Title
Stereotype confirmation and disconfirmation

Permalink
https://escholarship.org/uc/item/7cx8864r

Authors
Sherman, JW
Allen, TJ
Sacchi, DLM

Publication Date
2016-06-01

Peer reviewed
Stereotype Confirmation and Discrimination

To anticipate what follows, this theme has produced overwhelming evidence that stereotypes are self-perpetuating via a variety of cognitive and behavioral processes that reinforce the stereotype and are resistant to change. In other words, stereotypes are deeply ingrained and resistant to correction. This is because the confirmation bias leads individuals to selectively attend to and remember information that confirms their existing beliefs, while discounting or ignoring information that contradicts them.

Stereotypes are the knowledge, beliefs, and expectations we hold about different groups of people based on their perceived attributes, characteristics, or identity. These stereotypes can be based on race, gender, age, religion, sexual orientation, among others. Stereotypes can be positive or negative, and they can influence how we perceive, interpret, and react to others.

There is a fundamental tension between the desire for social identity and the need for social inclusion. Stereotypes play a role in the way we perceive and interact with others, and they can shape our behavior and attitudes. They can also perpetuate discrimination, prejudice, and unfair treatment of individuals and groups.

In summary, stereotypes are self-reinforcing biases that shape our perceptions and behaviors. They are difficult to overcome, but it is important to recognize and challenge them in order to promote fairness, equality, and social justice.
INFORMATION SEEKING AND SELECTIVE EXPOSURE

In the context of social influence, it is important to understand how individuals process and interpret information. The process of information processing is influenced by various factors, including personal beliefs, attitudes, and values. These factors can shape an individual's perception of information, leading to selective exposure and information seeking behaviors.

SELECTIVE EXPOSURE

Selective exposure is the process by which individuals choose to seek out information that confirms their existing beliefs and attitudes. This behavior is driven by the desire for cognitive balance, which is the tendency to seek information that supports one's existing beliefs and avoid information that contradicts them.

SELECTIVE FILTERING

Selective filtering is the process by which individuals process information in a way that confirms their existing beliefs and attitudes. This behavior is driven by the desire for cognitive closure, which is the tendency to avoid information that may cause cognitive discomfort or change one's existing beliefs.

INFORMATION SEEKING

Information seeking is the process by which individuals actively search for information that is relevant to their existing beliefs and attitudes. This behavior is driven by the desire for cognitive growth, which is the tendency to seek information that challenges one's existing beliefs and leads to cognitive growth.

OVERVIEW

Our overview of information processing in social influence emphasizes the role of selective exposure and information seeking in shaping individuals' beliefs and attitudes. Understanding these processes is crucial for developing effective communication strategies in social influence contexts.
### TABLE 18.1. Stereotype Confirmation versus Disconfirmation: Outcomes of Cognitive Processes as a Function of Motivational, Cognitive, and Interpersonal Moderators

<table>
<thead>
<tr>
<th>Type of Process</th>
<th>Type of Motivational</th>
<th>Type of Cognitive</th>
<th>Type of Interpersonal</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>Confirmation</td>
<td>Confirmation</td>
<td>Confirmation</td>
</tr>
<tr>
<td>Outcome</td>
<td>More</td>
<td>More</td>
<td>More</td>
</tr>
<tr>
<td>Accuracy</td>
<td>More</td>
<td>More</td>
<td>More</td>
</tr>
<tr>
<td>Motivational</td>
<td>More</td>
<td>More</td>
<td>More</td>
</tr>
<tr>
<td>Cognitive</td>
<td>More</td>
<td>More</td>
<td>More</td>
</tr>
<tr>
<td>Cognitive Load</td>
<td>More</td>
<td>More</td>
<td>More</td>
</tr>
<tr>
<td>Expectancy</td>
<td>More</td>
<td>More</td>
<td>More</td>
</tr>
<tr>
<td>Type of Target</td>
<td>More</td>
<td>More</td>
<td>More</td>
</tr>
<tr>
<td>Type of Group</td>
<td>More</td>
<td>More</td>
<td>More</td>
</tr>
</tbody>
</table>

**ATTENTION**

When a stimulus is presented to a person, it is processed through a series of cognitive processes, including attention, comprehension, and memory. These processes are influenced by individual differences in cognitive style, motivation, and personality. The table above outlines how stereotype confirmation versus disconfirmation outcomes vary depending on the type of process, whether it is motivational, cognitive, or interpersonal, and the type of moderator involved. For example, in a situation where an individual is motivated to confirm a stereotype, they may be more likely to notice and interpret information in a way that supports the stereotype. Conversely, if they are motivated to disconfirm the stereotype, they may be more likely to notice and interpret information in a way that challenges or contradicts it.

**PROCESSING FLUENCY AND EFFECTIVE RESPONSES**

In contrast to studies on information seeking, the vast majority of research on interpersonal processes with a group member (Isom et al., 1994) or if they involve interactions with a group member (Isom et al., 1994).
Attention and Stereotype Confirmation

Stereotype confirmation information was developed to stereotype-confirming than to stereotype-disconfirming information. However, this pattern of results was inconsistent, indicating that stereotype confirmation is not always the case. For example, as in the case of stereotype-confirming information, people may try to disconfirm stereotypes by seeking information that contradicts their initial beliefs. This can be particularly true when people are exposed to information that challenges their stereotypes. In some cases, people may make judgments based on stereotypes, but such judgments may be influenced by other factors. Overall, the results suggest that stereotype confirmation may be expected to provide greater attention to information that confirms stereotypes, but that this effect may be moderated by factors such as stereotype content and the way in which information is presented.
Cognitive Load Enhances Attentional Biases

Attention and Stereotype Disconfirmation

Stereotype Combattion and Discrimination

Interpersonal Processes
Summary of Attention Data

Of course, other factors can also affect attention. In the case of a person with a hearing impairment, for example, the ability to attend to auditory information may be impaired. On the other hand, in a person with a visual impairment, the ability to attend to visual information may be impaired. Therefore, it is important to consider the individual's sensory abilities when designing attentional strategies.

Encoding

Encoding involves the transformation of the information in the attentional buffer into a form that can be stored in long-term memory. This process is dependent on the type of information being encoded and the individual's abilities. For example, visual information may be encoded more easily than auditory information, and people with good memory abilities may encode information more easily than those with poor memory abilities.

Discrimination, Decoding, and Interference

Discrimination refers to the ability to distinguish between different types of information. For example, a person may be able to distinguish between different types of music, but not different types of visual images. Decoding refers to the process of interpreting information. For example, a person may be able to decode a written message, but not a spoken message. Interference refers to the process of being distracted by irrelevant information. For example, a person may be unable to focus on a task if they are constantly interrupted by other people or noise.

Attentional Load

Attentional load refers to the amount of attentional resources that are required to perform a task. For example, a complex task may require more attentional resources than a simple task. The amount of attentional load can affect the ability to encode information. For example, a person may be unable to encode information if they are too busy attending to other tasks.

Conclusion

In conclusion, attention is a critical aspect of information processing. It is necessary for selecting and processing relevant information, and for inhibiting irrelevant information. Attentional strategies can be used to improve attentional performance. For example, a person can use a technique called "chunking" to group similar pieces of information together, which can make it easier to encode and remember the information.

References

Conceplual Encoding and Cognitual Load

encoded the information under a computer load. When participants
tried to perform an encoding task, their performance was impaired,
and the difference in comprehension of the instructions was
more pronounced when the information was presented in a
computerized format. This suggests that computer-based
instructions are less effective in conveying information than
traditional, written formats. However, the computer-based
instructions were still able to convey the same information as
the written instructions, providing evidence for the
advantages of computer-based instruction. These findings
highlight the importance of considering the format in which
information is presented, as this can have a significant
impact on comprehension and retention.
The influence used to describe stereotyping-comparisons and discrimination

Mental Representation

In psychology, the potential role of language processes in those effects,

be seen as the primary aspect influencing how we interpret concepts,

and the importance of the role language can play in our understanding

of mental constructs. Language is used to label and organize concepts,

which in turn, affects our perception and behavior. Therefore, it is

essential to recognize the influence of language on mental representation.

Summary of Encoding

Encoding is the initial stage in the process of memory, where sensory

information is converted into a form that can be stored and retrieved

later. Encoding can be influenced by various factors, including the

context, the emotional state of the individual, and the meaning of

the information. The quality and accuracy of encoding can affect

the subsequent retrieval of information.

Attributions

Attributions are the processes by which we make judgments about

the causes of others' behaviors. They are based on our belief systems

and are used to explain the behavior of others. Attributions can be

positive or negative and can influence our interactions with others.

Understanding the influence of attributions on behavior is crucial for

effective communication and cooperation.

Interpersonal Processes

The effectiveness of interpersonal communication depends on

a number of factors, including the clarity and precision of

communication, the nonverbal cues, and the emotional state of

both parties. Effective communication requires active listening,

questioning, and empathy.

Stereotypic and Dissonant Language

Stereotyping and discrimination are processes that involve

the overgeneralization of traits to an entire group or sub-group.

These processes can lead to unfair treatment and prejudice.

Understanding the influence of language on stereotyping and
discrimination is crucial for promoting equality and fairness.
Recall versus Recognition

Memory


Recognition is a measure that involves the retrieval of information when memory is measured with the recognition response. Recognition is the process by which people recall information that they have previously encountered. This process is different from recall, which involves the retrieval of specific information from memory. In recognition, people are asked to identify whether a particular item has been encountered before, regardless of the context in which it was encountered.
Judgment

When people are exposed to a lower emotional focus, they are more likely to attend to emotional information. For example, when people are in a positive mood, they are more likely to attend to emotional information. When people are in a negative mood, they are more likely to attend to cognitive information.

Summary of Memory

Varying memory processes in retrieval contexts. For example, memory processes vary depending on the context in which the information was encoded. In some cases, memory processes are more likely to be retrieval-based, while in other cases, memory processes are more likely to be source-based.

Source memory

Interpersonal Processes
STEREOTYPE CHANGE

The topic of stereotype-related beliefs in producing these effects, according to the model proposed by Fiske et al. (2004), is the interaction of the stereotype activation process, which involves the retrieval of information from memory, with the processing of new information. This interaction leads to the formation of stereotypes, which are generalized beliefs about certain groups of people. Stereotypes can be either positive or negative, and they can influence our judgments and behaviors towards others.

In stereotype activation, the initial stage involves the activation of relevant stereotypes from memory. This activation occurs when we encounter information about a person or a group, and it is influenced by the context in which the information is presented. The activated stereotype then influences our processing of new information, which can lead to biased judgments and behaviors.

The process of stereotype change involves the modification of these beliefs through various methods, such as exposure to counterstereotypic information. This information can come from various sources, such as media, education, and personal experiences. When people are exposed to counterstereotypic information, they are more likely to change their stereotypes and to develop more accurate belief structures.

In conclusion, the process of stereotype change is complex and influenced by various factors. Understanding these factors is crucial for developing effective strategies to reduce stereotype biases. Through education, exposure to counterstereotypic information, and encouraging open-mindedness, we can work towards creating a more inclusive and equitable society.
their performance. In the case of the lead substitutions, the work remains in determining how the substitution procedures of the orthodontic correction are affected by the creation of natural effects. The influence of the lead substitution on the natural effects should still be determined in studies over a longer period. The report on the lead substitution process is important in understanding the influence of the orthodontic correction on the natural effects. The primary difference between natural effects and substitution effects is that the substitution effects are created by the substitution process, while the natural effects are created by the orthodontic correction process. Therefore, substitution effects should be compared to natural effects in order to determine their impact on the orthodontic correction process.

The influence of the substitution process on the natural effects is important in understanding the influence of the orthodontic correction on the natural effects. In studies over a longer period, the substitution process should still be determined in order to understand the influence of the orthodontic correction on the natural effects. The substitution process is important in understanding the influence of the orthodontic correction on the natural effects. Therefore, substitution effects should be compared to natural effects in order to determine their impact on the orthodontic correction process.
REFERENCES

[References are not relevant to the current question]

CONCLUSION

INTERPERSONAL PROCESSES

415

414
INTERPERSONAL PROCESSES
INTERPERSONAL PROCESSES


Interpersonal communication and discrimination.

Chapter 7: Stereotype Containment and Discrimination