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MEDIA PSYCHOLOGY

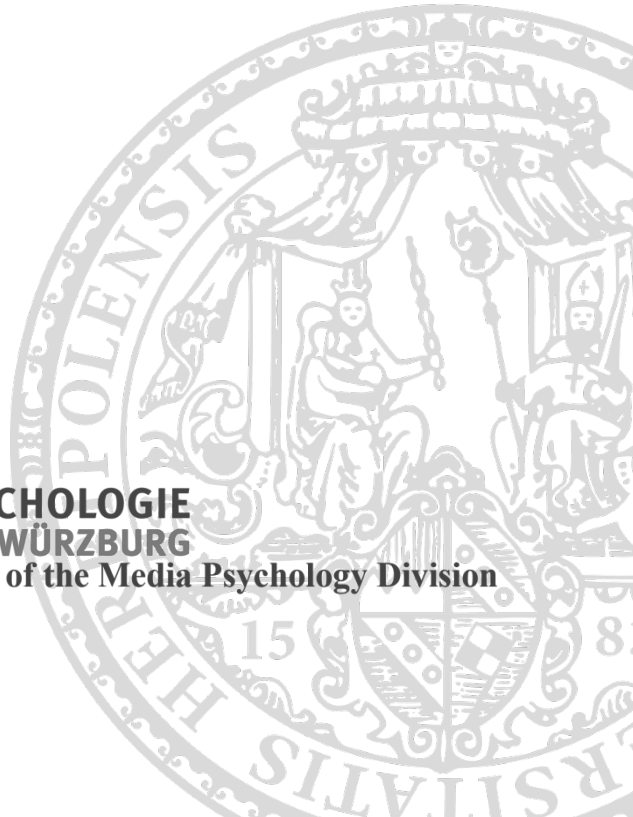
**THEME: “MEDIA RESEARCH: YESTERDAY,
TODAY, AND TOMORROW”**

Proceedings of the 8th Conference of the
Media Psychology Division of the German
Psychological Society

4th – 6th September 2013



**MEDIENPSYCHOLOGIE
UNIVERSITÄT WÜRZBURG**
8th Conference of the Media Psychology Division



IMPRESSUM

Frank Schwab / Astrid Carolus / Michael Brill / Christine Hennighausen (Eds.):

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SESSION 1 – INTERACTIVE LEARNING

The Better you Feel the Better you learn – Positive Emotions as a Facilitator of Performance in Hypermedia Learning

Hannes Münchow, Christoph Mengelkamp, & Maria Bannert

Although it is commonly accepted that learning performance can be strongly influenced by emotions that occur before, while or after a learning session, findings about which affective states are beneficial for the learning process are still contradictory. Besides, little is known about the effects of emotions on digital based learning processes and performance as well as the relations of emotions to motivational and cognitive processes.

Hence, the aim of the present study was to examine whether positive emotions during hypermedia learning sessions can enhance learning performance in terms of recall and transfer.

Therefore university students ($N = 110$) were randomly assigned to either a hypertext learning environment designed to induce positive emotions through the use of warm colors and rounded shapes or an emotionally neutral counterpart which used achromatic colors and sharp edges. Participants learned about the topic of functional neuroanatomy for 20 minutes and had to answer several questions for recall and transfer. Affective and motivational states were investigated before and after the learning phase using questionnaires as well as

the learner's retrospective evaluation of the learning situation.

Results show that the learning outcome was significantly higher for students learning with the emotionally positive environment in regard to transfer performance; however no differences were obtained in regard to recall. Furthermore, positive emotions were also associated with better performance in both recall and transfer tests as well as increased ratings of perceived expectations of success, satisfaction with the learning process and invested mental effort. Negative correlations were observed for positive emotions and perceived difficulty of the learning tasks. These results were not moderated by achievement motivation. Therefore the study's findings support the idea that positive emotions induced through the design of the particular hypermedia-based learning environment can facilitate learning and learning outcome.

Gaze Path Analysis of Differences in Task Related Perception of Data Visualization

Nicholas Müller, Benny Liebold, Daniel Pietschmann, Paul Rosenthal, & Peter Ohler

The visualization of complex quantitative information is one of the key competences of the visualization sciences while the cognitive function of data interpretation is one of the key research questions of the cognitive sciences. Yet, widely accepted strategies of displaying data in a visual format have not been

systematically evaluated. In order to close this gap, a joint experiment of the two scientific traditions was conducted with the goal to link certain tasks, like counting nodes, to one of the visual variations.

We introduced student participants ($N = 69$, $f = 77\%$; $m = 23\%$; age: $M = 21.09$; $SD = 2.4$), to three types of data visualization (node link, treemap and icicle plot) and subsequently asked to either count the leaves or the nodes of the visualization, or to compare data volume within respectively across a level of hierarchy. We measured participants' accuracy and reaction times as well as their visual focus of attention using an eye-tracker (SMI RED) to gather information about their visual perception as well as possible data interpretation strategies.

Results showed better performance for the interpretation of a nodelink or icicle diagram rather than working with a treemap visualization ($F(1, 68) = 102.83$, $p < .001$, $\eta^2_{\text{part}} = .602$). The results of the eye tracking data showed a differentiated approach to the three given visualization options as well as to the varied counting and guessing tasks. Furthermore, we were able to show that large numbers of participants do not explicitly focus on task relevant elements of the graphs. Due to reliable calibration results during the experiment and an increase in relevant element fixations with larger AOIs, the preliminary eye tracking data suggests a peripheral visual approach during the trials rather than a focused look from one task related stimulus to another.

Investigating the Impact of Virtual Presence on Motivation, Mental Effort and Knowledge Acquisition in Learning with Serious Games

Claudia Schrader

Does the immersive design of a serious game affect learners' virtual presence? Does virtual presence improve motivation, mental effort and as a result learning? By identifying virtual presence as a variable that may determine learning outcomes, it is argued that computer gaming environments present a new challenge for researchers to investigate in. Particularly, games' effect on virtual presence might help designers to predict which instructional configurations will maximize learning performance. In the present study, eight graders ($N = 42$) received a serious game called Elektra (European commission, 2009) to learn about physics themes. We explored whether virtual presence might enhance learning performance, either through a direct impact or through a mediating effect on motivation and actual invested mental effort. Results indicate that the serious game exemplary used in this study leads to a strong form of virtual presence. Regression analyses show that virtual presence enhanced retention ($\beta = 0.46$, $p < .001$) and comprehension ($\beta = 0.37$, $p = .05$) but not transfer. It also significantly increased learners' motivation ($\beta = 0.57$, $p < .001$) and the amount of learners' reported mental effort ($\beta = 0.60$, $p < .001$). Mediation analyses report that the positive relation between virtual presence, retention and comprehen-

sion is mediated through increased motivation (for virtual presence and retention: $z = 3.27$, $p < .001$; for virtual presence and comprehension: $z = 2.61$, $p = .008$) and partly through mental effort as well (for virtual presence and mental effort: $z = 3.27$, $p < .001$; no mediation for virtual presence and comprehension). These findings suggest that virtual presence should be considered an important factor in the design of serious games.

Attention Impairment in Multimedia Learning: Does Initial Task Attention Act as Moderator?

Maria Wirzberger & Günter Daniel Rey

Attention as a limited resource plays a crucial role in capturing, processing and reproducing information, which means learning. Especially in the context of multimedia learning we have to consider its limitation in capacity, as learners are confronted with a variety of stimuli they have to deal with. Therefore, a conducive design of the used learning material is essential to ensure that learners can achieve optimal outputs.

Within the presented research, we tried to gain new insights into this subject through systematically inducing impaired attention (via distracting system-releases, e.g. a Windows-Update information pop-up) as well as its assessment by means of a standardized psychological test (the FAIR-2). Initially, our investigation examined an attention-related explanation for the seduc-

tive detail effect, stating that learners whose attention is already impaired suffer more when inserting interesting but irrelevant details in relevant learning material.

When exploring the collected data, we found amongst others an a priori unexpected moderation effect of initial task attention on the relationship between attention impairment and retention performance. Obviously, learners under conditions of impaired attention achieved significantly lower retention scores if their initial task attention was low, compared to learners with high initial task attention, whose retention performance was significantly higher. Under conditions of unimpaired attention no such effect was found.

Our main focus within this talk is directed towards three possible explanations for the post-hoc result. First, the compensation hypothesis states that initial task attention is capable of masking impairment by providing additional cognitive resources, whereas the load hypothesis assumes a difference in perceptual load vs. load related to cognitive control, depending on whether initial task attention is high or low. Finally, the activation hypothesis focuses on mental alertness being able to provide further cognitive resources for increasing retention performance.

SESSION 2 – VIRTUAL AGENTS AND AVATARS

Presence and the Evaluation of Virtual Agents

A Comparison of an Agent's Evaluation in a Video Versus an Immersive Virtual Environment

Jennifer Klatt, Heike Choi, Franziska Hauser, Silke Müller, Johanna Schäwel, Ingo Börsting, & Nicole C. Krämer

Compared to a traditional computer screen, an Immersive Virtual Environment (IVE) that is perceived via a head mounted display is supposed to evoke a high degree of presence (Loomis & Blascovich, 1999). Research suggests that the evaluation of a virtual agent depends on several characteristics of the agent like appearance (Nowak & Biocca, 2003), verbal (von der Pütten, 2011), or nonverbal behavior (Beall et al., 2003). What remains unclear is how the presentation medium affects the evaluation and how this connects to different levels of (social) presence.

Therefore, $N = 161$ participants were shown a virtual character that took the role of a leader who gives a presentation to the participants either in a video or in an IVE. Main results show that the evaluation of the agent was more positive in the IVE condition, as it was perceived as being more i.e. intelligent ($F(160, 1) = 5.40$; $p = .021$; part. $\eta^2 = .033$), competent ($F(160, 1) = 3.93$; $p = .049$; part. $\eta^2 = .024$), and trustworthiness ($F(160, 1) = 4.41$; $p = .037$; part. $\eta^2 = .027$) and as having a better professional reputation ($F(160, 1) = 15.209$; $p < .001$; part. $\eta^2 = .087$). Alt-

though the agent was evaluated more positive, participants did not recall more information in the IVE condition than after watching the video. The IVE condition created a stronger sense of presence ($F(160, 1) = 53.22$; $p < .001$; part. $\eta^2 = .251$) and social presence ($F(160, 1) = 19.74$; $p < .001$; part. $\eta^2 = .110$), but not of co-presence. When controlling for presence, almost all of the results above were no longer observable which indicates a strong influence of presence.

In sum, the use of an immersive medium like an IVE can be beneficial when working with virtual characters, but the effect seems to be limited to the evaluation of the agent and is not present for memory performance. Also, this effect is connected to the feeling of presence which can be created by means of different media types.

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Measuring Realism of VR Applications Containing Virtual Humans – Construction of the German VR Simulation Realism Scale

Sandra Poeschl

Highly immersive virtual training applications (for example for social phobia treatment) belong to the most successful Virtual Reality developments. Whereas display and interaction fidelity (as sub-dimensions of immersion) and their influence on outcome are well researched, realism of the displayed simulation depends on the specific application and is therefore difficult to measure (Bowman & McMahan, 2007). We propose to measure simulation realism by using a self-report questionnaire. The German VR Simulation Realism Scale for VR training applications was developed based on a translation of scene realism items from the Witmer-Singer-Presence Questionnaire (Witmer & Singer, 1998). Items for re-

alism of virtual humans (for example for social phobia training applications) were supplemented. A sample of N=151 students rated simulation realism of a Fear of Public Speaking application. Four factors were derived by item- and principle component analysis (Varimax rotation), representing Scene Realism (Eigenvalue = 5.40; $S^2_{explained} = 38.60$), Audience behavior (Eigenvalue = 1.75; $S^2_{explained} = 12.47$), Audience Appearance (Eigenvalue = 1.42; $S^2_{explained} = 10.12$), and Sound Realism (Eigenvalue = 1.14; $S^2_{explained} = 8.18$) with cumulative $S^2_{explained} = 69.37\%$. However, the work presented has limitations. A student sample rated simulation realism with a German questionnaire. Further, the questionnaire was used to evaluate a Fear of Public Speaking Scenario including an audience of 30 people. Different settings (raters, VR applications and questionnaire language) may lead to different ratings. Still, the scale developed can be used as a starting point for future research and measurement of simulation realism for applications including virtual humans.

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Trusted Faces. Analyzing the Effects of Photo-Realistic Avatars in E-Commerce Transactions

Gary Bente & Thomas Dratsch

Reputation systems as well as seller photos have been shown to stimulate trust and to foster buying decisions in e-commerce transactions. E-markets of the future are expected to offer more extended possibilities to situate and personalize seller-buyer interactions. So-called shared virtual environments (SVE) populated with avatars and agents are supposed to create spaces for commercial exchange in the future. Although it could be shown that basic social principles also apply to virtual encounters it remains an open question whether avatar representations can serve the same function for trust building as for instance seller photos. Given the global nature of e-commerce it further remains an urging question whether potential effects of avatars are universal or culture specific. We report two studies aiming to answer these questions. The first study compared effects of reputation and avatar trustworthiness on buying decision in a trust game. The results clearly show that photo-realistic avatars produce comparable effect to seller photos. In a second study we compared the influence of avatar trustworthiness on the buying decisions of German and Arab buyers in a trust game. The results show comparable main effects for both cultures but also a tendency for the Arab buyers to rely more on avatar trustworthiness than on reputation scores. Results are discussed with regard to future e-commerce platforms as well as the par-

ticularities in trust formation across different cultures.

Exploring the Perception and Interpretation of Touch in HRI

Laura Hoffmann & Nicole C. Krämer

When robots enter our daily lives in the (near) future, we might get into physical contact with them. An open research question is how people react towards touch with robotic companions. From interpersonal contexts it is known, that positive effects can be elicited even by subtle touches. For instance, Crusco and Wetzel (1984) demonstrated that waitresses gained larger tips when they touched the customer while returning charge compared to no touching. Similar Fisher, Rytting and Heslin (1976) observed that visitors of a library evaluated the library better, when the librarian touched them while handing out the books. Hence, it seems interesting to explore whether such effects also occur in human-robot interactions (HRI). Furthermore the question arises whether different kinds of touch lead to different reactions. Based on the work of Burgoon (1991) we know that touch conveys relational meanings, and that different kinds of touch convey different relational meanings, e.g. a handshake stands for a more formal relationship while an embrace resembles a close one. In order to start the exploration of the perception and interpretation of touch in HRI an interview-study was conducted including 40 photographs showing a human touching or being touched by 5 different humanoid robots

in 8 touch situations (e.g. handshake, embrace). Preliminary results suggest that touch with robots is in general not perceived as undesirable, albeit subjects reported to feel curious when they imagined being the person e.g. embracing the robot on the photograph. Further, the data indicate that especially the photographs of the smaller robots (Lego NXT, Robosapien) elicit empathetic reactions. For instance one subject stated: "Aww... the robot looks like a baby which is comforted by his mother" while viewing the Robosapien robot in the embrace position. Beyond, the labeling of the robot as "baby" suggests that touch with robots also convey messages about relationships.

SESSION 3 – GAMING I

Mirror or Projection Screen? Avatar Creation and Identification in Computer Role-Playing Games

Johannes Breuer, Malte Elson, & Thorsten Quandt

Identification with an avatar can be an important part of the user experience in computer role-playing games (RPGs). Most RPGs offer extensive customization options for player avatars. The impact of such customizations is not limited to the visual representation of the avatar as they can also affect the content or course of the game. Several studies have shown that the identification with the avatar can have a strong impact on the player experience and that customizing the avatar can enhance identification. Many of the previous studies, however, used hypothetical scenarios or measured identification in survey studies. As identification processes tend to differ between games and genres and to increase the external validity, we conducted a laboratory study on avatar creation and identification using the widely popular action RPG *Mass Effect 3*. The experiment (N = 130) had a 3x1 factorial design in which participants played the first 45 minutes of the game either with a default or a self-created avatar. The default avatar was either of the same sex or the opposite sex. After playing the game, participants filled out a questionnaire about their playing experience and their identification with the avatar. Results show that there was no effect of the conditions on wishful identification, similarity identification, or embod-

ied presence. The means for all conditions indicate that this is likely due to an overall floor effect. Participants in the “self-created” condition were interviewed about their customization choices while watching a recording of their avatar creation. The interviews revealed that there are different approaches to avatar creation, ranging from not caring to similarity with oneself, or a fit with the narrative setting of the game. Our findings indicate that inter-individual differences, such as gaming experience or genre preferences, need to be taken into account when studying identification in digital games.

Emergency Assistance in Video Games: Selflessness or Self-Righteousness?

Rohangis Mohseni

Although there exists quite a number of studies about effects of violent behavior in video games, there are only a couple of studies about effects of prosocial behavior in video games, and no studies examining the combined effects of violence and helping in video games, in spite of this combination being typical in the popular genre of role-playing games (RPGs).

Therefore, the present study investigates if violent helping behavior in video games furthers helping behavior and/or violent behavior in real-life. To accomplish that, the AAA-rated role-playing game “Oblivion” was modified to create four different experimental conditions: (1) emergency assistance,

(2) killing, (3) helping, and (4) treasure hunting. Subjects were 186 male students. After the game, violent behavior was assessed using the Competitive Reaction Time Task (CRTT), and helping behavior was assessed in form of the willingness to assist in another experiment.

The study tested three hypotheses about violent behavior: (1) in-game killing increases violent behavior (confirmed), (2) in-game emergency assistance increases violent behavior (marginally confirmed, maybe because the effect size was reduced due to social desirability, as one third of the participants suspected that the CRTT measures aggression even before it was conducted), and (3) killing increases violent behavior more than emergency assistance does (not confirmed).

The study also tested three hypotheses about helping behavior: (4) in-game helping increases helping behavior (not confirmed, which could have been due to a suboptimal treatment), (5) in-game emergency assistance increases helping behavior (not confirmed, the opposite seems to be true), and (6) helping increases helping behavior more than emergency assistance does (confirmed).

All results taken together, emergency assistance seemingly reduces helping behavior in real-life and at the same time furthers violent behavior. These results are in unison with the moral management model (Hartmann & Vorderer, 2010; Hartmann, in press).

Effects of Video Game GUIs on the Construction of Rich Spatial Situation Models and Spatial Presence

Daniel Pietschmann, Benny Liebold, Georg Valtin, Steve Nebel, & Peter Ohler

Contemporary video games use state of the art graphics to provide intense media experiences, thereby establishing a sense of spatiality that allows players to immerse themselves in the game world. Typically, a game's GUI provides the player with relevant information about actions and outcomes in the game. Although extra-diegetic interfaces are part of the gaming experience, they may disturb it. The perceived self-location in the mediated environment as part of this experience is referred to as spatial presence (SP). The process model of SP formation (Wirth et al., 2007) explains SP as a two-dimensional construct consisting of the sensation of being physically situated within the environment and its respective interaction affordances. GUI information as extra-diegetic game elements could hinder the construction of a spatial situation model (SSM) and also hinder the sense of SP itself by challenging the "Medium-as-PERF-Hypothesis" (primary ego reference frame). To investigate the influence of GUI elements on spatial presence in video games, we created a custom level of the game *The Elder Scrolls V: Skyrim* (Bethesda, 2011; "TES5") which required typical game tasks related to spatial information processing. Participants ($N = 165$; 69% female; age $M = 21.6$, $SD = 2.7$) played the custom level either with the standard GUI or without any GUI elements.

The player's game experience was assessed after the gaming session (20 min) using MEC-SPQ and IPQ. Although there was no multivariate effect for SP (MEC-SPQ; $\Lambda_{\text{partial}} = .067$, $F(1, 165) = 1.42$, one-tailed, *n.s.*) and no effect for presence (IPQ; $t(165) = 0.2$, one-tailed, *n.s.*), we found differences for two components of SP: Participants without GUI developed a better SSM ($F(1, 165) = 2.87$; $p < .05$; $\eta^2_{\text{part}} = 0.17$; one-tailed) but reported a lower suspension of disbelief ($F(1, 165) = 4.44$; $p < .05$; $\eta^2_{\text{part}} = 0.26$, one-tailed) than the control group. Results indicate that game GUIs only affect the quality of the SSM – which, however, in both groups was sufficient to elicit SP.

In accordance with the process model of SP, this could be explained by high thresholds for a stable “Medium-as-PERF-Hypothesis”, when a rich SSM is constructed. The GUI in our experiment had less dominant spatial cues than the game world itself, so extra-diegetic information and GUI elements that conflict with the PERF could be ignored by the player.

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Social Interaction in Massively Multiplayer Online Games: An Evolutionary Perspective

Georg Valtin, Benny Liebold, Daniel Pie-tschmann, & Peter Ohler

Social interaction is widely considered a key component of the gaming experience in Massively Multiplayer Online Games (MMOGs). Since the most rewarding and exciting content of MMOGs requires team work, cooperation between players is essential for the gaming experience. We argue that social interaction between players is – in terms of evolutionary psychology – basically a matter of resource management. In order to be successful, players need to take certain actions that eventually result in an accumulation of resources. Within the context of social interaction players can decide between three types of social behavior: (1) anti-social behavior in order to minimize the waste of resources, (2) prosocial behavior to induce reciprocal altruism, and (3) behavioral patterns that evoke prosocial behavior in others, e.g. by using an avatar with a high degree of physical attractiveness.

In a series of studies to investigate this evolutionary approach, we conducted an experiment in World of Warcraft (Blizzard, 2004) to explore antisocial behavior. Since players invest their resources (play time) in a group playing situation, non-confirmative behavior of our avatar should result in antisocial behavior of the other group members: The more severe the non-confirmative behavior (in the sense that the other players of the group suspect their in-

vested resources to be at risk), the more frequently and stronger the occurrence of anti-social behavior.

Based on a pretest, we varied the degree of non-confirmative behavior of our character role in three levels of intensity (mild, medium, strong) and measured players' reactions via log files. A crosstab analysis revealed a significant linear-by-linear association between the intensity of misbehavior and the frequency of reactions by group members, $M^2(1) = 5.09, p < .05$. The intensity of reactions was significantly affected by the severity of misbehavior, $H(2) = 6.06, p < .05$. Jonckheere's test revealed a significant linear trend for this relation: As more severe misbehavior was shown, the intensity of the reaction increased, $J = 208.50, p < .01, r = 0.45$. The time duration until a reaction of the group occurred was not significantly influenced by the severity of misbehavior, $H(2) = 4.94, n.s.$

In accordance to our assumption, the data provide first evidence that resource considerations influence social interactions. Our ongoing series of experiments and findings further support this theory. However, the relative impact of resource considerations compared to the impact of norms of social interactions should be further investigated.

Cultivation of Gender Stereotypes in Video Games

Michael Brill, Ann-Kristin Büttner, & Frank Schwab

Characters in video games are frequently displayed using stereotypical sex roles and exaggerated gender features (Dietz, 1998; Beasley & Standley, 2002; Dill & Thill, 2007; Mou & Peng, 2007). Studies have also already dealt with avatar creation depending on a game's demands (Trepte, Reinecke, & Behr, 2009). In the style of Gerbner's cultivation theory (Gerbner, Gross, Morgan, & Signorelli, 1986) we aim at the question whether players choose stereotypical gender attributions when they are confronted with the degrees of freedom found in game avatar creation.

In a repeated measures design, 72 subjects (68% female) were asked to create three avatars for a science-fiction role playing game. In this game, three different personal backgrounds can be used for the character. These backgrounds match three stereotypical game character roles identified by Mou & Peng (2007): "hero", "villain", and "victim". Players were asked to rate each of the three stereotypical character roles on a German version of the Bem Sex Role Inventory (Bem, 1974; Schneider-Düker & Kohler, 1988) and to create an avatar for each role. Another dependent variable was whether players chose to create a male or female avatar. Additionally, the questionnaire for normative gender role orientation (Brogner & Kutner, 1976; Krampen, 1983) was answered by each subject.

Gender role orientation correlated significantly with gaming experience: subjects who played more frequently answered the GOR questionnaire in a more conservative manner ($r = .36, p < .01$). The Chi-square-tested per-

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centages of male and female characters in our sample did not differ significantly from the mean numbers in several content analyses (Beasley & Standley, 2002; Children Now, 2002; Mou & Penk, 2007). The BSRI scores showed a significant effect for the factor character role ($F(2, 142) = 155.4, p < .001$). Pairwise comparisons show that the “villain” role was rated significantly more masculine than the roles “hero” and “victim”. We will further discuss the results in light of cultivation theory and how these results can inform further studies.

SESSION 4 – PANEL: SCIENTIFIC COMMUNICATION

How Persuasive Are Science Blogs? Effects of Message Sidedness, Source Expertise, and Reader Characteristics on Attitude Formation toward Scientific Debates

Stephan Winter, Nicole C. Krämer, German Neubaum, Leonie Rösner, Carolin Straßmann, & Vera Juliane Sauer

Science blogs have become an important source of information for laypersons. In this context, this research investigated the effects of different depictions of scientific uncertainty (ranging from one-sided and assertive statements to a more balanced and two-sided version including counterarguments) on readers' attitude formation toward the topics of the online articles. Furthermore, with regard to the elaboration likelihood model (Petty & Cacioppo, 1986), it was analyzed whether the persuasive effects depended on readers' need for cognition and their epistemological beliefs and whether source information interacts with text type. In study 1 (addressed to parents of minors/ $N = 82$), a blog article about effects of computer games on children was presented in four different versions: Each version contained three arguments focusing on negative effects that were either phrased neutrally, contained assertive statements, or included hedging. The fourth version contained an additional argument on positive effects of computer games (two-sided information). Results showed that the two-sided text led to a more optimistic

view on media usage, while the neutral one-sided version strengthened negative attitudes. However, the assertive version was less effective than the neutral version, indicating that recipients were skeptical when statements were presented as too simple. Moderation analyses showed that recipients with sophisticated epistemological beliefs were affected more strongly by a two-sided presentation of evidence. In a second study ($N = 120$ parents), information on the blog author (expert vs. layperson) was varied as a further factor. Preliminary results show that experts' texts were generally evaluated as more credible, while laypersons' texts were perceived as particularly unreliable when the argumentation was one-sided. In contrast, experts were "allowed" to present simple articles. However, with regard to attitude formation, source expertise did not exert effects. Implications for the application of the ELM and the practice of science communication will be discussed.

Communicating Scientific Uncertainty: Media Effects on Public Understanding of Science

Andrea Retzbach & Michaela Maier

Scientific results in general, and especially concerning emerging technologies, are always afflicted with more or less scientific uncertainty. While there are normative and practical reasons to call for an open admission of scientific uncertainties, concerns about detrimental effects of such communication on the public understanding of and en-

agement with science have been raised in the literature. The present study was conducted to investigate how the communication of scientific uncertainty in nanotechnology influences laypersons' knowledge about nanotechnology, interest in science and new technologies, beliefs about the nature of science, and trust in scientists. In a longitudinal field experiment, 945 participants were exposed to six real-world media reports (TV features and newspaper articles) on nanotechnology. The study allowed for an exploration of the effects of two different forms of uncertainty presentation: *within* media reports or *across* different reports, by presenting contradicting reports consecutively. The results suggest that the communication of scientific uncertainties, especially within media reports, does not impair public understanding of science, but instead might rather enhance knowledge, interest in science and new technologies, and trust in scientists. Implications for science journalism as well as future research will be discussed.

Telling the Right Science Stories? Emotional and Cognitive Processes while Watching Entertaining Scientific TV Shows

Frank Schwab & Dagmar Unz

For most people mass media are relevant and credible sources for acquiring scientific information. Nevertheless, there are consistent misbeliefs about science; for example the so called Flintstone effect that in former times dino-

saurus and humans lived together. Until now, very little is known about the psychological mechanisms that underlie the reception of scientific TV content. Especially, teenagers are a critical target group; during that age stable media usage patterns are developed and the handling of scientific issues is relatively new. We examined the effects of entertaining presentational styles that are embedded in TV shows to attract the audience, but are sometimes also viewed as inappropriate, suspected to distract and avoid deep rational processing. And we ask how the audience deals with the fragile status of scientific evidence. In two experimental studies we manipulated entertaining presentation styles (study 1: narrative structure, study 2: framing) as well as the presentation of scientific uncertainty (by means of verbalization like "may be", "it could be") of different scientific TV reports. As dependent variables we recorded two components of emotions (facial expressions and the subjective feelings) and knowledge acquisition (participants: $n = 238$; 13 to 17 years old). The results indicate that entertaining presentation styles (ellipsis as narrative structure and human-interest frames) affected positive emotions and knowledge acquisition – at least for some scientific domains. But the presentation of scientific uncertainty did lead to rather negative effects regarding knowledge acquisition. Therefore, it should be discussed how scientific uncertainty could be presented in a way that it is appraised positively and affects the formation of adequate attitudes toward science.

Learning from AI Gore or from Parents? Different Communication Experiences and Climate Change Related Knowledge, Attitude and Behavior

Irene Neverla, Monika Taddicken, & Ines Schaudel

Climate change is one of the most crucial challenges for human society. Therefore, it is important to investigate how people learn about this abstract, complex and uncertain science topic that is not perceptible by the senses. Our research focuses on what kinds of experiences with climate change are important in the overall process of perception construction and appropriation of the topic. What is the meaning of media experiences, interpersonal communication and personal experiences for the climate change related knowledge, attitude and behavior of the people according to self-disclosure? Are there different (media) communication patterns or more precisely different types of appropriating the science topic climate change?

To answer these questions empirically, we conducted 41 qualitative problem-centered guideline-interviews with lay people from Hamburg. Important sampling criteria were different media repertoires and attitudes towards climate change as well as the socio-demographic characteristics of the respondents. We applied Mayring's (2002) qualitative content analysis method to analyze the interviews.

The results show that a huge variety of experiences are important in the pro-

cess of perception construction and appropriation of climate change, but they have a very different influence on the people according to self-disclosure. In general terms, people think that media experiences are most important for their knowledge regarding climate change, whereas interpersonal communication and especially environmental parenting are important for the problem awareness and the actual behavior. Personal experiences are rather important for the affective component of problem awareness.

The meaning of these experiences differs from person to person. We identified 8 different types of appropriating climate change that will be presented in the paper.

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The Wording Matters: On the Impact of References to Tentativeness in Written Information

Monja Thiebach, Elisabeth Paus, & Regina Jucks

Scientific information is part of our everyday online life. Online newspapers, magazines and interactive forums provide insights into latest research findings. The information themselves holds some conflicting evidence and preliminary results that readers need to take

into account when using this information for their specific purpose. Which cues do readers use when evaluating scientific evidence a piece of information holds? In a 2x2 design students ($n = 157$) were asked to read an online article on a new approach against the flu. Tentativeness was manipulated by providing hedges respectively by pointing to the origin of such information. After having read the text, participants were asked to write an answer text including their opinion towards the topic. Dependent measures comprised further usage of information as well as characteristics of the decision made. We found that decisions were perceived to be easier to make when there was no indication given. At the same time, participants' further direct use of text-related information was more likely when hedges were used. In contrast, individuals were more likely to rely on their own knowledge when there were no lexical markers of tentativeness. Additionally, participants' decisions were more in favor of the direction implied in the texts when no indication of the origin of the science-related information was given. However, no effect of experimental manipulation on the confidence of the decision exists. Based on these results, we discuss how the presentation of information may contribute to engaging in critical and elaborated processing of scientific information.

SESSION 5 – PANEL: POLITICS

How Value Threat and Selective Exposure to Scientific Evidence Make Pacifists Oppose Violent Video Games

Jens Bender & Tobias Rothmund

Recently, scholars have argued that public debates about the harmfulness of media violence can be explained by moral panic. Moral panic is understood as the tendency of individuals to impose their moral beliefs onto society by means of inducing fear. The present research aims to add a recipient perspective on the psychological antecedents and consequences of moral panic in the public discussion about violent video games. In two studies, we investigated how threats to nonviolence as a protected moral value can motivate pacifists to support political actions against violent video games. Study 1 shows that video game violence poses a value threat to pacifists and to people who are inexperienced in using violent video games. Study 2 demonstrates that threatening nonviolence as a protected moral value motivates pacifists to selectively search for scientific evidence that supports the assumption that video games are harmful and to support political actions against video game violence. Selective information search partially accounts for the effect of threats to nonviolence on increased support for political actions against violent video games. The empirical findings of both studies are in line with the value protection model and shed light on how the motivation to defend pro-

tected values can translate into the development of moral mandates.

Connecting Media Psychology and Political Communication: An Exploratory Telephone Survey about How and Why People Use Political Talk Shows

Peter Vorderer, Franziska S. Roth, Carina Weinmann, & Frederic Hopp

Political talk shows have been a part of German TV for over 50 years. Over the past years, the format has grown considerably. Nonetheless, research on why people watch these shows and whether they feel entertained, informed, both, or none of this has been rare so far. To explore these questions, this study connects theories of two previously separate areas: entertainment research in media psychology and the scholarship of media effects in the field of political communication. 200 German political talk show users (aged 14 and above) were asked for their reasons to use political talk shows, their attitude towards them, and their entertainment experience during their last use in an exploratory telephone survey. Furthermore, by also interviewing 100 non-users of political talk shows, the study offers additional insights in terms of how users and non-users differ in their levels of political efficacy, political interest, and political involvement.

Influence of Negative Publicity on Politicians and Political Parties Image

Alberto Fuchslocher & Nicole Krämer

It is not unusual that public opinion about politicians changes due to media coverage. Despite empirical evidence indicating that voter behavior is partially determined by a candidate image, it is still unknown under which circumstances negative media coverage about candidates can influence the evaluations of political parties. In this context the question about the influence of media credibility on the impact of negative information about a politician rises. To address this question, three different experimental studies were conducted. The experimental manipulation consisted in presenting politicians with negative information from either a high or a low credible source and assessing attitudes towards politicians and their political parties. Results reveal that source credibility had no impact on the evaluation of politicians and political parties induced by negative information. Regarding the influence of negative information about politicians on the evaluation of political parties, mixed results were found.

Quality Rules: Experimental Results on the Influence of Recipients' Similarity with News Protagonists and the Quality of Political Discussion on Political Knowledge

Sabine Trepte & Josephine Schmitt

To complement previous research on the acquisition of political knowledge, two social factors that might enforce political learning and their interplay were taken into account: Political discussion and similarity of political protagonists with news recipients. It was hypothesized first, that similarity enforces initial learning processes and influences knowledge building; second, that the quality of political discussion influences knowledge; and third, that the quality of discussion outperforms the importance of similarity. In a laboratory experiment participants ($N = 229$) were asked to read a news text featuring either a close or distant news protagonist. Afterwards one group engaged in a political discussion with other study participants. All of the hypotheses were supported. Results show that young adults gain significantly more political knowledge from political protagonists who are similar to themselves and that high-quality political discussion increases political knowledge. The impact of discussion quality outperforms the influence of the protagonist's similarity.

The Closer, the Better – Parasocial Interaction with Politicians in Political Talk Shows

Uli Gleich, Frank M. Schneider, Anne Bartsch, Lukas Otto, & Timon Gebbers

Drawing on the recent debate concerning the shift of political communication toward personalization, entertainment, and emotion, this study examines the role of affect-laden parasocial interaction (PSI) processes with a politician in evaluating his appearance on a political TV talk show. Participants viewed “Absolute Mehrheit – Meinung muss sich wieder lohnen”, which is hosted by Stefan Raab and has a more entertaining appeal than traditional political talk shows. An online survey ($N = 247$) revealed that – controlling for other typical predictors such as party identification – the level of PSI with the politician during the show significantly predicted the evaluation of his overall performance during the three discussion sections of the show. This relationship was moderated by political interest. Furthermore, the results showed significant correlations between the level of PSI and different gratifications obtained during the show (e.g., information).

SESSION 6 – GAMING II

“I wish it was real, so I could squeeze it”. The Emotional Response of Children towards Video-game-Characters: A Cross-Cultural Comparison of Germany and the USA

Jessica M. Szczuka, Melissa Biles, Jan L. Plass, & Nicole C. Krämer

Studies have documented that most youth now grow up with video games and have gaming experiences as part of their everyday life (Jones, 2008). Yet even though there is some controversy over the impact of video games on children, related research is still underrepresented in media-psychological research. Especially the emotional effect of certain design aspects, such as the visual representation, movement, and sound of video game characters is not sufficiently investigated. For the present study we designed twelve video game characters in three different modalities (picture, animation and animation with sound) for an educational game in order to investigate children's emotional response to video game characters. According to Pekrun and Stephens (2010), there are four emotions (*enjoyment, relaxation, anger, boredom*) that can be observed in achievement settings. These emotions can influence learning-related issues like motivation or concentration. To examine if it is possible to design video game characters that specifically evoke those emotions, we conducted an online study with a between-subject design in which we asked 48 American and 62 German children in the age of

10-15 to answer questions about their emotional reactions towards the designed video game characters in the three modalities. Results show that the participants' emotional evaluations match the intended evoked emotion of the videogame characters. At least one or more of the specifically designed video game characters could be found in the highest averages of the specific emotion. We also found differences between the presentation modality: Only when characters were animated, age and nationality had an influence on the evaluation. Moreover, results indicate that both negative emotions (*anger, boredom*) achieve higher ratings when the characters are represented through animation with sound. When characters are presented through pictures, more positive emotions (*enjoyment, relaxation*) are elicited. In sum, it can be concluded that the specific design of the characters can be used to evoke specific emotions in children during video game play.

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Low Temporal Stability of Excessive Video Game Use in a Sample of German Adolescents

Tobias Rothmund & Christoph Klimmt

The popularity of online games has motivated substantial research activities on "video game addiction". Controversies on conceptual and measurement issues have emerged, but recent self-report data suggest that only a very small fraction of players is in fact "addicted" (Lemmens, Peter & Valkenburg, 2009). The present research used longitudinal data to examine whether excessive game use is a transitory phenomenon (a "phase" during adolescent development that ends without need for therapy). So far, empirical evidence on the temporal stability of excessive game use is missing, although it is of great relevance for conceptual and public health perspectives. High school students (from all branches of the German school system) responded twice to a questionnaire on media habits, with a period of 12 months between T1 and T2 (drop-out rate: 25 %, N at T1 = 876, N at T2 = 886). Excessive gaming was measured with translated items of a scale used by Gentile (2009). Results indicate low prevalence of "game addiction", similar to studies from other countries. Temporal stability of addictive game use was rather low, with a substantial number of gamers who reported addictive gaming only at one of the measurement occasions. Among the male players, only 20% of those individuals who displayed addictive gaming at T1 sustained addictive game habits throughout one year. Future research needs to distinguish addictive gaming

as transitory stage of adolescence from truly pathological manifestations and to identify risk groups who are unable to free themselves from excessive gaming without external (therapeutic) support. Conceptually, our findings support notions of excessive game use as interaction of the entertainment power of specific games and developmental factors in adolescent players, which results in a low temporal stability of addicted game play, as developmental factors change and specific games lose their appeal over time.

Session 6

Appendix: Results of the Longitudinal Analysis of Excessive Video Game Use

	T1 (Year 2009)	T2 (Year 2010)
Reliability of Excessive Gaming Scale (Cronbach's α)	.85 (N=546)	.88 (N=692)
Entire Sample (n = 502): Mean of Excessive Gaming Index (Scaling Range: 0 to 4, paired-sample t-Test)	0.57 (SD = 0.64)	0.50 (SD = 0.62)
	<i>t</i> (501) = 2.48, <i>p</i> < .01, <i>d</i> = 0.11	
Male Respondents Only (n=245): Mean of Excessive Gaming Index (Scaling Range: 0 to 4, paired-sample t-Test)	0.82 (SD = 0.69)	0.72 (SD = 0.68)
	<i>t</i> (244) = 2.06, <i>p</i> < .05, <i>d</i> = 0.14	
Entire Sample (n = 502): Correlation of Excessive Game Use Index T1-T2	.52 (<i>p</i> < .01)	
Male Respondents Only (n=245): Correlation of Excessive Game Use Index T1-T2	.48 (<i>p</i> < .01)	
Entire Sample: Prevalence of "Game Addiction" (Percentage of respondents who rated mid-scale or higher for six or more of 11 items on exces- sive game use)	7.5 (N=876)	6.4 (N=886)
Male Respondents Only (n=361): Prevalence of "Game Addiction" (Percentage of respondents who rated mid-scale or higher for six or more of 11 items on exces- sive game use)	14.4	5.8
Male Respondents Only (n=361): Number of Cases who continued "Game addic- tion" between T1 and T2	10 (2.7 %)	
Male Respondents Only (n=361): Number of Cases who ceased "Game addiction" between T1 and T2	42 (11.6 %)	
Male Respondents Only (n=361): Number of Cases who entered "Game addiction" between T1 and T2	11 (3 %)	

The influence of media reports and age on the perception of violent digital games

Julia Kneer & Alexander Kikelia

Censorship of digital games, especially violent ones, is still broadly discussed between generations. While older people are concerned about possible negative influences of digital games, not only players but non-players of the younger net-generation seem to deny any negative association. Recent research found that young adults apply implicit defence reactions in order to protect digital games as common hobby for their generation (Kneer, Munko, Glock, & Bente, 2012; Kneer, Glock, Beskes, & Bente, 2012). One explanation for these results might be the ongoing public discussion about possible negative influences of digital games. Therefore, the following study aimed at investigating whether positive and negative TV reports about game effects influence the perception of games of younger (< 30 years) and elderly (> 40 years) adults. Based on previous studies (Kneer et al., 2012), the activation of positive and negative game-related categories was measured via a lexical decision task. In case participants watched a negative framed media report, differences between young and elder adults occurred as expected: Young adults' response latencies for negative concepts were faster than for neutral concepts (not associated with digital games), but slower than for positive concepts. In addition, response latencies for elder adults followed the opposite pattern. These differences did not occur if young adults watched a positive

framed media report. Own game experience did not influence the findings.

These results support the idea that young adults show protective reactions concerning games, especially if games are negatively portrayed. Discussion will focus on the possible impact of this behaviour on the results of game studies in general.

The Effects of Violence in Digital Games on Aggression: A Review of the Empirical Evidence and the Scientific Debate

Christopher J. Ferguson & Malte Elson

If expressed concerns about digital game violence as a cause of aggression and violent crimes were true, such as that they and other violent media are responsible for as much as 30% of societal violence (Strasburger, 2007), the implications would be extremely worrisome. Today, 1 in 4 Germans consider themselves regular digital game players (Quandt, Scharnow, & Festl, 2010), and thus, it is an important issue to consider. Similar to the public debate, a lively discussion has occurred within the scientific community about whether a causal or even correlational connection exists between digital game violence and real life aggression and violence. This discussion has, at times, become polemic and the lines between objective science, politics, and advocacy have often become blurred (Grimes, Anderson, & Bergen, 2008). We examine this debate and elucidate both the evidence for and against beliefs that digital

games are involved in real-life violence, as well as the academic debate and the way those results are presented to the public.

The Empirical Evidence

The main body of psychological research on the effects of digital games consists of laboratory experiments. Many of these studies share a certain design: study participants either play a violent (mostly a first-person shooter) or a non-violent game. Afterwards, participants perform a test or fill out a questionnaire to assess aggressive cognitions, emotions, or behaviors, which are then compared for the two groups. Within this research framework, there are many studies finding an increase in aggression variables after playing a violent game compared to a non-violent one (Anderson et al., 2004; Sestir & Bartholow, 2010). However, there are also other studies finding no effect (Ivory & Kalyanaraman, 2007), or discovering other game-related variables to be a more important source of aggression, such as competitiveness (Schmierbach, 2010; Velez et al., 2012), or the co-players gender (Eastin, 2006). Laboratory experiments tend to find the largest effects, although still fairly mixed, and they suffer from methodological flexibility issues in test procedure and data analysis (Savage, 2004).

Correlational studies show an even less conclusive pattern, with some studies providing evidence for a link (Anderson & Dill, 2000; Anderson et al., 2004), others finding no such effect (Ferguson & Rueda, 2009; Gunter & Daly, 2012), or an effect in the opposite direction (Puri & Pugliese, 2012). Some of the

few longitudinal studies that have been conducted find a weak effect of violent game playing in adolescents (Anderson et al., 2008), but when controlled for other important risk factors such as family, peer and personality factors, the effects are often found to be diminished to non-significance (Möller & Krahé, 2009; Wallenius & Punamäki, 2008), in line with other longitudinal studies that find no effect whatsoever (Ferguson et al., 2012; Ferguson, 2011). Interestingly, von Salisch et al. (2011) did not find game violence exposure to increase aggressiveness, but a considerable preference in participants with a high aggressiveness to play violent games. Although the overall evidence is, again, mixed, we conclude that studies which use more careful methodologies are least likely to find negative effects. Longitudinal work has been useful in identifying mechanisms behind correlational links of aggression and violent media use, as there seems to be strong evidence for a selection effect.

The Academic Debate

At least historically, many researchers have been convinced of the detrimental effects of virtual violence (Anderson & Dill, 2000; Huesmann, 2010) particularly on player aggression. This was particularly true in the past decade when the field became dominated by advocates of the social cognitive view of aggression, a theoretical model often closely tied to the “harm” position on digital games. In more recent years, however, there have been an increasing number of scholars (Ferguson & Kilburn, 2010; Sherry, 2007) who have expressed vocal skepticism of the “harm” view, or consider links between

digital games and real-life aggression or violence to be weak or unimportant compared to other influences, especially in childhood and adolescence.

Historically, advocates of the “harm” view had taken to claiming that universal consensus existed to support their position. As early as 2003, some scholars declared that “the scientific debate over whether media violence increases aggression and violence is essentially over” (Anderson et al., 2003; p. 81). Despite this, debates within the scientific community have continued and only intensified in subsequent years. Grimes et al. (2008) observe that the field of media violence is one example of wherein the politics, ideology and personal beliefs on controversial societal issues fuel a heated scholarly debate. In this field, it had become common for scholars to assert rather extreme claims. This has gone so far that instead of considering exclusively methodological rigor and validity of scientific research, some scholars supporting the “harm” view claim to have analyzed the expertise of scholars and, perhaps not surprisingly, concluded that they and their colleagues must be considered “true aggression and violence experts” while others “are relatively unqualified to offer ‘expert’ opinions” (Sacks, Bushman, & Anderson, 2011). Indulgence in such claims risked damage to the credibility of games effects research (Hall, Day, & Hall, 2011), credibility which can only be restored through better empirical research and more conservative and careful statements by scholars.

Moving Forward

We are not so much concerned that some scholars argue violent digital games might increase aggression. Differing opinions could be part of a lively and stimulating debate! Our concern is that the “harm” position has, too often, been stated in a way that the current evidence does not yield and is greatly misleading to both the scientific community and general public. We conclude by encouraging the field to turn a corner. We advocate a critical debate in which claims about effects of violence in digital games are made (and revoked!) based only on existing scientific evidence. We encourage scholars from all perspectives to actively participate, to reach a responsible dialogue and constructive debate that could continue to be enriching and invigorating. Transitioning from rigid ideology to something that is perhaps less conclusive but more sophisticated will do much to restore the credibility of this field.

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SESSION 7 – MOTION PICTURES I

The Differential Impact of Movie Trailers

Monika Suckfüll

Trailers serve the main interests of the audience. They give hints about the story and the genre of the movie; they tell us, who the director is and which stars are involved (Kernan, 2004). Although there is no doubt that trailers are key elements of any movie promotion strategy (Simonton, 2011), empirical research on the effects of trailers is rare (Mueller & Savas, 1993; Hixson, 1997). A study was conducted to make a step towards closing this gap.

For the film *THE PIANO* by Jane Campion three different trailers were produced. The first trailer contains emotional scenes of the movie with focus on the female main protagonist. We maintained the chronology of the story and we used the “leitmotif” of the movies’ music. The second trailer puts the artistic quality of the movie into the foreground. E.g., it is said that the movie won an important award. The third trailer was designed to create motor involvement of the audience. To achieve this, dynamic aspects of the movie, like scenes with camera movements, have been combined for this trailer.

The hypothesis is that spectators using different modes of reception (Suckfüll, in press), differ in respect of their liking of the trailers and their expressed intention to see the movie after having watched the trailer. 98 students took

part in an online survey and saw one of the three trailers.

The results indicate that those spectators who liked the first trailer, have higher scores on the mode of reception “In-Emotion”. However, the spectators usually focusing on “Production” issues, when watching movies, liked the second trailer less. Interestingly, the third trailer addresses those spectators most, who develop their own ideas of the story when watching movies in general (“Imagination”). To be able to improve the statistical analyses, the survey is currently repeated with a sample of 1000 persons.

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The Impact of Tragedies on the Audience's Well-Being and the (In)-Effectiveness of Censorship

Benedikt Till & Thomas Niederkröten-thaler

There is a large number of storylines in entertainment programming on television and in movies that deal with distressing personal situations and adverse circumstances, but very little is known about the effects of tragedies on the audience. We conducted two laboratory experiments exploring the impact of tragedies concluding with the protagonist's death and the influence of editing the death scene of the film on the film effects. One hundred fifty individuals watched the original or a censored version of a suicide film or a tragedy without suicide. Data were collected by questionnaires. The viewing led to a deterioration of mood and an increase in inner tension and depression scores, but also to a rise in self-esteem and life satisfaction and to a drop in suicidality. There were no relevant differences between the film groups. In the second study, 121 individuals watched the original or an edited version of a film concluding with the main character's execution. The viewing led to a deterioration of positive mood and an increase of sadness in almost all groups. Furthermore, there was a significant swing towards unfavorable as-

sessments of capital punishment in the groups watching edited versions of the movies, but not among the viewers of the original films. We conclude that tragedies have the potential to deteriorate the viewer's emotional well-being and to influence their political views and their social values, but can also improve the viewers' satisfaction with their lives. Furthermore, our studies show that the mere exclusion of a movie's death scene is not an effective tool to mitigate the negative impact of a film. As we were able to demonstrate, that kind of editing may even lead to adverse effects.

Hooked on a Story – How Fictional Stories Can Stimulate Interest In and Exposure to News Articles about Related Topics

Anne Bartsch & Frank Schneider

Recent work in entertainment research (e.g., Oliver & Raney, 2011) has drawn attention to moving and thought-provoking entertainment experiences that can stimulate cognitive elaboration of the story content. Our study examines the influence of this more serious type of entertainment experience on subsequent information seeking about related news topics. Specifically, we predicted that, propositional content being equal, more moving film scenes would make participants more reflective, and would stimulate greater interest in related news articles.

An experiment was conducted using two film scenes that dealt with political

issues. Both film stimuli were shown either with or without a moving musical score to influence participants' level of emotional involvement with the story content. After exposure to the film scenes, participants reported their thoughts and feelings about the scenes and read two news articles, one of which was related, and one of which was unrelated to the content of the film. Reading time and interest ratings of the news articles were assessed.

A manipulation check confirmed that the film scenes with music were rated more moving, and elicited higher levels of arousal and negative valence. Structural equation modeling using AMOS further revealed that the more moving film versions made participants more reflective. The film's emotionality also had an indirect effect on interest and reading time that was mediated by reflective thoughts.

These findings highlight the potential of moving and thought-provoking entertainment experiences in stimulating political interest and issue involvement. During times where hard news outlets such as newspapers and TV news are losing audience share, these results are encouraging in that they highlight the potential of more serious entertainment fare as an alternative way of raising public awareness of political issues.

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Disguised in Entertainment: Approach and Avoidance Reactions Towards Right-Wing and Islamic Extremist Propaganda Videos.

Diana Rieger, Lena Frischlich, & Gary Bente

Modern extremist propaganda videos benefit from the internet's wide dissemination and technological advancement: Not only can they reach a huge, global audience; they are also designed to attract potentially interested recipients. Although the influence of propaganda has throughout history always been considered negative, the effects of audiovisual internet propaganda have not been investigated so far. Particularly, research connecting different ideologies and genres of audiovisual propaganda and their basal effects in terms of approach vs. avoidance responses on unradicalized young adults is seldom.

The present study aimed to close this gap. We focused on right-wing as well as Islamic extremist propaganda material as the most frequent type of extremist internet propaganda. Based on a content analysis, 13 prototypical videos (seven Islamic extremist) were selected as stimulus material and presented to young adults ($N = 100$); Germans, Muslim and non-Muslim migrants.

In order to grasp early, unreflected reactions to videos, we analyzed both electrodermal activity (EDA) as well as continuous responses on the unpleasantness of the material during video exposure. For addressing the subjective experience, we also included questions concerning the effects immediately after the reception (*aversion*, boredom and *interest*).

Results demonstrated that in general right-wing as well as Islamic extremist material was evaluated negatively. However, avoidance decreased depending on propagandist genre. Two main dimensions were identified: 1) Violent videos were accompanied by lower EDA, stronger unpleasantness ratings and more aversion than less violent ones. 2) Videos which featured entertaining elements and a suspenseful narration evoked more interest, whereas less entertaining videos mostly led to boredom. Further, ideology of the video and cultural background of the recipient interacted: Germans rejected right-wing extremist propaganda more strongly than Muslims. In contrast, Muslims showed stronger avoidance for Islamic extremist material. We discuss the necessity to investigate internet propaganda and patterns which shape its potential effects.

Modern extremist propaganda via videos has become a substantial part of the virtual landscape today and is disseminated world-wide through video portals as *YouTube*. Propaganda thereby offers "something for everyone", ideological Talking heads as well as Hollywood-like movie clips. Although the influence of propaganda has throughout history al-

ways been considered as negative, the exact effects of audiovisual internet propaganda has not been investigated so far. Particularly, research connecting different genres of audio-visual propaganda and its basal effects in terms of approach vs. avoidance responses on un-radicalized young adults is seldom.

SESSION 8 – EMOTION

Meaningful Experiences in Media Entertainment from a Philosophical Point of View.

Andreas Matuschek & Patrick Bacherle

This paper deals with the philosophical concept of the sublime and in which way it could be fruitful for media entertainment research, in special for constructs such as appreciation, meaningful experiences, flow and intolerance of ambiguity. Appreciation and meaningful experiences have lot in common with the sublime. Both are characterized by the perception of deeper meaning and a state of mind in which to a high degree deep emotions and feelings are involved. A sublime state of mind means basically the unity in the plurality. Appreciation and meaningful experiences on the one hand and the sublime on the other hand deal with similar emotions and cognitions, like feelings of awe and elevation. The differences is that the constructs appreciation and meaningful experiences explain the existence from deep emotions during the reception of narrative media contents, the sublime in contrast tries to do not less than to find a solution between antagonistic emotions such as happiness and fear. The sublime lies in the middle of this discussion, what emotions are experienced during the usage of narrative media.

The constructs transportation, flow and intolerance of ambiguity have some similarities with the structure of the sublime as well, but also insurmountable differences. Transportation is worth

to consider, because during a transported state of mind people are completely absorbed in a medium, for example a movie or a novel. The sublime is among other criteria characterized as a concept in which opposite poles melt. Both constructs dealing with a kind of merging, makes transportation to an aspirant which is worth to be compared with the sublime structure. Common is that a transported person is not aware of his or her state of mind, a person in a sublime state of mind realizes this fulfilling state of mind all the time. Characteristic for the next construct, namely flow, is that an individual is complete involved and concentrated in a task or an activity. Exactly the same happens in sublime state of mind, the person is completely filled with this condition. To reach a flow experiences, a conscious action is necessary, a sublime state of mind is not easily be activated. A construct which is not a media psychological construct in the natural sense, but nonetheless useful for our purpose is intolerance of ambiguity, it is as much ambivalent as the sublime. A person high intolerance of ambiguity tries to avoid or eliminate ambivalent states, the sublime tries to find a solution from ambivalent states.

Therefore, what each of this constructs has in common with the sublime or how they differ from the sublime will be demonstrated. The main objective is to show in which way the sublime as a new concept in media entertainment can fruitful be used for further research. In which way the sublime could be created, for instance by movies or novels. And on top of that to which extend the sublime has until know an unnoticed

influence by the reception of meaningful movies or narratives in the whole for the audience. The sublime could supply a surplus profit, because it connects positive and negative emotions in movies and dissolve them to something new, it is therefore genre-independent. The drama-genre also contain positive and negative emotions, but the sublime delivers a new way of connecting them.

In this talk a short overall introduction to the philosophical concept of the sublime is given. At first a distinction is made between the sublime and beauty. The sublime is neither a remote relative to the beauty nor is it just an extension of the nature of the beauty, but it is something fundamental different which is worth to discuss. Friedrich Schiller's and Immanuel Kant's point of views are introduced.

After that, four important representatives of the sublime in philosophical history will be showed. The perspectives and interpretations of the sublime are broadly spread, therefore only four representatives (Immanuel Kant, Friedrich Schiller, Theodor W. Adorno and Jean-Francois Lyotard) should serve as a selection to get an idea of the structure and the innate qualities of the sublime. To get a deeper view into the topic and to insert an understanding of the nature of the sublime, the ambivalent structure of the sublime and the effects the sublime has in different disciplines and situations are introduced.

After that a comparison is made how far the sublime fits into any aesthetic category. Leder's five-stage model serves as a basis.

The paper concludes with proposals or a possible research design for operationalizations and for measurement of the sublime within quantitative and qualitative studies. For this purpose qualitative and quantitative research approaches are compared and the advantages and disadvantages are shown. A qualitative approach is preferred, in the shape of an interview, in which we sample information over sublime experiences by study participants. The inductive approach in field facilitates the way for the development of a questionnaire. The theoretical considerations will be concluded with the attempt to summarize the examples and thoughts in an integrative solution.

At the very end of the paper, a short introduction of references to the sublime is given with examples from complete different fields such as dialectic world, Kant, cognitive dissonance, narcissistic personality disorder, decision making and chaos research. These examples are just a few out of many in which the sublime is detectable. The ambivalence structure respectively the dialectic principle is perceivable, because the sublime units the occidental dichotomy, for example: activity or passivity, chaos and order. This is the reason why everything is ambivalent, and why the sublime is found in nearly every imaginable field. With the introduced examples and the introduction of the sublime should it become obvious that it could be profitable field of media entertainment to detect the strength of the sublime.

Normative and Informational Social Influence on Musically Induced Emotions in an Online Music Listening Setting

Hauke Egermann, Reinhard Kopiez, & Eckart Altenmüller

In the modern and digitalized Web 2.0 world, Internet users often engage with each other in social network sites. They also listen to music online, purchase music online, and discuss music online. Users offer each other recommendations and provide music ratings or reviews (qualitative descriptions) that are visible to other users. Previous research suggests that music preferences are influenced by these online social feedback mechanisms. However, there is no research investigating if emotional appraisals of music are similarly influenced. This study tested whether the emotional effects of music can be manipulated by social influence in an online music listening setting. More than 5000 participants listened to five randomly chosen music excerpts (of a total of 23 excerpts) and, after each one, rated induced emotions along arousal and valence dimensions. By providing different labels for the same information about the emotional effects of music, we were able to compare social influence with nonsocial informational influence. Accordingly, participants were confronted with four different rating conditions. In contrast to a control group (without feedback), two groups received feedback allegedly based on the ratings of preceding participants (social feedback), and one group received feedback allegedly based on a computational analysis of

the excerpts (informational feedback). Instead of using real feedback from previous participants or computations, the feedback was manipulated, in that the upper or lower quartiles of a pretest rating were presented to the participants. Confirming predictions, results of several linear mixed model analyses show that the manipulated feedback significantly influenced participants' ratings in groups with social feedback. Additionally, social feedback was more influential than informational, indicating that conformity might have been also based on a social and normative basis. We conclude that in an online music listening context, emotional effects of music might be socially influenced owing to normative and informational motivations to conform.

When the Medium is the Message: An Experimental Exploration of “Medium Effects” on the Emotional Expressivity of Music Dating from Different Forms of Spatialization.

Steffen Lepa, Elena Ungeheuer, Hans-Joachim Maempel, & Stefan Weinzierl

When listening to music in everyday life, the playback technologies employed and acoustic listening room conditions may alter the morphology of the resulting ambient sound field at our ears. These differences are noticeable, as demonstrated in numerous experiments from technical acoustics. But do they really matter for the experience and enjoyment of music? Or are “audio medium effects” just about quality expectations that we have developed to-

wards certain “High Fidelity” technologies? Since possible differences with regard to sound field alterations are manifold, we initially focused on “spatiality” as one of the most distinguishing technical parameters of audio technologies that might lead to a modified affective physiognomy of music. In our experiment, 306 subjects listened to the same four recorded live music performances of different genres. The original audio material had been manipulated by means of dynamic binaural synthesis technology into three differently spatialized versions: “headphones”, “loudspeakers”, and “concert hall”, thereby allowing testing for “medium effects” related to different degrees of spatial cues while holding other factors (e. g. visual appearance of devices and related attributions) constant. Each subject experienced only one of the three listening conditions and had to rate the perceived emotional expression after each piece and the overall sound quality by end of the experiment. Half of the subjects were instructed to pay attention to “peculiarities in audio quality due to the special audio technology used”. While the latter manipulation substantially increased perceived sound quality (regardless of spatialization type administered) it did not affect perceived musical emotions at all. Inversely, loudspeaker and concert hall simulations led to significant increases in intensity on all dimensions of perceived affective musical expression. Results are discussed in terms of limitations in possible interpretations and with regard to future prospects of virtual acoustics as a tool in music and media psychology.

Emotionally Neutral Cues in Virtual Agent’s Expressive Behavior Impair Recognition of Emotions in Other Modalities

Benny Liebold & Peter Ohler

Embodied conversational agents (ECAs) are usually equipped with the ability to express emotions both to increase their perceptual fidelity and to provide more natural means of communication. A considerable body of related research reports mostly positive effects on the user. However, recent research did not systematically investigate the effects of multimodal expressions of emotion. This might be a result of the fact that current technology is not yet able to synthesize emotional vocal expressions in a natural fashion. Consequently, ECAs often display mimic expressions with neutral voice cues. Because this expression pattern is not consistent with face-to-face communication where emotions are expressed as multimodal arrangements, these emotionally irrelevant neutral cues should impair emotion recognition rates in emotionally relevant modalities (H1). We further assumed that multimodal expressions of emotion yield higher recognition rates than unimodal expressions (H2).

In an experiment ($N = 83$) participants matched recordings of an ECA’s facial and vocal expressions to the respective emotional state. Following the approach of the Multimodal Emotion Recognition Test (Bänziger et al., 2009) type of emotion (5) \times intensity of emotion (2) \times modality were varied within subjects. Levels of modality contained multimodal (face and voice), unimodal (facial ex-

pressions with neutral voice or without voice, vocal expressions with neutral faces or without face), and no expression. Only in the last condition, the speech samples conveyed emotionally meaningful content whereas the other conditions presented only meaningless utterances.

A RM-ANOVA revealed significant results for all main effects and all interactions. Planned contrasts indicated that multimodal expressions achieve higher recognition rates than unimodal expressions, $F(1, 82) = 225.98$, $p < .001$, $\eta^2_{\text{part}} = .73$, and that the presentation of neutral cues along with emotionally relevant cues decreases recognition rates compared to the isolated presentation, $F(1, 82) = 78.99$, $p < .001$, $\eta^2_{\text{part}} = .49$, both for facial and vocal expressions. However this effect is only statistically significant for expressions of intense emotions, $F(1, 82) = 112.78$, $p < .001$, $\eta^2_{\text{part}} = .58$.

Results suggest that ECAs benefit from multimodal expressions of emotions. Especially in entertainment contexts, where intense emotions are expressed more frequently, ECAs should be able to express emotions across several information channels in order to allow users to attribute the displayed emotion's intensity correctly.

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SESSION 9 – SOCIAL MEDIA I

Gender and Information Quantity in Business Network Profile Evaluation

Sabrina C. Eimler, Maria Kovtunenکو, & Nicole C. Krämer

Business Networking Sites (BNS) like *Xing* become increasingly popular among applicants and recruiters. On their profiles, users may provide varying amounts of information on their *Wants* and *Haves*, education, and working history. The reception of BNS-profiles is subject to gender-stereotypes (*blinded*, 2012), which may consequently impact equal chances of being hired (Heilman, 2001; Sczesny, 2003). To explore the effect of the amount of profile information on person perception, we varied the profile owner's gender (male vs. female) and profile information (information in section *Haves* vs. no entry in the section *Haves*) in a 2x2 between-subject design. Perceived *person-* (e.g. empathy) and *task-orientation* (e.g. assertiveness) as well as *warmth* and *competence* were assessed. With data collected from 231 participants (27.7% male) MANOVAs showed a significant effect of the profile owner's gender on *person-orientation* and *warmth*. Women were perceived to be more *person-oriented* and *warm* than men. Also, interaction effects were found for the profile owner's gender and amount of profile information on *task-orientation* and *competence*. Men displaying information in the section *Haves* were attributed more *task-orientation* than without further information, while women were attributed more *task-*

orientation when they did not provide information there. *Competence* attributions are highest for men when listing information in *Haves* and lowest (still higher than lowest attributions for women) when no information is provided there. Conversely, women are considered most competent when not filling in *Haves*. Since the same profile information is rated differently depending on the profile owner's gender, different self-presentational strategies are advisable for men and women. Probably resulting from stereotypes, information in the section *Haves* may either be interpreted as female blatancy, i.e. an inadequate role violation, while self-promotion may be considered part of the natural male behavioral repertoire of in job settings.

Table 1

Mean Values and Standard Deviations for Competence Attributions for the Combinations of the Profile Owner's Gender and Quantity of Information

Quantity of Information	Male			Female		
	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>
High	54.24	5.69	51	51.62	6.61	56
Low	51.93	7.70	62	53.10	6.01	62

Table 2

Mean Values and Standard Deviations for Attributed Task-orientation for the Combinations of the Profile Owner's Gender and Quantity of Information

Quantity of Information	Male			Female		
	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>
High	3.98	.45	51	3.73	.53	56
Low	3.77	.58	62	3.83	.62	62

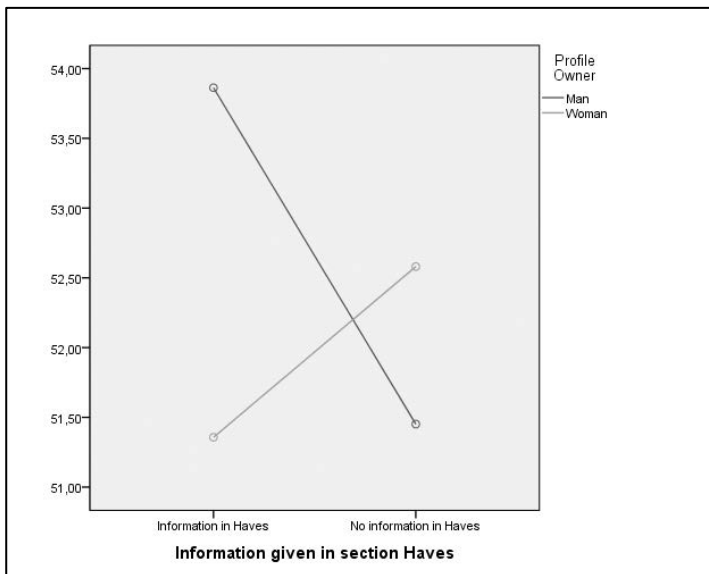


Figure 1: Interaction Effect of Gender and Task-Orientation

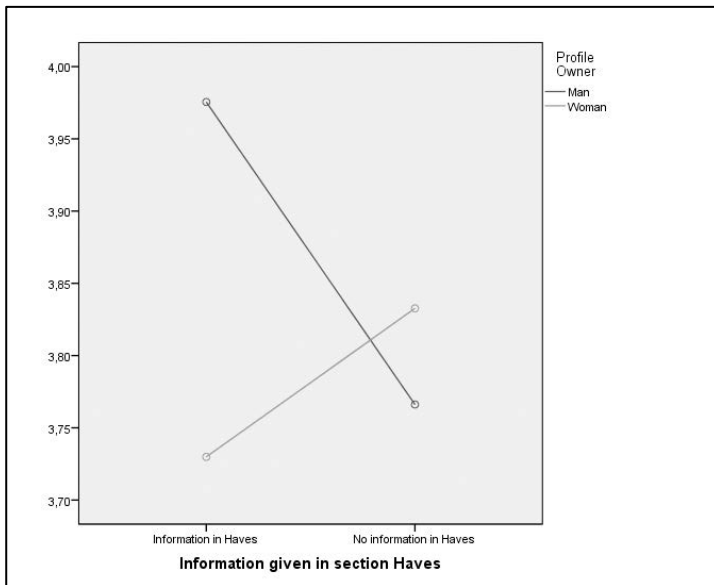


Figure 2: Interaction Effect of Gender and Competence

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Communication, always and everywhere – An Investigation of why Media Users Are Permanently Connected

Niklas Johannes

More and more people use media devices such as smart phones, tablets, notebooks etc. to be permanently connected with their friends and acquaintances. Nowadays media users are able and seemingly willing to communicate or stay in touch with others neither bound to space nor time. Yet, there is almost no research about the motives behind and possible effects of this rather new phenomenon, which we named *connectedness*. We defined connectedness as the intent to socially bond with others and the amount of time people spend with active communication over applications and technical devices, both available through mobile media devices (e.g., tablets, smart phones) and stationary devices (e.g., PCs). In our study, we investigated if connectedness can be explained by people's technical competence and their need to belong (Baumeister & Leary, 1995), i.e. their innate and fundamental need to relate to others, looking for a contenting quantity and quality of those relations. Furthermore, we measured people's emotional connection to the Internet and mobiles phones, as well as the frequency, warmth, and their satisfaction with offline friendships. The results of an online survey ($N = 309$) suggest a moderate relationship between connectedness and technical competence and a weak relationship between connectedness and need to belong. However, the higher the con-

nectedness of users the higher proved their emotional connection to the Internet and mobile phones to be. Contrary to our assumptions, the frequency and warmth of offline friendships showed a weak, yet significant positive relationship to connectedness.

Therefore, it is discussed if connectedness could be regarded as a complementary, rather than a compensating social behavior. Moreover, the results suggest an integrative conception of offline- and online-friendships.

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Privacy Protection as a Matter of Trust – How Trust in Facebook and Trust in Friends Lead to Different Behaviour in Social Networks

Christian Bosau

Privacy problems in social networks (SNS) are still an increasing issue for users due to the behavior of platforms providers (namely Facebook) and due to the increasing number of online "friends". Research already showed that users are generally aware of privacy risks in social networks (Bosau, Fischer & Koll, 2008; Bosau, Becks & Aelker, 2009). How privacy issues are handled in other online settings (e.g.

questionnaires) depends on trust and general privacy concerns (Joinson, Reips, Buchanan & Paine-Schofield, 2010). However, research could show, that in SNS two kinds of trust – independent of each other – must be differentiated: a) trust in the platform provider and b) trust in the “friends” that are linked to one’s profile (Bosau, 2013). Therefore, how can these different kinds of trust explain different kinds of privacy protection strategies, that are merely descriptively mentioned elsewhere (see Young & Quan-Haase, 2009)?

By combining several validated predictors (e.g., trust: Joinson et al., 2010; privacy concerns: Buchanan, Paine, Joinson & Reips, 2006) in one single study (N = 273) the influence of these factors on privacy protection behavior (Young & Quan-Haase, 2009) and information dissemination (Utz & Krämer, 2009) was analyzed. Especially the explanatory power of different kinds of trust for different kinds of protection behavior – beyond other influential factors (additionally: number of friends, general privateness of information, specific Facebook privacy concerns, etc.) was studied.

The results firstly show, that different kinds of privacy protection strategies must be differentiated (information withholding vs. deletion of already existing information). Secondly and most importantly, different kinds of trust explain different kinds of protection behavior. Interestingly, general privacy concerns and specific Facebook concerns had no influence on the users’ behavior. Instead, protection of privacy

by deleting information solely depends on trust in “friends”, whereas withholding of profile information depends more on trust in Facebook.

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Smartphones as Peacock Tails: Conspicuous Consumption of Mobile Devices as Sexual Signaling System

Christine Hennighausen & Frank Schwab

The concept of *conspicuous consumption* (Veblen, 1899) has been explored within the context of a sexual signaling system in humans. Research shows that individuals demonstrate costly behavior (Griskevicius et al., 2007; Griskevicius, Tybur, & Van den Bergh, 2010) and purchase conspicuous luxury products and services (Saad & Vongas, 2009; Sundie et al., 2011) to signal their own mate value to potential mates. Moreover, mobile phones have been interpreted as lekking devices among men (Lycett & Dunbar, 2000) understanding the selection of media devices as a sort of signaling. We examined whether expensive and conspicuous smartphones are used as sexual signals. In an experimental study ($N = 409$, 66% female, $M_{age} = 21.8$) we applied an established priming method (Sundie et al., 2011) to

elicit either a short-term or a long-term mating motive. As dependent variable we recorded the probability of purchasing different smartphone models significantly varying in perceived conspicuousness and status. We found that men following a short-term mating strategy (1 SD above the mean of the Sociosexual inventory; SOI-R, Penke & Asendorpf, 2008), were significantly more likely to purchase a high conspicuous smart-phone compared to men following a long-term strategy (1 SD below the mean of the SOI-R), $z = -2.995$, $p = .003$, $r^2 = .22$. In the short-term priming condition the effect of sociosexual orientation on purchasing a high conspicuous smartphone among men was even larger, $z = -2.49$, $p = .012$, $r^2 = .56$. For the long-term priming condition no significant differences in men's smart-phone purchase revealed. For women, regardless of their sociosexual orientation, we found no effect on smartphone purchase across the two priming conditions. Results indicate that men use smartphones in analogy with peacock tails to signal their mate value to potential sexual partners, especially in situations giving a cue to a short-term mating opportunity.

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SESSION 10 – MOTION PICTURES II

Laughing and Liking: How Do Political Satire Programs Contribute to Viewers' Interest in Politics?

Carina Weinmann

Political satire programs like *The Daily Show* in the U.S. and the *heute-show* in Germany are extremely popular, both with about two million viewers per episode. Previous research has investigated various effects from these programs – from shifted political attitudes to an increased political participation – with partly contradictory results. The only consistent finding is an effect that has been called the “gateway-hypothesis” by Baum (2003, 2005): Political satire programs bring viewers to follow news stories about issues that have been covered by these shows. This suggests that another, not yet investigated, outcome of political satire could be to elicit political interest among its viewers, at least interest in specific political issues. In my study, I address this question by drawing on the appraisal approach of interest (Silvia, 2006) which explains from an emotion-psychological perspective how people come to develop interest in events, things, or issues. According to this approach, the more complex and the less familiar individuals rate something (novelty-complexity appraisal), and the more they can understand it (coping potential appraisal), the more interesting they will find it. Applied to political satire, I suggest that the more complex and the less familiar a program covers a political issue, the more complex and unfamiliar and, given that they

can cope with this, the more interesting viewers will evaluate it. Viewers coping potential, in turn, is supposed to be predicted by their prior knowledge about this specific issue. In order to test the hypotheses, I employed a 2 x 2 experiment (complex and unfamiliar clip vs. simple and familiar clip x high degree vs. low degree of prior knowledge). With its results, the study explores a previously neglected effect of political entertainment programs, and simultaneously provides the concept of political interest with a theoretical background, which it had lacked before (cf. Prior, 2010).

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The Impact of Sadomasochism on our Media Use Sexual Behavior and Fantasies – A Study on the Relationship between Sexual Preference and the Use of Pornographic Media

Caroline Marker & Patrick Bacherle

The aim of this study was to identify relations between the use of pornography, different aspects of deviant sexual behavior (i.e. sadomasochism as a non-pathological preference and a playful affection, not related to violent sexual aggression, rape or crime) and sensation seeking as a personality variable. An online survey, conducted with 368 participants of a non-student sample, was carried out to investigate the relationship between the preference for pornographic media with sadomasochistic content, their utilization frequencies as well as sadomasochistic fantasies and behavior. In addition to zero-order correlations we conducted a path model analysis to examine substitutional effects of pornographic media in combination with an unsatisfied sexual life. Sensation seeking, measured by the Need Inventory of Sensation Seeking (NISS), was additionally used as an independent variable to predict sadomasochistic affections. Our results revealed that pornographic media may be a sufficient substitute to deal with unsatisfied sexual needs (i.e. frequent sadomasochistic fantasies). Hence, it might serve as a benefit for sexually aroused individuals who are lacking sexual satisfaction. Moreover, the respective extent of sensation seeking mostly explained both the participants' preference for sadomasochistic pornography and the

tendency towards sadomasochistic fantasies and behavior. Furthermore, sadomasochistic fantasies significantly predicted the preference for sadomasochistic pornography and sadomasochistic behavior. The insights gained during this study revealed basic relations between the use of pornography and sexual deviance, which might be fundamental in explaining the causes and impacts of pornography use.

Move me, Movie! Characteristics of Dramatic Film Stimuli Contributing to a Positive Evaluation and Enjoyment among Viewers

Ines C. Vogel & Uli Gleich

Research interest has increasingly focused on examining psychological processes (e.g. motivation, evaluation) with regard to "meaningful" entertainment (Oliver & Hartmann, 2010). This form of entertainment confronts the audience with fateful life events and challenges viewers by inducing emotions generally rated as unpleasant (e.g. sadness). Meaningful entertainment is therefore often labeled as "tear-jerker" and associated with genres such as "drama" or "tragedy". Research findings suggest that viewers develop mental representations of such film genres which in turn generate expectations regarding content and typical plot progressions. In addition, mental representations also affect selection, information processing, understanding and finally the evaluation of a movie (e.g. Smith, 2003). As the enjoyment of drama and tragedy seems paradox when taking

only hedonic viewing motivations into account, the aim of our study is to identify key characteristics of dramatic film stimuli that contribute to their enjoyment and positive evaluation.

In an online survey using the repertory grid technique (Kelly, 1955), 245 subjects were randomly assigned to one of two conditions: Both groups were asked to name titles of three movies they had seen. They were then requested to elaborate ways in which two of the movies could be seen as alike, but distinct from the third movie. Group 1 ($n = 160$) considered two positively evaluated films and one negatively evaluated film; group 2 ($n = 85$) compared two negatively evaluated films and one positively evaluated film.

Apart from theme and story, our results indicate that the ability of a film to move, touch, and trigger empathic reactions appears to be paramount for a positive evaluation. In comparing "good" and "bad" movies, viewers additionally point out the lack of realism and originality and the low complexity of the story in negatively evaluated movies. Findings are discussed according to concepts such as appreciation (Oliver & Bartsch, 2010) and eudaimonia (Waterman, 1993).

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Watching Television as an Emotional Episode? Application of the Peak-End-Rule to the Reception of TV-Shows

Patrick Bacherle, Caroline Grosswardt, Luisa Horsten, Valerie Kraft, & Kevin Tiede

This study analyses, whether the post-receptive assessment of the degree of recipient's Narrative Engagement during a narrative stimulus is influenced by the Peak-End Rule. Usually study participants are asked to evaluate their experience during viewing a narrative using questionnaires after media reception. This manner of assessment of processes going on in the communicative phase face two major difficulties: First, questionnaires cannot capture the dy-

namics of the processes of interest. Second, the validity of questionnaires is often challenged as the subjective assessment can be influenced by many factors (cf. Hartmann & Möring, 2008). This study makes a first attempt to surmount both these difficulties in regard to Narrative Engagement (Busselle & Bilandzic, 2008).

At the beginning of our paper, we propose a model of how individuals summarize their viewing experience after media reception. Redelmeier und Kahneman (1996) postulated the Peak-End Rule, which states that emotional episodes are memorized on the basis of the peak level and the end of an episode. Since the reception of movies represents an emotional episode, we hypothesize that the rule can be transferred to the post-receptive assessment of Narrative Engagement as well. Personality traits are included into the model.

Next, we present findings of a pilot study with 86 participants: While the subjects watch an episode of a TV show ("My Name is Tara"), Narrative Engagement was measured using three dynamic methods (Real Time Response Measurement, Secondary Task Reaction Times and Eye Blink Rates), Subsequently the Narrative Engagement Scale was given after reception (Busselle & Bilandzic, 2009)

Preliminary analyses show that reaction times, blinking frequencies and RTR-data correlate robustly with the subscales of Narrative Engagement. Our first results demonstrate the validity of our methods and provide a basis for

further analysis while the analysis of the results in regard of the Peak-End Rule is still going on.

SESSION 11 – PERSUASION, FRAMING, AND IDENTITY

Mechanisms of Narrative Persuasion

Markus Appel & Tobias Richter

People spend a substantial part of their waking time with fictional stories such as novels, audio books or movies. In addition to fictional formats, there are numerous non-fictional media that follow a narrative structure, such as journalistic first-hand accounts, biographies, radio features, and television documentaries. In the fields of advertising, political campaigning, and health education, narrative storytelling is regarded as a powerful tool to influence how people think about products and political issues. Throughout human history the narrative form of persuasion has been popular among philosophers, politicians, and religious leaders (Green & Brock, 2002).

Studies from different fields of psychology and communication science have shown that stories are in fact an effective means to change people's attitudes and beliefs. However, while researchers agree that stories are persuasive the question of *how* stories affect attitudes and beliefs is still a point of contention. The standard two-process models of persuasion such as the Elaboration Likelihood Model or the Heuristic-Systematic Model are not readily applicable to narrative persuasion (Gerrig, 1993; Green & Brock, 2000). Narratives typically do not present well-conceived arguments and differ from rhetoric texts in a number of other ways. For example, narra-

tives describe the actions and experiences of one or more protagonists and a plot line with certain schematic elements (e.g., setting, event, attempt, reaction, and consequence, Rumelhart, 1975). Often, the purpose of why people read or listen to narratives is to be entertained, whereas people tend to read or listen to non-narrative texts to get an informed world-view. Moreover, the comprehension of rhetoric and information texts frequently requires active elaboration, and comprehenders often fail to construct an adequate referential representation of the text content (situation model, Kintsch, 1998). In contrast, the comprehension of narrative texts normally proceeds smoothly and effortlessly, and comprehenders have no difficulty to construct and continuously update a situation model of the events that unfold when the narrative proceeds (Zwaan & Radvansky, 1998).

The notion of recipients' "suspension of disbelief" by the poet and literary theorist Samuel Coleridge (1817/1907) is one early attempt to explain why stories – even fictional and/or fantastic ones – have the power to shape recipients' view of the world. In contemporary psychology and communication science, the persuasive impact of narratives has been attributed to their potency to engage recipients (Busselle & Bilandzic, 2009) and to transport them into the story world (Gerrig, 1993). The concept of *transportation* has attracted particular attention in recent years. It is based on the metaphor that readers undertake a mental journey into the world of a narrative, with the result that "all mental systems and capacities become

focused on the events occurring in the narrative” (Green & Brock, 2000, p. 701). The state of transportation is conceived as a co-activation of attention, imagery, and emotions (e.g., Green & Brock, 2000; 2002), i.e., as a rather broad experiential state incorporating several aspects of being lost or absorbed into a story. Thus, transportation has a large overlap with alternative concepts such as narrative engagement, flow, presence, involvement or suspense.

A number of experiments suggest that transportation or related concepts might indeed be the key to understand the persuasive impact of narratives (e.g., Appel & Richter, 2010). Most of these experiments use a retrospective self-report scale developed by Green and Brock (2000) to assess the extent to which individuals experience transportation during the processing of a narrative. The items included in this scale address different facets of attentive and absorbed reception including emotional responses (e.g., “The narrative affected me emotionally”), cognitive aspects (“I was mentally involved in the narrative while reading it”), and visual imagery (“I had a vivid mental image of [character name]”). Despite the fact that the transportation scale taps into different cognitive and emotional aspects, it is constructed as a one-dimensional scale, reflecting the reasonable but so far widely untested idea that transportation is a holistic experiential state (Gerrig, 1993). However, even if transportation should be a holistic experiential state, it seems unlikely that all of the cognitive and emotional processes going on while readers

are being transported into the world of the narrative contribute to its persuasive impact. This raises the question of *how* transportation affects persuasion. Green and Donahue (2009) suggested three mediating mechanisms, the reduction of counterarguing, the resemblance of story events to personal experiences, and adopting statements and incidents that are connected to characters that recipients like and identify with.

In this presentation I will review the evidence on processes underlying narrative persuasion. This involves studies that used post-expository self-report measures such as the transportation scale, for the most part. A specific emphasis will be given on the few studies that used ancillary or alternative measures such as measures of counterarguing (Green & Brock, 2000).

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The Negativity Credibility Bias. Effects of Valence Framing on Truth Judgments and Source Credibility

Christina Peter & Thomas Koch

Research has shown that valence framing affects judgments of truth (Hilbig, 2009, 2012): Though statistically equivalent, negatively framed statements (e.g., 60% of all crimes are unresolved) are perceived as more credible than positively framed statements (e.g., 40% of all crimes are resolved). The present study applies these findings to media psychology.

In a first experiment ($n = 953$), we created five versions of an interview with a politician that contained eight statistical statements. Depending on the experimental version, these statements were framed differently: all 8 positively, 6 positively/2 negatively, 4 positively/4 negatively, 2 positively/6 negatively, or all 8 negatively. Our dependent variables were the credibility of the statistical statements, source trustworthiness, recipients' persuasion knowledge (recognition of persuasive tactic and persuasive intent), and reactance. As expected, results show higher truth ratings for negatively framed messages. Structural equation modeling reveals additional indirect effects (figure 1): The increased credibility of negatively framed statements spills over on the communicator and thus increases source trustworthiness. Furthermore, effects on truth ratings are also mediated by activation of persuasion knowledge and reactance.

With our second experiment ($n = 347$), we explored one possible explanation for the effect: Due to the negativity bias in news reports (Lengauer, Esser, & Berganza, 2012), people might learn a connection between negativity and

credibility. Participants were shown positively and negatively framed statements¹ and should assess which of these statements derive from news reports (condition 1) respectively political speeches (condition 2). Results confirm our assumption: negatively framed statements were more often assessed to derive from news reports, while positively framed statements were rather believed to stem from political speeches (table 2).

A detailed discussion and evaluation of our findings will be presented at the conference.

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¹ Each participant received eight statements in random order, four framed positively and four framed negatively. For each single statement, we created a positive and a negative version which were randomly assigned to the participants.

Table 1
Zero-order correlations

	1	2	3	4	5	6
1. Valence Framing	-					
2. Statement Credibility	-.15***	-				
3. Persuasive Tactic	.09**	-.26***	-			
4. Persuasive Intent	.05	-.14***	.56***	-		
5. Reactance	.03	-.39***	.29***	.26***	-	
6. Source Trustworthiness	-.12***	.59***	-.26***	-.17***	-.43***	-

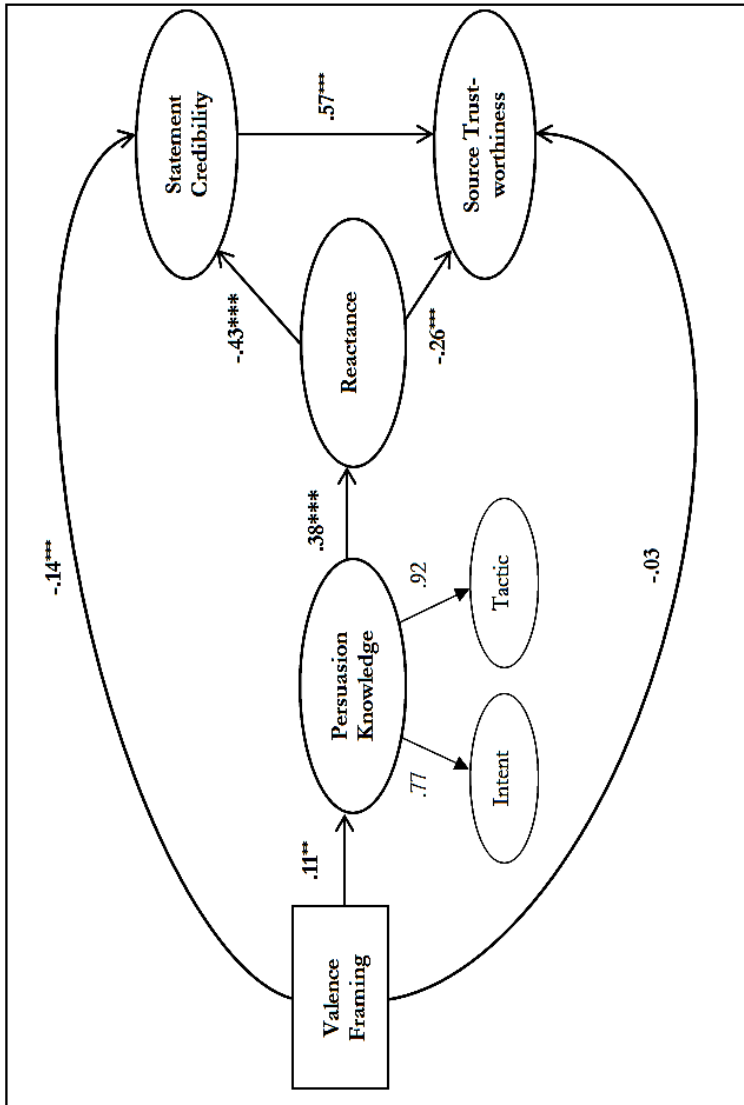
Note: *** $p < .001$; ** $p < .01$; * $p < .05$

Table 2
Frequency of statements assessed as part of news reports (condition 1) / political speeches (condition 2)

	Frame		<i>t</i>	<i>p</i>	<i>d</i>
	negative	positive			
Assessed as news report (<i>N</i> = 173)	2.35 (1.12)	1.83 (1.11)	4.091	< .001	.311
Assessed as political speech (<i>N</i> = 174)	1.71 (1.01)	2.14 (1.01)	-3.587	< .001	-.272

Note: Values represent the mean frequency of statements to be assessed as part of a news report/political speech. Since every participant read four negative and four positive statements, the minimum value for each variable was 0 (meaning none of the negatively/positively framed statements were judged to be derived from a news report/political speech) whereas the maximum value was 4 (meaning all of the negatively/positively framed statements were labeled as derived from a news report/political speech). Means are compared via a t-test for combined samples.

Figure 1: Structural equation model



Note: standardized coefficients $^+ p < .10$; $* p < .05$, $** p < .01$, $*** p < .001$;
 $\chi^2(57) = 131.01$, $p = .001$, SRMR = .04, RMSEA = .04, CFI = .99, $n = 953$
 Indirect effect of valence framing on source credibility via credibility of statements: $\beta = -.08^{***}$
 Indirect effect of valence framing on source credibility via persuasion knowledge and reactance: $\beta = -.03^*$;
 Total indirect effect of valence framing on source credibility: $\beta = -.11^{***}$

No Evidence for Persuasion Effects of Emotional Advertisement on Attitudes towards Social Groups – The Case of Ageism

Valentin Belentschikow, Benny Liebold, Georg Valtin, & Peter Ohler

TV ads of non-profit organizations increasingly focus on TV viewers' emotional reactions with the implicit goal to benefit from the viewers' emotional involvement. The substantial body of research on emotional persuasion processes, however, reports mixed results. Additionally, it is not clear, whether the results are applicable for socially relevant topics, because (1) research often focused on the attitude changes towards commercial products and brands, (2) frequently used emotional stimuli that are strongly tied to evolutionary stable reactions (e.g. sexual sensation), or (3) did not account for emotional reactions of different valences. The present study addresses the question whether emotional reactions of both valences during the reception of TV advertisement affect persuasion processes for socially relevant topics.

In a laboratory experiment ($N = 86$) three randomized groups of student participants watched a randomized 5-minute block of current TV ads for three subsequent weeks with one-week intervals. Following a pretest, two structurally similar ads were added for the experimental conditions eliciting either strong positive or negative emotions. Both spots were part of a current anti-ageism campaign of two non-profit organizations. The control group watched only the commercial ads. Two post-hoc

measures for attitudes towards elderly people were assessed directly after the third presentation (t_1) as well as two weeks later (t_2).

A MANOVAs on the subscales of both measures did not indicate differences between groups at t_1 , $\Lambda_{\text{pillai}} = .08$, $F(10, 152) = 0.62$, *n.s.*, suggesting that even the non-intrusive and highly attentive repeated reception of emotional ads fails to affect viewer's attitudes directly. Only attitudes at t_2 revealed a significant multivariate effect, $\Lambda_{\text{pillai}} = .23$, $F(10, 152) = 2.01$, $p < .05$, $\eta^2_{\text{part}} = .12$, possibly as a result of repeated assessment. The results indicate that social stereotypes are rather robust against TV ad induced social attitude changes regardless of the ad's emotional content.

(Ethnic) Identities and Media Uses and Gratifications – What Is the Story?

Özen Odağ & Hilal Galip

Researchers would widely agree that mass media can gratify a number of individual needs, such as affirming one's self, alleviating boredom, getting entertained, and acquiring information. Little is known, however, about social uses and gratifications, and more specifically *ethnic identity gratifications* in this context. It is currently unclear, whether and to what extent the affirmation of one's membership in an ethnic group also constitutes a gratification sought through the use of mass media. Similarly, it is unclear if (and how) the

degree of identification with an ethnic group drives media choices and gratifications. The present study aims to shed light on these areas of interest by examining survey data on a) the self-perceived identity and b) the media uses and gratifications of 65 individuals with a diverse ethnic background. Identity is assessed by means of both open responses to the question “Who am I” (qualitative data) and closed-ended responses on scales measuring ethnic identification, values, and self-construals (quantitative data). The present paper zooms in on the quantitative part of the study. It is hypothesized that the variation in media uses and gratifications results less from ethnic group differences (such as differences between Germans, Bulgarians, Turks, etc.), and more so from ethnic identification, values, and self-construals within these ethnic groups. In other words, significant variations in media uses and gratifications are expected, not between ethnic groups, but within them, and only for individuals for whom ethnic identity is a salient and relevant identity category (e.g. migrants, sojourners, refugees etc.). A mediation analysis confirms these hypotheses. Additional exploratory correlation analyses reveal that higher levels of multi-cultural identification is interlinked with a search for media products that deal with questions of belonging.

SESSION 12 – SOCIAL MEDIA II

Verbal Venting in the Social Web: Effects of Anonymity and Group Norm on Aggressive Language in Online Comments

Leonie Rösner & Nicole C. Krämer

Since more and more people actively use the Internet, many platforms have evolved into outlets for outrage and aggression. Especially online comments are used to voice public criticism and personal indignation. A widespread assumption in this context attributes aggressive and uninhibited online behavior to the anonymity on the Internet (e.g., Suler, 2004). However, also social influence and group processes seem to be crucial in explaining this behavior because research indicates that the usage of aggressive expressions in online discussions can inspire others to adopt a similar tone (Sood, Churchill, & Antin, 2012). Building on social influence theory (Deutsch & Gerard, 1955; Turner, 1982) and the social identity model of de-individuation effects (SIDE) (Reicher, Spears, & Postmes, 1995), this study investigates how far aggressive language in online comments on a weblog depends on anonymity and the influence of an aggressive group norm.

In a laboratory experiment (2x2 factorial design, $N = 84$), participants read a blog post and four referring user comments of either anonymous or identifiable authors, containing either aggressive or neutral wording. In a second step, participants were asked to post a comment, in the anonymous condition without registration, in the identifiable

condition by using their Facebook account. Depersonalization and identification with the authors were measured, and comments were assessed by means of content analysis.

Results revealed that participants used significantly more aggressive expressions when the social behavioral norm was aggressive than when comments displayed neutral wording ($p = .025$). Anonymity had no significant influence; however, a marginal significant interaction effect ($p = .066$) was found: when anonymity was given, the effect of the aggressive social norm intensified. Identification was strongest for identifiable and non-aggressive groups but did not amplify the effect of the group norm. Theoretical and practical implications were derived and will be discussed against the background of the SIDE model.

Online Social Network Users Are Not Necessarily Careless: Evidence for Vigilance Towards Risk Cues During Self-Disclosure

Ricarda Moll, Stephanie Pieschl, & Rainer Bromme

Prior research shows that Online Social Network users have privacy concerns on an attitudinal level but disclose personal information nonetheless. However, it is an open question if users process online events differently when these events produce vulnerability for the user. Opposed to the view that people do not care about their online privacy, we propose that people are

cognitively vigilant towards risky online situations.

In this study we operationalize vigilance as a) target memory, namely memory for what was told to which audience, and b) confidence accuracy, namely correspondence between confidence and performance. We hypothesize that memory and accuracy improve in the presence of online risk cues. In a 2x2 experiment we manipulated the degree of risk associated with self-disclosure regarding audience size (large vs. small; within-subject factor) and information intimacy (personal vs. non-personal, between-subject factor). In phase one, participants ($n = 99$) disclosed multiple pieces of information. In phase two they took a memory test in which they indicated if and to whom they had disclosed which information (cf. target memory). Furthermore they indicated how confident they were about the correctness of their answer (cf. confidence accuracy).

Results confirm our hypotheses: Target memory performance was better when information was disclosed to a large (vs. small) audience, $F(1, 97) = 51.04$, $p < .001$, $\eta_p^2 = .35$, and for personal (vs. non-personal) information, $F(1, 97) = 6.15$, $p < .05$, $\eta_p^2 = .06$. Furthermore, we found an interaction effect indicating that when something personal was disclosed to a large audience, confidence accuracy was significantly better than in the absence of these risk cues, $F(1, 85) = 19.15$, $p < .05$, $\eta_p^2 = .05$.

Our study indicates that people show an automatic vigilance towards online

disclosure events that induce vulnerability. This automaticity might indicate people's potential to become resilient managers of their online privacy.

Online Support Groups: A Virtual Shelter for People with Mental Disorders?

Stine Jelitto, Astrid Carolus, & Frank Schwab

Right after the implementation of the www about 20 years ago, stigmatized people such as the mentally ill were among the first to form mailing lists in order to exchange information and mutual support (McKenna & Bargh, 1998). Now online support groups (OSG) can be regarded as a social mass phenomenon (Barak et al., 2008). So questions arise like what attracts especially persons with mental disorders to OSG and what are the effects with regard to the process of (self-) stigmatization? Can the mutual support in the online setting be assumed as equivalent to the offline setting?

Users of online support groups and non-users ($n = 95$) answered an online questionnaire that was arranged on the basis of an adapted stress-coping model of stigma (Major & O'Brian, 2005; Meier et al., 2007). Different scales were used to measure the four main components of the model (antecedences, appraisal, coping, outcomes). Additionally, the participants answered a depression scale (ADS-K; Hautzinger & Bailer, 1993) as well as the "scales of social support for illness" (Müller et al., 2004),

which was adapted for both the offline and the online setting.

Results revealed that the users of OSG were using the groups intensively. Furthermore, most of the users had received professional psychiatric treatment as well. Even though the level of depression was found to be one of the most important predictors in the stigmatization process, the results also indicated differences between the OSG users and non-users. In terms of social support/strains OSG were experienced as being slightly less supportive but also considerably less straining.

The results are discussed in terms of the underlying assumptions of (1) the effects of computer-mediated communication. A second focus (2) emphasizes online support groups as one important aspect in the daily life of mentally ill persons and their social (media-) environment in addition to professional treatment.

Addictive Behavior on Social Network Sites: The Role of Intrinsic Needs and Motives in Explaining Facebook Addiction

Philipp Masur

A considerable amount of research has been addressing the question if the internet can cause addictive behavior. With the recent popularity of social network sites such as Facebook, it seems likely that specifically the social functions of the internet may provoke addictive usage. Because users trade

information for gratifications on these sites, this need for satisfaction may alter normal usage patterns to become compulsive. As there is no valid (German) questionnaire for measuring Facebook addiction, the purpose of the study was to develop and validate the Facebook addiction scale (FAS) based on general addiction symptoms.

Method

A web-survey ($N = 599$) was conducted during two weeks in July 2012. It included the FAS, two scales measuring intrinsic needs in daily life and during Facebook use and a scale measuring Facebook specific motives. Furthermore, the amount of time users spend on Facebook on an average day was measured.

Results

The FAS consisted of five dimensions including loss of control, withdrawal syndromes, tolerance, negative consequences for social relations and negative outcomes for work and performance. A confirmatory factor analysis showed a good fit (RMSEA = 0.07; CFI = 0.91). The prevalence in the sample was small (0.3%).

In order to explore potential factors that may have an influence on Facebook addiction and to externally validate the scale, a multiple hierarchical regression analysis was computed. Besides a strong correlation between time spent on Facebook and Facebook addiction ($r = .529$, $p < .01$), the analysis showed that intrinsic needs can predict addictive Facebook behavior, yet only to a small amount. Instead, Facebook specific motives, especially the need for

Session 12

information, for escape and for self-representation, were significant and strong positive predictors. With all variables entered, the model accounted for 56.6% of the variance of Facebook addiction.

SESSION 13 – MOTION PICTURES III

Effects of Stereoscopic View on Spatial Presence: The Mediating Role of Mental Models

Matthias Hofer, Marc Sele, & Werner Wirth

Since the nineteenth century, stereoscopic pictures and films are regarded as enhancing sensory richness and thus the perception of depth. Research has shown that stereoscopic (compared to monoscopic) displays consequently lead to higher levels of *spatial presence* (e.g., Ling et al., 2012). However, less is known about underlying psychological processes that could explain enhanced spatial presence. According to Hofer et al. (2012), an important antecedent of spatial presence is a so-called *spatial situational model*. Accepting this model as his or her *primary frame of reference*, the user may feel higher levels of spatial presence within the mediated environment. Accordingly, we hypothesized that the effect of stereoscopic displays on spatial presence is mediated by the spatial situational model. Spatial presence thereby involves both the feeling of being in a mediated environment (*spatial presence self-location*) and the feeling of being able to act within that environment (*spatial presence possible action*) (Wirth et al., 2007).

In an experiment with a 2×1 between-subject design, participants ($N = 218$, $M_{age} = 22.25$, $SD_{age} = 4.16$) watched either a 2D- or a 3D-version of a documentary film about the Grand Canyon. All measures (spatial presence self-

location, spatial presence possible action, and spatial situational model) were taken from the MEC-SPQ (Vorderer et al., 2004).

Results supported the hypothesized mediation: The effect of stereoscopy on spatial presence self-location was mediated by the spatial situational model ($\beta = .05$, $t(215) = 2.20$, $p < .05$). That is, the experimental factor significantly affected the spatial situational model ($\beta = .18$, $t(216) = 2.64$, $p < .01$) which affected spatial presence self-location ($\beta = .27$, $t(216) = 4.22$, $p < .001$). The same results were obtained concerning spatial presence possible action (indirect effect: $\beta = .04$, $t(215) = 2.14$, $p < .05$).

Results are discussed in the light of theoretical considerations.

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Exposure to Media Stereotypes Influences the Perception of Facial Threat

Florian Arendt, Nina Steindl, & Peter Vitouch

The human face is central to social interactions and therefore of primary importance in social perception. Two recent discoveries can contribute to a more thorough understanding of media stereotypes' role in this social perception process: First, media stereotyping research has revealed that media can influence individuals' automatically activated stereotypes (Arendt, 2012). Second, social cognition research has found that implicit prejudice influences the interpretation of facial threat. Individuals holding hostile stereotypes toward dark-skinned outgroup members perceive ambiguously dark-skinned faces as more hostile than similar light-skinned faces (Hugenberg & Bodenhausen, 2003). Combining these two findings, it was hypothesized that read-

ing newspaper articles about crimes committed by "dark-skinned foreigners" increases the perceived facial threat of dark-skinned strangers in a subsequent situation.

This hypothesis was tested in a laboratory experiment. We created short movie clips in which target person's facial expression changed over time from a non-hostile to a hostile expression. Our movies are comparable with the movies used by Hugenberg and Bodenhausen. Participants were instructed to watch each movie and press the space bar when they believe that the face changed from a non-hostile into a hostile expression (= perception of facial threat).

Participants read crime articles where "dark-skinned foreigners" were mentioned either as criminals or not. Indeed, we found that reading articles where offenders were labeled as "dark-skinned foreigners" increased the perception of facial threat: Individuals reading these texts perceived a quicker onset of anger in dark-skinned faces compared to light-skinned faces. Thus, exposure to media stereotypes increased perceived hostility of dark-skinned compared to light-skinned faces.

The Impact of New Technological Modes of Movie Presentation on Feelings of Entertainment and Immersion.

Sabrina Sobieraj

Experiencing entertainment is one of our major goals when watching movies (Vorderer et al., 2004). In the last decade many technological innovations entered cinemas and living rooms in order to increase the entertainment experience. For example, 3D screenings are now widely used and, most recently, kinesthetic information is provided by employing special seats that move or vibrate in accordance to the motion pictures. Compared to the classical situation of movie experience at the cinema or home the new technologies provide extra information, which are suggested to increase immersion (Slater et al., 1998) and entertainment (Vorderer et al., 2004). Lombard and Ditton (1997) state that the immersion factor of a technology can be predicted by the number of sensual information which is provided. Consequently, classical 2D presentations are the least immersive, followed by 3D presentations that give additional depth cues. Most immersion should be achieved by providing both 3D depth cues and additional kinesthetic information. With regard to immersion, Vorderer et al. (2004) argue that it is necessary for experiencing entertainment. Due to the increasing relevance of new technological modes of movie presentations we explored the effects of different presentation modes on the feelings of immersion and entertainment by conducting a field study. In a between subject design (2D presenta-

tion, 3D presentation, 3D presentation with kinesthetic information) participants ($N = 165$) provide information on feelings of immersion and entertainment after screenings of "Harry Potter and the Deathly Hollows Part II". Additionally, affinity to new technologies of movie presentation, experienced strain and Harry Potter fandom were measured. Analyses showed that mode of presentation did neither influence the feeling of immersion nor the experience of entertainment. Entertainment was best predicted by the feelings of immersion and Harry Potter fandom. Technological affinity did not influence entertainment nor immersion. The results are in line with the assumptions of Vorderer et al. (2004) that immersion can predict entertainment. However, the different technological modes of presentation did not influence feelings of immersion and entertainment. It can be concluded that by employing new technologies movies will not automatically become more enjoyable.

Moving Pictures as Moral Emotion Machines

Dagmar Unz & Monika Suckfüll

Media induces emotions by using a variety of storytelling techniques and formal features. In 1996 Tan characterized films as emotion machines. In this presentation we argue that audiovisual presentations address especially moral emotions that reflect a concern to the integrity of the social order. Moral emotions are linked to the interests or welfare either of society as a whole or at

least of persons other than the judge or agent (Haidt, 2003).

The present study investigated emotional reactions to an animated short film. The narrative structure of the movie and the most important formal features were determined using theoretical approaches in film studies. The facial expressions of 134 persons watching the film were videotaped and analyzed using the *Facial Action Coding System* (Ekman & Friesen 2002). The most frequent facial expression observed is AU 14 (lip corner depressor or dimpler). This finding is in line with results of other studies with audiovisual media (e.g., Unz, 2010 for the case of TV news). Typically, AU 14 can be observed in the main topic lines of the movie: during situations of longing, disappointment and futility. AU 14 seems to be a reaction of withdrawal linked to negative moral evaluation of others and their actions. During futility-scenes AU 14 appears sometimes in combination with AU 10 (the *upper lip raiser*), indicating an appraisal of violating external and internal standards (Scherer & Ellgring, 2007). Above, AU 14 accompanies scenes during which music contradicts the content, there AU 14 may signalize an appraisal that “something is wrong”. About one quarter of the observed AU14 is unilateral; a unilateral AU14 may be interpreted according to FACS as contempt. On the whole, viewers seem to react with “other-critical” moral emotional reactions, primarily contempt, reflecting emotional reactions to the moral violations of others (Rozin et al., 1999).

SESSION 14 – METHODS

Torn Journalist: Measuring Psychological Discomfort in the Wake of Attitude-Consistent vs. Norm-Consistent Selection Decisions in Journalism

Cornelia Mothes

Whereas dissonance theory – especially Festinger's (1957) assumptions on selective exposure to information – is recently seeing a “revival” (Iyengar & Hahn, 2009, p. 20) in media use research, it is barely noticed in journalism research so far. Yet, it bears promising explanations for journalists' behavior as studies continuously reveal news bias resulting from journalists' political ideologies (e.g., Engelmann, 2010). Unlike citizens, though, journalists are also subject to a public commitment not to skew news according to individual interests (e.g., Deuze, 2005). As a consequence, journalists deal with a permanent discrepancy: On one side, they are – just like non-journalists – susceptible to their psychological need for *attitude-consistency*. On the other side, they show a strong professional pursuit of balance – a need for *norm-consistency* that sets them apart from non-journalists.

By the help of the “dissonance thermometer” (Elliot & Devine, 1994), the study examines if journalists – in comparison to non-journalists – experience greater discomfort when acting against their individual striving for *attitude-consistency* or their professional striving for *norm-consistency*. In an online experiment regarding a controversial polit-

ical issue in Germany 2010, 400 journalists and 369 non-journalists selected four out of ten displayed information units for describing the topic to people without prior knowledge. Participants indicated their current mood before and after. Subjects were ex post classified into two groups: those who made a biased choice (*attitude-consistency*) and those who accomplished a balanced selection (*norm-consistency*).

Results show that journalists – unlike non-journalists – experience significantly higher discomfort when selecting information in a biased way instead of giving equal space to both sides of the controversy. The presentation gives a prospect of strategies journalists may deploy to deal with dissonance after norm-inconsistent behavior. Results are discussed against the backdrop of an increasing necessity for journalists to adhere to their professional standards for remaining visible against the growing number of amateur reports.

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The Unstandardized Use of the Competitive Reaction Time Task to Measure Aggressive Behavior in Media Effects Research: A Methodological CRTTique

Malte Elson, M. Rohangis Mohseni, Johannes Breuer, Michael Scharkow, & Thorsten Quandt

The effects of media violence on aggressive behavior have been a protracted source of controversy in the scientific community. Much of this research has been undercut by methodological limitations in validity and objectivity. The prime measure for aggressive behavior in laboratory experiments, particularly in media effects research, is the Competitive Reaction Time Task (CRTT). In the CRTT, participants are led to believe they play several rounds of a reaction time game against another participant, and the winner of a round can punish the loser with noise bursts (the intensities being the aggression measure). However, there are many different procedures for this test, and at least 13 variants to calculate an aggression score can be found in the literature. We investigated whether this lack of standardization might pose a risk to the objectivity of this test. Using datasets from three independent studies on the effects of digital games on aggressive behavior we examined whether the different published analysis variants of the CRTT would yield homogeneous results within each study.

There were large differences in significance levels and effect sizes between analysis procedures, suggesting that the unstandardized use and analysis of

the CRTT have a substantial impact on the results obtained with this test. The choice of a calculation method for aggression scores could severely influence the significance, size, and even the direction of an effect, and consequentially the conclusions drawn about media effects. We present suggestions on how to address issues of standardization and objectivity and how to control for other procedural problems. Nonetheless, our findings suggest that research on causes of human aggression that rely exclusively on the CRTT has to be considered with due care as long as the test has not been standardized and thoroughly validated.

Disclosure of Sensitive Behaviors in Computerized Surveys: A Quantitative Review

Timo Gnambs & Jennifer Lindzus

Survey research on sensitive topics that are considered “taboos” or inappropriate in a given society is frequently plagued by respondents unwillingness to truthfully disclose unfavorable attitudes or behaviors. Even in anonymous settings without immediate risk of negative consequences many respondents are often reluctant to admit risk behaviors such as the consumption of illicit drugs or sexual behaviors. As a result, estimated prevalence rates of risk behaviors derived in survey research frequently underestimate the true prevalence in a sample. One possible avenue to alleviate this problem is the use of computerized survey formats, computer-assisted self-interviews

(CASI) or audio-enhanced computer-assisted self-interviews (ACASI), that have been suggested to create an increased sense of privacy as compared to traditional paper-administered self-interviews. The present study extends recent qualitative reviews on the disclosure of risk behavior in survey research and reports on a quantitative meta-analysis ($k = 513$, total $N = 128,040$) comparing computer- and paper-administered surveys on three types of sensitive behaviors: substance use, delinquent behaviors, and sexual behaviors. The results identified differential effects for the three risk behaviors: Respondents revealed significantly ($p < .005$) more consumption of alcohol, tobacco, and illicit drugs, OR (odds ratio) = 1.18, and also admitted more impersonal delinquent behaviors (e.g., shoplifting, vandalism), OR = 1.31, on computer than on paper. However, for personal delinquent behaviors (e.g., assault, robbery), OR = 1.02, or sexual behaviors, OR = 1.07, computer administration had no effect. Moreover, meta-analytical moderation analyses identified stronger effects – that is, more disclosure of sensitive behaviors – in ACASI than in CASI. These results highlight that computerized surveys increase disclosure of risk behaviors; however, the size of the mode effect depends on the specific survey topic.

Media Effects on Mind Gap

Daniel Aligns

This paper investigates whether mass media increase or decrease social inequalities. In this context, the knowledge gap hypothesis is tested. It postulates that population segments with a high socioeconomic status acquire new information faster than the low-status segments (Tichenor, Donohue & Olien, 1970). Hence, the knowledge gap between these two segments tends to increase in a modern informational society. On the one hand, there is evidence of a growing knowledge gap (Gaziano, 1997; Bonfadelli, 2004; Liu & Eveland, 2005). On the other hand some empirical studies show that the knowledge gap may decrease under certain conditions (Donohue, Tichneur & Olien, 1975; Holst, 2000; Eveland & Scheufele, 2000).

Most of the work on the knowledge gap is based on cross-sectional data. The level of formal education is the most frequent indicator of socioeconomic status (Kwak, 1999). The purpose of this paper is to find evidence from a recent longitudinal study, including the level of education and the domestic access to learning material as the main predictors of general knowledge. The fundamental issue being examined is whether knowledge gaps appear with regard to social groups and how they change over time, particularly when the use of media is controlled for. Those questions are tested in a quasi-experiment with a pretest/posttest design. All participants (795 trainees) were asked questions of general knowledge at two different

measurement times. In the interim, the test group received treatment in form of newspaper reading for one year to observe a change in their knowledge.

Testing a path model analysis we can show that both factors (level of education and access to learning material) are the main predictors of general knowledge at both times of measurement. Highly educated participants with access to learning material scored high in both tests. But it also shows that, after one year of newspaper reading, the gap between the social groups decreases significantly.

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SESSION 15 – SOCIAL MEDIA III

The “Positivity Bias” in SNS Communication: Message Valence and Social Distance as Predictors of the Willingness to Respond to SNS Self-Presentation

Leonard Reinecke & Marc Ziegele

Social Network Sites (SNS) have frequently been characterized as a social resource that facilitates the formation of social capital and the availability of social support. Authentic self-presentation is a crucial precondition for online social support: Only if users of SNS disclose negative experiences, sorrows, and negative emotions in their self-presentation online, members of their online network are able to respond and provide social support in form of empathy or advice. Current research (AUTHOR, under review), however, suggests the presence of a “positivity bias” in SNS self-presentation: SNS users show a higher willingness to self-disclose positive rather than negative experiences online. The present study aimed at extending prior research by exploring the question whether this positivity bias of SNS communication also affects the willingness to *respond* to positive vs. negative content self-disclosed by other users. In an online experiment, 870 participants were confronted with Facebook status updates, and their willingness to comment the respective messages was assessed. The valence of the status updates (positive vs. negative) and the social distance (close vs. distant) between the sender and the receiver was manipulated. The results demonstrate a significant posi-

tivity bias: Participants showed a significantly higher willingness to respond to positive status updates $F(1, 866) = 25.83, p < .001$. Furthermore, valence and social distance showed a significant interaction effect $F(1, 866) = 33.65, p < .001$: While the willingness to respond to status updates from distant Facebook friends was generally low, irrespective of the valence of the message, responses to status updates from close SNS friends showed a significant positivity bias. These results demonstrate that the availability of social resources on SNS may be restricted by the positivity expectations in SNS communication.

Facebook as a Threat to Users Self-Determination: How German Media Frame the Use of SNS

Doris Teutsch

Psychological studies on social network sites (SNS) sometimes discuss the effects of media coverage as influencing factor on users’ attitudes and privacy concerns. The value-framing concept explains how media contents interact with recipients cognitive schemata concerning SNS: By framing SNS in terms of certain values such as security or informational self-determination, media-framing makes those values more salient for recipients’ evaluation of SNS. The framing of SNS as a threat (guarantor) for a certain value should cause a negative (positive) assessment of SNS. To detect, which value-framing effects might emerge from German

media coverage on SNS, a framing-analysis was conducted.

Method

First, a qualitative framing analysis of online media content was conducted to identify relevant value-frames. The results of this explorative study were used as basis for a quantitative framing analysis of articles ($N = 405$) published in four German newspapers between January 2006 and December 2012.

Results

The qualitative framing analysis identified three value frames in the online media's coverage on privacy on SNS: informational self-determination, security and the satisfaction of psychosocial needs. The quantitative analysis indicates that newspapers mainly frame SNS in matters of users' informational self-determination (63 percent). Within this, they predominantly present SNS as a threat to this value. Another finding is that Facebook is significantly more often subject to media coverage than any other SNS popular in Germany ($t = 24.85$; $df = 458$; $p < .001$).

Discussion

According to theoretical assumptions concerning value-framing effects, the analyzed newspapers' framing of SNS and privacy might cause negative links between SNS, especially Facebook, and the value informational self-determination in the readers' cognitive structures. Moreover, this should add a negative constituent to a reader's opinion concerning privacy on SNS. Further research should revise the effects of these psychological relevant frames.

Immersing into the Facebook World: A Two-Level Reception Model of Users' Exposure to Social Networking Sites

German Neubaum & Nicole C. Krämer

With the popularity rise of social networking sites (SNS) such as Facebook, an overwhelming body of research has been conducted in order to shed light on the specific appeal of this medium. Despite empirical studies regarding users' motives, personality determinants and subsequent outcomes connected to SNS usage, one question has been largely unexplored: What do individuals internally experience *during* their SNS usage? To address this question, a two-level reception model is proposed, including both the observable level of usage (focusing on user activities) and the psychological level of users' experience (focusing on different reception modes such as flow, social presence, entertainment or self-reflection). Furthermore, this model integrates user trait (e.g., tendency of self-disclosure or Big Five) and state (positive and negative affect) variables which have been identified as pivotal in the context of SNS usage.

The model was empirically tested in a laboratory study ($N = 60$). Participants were asked to spend ten minutes on Facebook (using their account) and afterwards completed a questionnaire about their experience modes during usage. These experiences were related to specific usage patterns (measured by length of time or frequency of actions) and showed that the more active users were, the more intensive were their

subjective experiences: For instance, the longer users engaged in private communication (in terms of writing messages), the more they had a sense of *flow* and the more people participated on Facebook (in terms of clicking “likes” or commenting), the more they felt *social presence*. Especially users’ tendency of online self-disclosure appeared to moderate the relation between the two levels usage and experience. These findings suggest that the proposed model offers an appropriate basis for future fruitful analyses on how and why individuals use and experience SNS.

Do I Need to Belong? Development of a Scale for Measuring the Need to Belong and its Predictive Value for Media Usage

Nicole Krämer, Laura Hoffmann, Jessica Szczuka, Sabrina Eimler, Alberto Fuchslocher, Jennifer Klatt, Nicole Sträßling, & Anh Lam-chi

The need to belong has recently been shown to be not just a fundamental human motive but also a personality construct of interindividual variance that might explain social behaviors and media usage. Since there is a lack of standardized instruments to assess the individual’s need to belong, the goal of the present paper is to develop and validate a revised need to belong scale. An exploratory ($N = 254$) and subsequent confirmatory factor analysis ($N = 202$) yielded two factors with five items each which were named “importance of social contacts” and “fear of losing rela-

tionships”. In four additional studies it is shown that the scales are able to predict not only social behavior in everyday life but also contribute to the prediction of various media usage and experiences: An online survey with 101 participants demonstrated that the two subscales did not predict how often participants make contact with members of their family but with friends. The higher participants’ perceived importance of social contacts was, the higher the frequency they make contact with their friends in general, meet them face-to-face, contact them via telephone, or SMS. A survey on sad film usage patterns and liking ($N = 117$) showed that the fear of losing relationships subscale was able to predict sad film consumption frequency and the liking for this genre, as well as overall sad film scale ratings. Regarding Internet usage, a further study ($N = 1162$) shows that participants with a stronger perceived importance of social contacts tended to use Facebook more frequently than those with a lower need to belong. Also, a laboratory study in which participants ($N = 42$) interacted with a toy robot demonstrated that participants’ perceived importance of social contacts determines the perceived hedonic quality and the intention to use the robot.

POSTER PRESENTATION

Almost like in Real Life? – Applying the Investment Model to Parasocial Relationships

Timon Gebbers, Susanne Hans, & Uli Gleich

Parasocial relationships (PSR) can be conceptualized as the results of continuous parasocial interactions (PSI) between recipients and media performers. Viewers develop more or less stable cognitive representations of personae and emotional bonds to them, which in turn are the prerequisite of further PSI-processes with these personae (cp. Hartmann, 2010). Despite the considerable amount of studies on PSI and PSR, there is still a shortcoming of research on the important question, to what extent parasocial interactions and relationships are comparable to resp. resemble interpersonal interactions and relationships (cp. Hataway, 2008). Only few studies focused on the commonalities between the parasocial and the social world: Perse and Rubin (1989) could confirm assumptions of the uncertainty reduction theory for PSRs, Cohen (2004) showed comparable responses to relational break-ups with real and parasocial partners and Cohen (2010) could find similar reactions on expectancy violations in relationships with friends and media figures. The present study focuses on the question of comparability of social and parasocial relationships by testing the assumptions of Rusbult's investment model of relationships (1983). The investment model is widely confirmed in social-psychological research and postulates that rela-

tionship stability depends on calculation outcomes, including personal investments, costs, rewards and quality of alternatives. Two online surveys ($N = 143$; $N = 132$) were conducted. Subjects responded on scales by Grau, Mikula and Engel (2001), which had been modified for two categories of personae – TV serial actors and athletes. Data confirm the assumptions of the investment model for PSRs, showing significant effects of satisfaction, personal investments and quality of alternatives on commitment and relationship stability and can be related to recent result in the U.S. (cp. Eyal & Dailey, 2012). The applicability of the investment model could be a further promising step into the research on psychological mechanisms of parasocial relationships.

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Displayed Violence, Game Difficulty, and Game Performance as Predictors for Aggression

Florian Knapp & Julia Kneer

Psychological research on computer games faces several problems. It became evident that besides displayed violence there are other factors to take into account when deciding whether violent computer games do have an effect on human aggression or not. Adachi and Willoughby (2011) describe difficulty as an important variable which

could influence results concerning aggression. In the current study we modified Team Fortress 2, a first-person shooter, to alter difficulty and violence of the game. Participants ($N = 90$) played in one of four different conditions, with either high or low difficulty and high or low violence. Besides difficulty and violence of the game, we assessed performance in the game as predictor for the aggression measurements. Aggressive behavior was measured using the standardized version of the Competitive Reaction Time Task. The activation of aggressive cognitions was measured with a Lexical Decision Task. In addition, emotions after playing the game were assessed with the M-DAS.

Neither the difficulty nor the displayed violence had an effect on the average aggressive behavior. Nor on the activation of aggressive thoughts independent of the displayed violence and difficulty condition. Results of the M-DAS indicated that displayed violence did not have any influence on emotions. In contrast difficulty was found to be a significant predictor for emotions. The high-difficulty version predicted higher negative emotions (e.g., frustration) while the low-difficulty version of the game predicted higher enjoyment. In addition, we found that the performance in the game (number of enemies killed and fulfilling the game task) proved to be a significant predictor for the emotional outcome.

Overall the study showed that there are more valuable factors than displayed violence which have to be taken into ac-

count when predicting aggression caused by violent games.

The Measurement of Framing Effects

Clemens Schwender

Imagery influences the understanding of texts and texts shape how images are interpreted. This mutual influence is a cornerstone of the concept of "visual framing". There are many studies that look at the interrelationship of text and image without saying anything about the actual impact. Generally, the effects of imagery are methodologically more complicated than the effects of text on images, because the manipulations are more difficult in experimental settings.

This issue is addressed and the intensity of the image's effect could be determined experimentally. Since there are very few comparable studies, various degrees of difference among the manipulated images were tested.

Depending on the context, one needs to draw on other framing concepts (Goffman 1974, Scheufele, D. & Tewksbury 2007, Scheufele, B. 2003, Dahinden 2006). These are psychologically oriented, as they are attempting an empirical validation of the theory. Areas of agreement and differentiation for priming are therefore significant (Tversky and Kahneman 1981).

In an online experiment based on group comparisons, three settings have been tested. The first examines whether the

effect of a newspaper frame can be demonstrated. Identical texts are shown, first as an article in German tabloid *BILD* and then as an article in the *Süddeutsche Zeitung*, a leading "serious" newspaper based in Munich. The results show that the frame has no measurable impact on the evaluation of the content. The second experiment presents vignettes with short descriptions of crimes, where the photographs and/or the names of the perpetrators were varied. The test subjects were asked to make a judgment. The images had some influence here, although rather limited in scope. In the third setting, attention was focused on the images and the subjects were asked to assess the person represented. The subjects had to decide whom they would allow to enter a nightclub. This instance showed the strongest impact of visual framing. The more clearly attention was drawn to the stimulus, the stronger the influence.

The results show that framing effects are generally weak and that the elements mutually interact. Visual stimuli influence the effect of texts and texts can limit the effect of the visual stimuli. The results can be interpreted as examples of bounded rationality. In cases where there is insufficient information for a decision, context variables are used which take advantage of stereotypes and prejudices.

What Makes a Facebook Fanpage Successful? Disentangling the Effects of Brand-to-User vs. User-to-System Interactivity

Sonja Utz & Mariette van Tuyl

Many brands use Facebook to increase their bond with (potential) customers. Interactivity is often regarded as the key feature triggering positive responses to online communication. However, relatively little is known about the underlying processes. Van Noort, Voorveld, and van Reijmersdaal (2012) proposed online flow as mediating mechanism, but did not differentiate between user-to-system and user-to-user interactivity. User-to-system interactivity is given when clicks result in specific actions. User-to-user interactivity refers to communication among users. We argue that both types of interactivity lead to more positive reactions (H1 and H2), but that the effects are driven by different underlying processes.

Van Noort et al. (2012) proposed flow as mediator. Flow has often been investigated in games (e.g., Cowley, Charles, Black, & Hickey, 2008), that is, situations in which people experience that they can exercise control. Therefore, we assume that flow primarily mediates the effects of user-to-system interactivity (H3). Flow should be less relevant when reading conversations between brand and fans. By reacting on the questions and complaints of fans, a company signals that it cares about customers. We therefore assume that communicated commitment and human

voice mediate the effects of brand-to-user interactivity.

The results of a 2 (user-to-system interactivity: low vs. high) x 2 (brand-to-user interactivity: low vs. high) experiment ($n = 315$) with attitude towards the Facebook fanpage and the brand, liking intentions, participation intentions, and buying intention as dependent variables showed stronger and more consistent effects of brand-to-user interactivity. These effects were mediated by communicated commitment and human voice, but also by flow. The theoretical implications are discussed.

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In What Way Does Need Satisfaction through Exposure to a Political Talkshow Influence the Processing of its Content?

Franziska Roth

Holbert (2005) defines political talkshows (PTS) as explicit political format, where political issues are primary. The questions remain, how and why different entertainment experiences while watching a PTS trigger specific information processing?

The author uses self-determination theory (SDT) in combination with the affect infusion model (AIM) as theoretical framework. It is assumed that PTS can either satisfy the needs named by SDT: autonomy, competence, and relatedness, or they offer enjoyment (a hedonic experience). Both entertainment types lead to different types of information processing. It is theorized that the satisfaction of SDT needs through PTS induces substantive processing in the sense of the AIM. The necessary motivation to process accurately in a substantive way most likely stems from an entertainment experience that offers the satisfaction of SDT needs, because this satisfaction establishes a general feeling of well-being (eudaimonic entertainment), leading to a high amount of deliberation willingness.

The study was a 1x2 online experiment with 82 participants checking for effects of autonomy on entertainment experience and information processing. Autonomy was manipulated by either directly instructing participants to watch a 10 min section of a PTS or give them the choice to watch the PTS or two other shows.

The groups did not differ concerning autonomy. Therefore, the author computed three groups with high, medium, and low autonomy. ANOVAs with Games-Howell post-hoc tests revealed significant differences in enjoyment, appreciation, relatedness, attention, negative cognitions towards the topic, and memory for negative arguments. Furthermore, mediation analyses revealed that the entertainment experi-

ence could substitute for the mood in the analyses of information processing. A eudaimonic experience showed a characteristic mediation for substantial processing whereas a hedonic experience lead to heuristic processing. This lends support for the theory that diverse amounts of need satisfaction trigger different kinds of entertainment experiences, resulting in different information processing.

Facebook and the Self: On the Relationship between the Engagement in active Facebook Use and Self-Concept Clarity

Constanze Schreiner, Markus Appel, Silvana Weber, & Martina Mara

The Internet in general and Facebook in particular provide the opportunity to present and receive information about oneself. Thus, Facebook use might contribute to establishing a firm self-concept (Valkenburg & Peter, 2011). The extent to which self-beliefs are clearly and confidently defined, internally consistent, and stable is conceived as a person's self-concept clarity (Campbell et al., 1996). We assumed that people low in self-concept clarity are particularly motivated to be actively engaged in Facebook activities (Facebook intensity; Ellison, Steinfield, & Lampe, 2007) yielding an inverse relationship between both measures. A study with two hundred undergraduate students was conducted. A hierarchical regression analysis on cross-sectional data revealed the expected negative relationship between Facebook intensity

and self-concept clarity – but only for women – as a significant moderation effect suggests. The data will be discussed with the help of Time 2 data of the same sample (longitudinal design) obtained, in order to disentangle causal relationships.

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The Need to Look Back: Evolutionary Media Psychology for Communication Campaigns

Doreen Reifegerste

As communication campaigns are a form of persuasion communication media researchers and campaign designers have to find the (1) right messages, (2) psychological persuasion strategies and use the right (3) communication channels to reach this goal. Although the phylogenetic perspective seems to be a very ancient thing to do - with all the 2.0 technology going on - the look at our stone age ancestors still offers a lot of insight in the ways to get attention, change knowledge, dispositions and behavior of recipients. Persuasion research for communication campaigns suffers from problems that might be improved by taking an evolutionary perspective. This abstract examines the according research critically and implies how the focus on evolutionary motives may induce better campaign design. Some examples are given to illustrate this suggestion. It is concluded that communication campaigns today and in future can benefit from a look backwards.

First of all evolutionary media psychology might help to overcome **illusions of changeability**. These overestimated expectations might be “the result of presuming that all observed variation in mental traits is due to social learning and not innate differences” (Mendenhall et al. 2010, S.305). Therefore the influences of certain predispositions (e.g. the adolescent sensation seeking) which cannot be influenced by communication are underrated.

The second one would be the **non-applicability of the available theories**. On the one hand there are very

broad psychological theories in persuasion research like the Theory of Planned Behavior (Ajzen 1991) or the Elaboration Likelihood Model (Petty/Cacioppo 1986) which describe general processes without offering specific conclusion for developing campaigns (Fishbein/Capella 2006). For example ELM does not specify which kinds of cues are necessary to elicit the central or the peripheral route for a specific target audience (Vyncke 2011).

On the other hand there are very specialized theories or approaches which apply only to a certain field: either to a certain target group (e.g. gender prevention), a specific media device (e. g. social media) or a certain media phenomena (e.g. exemplar theory). A neglected aspect of both kinds of theories is the interacting factors that are often described by the authors but not integrated in the models (Reifegerste 2012). The models offer no specification of the circumstances under which the described process work and how they would be influenced. "We are told that a 'strong' message produces less counterarguing than a 'weak' one (see [...] Petty & Cacioppo, 1986), but we know relatively little about what makes for strong and weak messages" (see Fishbein/Capella 2006, S. S12)

Furthermore **the concentration on rational behavior** has led to a neglect of irrational, intuitive, emotional, unaware, visual, entertaining, interpersonal and nonverbal processes in persuasion research (Petersen und Schwender 2011, Vyncke 2012, Henninghausen/Schwab 2013). Still researches are sometimes surprised by behaviors that

seem to be irrational from a normative perspective (like watching films that generate fright (see Weiß et al. 2007) or use of video games (see Mendenhall et al. 2010), by certain gender differences (Sherry 2004) or human behaviors like gossip and mobbing that are recurring in each new communication channel that is invented.

All of these aspects lead to a situation where from the existing theories only limited conclusions can be drawn for communication campaigns. This accordingly brings about

- campaign designs (and experimental research) without theoretical foundations,
- studies which use theories only as a framework but not as a basis to draw their hypotheses from
- and overemphasis on research of phenomena where a theory exists and neglect of the ones without

With the metatheoretical assumption of evolutionary theory as a basis several kinds of middle level theories (Henninghausen/Schwab 2013) like "Zürich model of social motivation" (Bischof 2008), Bounded Rationality (Gigerenzer/Selten 2001) and Parental Investment and Sexual Selection (Trivers 1972) can be used to deduct hypotheses. The general hypothesis for communication campaigns could be: (1) messages, (2) persuasion strategies and (3) communication channels that correspond to the underlying motivation modules are more effective than non-corresponding ones. This would be an approach that can integrate the disci-

plines and phenomena of the several disciplines.

So in detail it can provide guidance for **effective message design**. By focusing on the underlying motivations of certain behaviors it can be deduced what kind of risk information and what kind of recommendations might be relevant for the recipients. It can give us hints which motivation we can appeal to reach the desired effect. So e.g. for a target audience that is strongly focusing on partner selection (like young adults) messages informing about consequences for their attractiveness of their behavior and functional alternatives (to reach attractiveness without harm) might be more relevant than the consequences for their health. Thereby the function of the "non-intended" behavior is not ignored but used constructively to reach the intended goals. But if e.g. the self-protection motivation module is more relevant for a target group then corresponding information about risks and protection measures should be given (see Table 1).

Further conclusions can be drawn for the **persuasion strategies** used to convey the message. The partner selection module might be better reached with attractive models or exemplars that depict potential partners. Palmgreen et al. (2001) were successful in persuading high sensation seekers with especially new, thrilling and intensive message techniques. But research based on evolutionary theory can also tell us about ways to enhance the knowledge of those who are mostly interested in their self-protection. Here especially the research by Gigerenzer

(2003) has shown principles to make risk information understandable (e.g. by using natural numbers instead of percentages).

The third question that can be answered is about the selection of the **communication channels** for the campaign. Mostly reach is regarded as the most relevant criteria of the communication channel but the focus should also lie in the specific function that a certain channel fulfills. This perspective enables a look at fundamental mechanisms of human communication in a continuous way without becoming distracted by each new kind of technological development. Therefore it is possible to understand the way we work and we don't work as our brains process information in virtual worlds quite similarly to real ones (Volland 2007). So the functions of certain media e.g. social or informational utility should be considered as well as the reach values. This can help to either identify the right channels or modes of transmissions or to develop new media functionalities (e.g. new apps).

Table 1
Suggestions for a Campaign Design on a functional basis

	Messages	Persuasion Strategies	Communication Channels
Partner Selection Module	<ul style="list-style-type: none"> consequences of functional alternatives 	<ul style="list-style-type: none"> attractive exemplars (potential partners) depiction of couples Traditional media 	<ul style="list-style-type: none"> social media with pictures peer education
Self-Protection Module	<ul style="list-style-type: none"> (health) risks effective protection strategies 	<ul style="list-style-type: none"> understandable statistics quotes of experts 	<ul style="list-style-type: none"> information media hotline

This briefly showed how a look back in Pleistocene era can be used by both academics and practitioners to integrate the different aspects of campaign design. Some further fields that could be advanced continuing this way of thinking could be the use of physiopsychological methods (to detect motivation modules), the consequences of motivation conflicts or the influence of “overseen” interaction variables like the phase of the menstruation cycle, the presence of others and the attractiveness of the depicted person.

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Stigmata or Modifiable – Attitude Change towards Depressives by Reading Persuasive Narratives

Ghazal Shariat & Patrick Bacherle

In spite of the ongoing research on attitude change, there is a lack of inquiries as to the types of media which impact this process. In contrast many studies show how strong the influence of persuasive narratives depends on the state of transportation during the reading.

This study examines the effects of the novel "Als meine Seele dunkel wurde" on subjects' beliefs and attitudes towards the image of people with depression using a pre- and post-reading questionnaire about their views. We hypothesize that the attitude changes in a positive direction after reading the novel, because the protagonist is depicted beneficially.

The present survey is an experimental laboratory based study carried out on two groups of book and e-book readers (student sample $N = 75$). Both groups were parallelized according to Need for Affect as the need for motivation to access or avoid situations and activities

that are emotionally inducing for themselves and others. Consequently individuals with a high Need for Affect experience the state of transportation intensively and accordingly the persuasive effects of narrative have a strong effect on the attitude change (Appel & Richter, 2010).

The attitude change is operationalized by three scales: knowledge, stereotypical ideas about depression as well as social distance. These three scales represent the components of attributions, which people have in mind towards specific groups such as depressives. This study also discusses possible impact of the mediums (books and e-books) on the audience.

First analyses show a complex picture with significant outcomes. Both the change in the attitude at the second time measurement and the interaction relationships among the variables are recorded. The hypotheses differ from the results, because the results move in an opposite direction.

The inclusion of these components, the type of media and the attitude change, allows to look at the same question from clinical as well as media psychology perspectives and thus it fills the interface between these two disciplines.

In Search of the Actor – The Actor as Formal Feature in Movies

Jolene Fraider, Wenzel Mehnert, & Monika Suckfüll

Various formal features of movies have already been explored, defined and empirically examined (e.g., editing, camera perspective, music, dramaturgy, etc.) but surprisingly there are only a few empirical studies dealing with actors and their expressions. And, existing studies focus on facial behavior (Gosselin et al., 1995; Schwab, 2010). We are therefore aiming at operationalizing the actor as a formal feature of movies in a more complex way.

As a first step, we have evaluated acting techniques that shed light on how actors are expressing emotions on screen, not only in facial behavior but also in body movement and vocal expression. Basically there are two contrasting approaches: While "Technique Acting" focuses on presenting idealized emotions whereas not feeling them, "Method Acting" demands from the actor to equip characters with self-experienced emotions (Stanislawsky, 1975). However, in preparation of empirical studies it is difficult to determine if the actor uses a particular technique, varies the technique in an individual way or combines different techniques to display emotions. Besides acting techniques we have considered additional variables, especially the so-called actor/character-dualism (Riis, 2009).

To arrive at an exact definition of the actor as a formal feature with potential impact we are currently interviewing experts from acting schools and universities located in Berlin. As input for the interviews we compiled scenes from

various films with NICOLE KIDMAN as lead character. We focus on one actress with a broad performing repertoire to be able to deepen insights via comparisons of different characters in different narrational settings performed by the same actress.

The findings will be used to develop a first model of the actor as a formal feature, which will serve as a basis for a coding scheme for the actions of actors in movies in the context of future reception studies.

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According to popular cultural stereotypes, men like action movies and women like romance movies, because men and women have different interests. In two studies, this stereotype and implications for sex-specific recall were investigated. In Study 1, a total of 80 participants (40 men and 40 women, mean age = 22.71 years, $SD = 2.35$) watched 30 minutes video clips from popular US movies (action: Die hard with a vengeance from 1995 and romance: Notting Hill from 1999). In Study 2, a total of 94 participants (40 men and 54 women, mean age = 23.65 years, $SD = 3.08$) also watched 30 minutes video clips from more unknown French productions (action: Gomez & Tavarès from 2003 and romance: Le fabuleux destin d'Amélie Poulain from 2001). After watching the movies, the participants completed an unexpected recall task and completed a questionnaire. Across both studies, the sex difference in liking romance movies was larger than the sex difference in liking the action movies. However, in both studies the sex difference in recalling elements from the action movies were larger than the sex difference in recalling elements from the romance movies. This dissociation between liking and recalling elements from movies cannot be solely explained by cultural stereotypes.

Sex Differences in Recalling Movie Contents

Sascha Schwarz & Peter Wühr

Info Graphics: Research on the Knowledge Transfer with Thematic Maps in Media-Supported Interactive Learning Environments

Claudia Dernbecher & Stephan Schwan

Over the past years the ubiquity of interactive digital visualizations from thematic maps has grown considerably. Due to the increase of information technologies digital visualizations are becoming more complex and interactive. Research on the cognitive psychology of maps has provided empirical results on questions of navigation, mental rotation, spatial abilities or map element recognition with topographic maps. Besides this, interactive info graphics consisting of thematic maps appear more frequently in educational media for the use on mobile devices in order to simplify visualizations of complex matters and to function as knowledge transferring tool beside the text. Yet little research exists on how these maps are perceived. People usually are not trained to work in an interactive environment with thematic maps on questions of raw materials, policy issues or different rental prices. Therefore, the research project focuses on questions of how these technologies should be constructed and applied to help the user in learning specific map tasks in an interactive environment, and which tools help specific users to enhance their learning with thematic maps. Three experiments are conducted to focus on expert and novice use of thematic maps. In the first experiment, experts (history/geography) are to "think aloud" while working on a specific map task with thematic maps in a paper-pencil environment. The same procedure is planned for the second experiment with novices (geography/history students). Differences are expected in the epistemic actions of each group. In experiment three, the

results are to be implemented in an interactive learning environment. Experiment one and two are reported.

Predicting Loneliness: Impact of the Belief that many Facebook Friends Equates to Popularity

Dirk Mügge

The number of Facebook friends has been found to be a weak predictor of loneliness. To test the assumption whether the subjective belief that the number of Facebook friends equates to popularity predicts loneliness over and above the actual number of Facebook friends, a correlational study was carried out. A questionnaire was presented to young adults (age $M = 22.7$, $SD = 3.9$) from Germany and Austria ($N = 233$) using a Facebook application to access actual user data in addition to self-reports. Regression analysis confirmed the hypothesis stating that the "belief of popularity" predicts loneliness ($\beta = .463$, $p < .001$) over and above the number of Facebook friends ($\beta = -.010$, $p = .864$). Moreover, controlling for self-reported self-esteem ($\beta = -.490$, $p < .001$) reduced the impact on loneliness rather slightly ($\beta = .364$, $p < .001$), $R^2 = .444$, $F(2, 231) = 92.06$, $p < .001$. The results suggest that subjective beliefs about the meaning of objective data are better predictors than the data itself. In addition, failing to replicate previous findings for the correlation between loneliness and the number of Facebook friends based on self-reports indicates that the self-reported number of friends

and loneliness are confounded. Asking someone about the number of Facebook friends may remind people with few/many friends about their small/large social network and, hence, induce/reduce loneliness.

Call for Defense – Mobilization Frames using Outgroup and In-group Violence in Radical-Islamist Video Propaganda

Simon Tump & Lena Frischlich

Radical Islamist propaganda is increasingly spread via online videos to a Western audience. The videos thereby aim at the mobilization of new followers. A special role in their narratives plays the depiction of violence. Former, mainly descriptive approaches report a glorification of violence in propaganda videos but do not address their mobilizing potential.

The current analysis aims at closing this gap. Using the political framing scheme by Gerhards and applying it to radical-Islamist propaganda, an improved scheme distinguishing between frames focusing on the extremists' In- vs. Outgroup was developed.

Employing the created framing scheme, quantitative analysis of seven prototypical radical Islamist propaganda videos revealed how the depiction of violence by outgroups against the ingroup has been used as mobilization frames.

As expected, outgroup violence has been found to be mostly associated

with immorality, injustice and disregard of values. In contrast, ingroup violence was framed attractively by declaring its righteousness and leaving out its aversive consequences. The newly developed category of sanctions depicted that for the ingroup former successes and the promise of future rewards were dominant, meanwhile those who refused to join, were menaced with punishments.

The current study therewith provided first insights into the concrete means radical Islamist propaganda videos use. The mobilizing potential of such videos and implications for further research are discussed.

The Arcane Force of Arcade Games: Killing Inky as a Hanky. Some Evidence for the Effect of Interactivity in Media on Mood Repair.

Tim Wulf, Diana Rieger, Julia Kneer, & Gary Bente

For mastering emotional bottoms in life people use different strategies: Some do sports, some hurl themselves into some cognitive work or try to distract their negative mood consuming entertaining media. Considering the variety of modern entertainment media the degree of interactivity and along going intervention potential might affect the effectiveness of solving negative mood.

The present study deals with the question of how the selected medium for mood management purposes affects solving negative moods independent of

the respective content. To vary the interactivity of the medial context, participants solved their induced negative mood (sadness) via media consumption: Either, they played a video game, or they watched a recording of some other person playing the same game or they were asked to relax (interactive vs. non-interactive vs. control group). Negative mood was measured via the SES questionnaire (Hampel, 1977) before and after the treatment. Additionally physiological arousal (electrodermal activity) was measured through all the conditions and showed different results depending on the treatment. We compared physiological and subjectively reported arousal during emotion induction as well as during the distractive media offerings.

Results indicate that participants playing the game were more distracted from their negative mood afterwards than participants watching the game-play video or participants in the control condition. Further, perceived task load significantly differed between the conditions. These findings suggest different intervention potentials depending on the level of interactivity through media. Measures of electrodermal activity also showed a higher arousal when playing the game suggesting that mood repair in context of mood management is concerned with the amount of physiological arousal. Finally it is mentioned that the degree of interactivity also affects the regulation of mood-related states, such as balance and vitality.

A Quantitative Review of Socially Desirable Responding in Web-Based Assessments

Jennifer Lindzus & Timo Gnambs

In recent years, the use of computer-based psychological testing has been steadily increasing. Especially web-based assessments seem to be a promising alternative to proctored paper-and-pencil testing formats in laboratory settings, because even heterogeneous samples can be reached quickly at relatively low cost. It has been suggested that computerized testing may even reduce social desirability distortion in self-report questionnaires because of an increased sense of anonymity amongst participants. This could hold true for unproctored web-based assessments in particular. However, previous research concerning that question yielded rather inconsistent results. While initial findings lent some support for this assumption current studies often failed to show differences between administration modes, which could be due to increasing familiarity with computers in general. The present study reports on three multilevel random-effects meta-analyses that examined the effects of computerized and paper-and-pencil administration modes of self-report questionnaires on social desirability distortion. The first study ($k = 117$, total $N = 7,353$) focused on explicit social desirability scales, whereas the other studies adopted an indirect approach and inferred social desirability effects from instruments measuring the Big Five of personality ($k = 109$, total $N = 9,998$) or psychopathological symptoms ($k = 177$, total $N = 20,397$).

Overall, the results did not indicate less social desirability distortion in computerized assessments. Rather, a near-zero effect size, $\Delta \approx -.02$ to $.04$, was obtained for computer versus paper-and-pencil questionnaires. Moreover, moderator analyses did not identify differential effects for publication year, proctored vs. unproctored assessments, or different levels of respondent anonymity. These results have two central implications for practice. First, paper-and-pencil and computerized administrations of self-report scales yield comparable mean scores; this indicates mean level measurement equivalence across modes. Second, web-based assessments do not offer an advantage with regard to socially desirable responding in self-report questionnaires.

Influences of Movie Stimuli-Reception on Recovery Experience

Hannah Kaline Buchheister, Mirijana Naumceski, Sara von Knobelsdorff, Diana Rieger, & Gary Bente

Everyday strain causes a need for regeneration. Dealing with media seems to be a common strategy which is often used to calm down and relax. Media consumption thus helps to get along with daily requirements and offers opportunities to refresh cognitive resources. Prior research has especially identified interactive media to be able to contribute to a recovery from work strain.

The present study deals with the question whether non-interactive media,

namely movies, are able to influence a subjective and objective recovery. To measure the effect of entertaining media on recovery, we measured both cognitive performance as well as the subjective experience of recovery. We compared different movie stimuli with a control condition in which participants were not confronted with media stimuli. Media conditions differed with regard to the affective valence of the movie clips (positive vs. negative).

Results indicate that recovery through media consumption is beneficial. Compared to a simple break, the regeneration of energy by movie reception is more intensive. This concerns both subjective recovery, as well as objective, cognitive components. The affective valence of the movie clips further has an effect of the recovery experience; a negative affective valence was found to be even more beneficial for recovery. Implications for powerful recovery strategies in everyday life are discussed.

“Stress, Coping and Facebook Use in Adolescents”

Matthäus Simon, Nadja Matt, Heike Eschenbeck, & Karin Schweizer

Background: The use of media like television, mobile phones, computer and internet is prevalent in adolescents' everyday life. Regarding the internet many adolescents spend regularly time engaging in social networking sites, such as Facebook. Social networking sites might fulfil different functions (e.g.

emotional disclosure, see Qiu, Lin, Leung, & Tov, 2012; selfpresentation, see Haferkamp, Eimler, Papadakis, & Kruck, 2012; or social capital, see Ellison, Steinfield, & Lampe, 2007). The present study analyzed associations between Facebook use, stress and coping in young adolescents. Methods: The sample consisted of 235 secondary school children in Germany (106 girls, 129 boys) between 13 and 15 years old ($M = 13.98$ years, $SD = .65$). Of these 204 (87 %) had a profile on the social network site Facebook. Participants responded to a questionnaire regarding Facebook use (i.e., number of friends, use of networking site functions), coping strategies (i.e., seeking social support, problem solving, avoidant coping, palliative emotion regulation, anger-related emotion regulation, and media use, SSKJ 3-8, Lohaus et al., 2006), the more Facebook specific coping strategy perceived social support and stress symptoms. Results: Data on Facebook use confirmed earlier findings from general surveys like the German JIM studies (JIM-Studie 2012, Medienpädagogischer Verbund Südwest) relating to average number of friends, use of networking site functions as well as gender and age differences. Concerning Facebook use in terms of stress and coping results showed significant associations especially with the coping strategy social support. Discussion: Perspectives and implications in terms of social networking sites in the context of stress and coping in adolescents – especially regarding the role of social support – are discussed.

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Haferkamp, Nina; Eimler, Sabrina C.; Papadakis, Anna-Margarita; Kruck, Jana Vanessa (2012). Men are from mars, women are from venus? Examining gender differences in self-presentation on social networking sites. *Cyberpsychology, Behavior, and Social Networking*, 15(2), 91–98. DOI:10.1089/cyber.2011.0151

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“Feeling” or “Thinking” Suspense? About the Nature of and Individual Differences in Experiencing Suspense.

Lisa Aelker

Suspense is often described as an experience of uncertainty or anticipation (e.g. Zillmann, 1996; Wulff, 1996), i.e. as a state of “*wanting to know*” or “*seeking information*”. However, such an understanding stresses cognitive processes without taking into account affective aspects of suspense. Therefore, different authors (e.g. Borringer, 1980; Carroll, 1996; Vorderer, 1996) stress the importance of emotions for experiencing suspense, warn against one-sided investigations on cognitive issues (Vorderer, 1996) and conclude that it’s not just cognitions but especially emotions that constitute suspense. All in all it seems to be an interplay or transactional relation (Früh, 2002) between cognition and emotion that account for experiencing suspense.

Considering the theoretical discussion about the nature of suspense, the question arised whether people differ with regard to “feeling” or “thinking” suspense, depending on individual dispositions. Since women are said and shown to have a higher need for affect (e.g. Maio & Esses, 2001), we hypothesized that for women we would find a greater correlation between suspense and related emotions than for men. Thus, women are expected to focus more on

emotions – i.e. to “feel suspense”, whereas men are expected to focus more on related cognitions.

To test this hypothesis, we asked 69 participants to watch a suspenseful short movie and answer a questionnaire including scales measuring suspense and emotions as well as cognitions that are related to suspense.

Results show that correlations between suspense and cognitions/emotions depend on participants’ gender. With men, suspense correlates with cognitions like curiosity and interest and with women, suspense correlates with fear instead. We therefore assume suspense to be a multidimensional construct with a final shape depending on recipients’ individual differences.

The results are in line with the need for more recipient-oriented approaches to describe and explain suspense that go beyond simple stimulus-response-models focusing suspenseful movies (e.g. Vorderer, 1994).

References:

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Time Schedule

TIME SCHEDULE

Wednesday, September 4

Zentrum für Mediendidaktik:

10:00	18:00	PhD Workshop // ZfM 005
19:00	open	Get together (Locanda, Kranenkai 1, 97070 Würzburg)

Thursday, September 5

Zentrales Hörsaal- und Seminargebäude:

10:00	10:15	Opening // Hörsaal 2
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10:30	12:00	Session 1 // Interactive Learning // 01.010
10:30	10:50	The Better you Feel the Better you Learn – Positive Emotions as a Facilitator of Performance in Hypermedia Learning. <i>Münchow, Mengelkamp, & Bannert</i>
10:50	11:10	Gaze Path Analysis of Differences in Task Related Perception of Data Visualization. <i>Müller, Liebold, Pietschmann, Rosenthal, & Ohler</i>
11:10	11:30	Investigating the Impact of Virtual Presence on Motivation, Mental Effort and Knowledge Acquisition in Learning with Serious Games. <i>Schrader</i>
11:30	11:50	Attention Impairment in Multimedia Learning: Does Initial Task Attention Act as Moderator? <i>Wirzberger & Rey</i>

10:30	12:00	Session 2 // Virtual Agents and Avatars // 01.012
10:30	10:50	Presence and the Evaluation of Virtual Agents – A Comparison of an Agent in a Video Versus an Immersive Virtual Environment. <i>Klatt, Choi, Hauser, Müller, Schäwel, Börsting, & Krämer</i>
10:50	11:10	Measuring Realism of VR Applications Containing Virtual Humans – Construction of the German VR Simulation Realism Scale. <i>Pöschl</i>
11:10	11:30	Trusted Faces. Analyzing the Effects of Photo-Realistic Avatars in E-Commerce Transactions. <i>Bente & Dratsch</i>

Time Schedule

11:30	11:50	Exploring the Perception and Interpretation of Touch in HRI. <i>Hoffmann & Krämer</i>
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10:30	12:10	Session 3 // Gaming I // 01.013
10:30	10:50	Identification with Video Game Characters: The Effects of Game Difficulty and Flow Experience. <i>Klein</i>
10:50	11:10	Emergency Assistance in Video Games: Selflessness or Self-Righteousness? <i>Mohseni</i>
11:10	11:30	Effects of Video Game GUIs on the Construction of Rich Spatial Situation Models and Spatial Presence. <i>Pietschmann, Liebold, Valtin, Nebel, & Ohler</i>
11:30	11:50	Social Interaction in Massively Multiplayer Online Games: An Evolutionary Perspective. <i>Valtin, Liebold, Pietschmann, & Ohler</i>
11:50	12:10	Cultivation of Gender Stereotypes in Video Games. <i>Brill, Büttner, & Schwab</i>

12:15	13:30	Lunch
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13:30	15:00	Session 4 // Panel: Scientific Communication // 01.010
		How Persuasive Are Science Blogs? Effects of Message Sidedness, Source Expertise, and Reader Characteristics on Attitude Formation toward Scientific Debates. <i>Winter, Krämer, Neubaum, Rösner, Straßmann, & Sauer</i>
		Communicating Scientific Uncertainty: Media Effects on Public Understanding of Science. <i>Retzbach & Maier</i>
		Telling the Right Science Stories? Emotional and Cognitive Processes while Watching Entertaining Scientific TV Shows. <i>Schwab & Unz</i>
		Learning from AI Gore or from Parents? Different Communication Experiences and Climate Change Related Knowledge, Attitude and Behavior. <i>Neverla, Taddicken, & Schaudel</i>
		The Wording Matters: On the Impact of References to Tentativeness in Written Information. <i>Thiebach, Paus, & Jucks</i>

Time Schedule

13:30	15:00	Session 5 // Panel: Politics // 01.012
		How Value Threat and Selective Exposure to Scientific Evidence Make Pacifists Oppose Violent Video Games. <i>Bender & Rothmund</i>
		Connecting Media Psychology and Political Communication: An Exploratory Telephone Survey about How and Why People Use Political Talk Shows. <i>Vorderer, Roth, Weinmann, & Hopp</i>
		Influence of Negative Publicity on Politicians and Political Parties Image. <i>Fuchslocher & Krämer</i>
		The Closer, the Better – Parasocial Interaction with Politicians in Political Talk Shows. <i>Gleich, Schneider, Bartsch, Otto, & Gebbers</i>
		Quality Rules: Experimental Results on the Influence of Recipients' Similarity with News Protagonists and the Quality of Political Discussion on Political Knowledge. <i>Trepte & Schmitt</i>

13:30	15:00	Session 6 // Gaming II // 01.013
13:30	13:50	"I wish it was real, so I could squeeze it" The Emotional Response of Children Towards Videogame-Characters: A Cross-Cultural Comparison of Germany and the USA. <i>Szczuka, Biles, Plass, & Krämer</i>
13:50	14:10	Low Temporal Stability of Excessive Video Game Use in a Sample of German Adolescents. <i>Rothmund & Klimmt</i>
14:10	14:30	The Influence of Media Reports and Age on the Perception of Violent Digital Games. <i>Kneer & Kikelia</i>
14:30	15:00	Position paper: The Effects of Violence in Digital Games on Aggression: A Review of the Empirical Evidence and the Scientific Debate. <i>Ferguson & Elson</i>

15:00	15:30	Coffee Break
15:30	16:45	Section Meeting // Hörsaal 2
16:45	17:45	Poster Presentation // Foyer
18:00	19:00	Public Discussion // To be announced
19:30	open	Social Evening (Backöfele, Ursulinergasse 2, 97070 Würzburg)

Friday, September 6

Zentrales Hörsaal- und Seminargebäude:

9:00	10:30	Session 7 // Motion Pictures I // 01.010
9:00	9:20	The Differential Impact of Movie Trailers. <i>Suckfüll</i>
9:20	9:40	The Impact of Tragedies on the Audience's Well-Being and the (In)-Effectiveness of Censorship. <i>Till & Niederkrotenthaler</i>
9:40	10:00	Hooked on a Story – How Fictional Stories Can Stimulate Interest in and Exposure to News Articles about Related Topics. <i>Bartsch & Schneider</i>
10:00	10:20	Disguised in Entertainment: Approach and Avoidance Reactions Towards Right-Wing and Islamic Extremist Propaganda Videos. <i>Rieger, Frischlich, & Bente</i>

9:00	10:40	Session 8 // Emotion // 01.013
9:00	9:20	Position paper: Meaningful Experiences in Media Entertainment from a Philosophical Point of View. <i>Matuscheck & Bacherle</i>
9:20	9:40	Normative and Informational Social Influence on Musically Induced Emotions in an Online Music Listening Setting. <i>Egermann, Kopiez, & Altenmüller</i>
9:40	10:00	When the Medium is the Message: An Experimental Exploration of "Medium Effects" on the Emotional Expressivity of Music Dating from Different Forms of Spatialization. <i>Lepa, Ungeheuer, Maempel, & Weinzierl</i>
10:00	10:20	Emotionally Neutral Cues in Virtual Agent's Expressive Behavior Impair Recognition of Emotions in Other Modalities. <i>Liebold & Ohler</i>

9:00	10:30	Session 9 // Social Media I // 01.012
9:00	9:20	Gender and Information Quantity in Business Network Profile Evaluation. <i>Eimler, Kovtunenka, & Krämer</i>
9:20	9:40	Communication, always and everywhere – An Investigation of why Media Users Are Permanently Connected. <i>Johannes</i>

Time Schedule

9:40	10:00	Privacy Protection as a Matter of Trust – How Trust in Facebook and Trust in Friends Lead to Different Behaviour in Social Networks. <i>Bosau</i>
10:00	10:20	Smartphones as Peacock Tails: Conspicuous consumption of mobile devices as sexual signaling system. <i>Hennighausen & Schwab</i>

10:30	11:00	Coffee Break
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11:00	12:30	Session 10 // Motion Pictures II // 01.010
11:00	11:20	Laughing and Liking: How Do Political Satire Programs Contribute to Viewers' Interest in Politics. <i>Weinmann</i>
11:20	11:40	The Impact of Sadoomasochism on our Media Use Sexual Behavior and Fantasies – A Study on the Relationship between Sexual Preference and the Use of Pornographic Media. <i>Marker & Bacherle</i>
11:40	12:00	Move me, Movie! Characteristics of Dramatic Film Stimuli Contributing to a Positive Evaluation and Enjoyment among Viewers. <i>Vogel & Gleich</i>
12:00	12:20	Watching Television as an Emotional Episode? Application of the Peak-End-Rule to the Reception of TV-Shows. <i>Bacherle, Grosswardt, Horsten, Kraft, & Tiede</i>

11:00	12:40	Session 11 // Persuasion, Framing, and Identity // 01.013
11:00	11:30	Position paper: Mechanisms of Narrative Persuasion. <i>Appel & Richter</i>
11:30	11:50	The Negativity Credibility Bias. Effects of Valence Framing on Truth Judgments and Source Credibility. <i>Peter & Koch</i>
11:50	12:20	Position paper: No Evidence for Persuasion Effects of Emotional Advertisement on Attitudes towards Social Groups – The Case of Ageism. <i>Belentschikow, Liebold, Valtin, & Ohler</i>
12:20	12:40	(Ethnic) Identities and Media Uses and Gratifications – What Is the Story. <i>Odag & Galip</i>

Time Schedule

11:00	12:30	Session 12 // Social Media II // 01.012
11:00	11:20	Verbal Venting in the Social Web: Effects of Anonymity and Group Norm on Aggressive Language in Online Comments. <i>Rösner & Krämer</i>
11:20	11:40	Online Social Network Users Are Not Necessarily Careless: Evidence for Vigilance Towards Risk Cues During Self-Disclosure. <i>Moll, Pieschel & Bromme</i>
11:40	12:00	Online Support Groups: A Virtual Shelter for People with Mental Disorders. <i>Jelitto, Carolus, & Schwab</i>
12:00	12:20	Addictive behavior on Social Network sites: The Role of Intrinsic Needs and Motives in Explaining Facebook Addiction. <i>Masur</i>

12:45	13:15	Honorary Membership: Prof. Peter Winterhoff-Spurk // Hörsaal 2
13:15	14:30	Lunch

14:30	16:00	Session 13 // Motion Pictures III // 01.010
14:30	14:50	Effects of Stereoscopic View on Spatial Presence: The Mediating Role of Mental Models. <i>Hofer, Sele, & Wirth</i>
14:50	15:10	Exposure to Media Stereotypes Influences the Perception of Facial Threat. <i>Arendt, Steindl, & Vitouch</i>
15:10	15:30	The Impact of New Technological Modes of Movie Presentation on Feelings of Entertainment and Immersion. <i>Sobieraj</i>
15:30	15:50	Moving Pictures as Moral Emotion Machines. <i>Unz & Suckfüll</i>

14:30	16:10	Session 14 // Methods // 01.013
14:30	14:50	Torn Journalist: Measuring Psychological Discomfort in the wake of Attitude-Consistent vs. Norm-Consistent Selection Decisions in Journalism. <i>Mothes</i>
14:50	15:10	The Unstandardized Use of the Competitive Reaction Time Task to Measure Aggressive Behavior in Media Effects Research: A Methodological CRTTique. <i>Elson, Mohseni, Breuer, Scharnow, & Quandt</i>

Time Schedule

15:10	15:30	Disclosure of Sensitive Behaviors in Computerized Surveys: A Quantitative Review. <i>Gnambs & Lindzus</i>
15:30	15:50	Media Effects on Mind Gap. <i>Alings</i>

14:30	16:00	Session 15 // Social Media III // 01.012
14:30	14:50	The "Positivity Bias" in SNS Communication: Message Valence and Social Distance as Predictors of the Willingness to Respond to SNS Self-Presentation. <i>Reinecke & Ziegele</i>
14:50	15:10	Facebook as a Threat to Users' Self-Determination: How German Media Frame the Use of SNS. <i>Teutsch & Niemann</i>
15:10	15:30	Immersing into the Facebook World. <i>Neubaum & Krämer</i>
15:30	15:50	Do I Need to Belong? Development of a Scale for Measuring the Need to Belong and its Predictive Value for Media Usage. <i>Krämer, Hoffmann, Szczuka, Eimler, Fuchslocher, Klatt, Stärfling, & Lamchi</i>

16:30		Farewell
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