416*	0.367*	0.380*	0.408*	0.360*	-0.008	0.392*	1			
9. Confidence	0.422*	0.468**	0.239	0.330	0.427*	0.041	0.474**	0.886**	1		
10. T1 Estimate	0.098	0.141	0.237	-0.258	0.005	0.035	0.141	0.311	0.261	1	
11. T2 Estimate	0.341*	0.423*	0.108	0.502**	0.117	0.222	0.264	0.569**	0.535**	0.188	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Study 2 Discussion

- Hypothesis 1 did receive support
 - Experience-taking significantly predicted T2 performance while controlling for T1 performance



Conclusion

- The results of Study 2 suggest a significant relationship between experience-taking and T2 performance while controlling for T1 performance while the results for Study 1 were not significant
 - The only difference between the two studies was methodology of paper and pencil vs. electronic
- Difference may be due to participants breaking focus in Study 1
- The results of Study 2 replicate previous research demonstrating a relationship between experience-taking and performance (Smith, 2014)



Limitations

- Reliance on a short-form narrative
- Experimenter error
 - A typo on T1 anagram task in Study 1 could have caused a letter to be interpreted as an uppercase I or a lowercase L
- Generalizability
 - Data was collected from a small population of participants all of which attend a small private school. These findings cannot be generalized to the rest of the population



Exploratory Analyses

- Do Ps spontaneously assume the gender of the character in a first-person narrative for which gender is not assigned?
 - If they do, does the gender they assume match their own?
 - Is that related to their level of experience-taking?
- Compiled data from 10 previous studies (N = 987)
 - Male = 349
 - Female = 638



Gender	Pronoun					Total
	None	He/Him	She/Her	They/Them He/She	Multiple	
Male	100	141	61	46	1	349
Row %	28.65%	40.40%	17.48%	13.18%	0.29%	100%
Column %	42.37%	50.00%	19.24%	30.87%	33.33%	35.36%
Female	136	141	256	103	2	638
Row %	21.32%	22.10%	40.13%	16.14%	0.31%	100%
Column %	57.36%	50.00%	80.76%	69.13%	66.67%	64.64%
Total	236	282	317	149	3	987%
Row %	23.91%	28.57%	32.12%	15.10%	0.30%	100%
Column %	100%	100%	100%	100%	100%	100%

$$X^2(4, N = 987) = 68.87, p = 0.000$$



Future Research

- Examine experience-taking over the course of an entire novel
- How experience-taking effects performance in other domains such as mathematical ability
- Examine the lasting impact of experience-taking
- How experience-taking could benefit children with regards to academics as well as parenting
- Are environmental conditions an influencing factor for level of experience-taking. Meaning, do individuals report higher levels of experience-taking when they are in their own home as compared to reading in a classroom.



Questions?

