

TEN EMOTIONS – TEN FILMS

Introduction

Induction of emotions can be achieved by video films (Gross & Levenson, 1995). Video-clips are among the most effective tools to induce emotions (Schleicher, 2009). But effective films to trigger targeted emotions are rare (Rottenberg, Ray & Gross, 2007).

Questions

1. How to understand the nature of several emotions and to visualize in video-clips?

2. Do the video-clips induce target emotions?

1. Artist Research Project

Ten emotions (boredom, revulsion, sadness, pain, fear, haste, aggression, comfort, joy, equanimity) were explored using an longstanding artistic process (development of accuracy in perception and artistic formulation). In result, ten video films were developed. Content and dramaturgy of the video-clips are free of language, country, culture, or time specific elements.

Results

Emotion induction during intervention

Relative frequencies of induced emotion at first and last minute of the intervention for the different intervention groups:

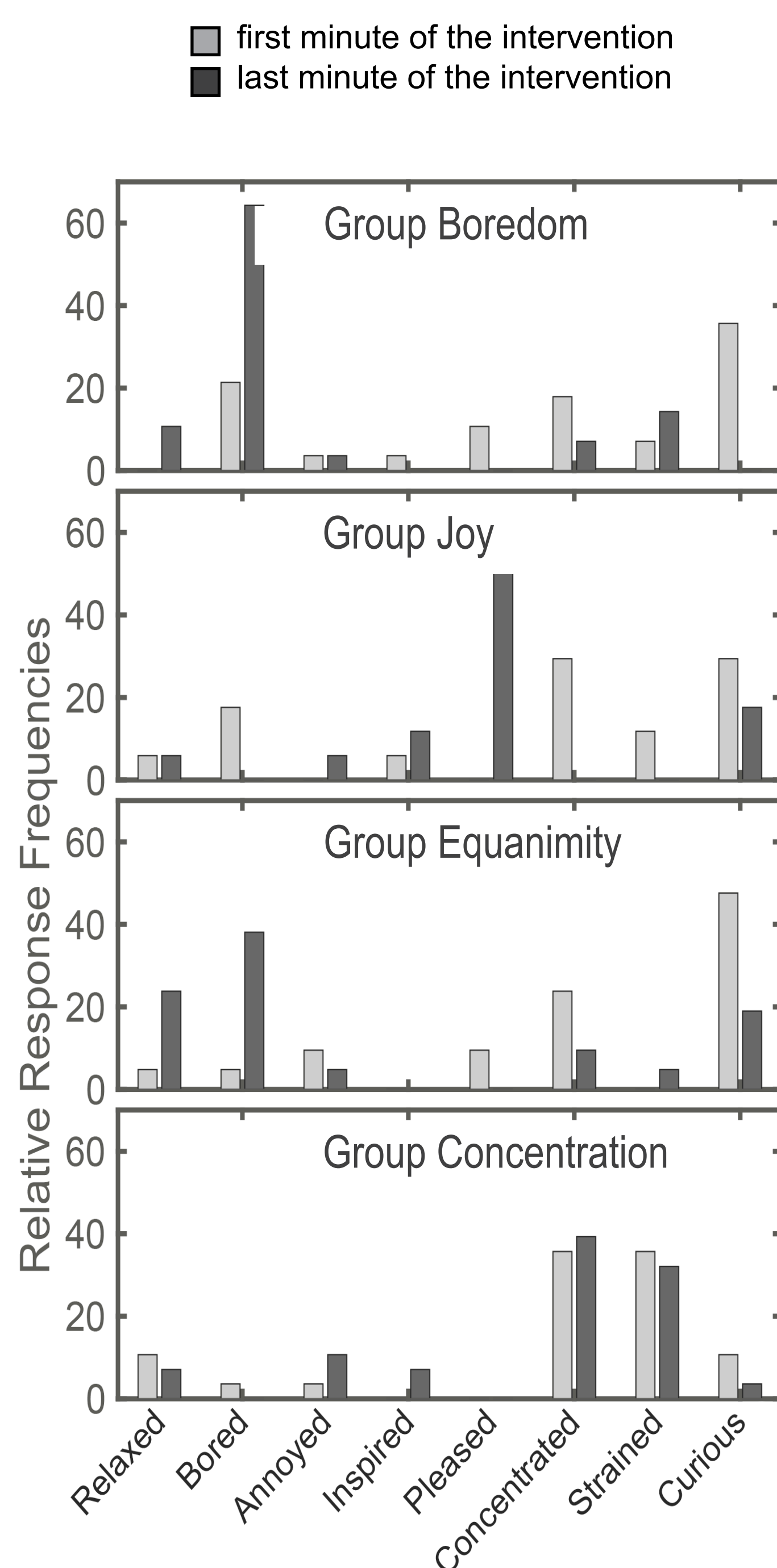
- Emotions changed during the intervention period (first to last minute of intervention) especially in the three video groups

- Video „Boredom“ notably induced the emotion boredom (64% bored, 11% relaxed)

- Video „Joy“ evoked the emotion joy for most participants (59% pleased, 12% inspired).

- Video „Equanimity“ resulted several emotions, in particular boredom, relaxation and curiosity (39% concentrated, 32% strained).

- The intervention „Concentration task“ particularly resulted to feel concentrated and strained from the first to the last minute of intervention.

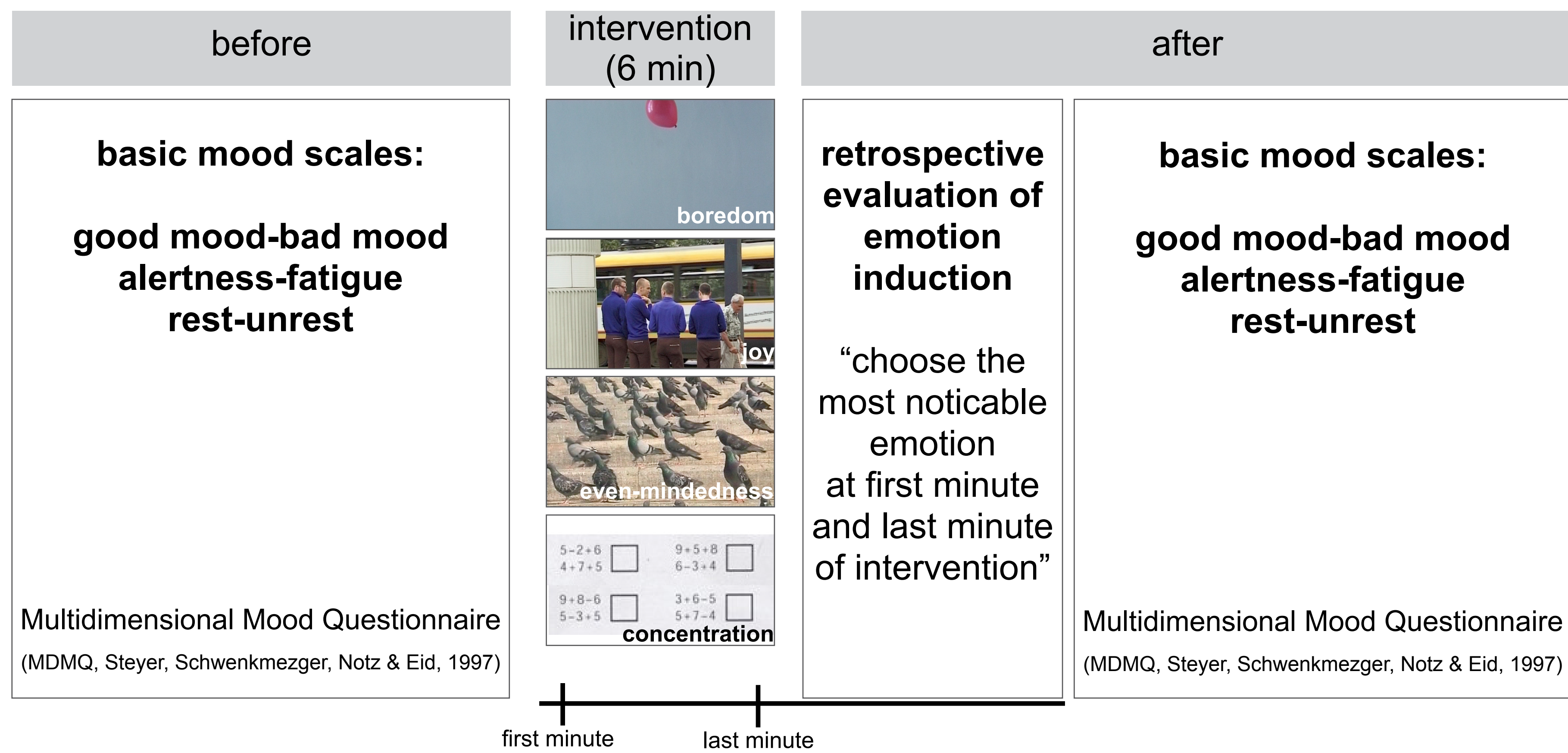


2. Experiment

Three of the developed video-clips (boredom, joy, even-mindedness) and a control condition (concentration task) were proofed.

We checked the induction of the intended emotions and the effect of the basic mood.

- N=93 students
- 4 intervention groups (3 videos and 1 control)



Impact of intervention on Basic Mood

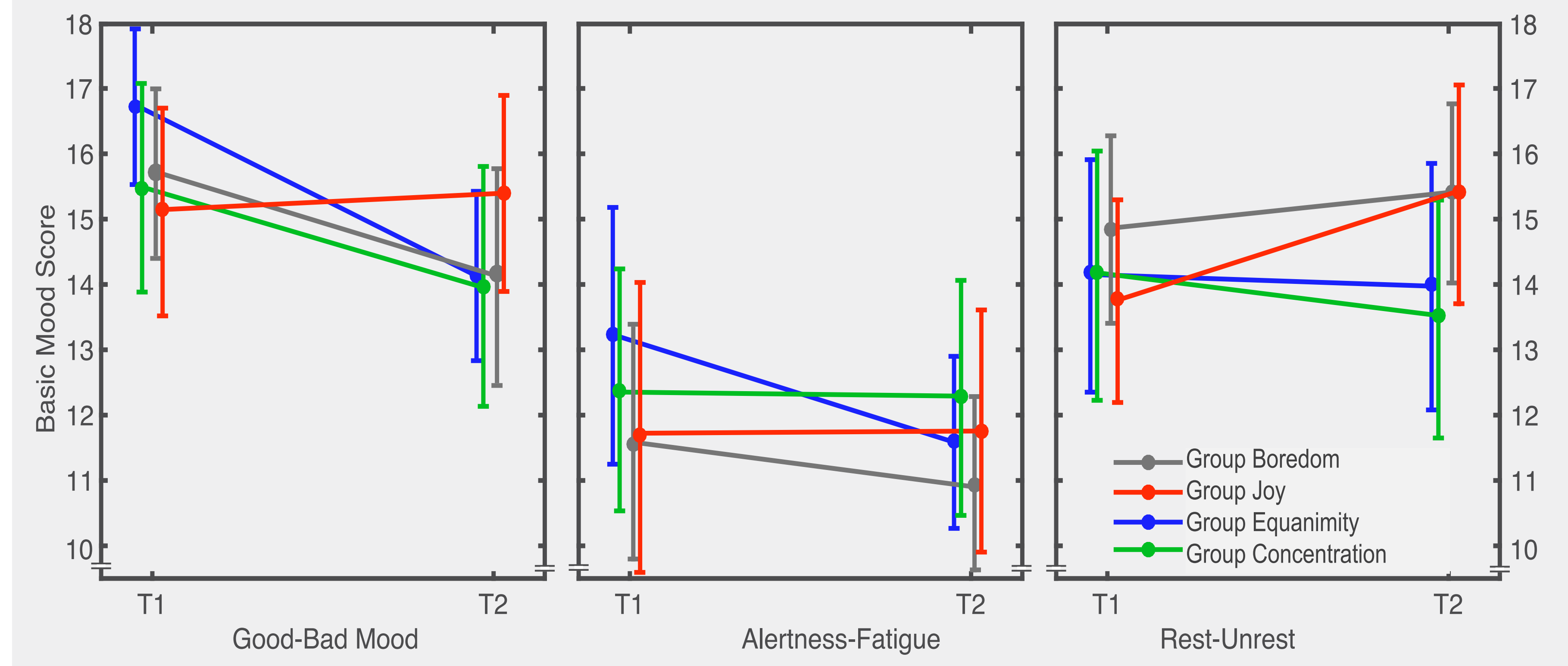
- Homogeneity: Mean differences were determined by simple variance analyzes. Accordingly, the groups do not differ significantly before the beginning of the study.

- Scale Good-Bad Mood: Joy group was identified as the one group with an increase in good mood after intervention. The interaction effect reached significance level ($F(3,89) = 3,83$; $p = .01$; $\eta^2 = .114$).

- Scale Alertness-Fatigue: No significant interaction.

- Scale Rest-Unrest: Joy and Boredom group changed toward to rest, Even-Mindedness group and Concentration group changed to unrest after intervention with significant interaction ($F(3,89) = 2,96$; $p = .04$; $\eta^2 = .091$).

Mean Basic Mood Scores for pre- and post-measurement



Discussion

The project developed and tested video clips. An artistic process was initiated to understand and visualize different emotions. Subsequently, three of the videos were tested empirically, whether the respective emotion in recipients can cause this special emotion. The interventions led to a change in the emotion during the intervention period in all video groups. But the intended emotion was induced in two of three video-groups. According to the present findings, the videos allow to induce joy and boredom for most of the participants.

In particular, for the induction of positive emotions it is considered to be difficult to realize induction methods which trigger measurable positive emotions of sufficient duration in the majority of subjects. (Janke & Weyers, 2008). Against this background, it must be emphasized in summary that in this study, the induction of joy succeeded in 59% of subjects and resulting a measurable change in the basic mood (scale Good mood and scale Rest) at the end of the investigation.

These first findings indicate that the developed video clips should be further investigated.

References

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