[Working Paper]

Activating Identity -

Comparing (Dual) Identity Induction Methods and their Behavioural Consequences

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Abstract

Workplace diversity offers both opportunities for innovation and challenges such as discrimination and misconduct. The Dual Identity Model (DIM) proposes that simultaneous identification with subgroup and superordinate identities can reduce intergroup bias while preserving diversity. Most research has relied on criticised, passive vignette-based inductions, leaving the effectiveness of active induction methods, such as the Cultural Communalities Memory Game (CCMG) unclear. We conducted a preregistered online experiment (N = 271) comparing three induction methods (no induction, vignette, memory) across three contexts (minimal group, leisure context, work context). While induction methods did not differ in the DI strength they yield, behavioural outcomes identified vignettes as most effective in increasing cooperation and mitigating discrimination and counterproductive work behaviour (CWB), compared to memory and control. The findings suggest that active implicit tasks may not outperform traditional vignette-based approaches, informing future interventions to foster cooperation and reduce misconduct in diverse workplaces.

Activating Identity - Comparing Dual Identity Induction Methods and their Behavioural Consequences

Globalisation, immigration and ensuing demographic shifts in the workforce have made team diversity a pivotal part of organisational life and highlighted its paradoxical nature (Craig et al., 2018; Homan, 2019; Ramarajan, 2014). While team diversity is linked to a larger pool of skilled individuals as well as enhanced creativity, productivity and problem-solving (e.g., Galinsky et al., 2015; Homan, 2019; Williams & O'Reilly, 1998), it is also associated with negative intergroup dynamics such as discrimination, tensions and conflict (Alesina & La Ferrara, 2005; Deitch et al., 2003; Williams & O'Reilly, 1998). Originating in migration research, the DIM (Dovidio et al., 1998) appears to hold significant potential for resolving this diversity controversy (Horton & Griffin, 2017; Levy et al., 2023; Prasch et al., 2022). By simultaneously promoting subgroup identities and a shared superordinate identity, Dual Identity (DI) allows to reap the benefits of individuals' heterogeneous subgroup identities, while mitigating potential intergroup tensions through a common sense of belonging (Dovidio et al., 2007; Gaertner et al., 1993, 1996; Levy et al., 2023). Thereby, it permits members of different groups to establish better intergroup relations without threatening group distinctiveness (González & Brown, 2003).

Consistent with this reasoning, empirical research has shown that DI can enhance individual wellbeing and performance (e.g., Celeste et al., 2021; Wu et al., 2024; Zhang et al., 2018), improve intergroup attitudes (Crisp et al., 2003; Grigoryan, 2020); even beyond the contact group (González & Brown, 2003; Levy et al., 2017; 2023); foster prosocial behavioural intentions (Glasford & Dovidio, 2011; Guerra et al., 2021) as well as actual behaviour (Cárdenas, 2019; Urbiola et al., 2017; Verkuyten, 2017).

However, most of these studies have relied either on naturally occurring DI, such as those experienced by migrants; or on traditional, passive identity induction techniques, such as vignette-based or narrative priming. While these traditional induction approaches have been criticised for being explicit, short-lived and weakly cognitively engaging (Verkuyten, 2017), it remains unclear whether alternative more interactive induction techniques produce comparable or even better identity activation and behavioural outcomes.

In an effort to move beyond these traditional approaches, Prasch et al. (2022) introduced the CCMG, an interactive categorisation task, designed to implicitly increase the mental accessibility of DI. While promising, this method has so far been validated only against a topically unrelated control game, using perceived social closeness as a proxy for identification and has not yet been linked to behavioural outcomes. Moreover, in a recent experiment applying the CCMG in a work-related setting, we did not observe the expected beneficial effects of DI, which raises questions regarding the validity of this novel method.

The present study therefore sets out to systematically evaluate the effectiveness of this novel method by assessing whether it produces comparable identity activation and behavioural consequences when contrasted with more established induction techniques. To this end, we compare different identity induction methods and specifically scrutinise the CCMG in different contexts, aiming to disentangle whether the effects of DI depend primarily on how it is induced, the situational context in which it is embedded, or the specific interplay of the two factors.

The contributions of this study are manifold. It scrutinises a novel induction method that has not yet been systematically evaluated against traditional approaches and advances our understanding of the boundary conditions of DI induction methods, clarifying how different techniques differentially impact behavioural outcomes. Moreover, our study identifies boundary

conditions of DI formation, exploring how DI strength emerges across methodological approaches and contexts. It further provides direct evidence of the behavioural consequences of DI, demonstrating its effects on cooperation and misconduct in a controlled experimental setting.

Dual Identity

Rooted in social psychology, Social Identity Theory (SIT; Tajfel & Turner, 1979) and Self-Categorisation Theory (SCT; Turner et al., 1987) propose that identities arise from membership in social groups that individuals categorise themselves and others into. This categorisation is based on shared traits, ranging from organisational membership, ethnicity and gender to family roles (e.g., Ramarajan, 2014) and ascribes group specific values and behavioural norms. While ingroup members are generally positively evaluated and favoured, outgroup members are often discriminated against (i.e., ingroup bias; Tajfel & Turner, 1979).

Importantly, individuals can simultaneously endorse multiple identities (Dosie et al., 1978; Fleischmann & Verkuyten, 2016; Roccas & Brewer, 2002). The DIM encompasses the simultaneous identification with a distinct subgroup and a more abstract superordinate group (Dovidio et al., 1998; Hornsey & Hogg, 2000b), and integrates two theoretical perspectives that offer complementary solutions to the diversity dilemma: the Common Ingroup Identity Model (CIIM; Gaertner et al., 1993) and the Mutual Intergroup Differentiation Model (MIDM; Hewstone & Brown, 1986).

The CIIM emphasises fostering a shared superordinate identity within a DI, thereby extending ingroup representations to previous outgroup members. By creating a unified social identity this strategy balances the prominence of separate identities, reduces motivations for intergroup comparison, diminishes inclinations toward outgroup discrimination, and fosters positive intergroup interactions (Hornsey & Hogg, 2000a; Horton & Griffin, 2017). However,

CIIM alone carries the risk of undermining subgroup distinctiveness if original identities become less salient or are devalued.

The MIDM addresses this limitation by highlighting the importance of maintaining and nurturing, rather than suppressing and eliminating, distinct subgroup identities. As predicted by these complementary insights, DI succeeds in optimally reducing intergroup bias by preserving individuals' uniqueness and team diversity within a shared superordinate identity, thereby safeguarding against threats to status, identities and distinctiveness (Dovidio et al., 1998; González & Brown, 2003; Hornsey & Hogg, 2000a).

Behavioural Consequences of DI

Building on these theoretical insights, empirical research has begun to demonstrate across migration, minimal-group and workplace contexts that DI can promote more cooperative, fair and prosocial behaviour. In migration and minimal-group studies, DI was, for example, found to increase engagement with outgroup members, improve contact motivation and enhance cooperative actions (Guerra et al., 2021; Levy et al., 2017). First workplace studies suggest similar effects, where balancing different nationalities or roles with a shared organisational identity fosters knowledge sharing and affiliative behaviours (Leonardelli & Toh, 2011; Peltokorpi, 2020). Studies have demonstrated that DI reduces discrimination and bias, improving outgroup evaluations, decreasing prejudice and encouraging fair resource allocation (Guerra et al., 2010, 2021; Levy et al., 2017; Shi et al., 2017). Evidence further suggests that DI can mitigate CWB, such as aggression, negative stereotyping, rule-breaking or defiant behaviour (Balkaya et al., 2019; Levy et al., 2017) as well as ageism and withdrawal at work (Iweins et al., 2013; Villotti et al., 2019).

Together, this research indicates that DI can influence cooperation, fairness and prosocial actions. The present study therefore tests whether different induction methods, including the CCMG, produce similar identity activation and behavioural effects.

Identity Induction

Effective activation of social identities is crucial for testing the behavioural consequences of identification in experimental settings. Identity induction refers to methods that make certain social categories cognitively salient, thus prompting participants to perceive themselves and others in terms of these identities, and adopting group specific values and behavioural norms (Tajfel & Turner, 1979; Turner et al., 1987).

One widely adopted identity induction approach in social psychology is priming, which refers to the "temporary internal activation of response tendencies" (Bargh & Chartrand, 2000) or, in other words, the use of distinct stimuli to activate cognitive constructs related to social categories that affect individuals judgements and behaviour. Priming techniques have been used to induce social identities in both laboratory and field experiments, mostly in the form of vignettes, where participants are presented with short textual descriptions depicting scenarios that highlight particular identities. DI vignettes emphasise both a subgroup and a superordinate identity (see Examples in Table 1). In Celeste et al. (2021), the vignette takes the shape of a school policy which emphasises that students retain their minority cultural backgrounds, while also sharing a common British identity, which was contrasted with a school policy exclusively highlighting a collective identity of their shared British identity.

Vignette priming draws on the logic that explicit cognitive framing of identities increases their accessibility and makes participants display judgements and behaviours influenced by and in line with the targeted identities. Despite their utility, these traditional induction methods have

been criticised for several limitations. First, many vignettes or narrative primes are consciously processed, which may induce demand characteristics and social desirability effects (Verkuyten, 2017). Secondly, the passive reading or viewing of materials may fail to create strong internalised identity salience compared to more (inter)active tasks (Prasch et al., 2022). Third, effects often decay rapidly, limiting the ability to study longer-term behavioural consequences. Overall, the reliability of social priming has been increasingly debated. Following failures to reproduce priming effects scholars have started to question the robustness and in some cases even the existence of priming effects (Molden, 2014).

Figure 1.

Example Vignettes (Celeste et al., 2021)

Dual Identity: "Our New School Policy: As a school, we believe that people from all different cultural backgrounds living in the UK have their own culture and traditions, as well as being British. We value students' common identity as British as well as their minority cultural backgrounds. Minority cultural backgrounds are as important as the British identity."

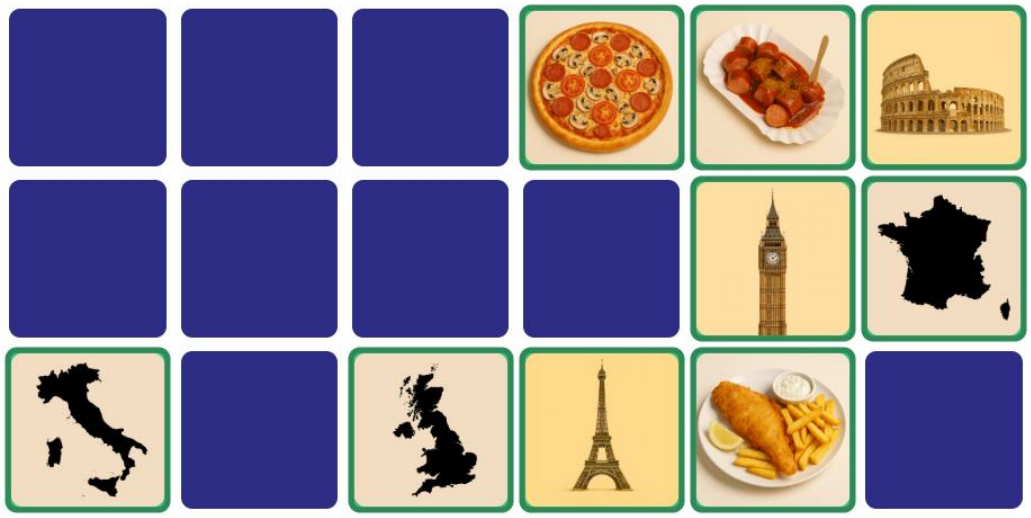
vs. Collective (Superordinate) Identity: "Our New School Policy: As a school, we believe that people from all different cultural backgrounds living in the UK belong to one group: we are all British. We value students' common identity as British. Our common British identity is more important than anything else."

To overcome these limitations, Prasch et al. (2022) developed the CCMG, a novel, interactive method designed to increase the mental accessibility of dual identities. The CCMG requires participants to actively match three cards, representing traits or symbols from different

cultures (see Example in Figure 1), thereby reinforcing subgroup and superordinate categories through active cognitive processing and engagement. Early validation demonstrated increased social closeness as a proxy for identity activation, whereas behavioural outcomes have not yet been tested. Subsequent applications, including work-related contexts, have produced mixed results, highlighting the need to systematically evaluate the effectiveness of this induction method compared to traditional methods.

Figure 1

Memory game inspired by the CCMG



Methodology

Participants

The experiment included 271 participants (Mage = 42.4, SD = 10.7; 42% Female), recruited on Prolific in February 2026. We sampled participants aged 25-65, in active employment (part-time or full-time), fluent in English and based in the United Kingdom. For the leisure context condition, we filtered participants who indicated that they frequently watch

Soccer Games on TV (Team "Soccer Fans"). For the work context condition, we sampled participants who are employed in the IT-Sector (Team "IT Sector").

Procedure

To test our hypotheses, we conducted two preregistered online experiments on Prolific. Experiment 1 (N = 271) employed a 3 x 3 factorial design, comparing three induction methods (no induction, vignette, memory) across three contexts (minimal group, leisure context, work context). Participants were randomised to one method condition and interacted with two other players: one DI player (same group, different country) and one outgroup player (different group, different country) in a series of behavioural economic games. Cooperation was measured using a Public Goods Game (PGG; Charness et al., 2014), discrimination using a Dictator Game (Dato & Nieken, 2014) and CWB using a sabotage version of the Dictator Game (Cox, 2007), in which players could reduce others' earnings. The final stage of the experiment comprised a survey capturing social closeness (IOS, Aron et al., 1992; Gächter et al., 2015), DI strength (Fleischmann & Verkuyten, 2016), personality (tipi, Gosling et al., 2003), interpersonal trust (Nießen et al., 2020), Moral identity (Aquino & Reed, 2002), empathy (Davis, 1980) as well as perceptions of co-players (adapted from González & Brown, 2003) and bias (adapted from Fiske et al., 2002). Participants were matched with their co-players post-hoc and received the earnings of a randomly selected game as bonus payment.

Dependent Variables

To capture behavioural outcomes in intergroup settings, we computed difference scores reflecting ingroup favouritism for each game. The different scores represent the degree to which participants favoured their DI player relative to the outgroup player, with higher scores indicating stronger ingroup bias (i.e., higher cooperation, higher allocation, less sabotage). In

addition, an overall ingroup favouritism composite was calculated as the mean of these three, z-scored difference scores, providing a single, comparable index of DI-driven behavioural bias.

DI strength was captured using two complementary conceptualisations, following Fleischmann and Verkuyten (2016). "Indirect" DI assessed the relationship between the two independent subgroup and superordinate identities, with positive covariation indicating stronger simultaneous (i.e., dual) identification. "Direct" DI captured the extent to which participants simultaneously identified with both groups.

Analytical Procedure

We first assessed correlations between the dependent variables. Data were then analysed using a two-way ANOVA, or MANOVA if correlations warranted it. The interaction term was examined first and in absence of a significant interaction, planned comparisons were conducted on the corresponding main effects. The planned comparisons followed a hierarchical procedure reflecting theoretical expectations. For method, Memory and Vignette were first compared to each other and then to the control baseline. For context, we first compared neutral and work contexts, before scrutinising both condition against the minimal group baseline.

Results

Descriptive statistics for the primary dependent variables are shown in Table 2. Mean scores of DI strength were similar across induction methods, indicating that none of the methods produced systematically higher identification. Behavioural outcomes showed greater variation: Participants in the vignette condition exhibited higher cooperation and discrimination favouring the DI player, while memory and control conditions produced considerably lower scores.

Table 2

Means and Standard Deviations of Experiment 1

DV	Memory	Vignette	Control
DI Strength (direct)	3.74 (0.84)	3.86 (0.73)	3.71 (0.92)
Cooperation	0.37 (2.24)	1.49 (3.13)	0.67 (2.36)
Discrimination	0.92 (3.03)	2.04 (3.31)	1.47 (3.14)
CWB	-0.24 (2.88)	0.62 (3.54)	-0.07 (2.65)
Ingroup Favouritism	-0.15 (0.59)	0.20 (0.87)	-0.04 (0.52)

Across conditions, participants reported moderate to relatively high levels of direct DI (M = 3.77 on a 5-point scale) and positive indirect DI (M = 0.42), indicating that they simultaneously identified with both subgroup and superordinate groups regardless of the induction method. Multivariate findings indicate that the effectiveness of DI induction interventions depends on the methods used (Wilks' $\Lambda = 0.949$, $F(6, 520) = 2.28$, $p = .035$) rather than the context in which identities are activated context (Wilks' $\Lambda = 0.971$, $F(6, 520) = 1.31$, $p = .253$). Univariate ANOVAs indicated significant differences in cooperation across methods ($F(2. 262) = 4.65$, $p = .010$) and contexts ($F(2, 262) = 3.58$, $p = .029$), marginal differences in discrimination marginally across methods ($F(2, 262) = 2.90$, $p = 0.57$), but no differences for CWB. Planned contrasts for methods revealed that vignettes produced consistently higher cooperation, discrimination and lower CWB, compared to memory and control – which did not differ significantly from each other. The results indicate that the behavioural outcomes differed systematically by induction method, whereas contextual variations had only limited effects.

Discussion

The current study set out to compare different DI induction methods, examining their efficacy in inducing DI as well as their behavioural consequences across contexts. Contrary to expectations, the induction methods did not differ in the extent to which they evoked DI. However, clear differences emerged with regard to behavioural outcomes, with traditional,

vignette-based inductions proving most effective in promoting prosocial behaviour towards DI group members. The CCMG did not produce the anticipated beneficial effects and did not differ from the control condition. Systematic differences across contexts were only observed for cooperation, but not for discrimination or CWB.

Effectiveness of Induction Methods

While the induction methods yielded direct DI levels above average and positive indirect DI levels, DI strength did not vary across methods, suggesting that all method conditions were similarly successful in shaping participants' reported identification. Given that DI levels were also comparable across contexts, this pattern raises the possibility that mere exposure to group membership may suffice to produce reports of DI. Likewise, the similar levels of DI strength in the minimal group condition challenge the assumption that DI necessarily reflects meaningful or experience-based identification, as previous exposure to real identities (i.e., working in IT, watching soccer on TV) did not appear to drive dual identification.

The findings therefore indicate that mere categorisation into the sub- and superordinate groups – whether based on realistic, lived identities or arbitrary minimal groups – may suffice to produce perceived DI, which is in line with the minimal group paradigm (Tajfel & Turner, 1979). However, this may raise concerns regarding the sensitivity and validity of these identification measures, which may merely capture a general tendency to momentarily endorse multiple group identities rather than a meaningful and integrated sense of DI.

Behavioural Patterns

Consistent across outcome variables, vignette priming proved most effective in inducing ingroup favouritism evidenced by increased cooperation and reduced discrimination - while showing no effect on CWB. This pattern might be due to vignettes providing explicit cognitive

framing that clearly defines group membership and relevant relations, thereby not only enhancing identity salience but also clarifying behavioural expectations and guiding participants towards (group) norm-consistent responses. At the same time, the explicitness in vignettes could introduce demand characteristics, as participants may infer the intended behaviour. However, an alternative and not mutually exclusive interpretation could be that vignettes are effective precisely because they offer clear normative guidance, which is largely absent in more implicit tasks, such as the CCMG. Without such contextual structure and detail, participants may recognise multiple categories, but lack a coherent framework for translating these into consistent behavioural responses.

In contrast, the CCMG produced a markedly different pattern and did not realise its proposed beneficial effects. Rather than enhancing ingroup favouritism, it appeared to attenuate behavioural differences between the DI and outgroup targets, leading participants to act more similarly towards both. This pattern suggests a form of generalised or "moral universalism" (Enke et al., 2022), whereby group membership becomes less relevant for guiding behaviour as individuals become equally moral towards others regardless of their identity. This pattern could be driven by the lack of contextual framing and specificity in the memory game. Unlike vignettes, the game does not provide explicit instructions, narratives or interpretations of the categories involved. By leaving participants without clear guidance on how these identities should inform behaviour, the task may operate at a more abstract meta-level. This could, on the one hand, introduce ambiguity and thereby weaken the link between identity and behaviour. Without clear relational meaning or normative cues, participants may fail to consistently translate category activation into prosocial behaviour, which may explain the reduced differentiation between in- and outgroup targets. On the other hand, the ambiguity could shift

attention from a specific DI to the co-existence of multiple, overlapping social categories. Following identity complexity theory (Roccas & Brewer, 2002), this ambiguity and overlap can blur group boundaries and ingroup-outgroup distinctions, thereby reducing intergroup bias. Yet, it is also possible that the increased ambiguity and cognitive complexity introduced by the memory game have dampened identity-based responses and thus attenuated the behavioural effects.

However, the apparently morally universal behaviour observed in the memory condition was not consistent across domains. Specifically, CWB in the memory condition was more frequently directed towards the DI members, indicating that the intervention might also backfire and produce unintended and counterproductive effects.

Notably, the control condition often outperformed the memory condition, raising questions about whether the CCMG may have attenuated, rather than strengthened identity-based responses. Positioned between vignette and memory, the control condition increased cooperation and reduced discrimination, but did so statistically indifferently from the memory condition. This finding challenges the assumption that more interactive or implicit tasks necessarily produce stronger identity activation than explicit priming approaches (Prasch et al., 2022). Similar to the findings on DI strength, these results could suggest that the mere categorisation into teams in the control condition may have been sufficient to induce a minimal form of DI. In this case, more elaborate induction methods may not substantially exceed this baseline. Alternatively, it might be that behavioural differences between methods arise primarily from how situations are framed and interpreted, rather than changes driven by identity and group membership per se.

Implications

The findings of this study carry several important implications. First, they highlight that the method of induction plays a critical role in determining whether and how DI emerges and translates into behaviour. While different methods may yield comparable levels of reported identification, they differ substantially in how identities are enacted, underscoring the importance of distinguishing between identification and behavioural expression thereof. Second, the results raise questions regarding the validity of the CCMG as a DI induction tool. Although it activates multiple social categories, its effects do not consistently translate into behavioural outcomes and may even attenuate identity-based responses. This suggests that successful identity induction requires not only activation but also clear structuring of category relations, normative expectations and behavioural expressions. Third, the findings emphasise the importance of examining multiple behavioural indicators. Focusing solely on prosocial outcomes may obscure more complex or even counterproductive effects, as evidenced by the divergent pattern in CWB following the memory game induction.

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Appendix

Validation of Experimental Memory Game

Validation of Memory Pictures

The validation of the memory game was completed in two steps. First, we conducted a brief pilot test of the pictures used in the memory game to ensure the identity-induction images are interpretable and meaningful to an independent sample – meaning they reliably cue the intended social category (national identity), do so in a shared and recognisable way, and activate category-level representations for identity induction.

Identity is treated as a multidimensional construct that entails cognitive, affective and evaluative components (Ashmore et al., 2004), which participants will rate respectively in terms of the representativeness, alignment with national self-image, perceived stereotypicality, and affective response of the individual images as well as the sense of connection to the target nationality based on the respective set of cards.

While no established scale exists for validating national image stimuli, the present approach is grounded in established theory and validation practices. Social identity and self-categorisation theories posit that identity cues affect identity salience and in-group feelings to the extent that they align with shared category representations, which are often represented by a prototypical/ stereotypical representation (Spears, 2021; Tajfel & Turner, 1979; Turner et al., 1987). Accordingly, marketing research on country image routinely measures cognitive and affective perceptions using direct survey items and distinguishes between stereotypical and affective components (e.g., Ingenhoff et al., 2020). Similarly, in psychology, visual stimuli are commonly validated through ratings of, e.g., representativeness and emotional valence (Lang et al., 2008).

Participants evaluated all images to ensure that no stimulus elicited unintended negative or stereotypical perceptions. This procedure allows identifying images that may appear neutral or appropriate to insiders but problematic to others (or vice versa), which is particularly important for identity-based experimental paradigms. Fourty participants, from four different countries (Italy, United Kingdom, Germany, France) completed the experiment on prolific.

The results indicated ambiguity concerning the clothing items (hats), which were subsequently revised to be more recognizable. Additionally, the pretest uncovered low overall rankings for the items concerning "sense of connection", indicating that while the pictures might be recognisable and representative, they do not impact psychological attachment to the target country.

Memory Validation

Following the validation of the visual stimuli, we also conduct a brief pilot test of the communalities memory game to ensure that the task functions as intended and can be completed smoothly and meaningfully. We thus assess game mechanics, instructions and technical implementation to make sure they are clear, intuitive and robust.

Evaluating these aspects ensures that any observed effects in subsequent studies can be attributed to the experimental manipulations rather than to confusion, technical issues, or lack of task involvement. Participants complete the memory game and subsequently rate their experience using brief self-report items capturing clarity, usability, technical performance, and engagement. Open-ended questions are included to identify unforeseen problems and collect suggestions for improvement.

Twelve participants from four different countries (Italy, United Kingdom, Germany, France) completed the experiment on Prolific. The results revealed that the materials are still demonstrably recognizable, culturally attributable, not overly stereotypical and evoke positive affect – which should be sufficient for category salience and identity cueing - we neglect the lower emotional connection invoked by the tool.

Especially considering social identity research (minimal group paradigms), where cognitive accessibility and categorization matter more than affective bonding. Moreover, "feeling connected" is typically observed in longitudinal exposure, ingroup interaction and narrative immersion, not in brief, visual or game-based primes. The feedback in form of open questions of the validation experiment has led to a revision of the instructions, whereas we clarified that *all* cards have to be matched in pairs of 3; attempts are unlimited, but performance matters; and we hid the attempt counter.

Experimental Conditions

Condition	Details of Induction Method
Control condition	No induction. No alternative task (comparison of other methods is first priority; then comparison of "effective" methods to control condition).
Vignette Condition adjusted from (Celeste et al., 2021; Kershaw et al., 2021)	Participants in this condition will read the following text: **Minimal context:** "Many people from different countries are member of Team "Square". Members from countries, like France, Italy, UK and Germany, all contribute to Team "Square" and work together. Having so many diverse members united by their shared membership in Team "Square" is what makes the team successful and unique." **Neutral context:** "Many people from different countries share a common interest in Football. Fans from countries, like France, Italy, UK and Germany, follow the worldcup and enjoy the sport together. Having so many diverse fans united by their shared passion for football is what makes the sport successful and unique." **Work-related context**: "Many employees from different countries work in the field of Information Technology (IT). IT employees from countries, like France, Italy, UK and Germany, follow the latest developments and advance the field together. Having many diverse employees united by a shared professional goal is what makes this occupational field successful and unique."
Memory Game Condition Adapted from (Prasch et al., 2022)	Participants in this condition will play a version of the Cultural Communalities Memory Game by Prasch et al. (2022), where participants have to cluster 3 distinct cards that belong to a common topic that were AI-generated. The categories and assigned cards are: Food: Fish & Chips, Pizza, Currwurst Dessert: Cherry Cake, Tiramisu, Creme Brulee Sights: Big Ben, Colosseum, Eiffel Tower

	Traffic: Double-decker bus, Vespa, VW Beetle Clothes: Bearskin hat, Trachtenat, Beret Maps: Outlines of UK, IT, FR