

**Effects of AI-Generated Conflict Videos on  
Conflict-Related Attitudes, Willingness, and Behavior**  
(working title)

Preregistration plan

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This plan was designed following the recommendations for Preregistrations in Social Psychology by van 't Veer & Giner-Sorolla (2016) and the recommendations of ZPID.

**Abstract:** Interpersonal conflicts are unavoidable, necessitating effective conflict management through skilled handling. In efforts to enhance this handling and promote resource-efficient science communication, we designed an intervention study utilizing AI-generated videos imparting insights from conflict psychology. This study aims to evaluate the psychological impact of these videos on the conflict-related attitudes, willingness, and behavior of the recipients. For this purpose, we will employ a quantitative longitudinal design with a single experimental group ( $N = 4000$ , 18-69 years) measured at five survey intervals.

## Objectives and Object of Evaluation

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### Objectives:

- Examination of the psychological effectiveness of the AI-based transfer measure
- Measurement of short- and long-term changes in conflict-related attitudes, willingness, and behavior as a result of AI-generated video-based input on social conflict

### Object of Evaluation:

- AI-based transfer intervention (video-based input), along with its effectiveness

## Research Questions and Hypotheses

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### Research Questions:

1. *Psychological Effectiveness*: What psychological effects does the presentation of AI video-based input on social conflicts have? To what extent does it impact conflict-related variables (beliefs, affectivity, willingness, behavior)?
2. *Stability of Effectiveness*: To what degree do the psychological effects of the AI video-based input demonstrate temporal stability?

### Hypotheses:

1. Watching AI-generated video-based input on social conflict leads to changes in conflict-related beliefs, affectivity, willingness, and behavior.
2. The psychological efficacies of video-based input on social conflict remain stable over a period of 15 weeks.

## Research Design and Methods

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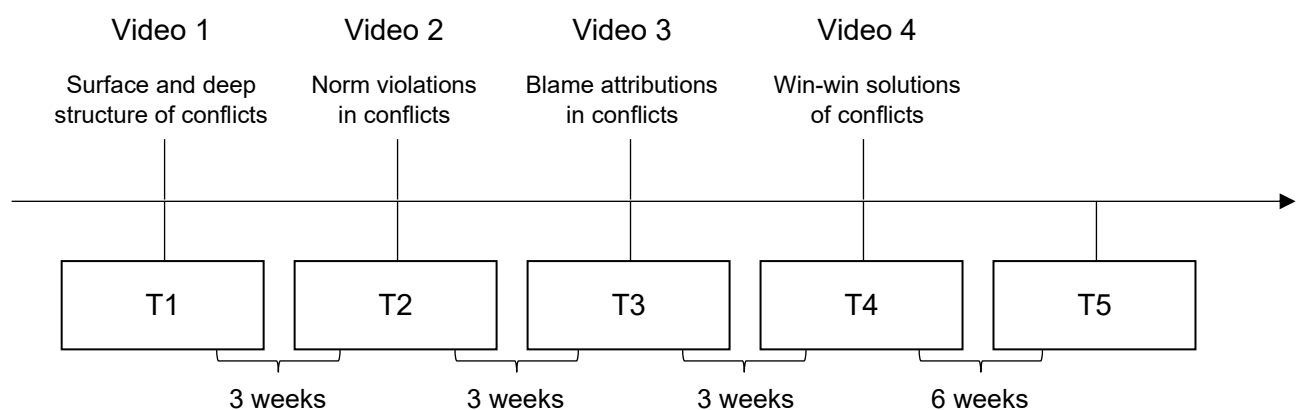
### Sampling Procedure and Data Collection:

- General population ( $N = 4000$  at T1)
- Recruitment through a panel
- Inclusion criterion: age 18 to 69
- Quotas for the sample based on age, gender, and education level to be approximately representative of the German general population

### Conditions and Design:

- Quantitative longitudinal study

- Within subject design: repeated measures
- Pre-post-tests with follow-up
  - The surveys consist of three parts: the pretest (T1) or follow-up (T2-T5), the video presentation, and the posttest. T5 consists only of a follow-up. The pretest (T1) serves as baseline assessment.
  - Pretest and follow-up: control variables, conflict-related variables, AI-related variables (T1 and T5). The conflict-related and the AI-related variables are presented in randomized order.
  - Posttest: design variables (T1-T4)
- Video intervention (video length ~ 10min):
  - The contents of the videos include the surface and deep structure of social conflicts, norm violations and blame attributions in social conflicts and their relativization, as well as win-win solutions of social conflicts.
  - The audiovisual design of the videos is AI-generated. The texts and content were provided verbatim by the researchers.
- Measuring instrument: Online questionnaire with mainly closed questions on a 6-point Likert-scale

**Figure 1***Research design and time plan***Measured Variables:**

- *Control variables:* gender, age, highest level of education, previous experience with professional conflict management, subjective frequency of conflicts in everyday life, socially desirable response behavior

- *Conflict-related variables*: productive conflict beliefs, conflict-related affectivity, conflict-related willingness, productive conflict behavior
- *AI-related variables*: familiarity with AI, usage of AI, trust in AI, acceptance of AI
- *Design variables*: attractiveness of the videos, perceived information value, identification with video speakers, trustworthiness of video speakers
- The items used for control, conflict-related and design variables have been validated in previous studies (see Grunenberg et al., 2023, Grunenberg et al., 2025).

### Analysis plan:

- Re-examination of validity and reliability through factor analyses (PFA) and comprehensive item and scale analyses, e.g., internal consistency (Cronbach's alpha;  $\alpha > .65$ )
- hypothesis-driven, quantitative evaluation via SPSS
- data exclusion (pairwise deletion) if incomplete data, overly consistent responses, according to data-based outlier-criteria
- null-hypothesis-testing via t-tests for dependent samples, regression analyses, ANOVA with repeated measures, MMRM with previous data (control and/or experimental group from Grunenberg et al., 2023, 2025)
- threshold of  $p < .05$  for accepting hypotheses
- pretesting data for fulfillment of statistical requirements for each statistical method
- Bonferroni correction for multiple testing

### References

- Grunenberg, M., Schütt, S. C., Kals, E., Maes, J., & Jaudas, M. (2025). Can conflict videos improve people's conflict management? An experimental study on changes in conflict-related attitudes and behaviors. *Negotiation and Conflict Management Research*, 18(2), 137–164. <https://doi.org/10.34891/13e3-6y42>
- Grunenberg, M., Schütt, S. C., & Kals, E. (2023). *Study on the evaluation of conflict videos*. PsychArchives. <https://doi.org/10.23668/psycharchives.12674>
- van 't Veer, A. E., & Giner-Sorolla, R. (2016). Pre-registration in social psychology. A discussion and suggested template. *Journal of Experimental Social Psychology*, 67, 2–12. <https://doi.org/10.1016/j.jesp.2016.03.004>