



# INVESTIGATING THE FORMATION OF CONTEXTUALIZED VS. GENERALIZED STEREOTYPES

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## Introduction

### MAIN TOPIC

Whether stereotypes are formed and represented in a contextualized or generalized way is determined by the heterogeneity (Rydell & Gawronski, 2009) of the target group's characteristic across contexts (heterogeneous vs. homogeneous) and the salience of context (high vs. low) (Gawronski et al., 2010).

### HYPOTHESES

**Heterogeneous** characteristic information about a novel group across contexts leads to the formation of **contextualized** stereotypes; and the **higher** the context salience is, the **more contextualized** the stereotypes are.

**Homogeneous** characteristic information about a novel group across contexts leads to the formation of **generalized** stereotypes; and the **lower** the context salience is, the **more generalized** the stereotypes are.

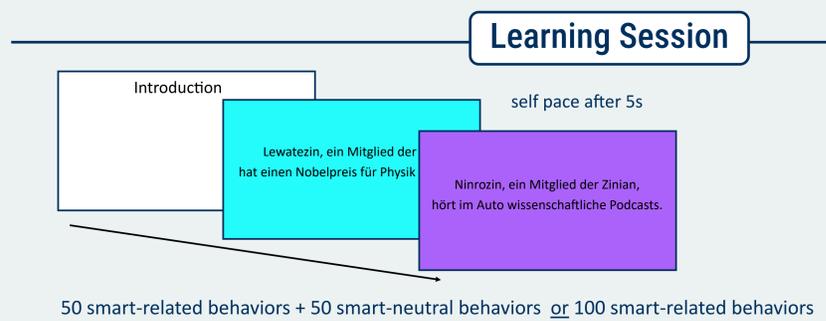
## Methods

**HOW TO TEST IT?**  
Contextualization no transfer effects from the learned contexts to the novel context  
Generalization transfer effects from the learned contexts to the novel context

**Between-subject factors:** heterogeneity (homogeneous vs. heterogeneous)

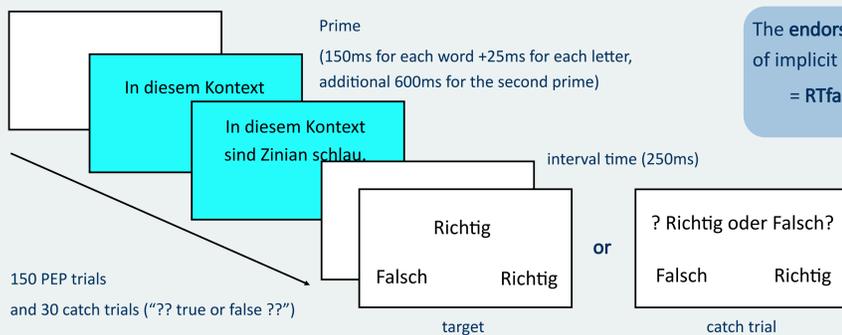
\* context salience (high vs. low salience)

**Within-subject factor:** context type (turquoise vs. purple vs. grey)



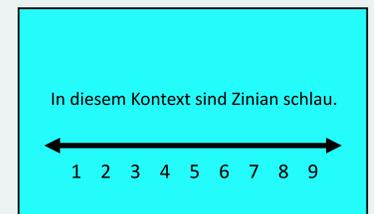
| Homogeneous          |                        |          |
|----------------------|------------------------|----------|
| High: single context | Low: multiple contexts |          |
| smart                | smart                  | smart    |
| smart                | smart                  | smart    |
| Heterogeneous        |                        |          |
| High: single context | Low: multiple contexts |          |
| smart                | smart                  | ordinary |
| ordinary             | smart                  | ordinary |

## 1 Propositional Evaluation Paradigm (PEP)



## 2 Explicit Rating

3 stereotypical statements in the three contexts (e.g., "In this context, Zinians are smart") were rated on a Likert scale from 1 (totally disagree) to 9 (totally agree)

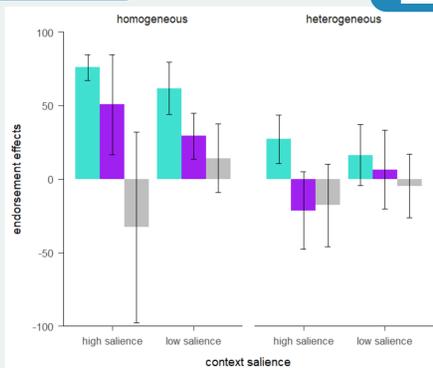


## Results

context type  
turquoise  
purple  
grey

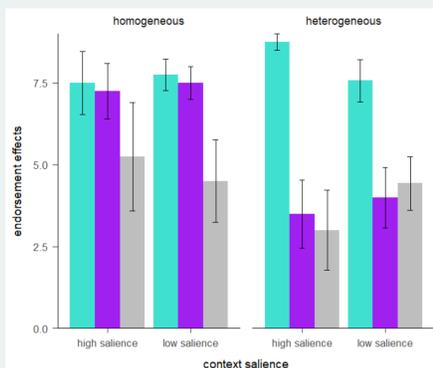
### Implicit Results

- 2 (context salience) x 2 (heterogeneity) x 3 (context type) repeated measures ANOVA
- no significant two-way interaction effect ( $F(2,30) = .91, p > .05$ )
- no significant three-way interaction between context salience, heterogeneity and context type ( $F(2, 30) = .57, p > .05$ )



### Explicit Results

- 2 (context salience) x 2 (heterogeneity) x 3 (context type) repeated measures ANOVA
- significant two-way interaction effect between heterogeneity and context type ( $F(2, 30) = 5.13, p < .05, \text{partial } \eta^2 = .25$ )
- no significant three-way interaction between context salience, heterogeneity and context type ( $F(2,30) = .96, p > .05$ )



## Discussion

### Interpretation – Implicit Results

- No significant differences
- No meaningful interpretation can be made, probably due to the small sample size

### Interpretation – Explicit Results

- No difference between high vs. low context salience

| Homogeneous   | Heterogeneous                                   |
|---|---|
| Smarter ratings in the learned contexts than in the novel context | Smart ratings only in the smart-related context |

- Manipulation of heterogeneity worked
- Stereotype formation seems to be highly context-sensitive, even if stereotypical associations are the same over different contexts (homogeneous)

**Caution:** very limited sample size!

### References

- Gawronski, B., Rydell, R. J., Vervliet, B. & De Houwer, J. (2010). Generalization versus contextualization in automatic evaluation. *Journal of experimental psychology: General*, 139(4), 683–701. <https://doi.org/10.1037/a0020315>
- Rydell, R. J. & Gawronski, B. (2009). I like you, I like you not: Understanding the formation of context-dependent automatic attitudes. *Cognition and Emotion*, 23(6), 1118–1152. <https://doi.org/10.1080/02699930802355255>