Beispiele Klausurfragen

Nennen Sie bitte vier verschiedene Arten 
(Dimensionen) nonverbaler Kommunikation nach Adler und Rodman (2009).

____________________________________ ______________________________________ (4 Punkte)

Beispiele Klausurfragen

Auf welchem Zusammenhang zwischen Zeichen und Bezeichnetem basiert ein Index?
(a) Ähnlichkeit
(b) Regeln
(c) Assoziation
(d) Kausalität

Beispiele Klausurfragen

Eine Antwort ist richtig. Was ist kein Beispiel für ein Emblem?
(a) „V“-Zeichen mit Zeige- und Mittelfinger
(b) Schulterzucken
(c) Nicken
(d) keines der drei obigen Beispiele
Beispiele Klausurfragen
Mit welchem Kommunikationsmodell stehen die Befunde von Schober und Clark (1989) zum referentiellen Kommunikationsverstehen von Adressaten vs. Mithörern im Einklang?

_______________________________________ (2 Punkte)

Persuasion: Definition
- alltagssprachlich: Überredung / Überzeugung
- „The process of forming, strengthening, or changing attitudes by communication“ (Smith & Mackie, 2007, p. 229)
- Prozess der Änderung von valenzierten mentalen Repräsentationen (Einstellungen, Urteilen) als Resultat von Kommunikation

Überblick
Teil I: Überblick zu Theorien und relevanten Befunden
1. Persuasion bei geringem kognitivem Aufwand (Bohner & Wänke, 2002, Kap. 6)
2. Persuasion durch aufwändigere Prozesse (Bohner & Wänke, 2002, Kap. 6)

durchgängig: Smith & Mackie (2007)

Persuasion Research
- Key questions (from Bohner & Wänke, 2002):
  How are attitudes formed and changed as a result of information processing, usually in response to messages about an attitude object?
- A key dimension: recipients' cognitive **effort**
- attitude formation = a kind of attitude change
- Typical approach: study of individual message recipients; unilateral persuasion attempts with identifiable message **source**
  ⇝ relevance to advertising, marketing, politics
1. Persuasion requiring little cognitive effort

- Related general processes in the formation of attitudes: conditioning, mood as information, mere exposure, embodied evaluations
- Particularly relevant given the research focus: factors in the processing of messages about attitude objects
- 2 types of processes:
  - Subjective experience
  - Heuristic processing

Subjective Experience

- The effect of persuasive arguments can depend on the experienced ease with which arguments can be retrieved from memory.
- Examples:
  - Howard (1997): Familiar / idiomatic (vs. unfamiliar) phrases used in advertising lead to more persuasion under difficult processing conditions (distraction)
  - Wänke, Bohner, & Jurkowitsch (1997): Business students judged BMW (vs. Mercedes) more favorably after recalling 1 favorable or 10 unfavorable argument/s (vs. 10 favorable or 1 unfavorable arguments/s).
Heuristic Processing

- Heuristics: simple rules (rules of thumb) that allow people to make judgments and decisions
- Often used when people have little motivation or ability for effortful, more extensive processing (remember Fazio’s MODE model ….).
- Persuasion heuristic: an association of superficial cues with positive or negative evaluations

Heuristic Processing

- Persuasion heuristics based on **external** cues:
  - a message source's likeability ("I agree with people I like.")
  - a message source's expertise ("Experts' statements are valid.")
  - social consensus ("The majority is usually right.")
  - message length ("Length equals strength.")
- Influences of **internal** cues (e.g., mood, ease of retrieval) can also be subsumed under heuristic processing.
  \( \Rightarrow \) A mood heuristic: "If I feel good, I must like it"

Message Length Heuristic

<table>
<thead>
<tr>
<th>TABLE 7.1. Length Equals Strength: The Ben Franklin Close</th>
</tr>
</thead>
<tbody>
<tr>
<td>As you know, Ben Franklin has always been considered one of the wittiest men in America. He was wise in the things he had to say. He didn’t always make up his mind, but he was sure of what he was doing. When he was right, he needed to be sure he did it. If he was wrong, he needed to be sure of what he avoided it. Isn’t that about the way you feel?</td>
</tr>
<tr>
<td>So here’s what he would do to arrive at a decision. He would take a clean sheet of paper and draw a line down the middle, like this. On one side of the line he would list all the reasons why he should make a &quot;yes&quot; decision and on the other side of the line he would list all the reasons against making this decision. When he was through, he would count the reasons that he was able to tally on each side, and his decision was made for him. Why don't we try it here and see what happens?</td>
</tr>
</tbody>
</table>

Smith & Mackie (2007), p. 244

The Pseudoexpertise Heuristic

<table>
<thead>
<tr>
<th>MARCUS WELBY, M.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SANNAK, THE 100% REAL COFFEE THAT LETS YOU BE YOUR BEST.</td>
</tr>
</tbody>
</table>

Smith & Mackie (2007), p. 244
2. Persuasion through more effortful processing

- Attributional reasoning
- Message learning
- Active thinking
  - role playing (Janis & King, 1954)
  - inoculation (McGuire, 1964)
  - mere thought (Tesser, 1978)
- Cognitive responses

Attributional reasoning

- Under sufficient motivation and ability, recipients may try to determine the reasons for a persuasive position.
- Perceivers as naive scientists (Kelley, 1967)
- If they attribute the position externally (to reality), they are more persuaded.
- If they attribute the position internally to the speaker’s self-interest, they are less persuaded (discounting principle).

Attribution to advertiser’s self-interest
(Einwiller, Erb, & Bohner, 1997)
Message Learning
- Approach developed by the Yale Group (e.g., Hovland, Janis, & Kelley, 1953)
- Guiding question (cf. Laswell): „Who says what to whom in what channel with what effect?“
- study of source, message, recipient, medium variables
- Processes mediating persuasion: memory / learning, consisting of attention, comprehension, and rehearsal of arguments
- However, memory for message arguments is a poor predictor for attitude change.

Active Thinking
- Mediators of attitude change other than message learning were proposed:
  - Active elaboration and generation of arguments
  - Role playing (Janis & Kelley, 1954): greater attitude change after active improvisation of arguments
  - Inoculation (McGuire, 1964): attitudes can be protected against attacks by applying a weaker version of the attack, which stimulates the active generation of counterarguments.
  - Mere thinking about an attitude object can lead to more extreme attitudes (Tesser, 1978).

Cognitive Responses
- Attitude change is mediated by the favorability of a recipient’s response to a message (Greenwald, 1968).
- Assumption: Recipients actively connect the message content to their relevant knowledge and pre-existing attitudes.
- Technique: Thought listing („I don’t want more chemicals in my drinking water.“)
3. Zwei-Prozess-Modelle der Persuasion

Models covering both effortless and effortful processes
- Some models, developed since the mid 1980s, include both effortless and effortful processes:
  - Elaboration likelihood model (Petty & Cacioppo, 1986)
  - Heuristic-systematic model (Chaiken, 1987; see also Bohner et al., 1995)
- Common assumption: Processing effort varies on a continuum; the endpoints represent prototypical modes of persuasion.

a) The elaboration likelihood model

The elaboration likelihood model (Petty & Cacioppo, 1986)
- Due to restricted time and resources, processing takes the peripheral route. With increased motivation and/or capacity, the central route is taken.
- Peripheral route: involves low elaboration; effortless processes like conditioning or heuristics; susceptible to peripheral cues.
- Central route: involves high elaboration: effortful scrutiny of relevant information, mediated through perceivers' cognitive responses (see Greenwald, 1968).
- Tradeoff between both routes: As motivation and/or ability to elaborate decreases, peripheral cues become relatively more influential, and vice versa.
A novel method: Varying argument quality

**Box 7.1** Strong and weak versions of arguments presented in a persuasive message

The following arguments favouring the fluoridation of drinking water were presented in a persuasion study by Bohner, Eib & Crow (1995):

<table>
<thead>
<tr>
<th>Weak arguments</th>
<th>Strong arguments</th>
</tr>
</thead>
<tbody>
<tr>
<td>In recent years, the prevalence of caries in highly developed countries has decreased only slightly, which means that an effective prevention is becoming more and more necessary. Studies . . . carried out over many weeks suggest that the provision of fluorides through the drinking water supply is technically feasible and relatively harmless.</td>
<td>In recent years, the prevalence of caries in highly developed countries has increased so much that an effective prevention is becoming more and more necessary. Clinical studies . . . carried out over many years prove that the provision of fluorides through the drinking water supply is effective and free from negative side effects.</td>
</tr>
</tbody>
</table>

Systematic Processing of Persuasive Communications

- Systematic processing involves careful processing of arguments or information provided
  - Attending to the information
  - Comprehending the information
  - Reacting to information with **elaboration**: The generation of favorable or unfavorable reactions to information
  - Accepting the advocated position

ELM: Central vs. Peripheral Route

Superficial and Systematic Processing: Which Strategy, When?

- How does motivation influence systematic processing?
  - **Mastery motivation** increases systematic processing
    - importance of accuracy and accountability
  - **Connectedness and valuing me-and-mine** motivation increases systematic processing
    - importance of self relevance
A novel method: Varying argument quality

(a) low elaboration

(b) high elaboration

Petty et al. (1981)

- Strong or weak arguments
- Given by expert or nonexpert source
- Topic was personally relevant to students or not

Petty, Cacioppo, & Goldman (1981)
The heuristic-systematic model (HSM) (Chaiken, 1987)
- Assumes two processing modes
  **heuristic**: effortless
  more restricted than in ELM: application of heuristics (e.g., "Experts' statements are correct"); preconditions: availability, applicability, reliability (appropriateness)
  **systematic**: effortful
  similar to ELM: comprehensive scrutiny and integration
- Processing continuum from restrictive to inclusive; systematic processing does not reduce heuristic processing
  ⇒ HSM does not assume tradeoff (but co-occurrence).

Consequences of high-elaboration/systematic processing
- Creates attitudes that are
  - Stable and long-lasting
  - Resistant to future persuasion attempts
One process sufficient?!

- Kruglanski's main assumptions (Kruglanski & Thompson 1999)
  - Persuasion involves one single psychological process
  - Cues and message arguments can both be used as compelling evidence
  - Process of syllogistic reasoning about persuasive "evidence"

**Example**

A fetus suffers during abortion!

Expertise - a cue or an argument?

---

**Literatur**


