

ence of schizotypal personality traits, measured with the SPQ, on the comprehension of ironic expressions in healthy subjects and patients with schizophrenia using functional magnetic resonance imaging. *Methods*: 15 female patients with DSM IV schizophrenia and 15 matched healthy female control subjects read ironic and literal text vignettes during a functional magnetic resonance imaging scan. *Results*: Performance and BOLD response in the anterior cingulate and right hemisphere temporal regions showed a negative correlation with the SPQ across all subjects. *Conclusions*: We conclude that decreased BOLD response in both language comprehension and theory of mind networks is associated with schizotypal personality traits, although several limitations must be considered.

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Creativity seems more consistently related to your social position (profession) than to your schizotypal thoughts

C. Mohr, S. Simblett

L'Université de Lausanne, Switzerland

Schizotypy is suggested to go along with enhanced creativity, as mainly assessed in student populations. In two studies, we investigated whether rare responses produced in a divergent thinking task (Wallach & Kogan, 1965) are more frequent in visual artists than in other homogenous groups of professionals (engineers in Study 1, lawyers in Studies 1 and 2). We also investigated whether this advantage would be present early in their professional career (professional versus trainees in the domains of art and law in study 2); and whether such an advantage would be explained by individuals' schizotypal features. Both studies showed the expected advantage in artists, which was independent of professional experience. Schizotypy did not explain any additional variance in performance. We discuss the (i) benefit of our proposed criterion to assess rare responses in studies on creativity and (ii) risk of response biases in schizotypy research.

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Epistemic curiosity and Need for Cognition: Assessment and correlates

A. Strobel

Technische Universität Dresden, Germany

Epistemic curiosity (EC) is the desire to obtain new knowledge to stimulate positive feelings of intellectual interest or reduce undesirable states of informational deprivation, while Need for Cognition (NFC) refers to individual differences in the motivation to engage in and enjoy effortful cognitive tasks. The current symposium brings together results from studies on NFC and EC to provide insights into assessment, correlates, and potential benefits of these investment traits. Starting with the focus on EC, the first talk presents findings on the validity of the cross-cultural assessment of Interest- and Deprivation-Type EC while the second presentation comes up with data about the valid assessment of EC in young children. Passing over to NFC, the third presentation explores the role of NFC in decision-making, especially in an ultimatum game. Finally, the fourth talk focuses on correlates of NFC in information search and processing and the respective behavior in daily life.

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Cross cultural validity of the Interest- and Deprivation-type epistemic curiosity model: Findings from three German samples

J.A. Litman

University of South Florida, USA

Three studies were conducted to evaluate the validity of the Interest (I) and Deprivation (D) type epistemic curiosity (EC) distinction in three German samples. In Study 1 ($N = 395$) and 2 ($N = 191$), responses to German translations of the Epistemic Curiosity Scale and the Curiosity as a Feeling-of-Deprivation Scale were submitted to confirmatory factor analysis. The 10-item 2-factor I/D model supported in previous studies was found to have the best fit as compared to competing models in the present research as well. In studies 1, 2, and 3 ($N = 249$), the I- and D-type EC scales correlated positively with intellectual stimulation measures, evidencing convergent validity. I-type EC correlated with enjoying new discoveries and ideas, whereas D-type EC was associated with persistence and solving problems, providing evidence of discrimination.

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Measuring epistemic curiosity in young children

J.T. Piotrowski, J.A. Litman, P. Valkenburg

University of Amsterdam, The Netherlands

Epistemic curiosity (EC) is the desire to obtain new knowledge expected to stimulate positive feelings of intellectual interest (I-type) or reduce undesirable conditions of uncertainty associated with being deprived of information (D-type). Although researchers acknowledge that there are individual differences in young children's epistemic curiosity, there are no existing measures to assess the I- and D-type constructs of EC in early childhood. The aim of this study was to develop and validate a parent-report scale that assesses expressions of I- and D-type EC in young children. To develop the measure, 16 potential items were administered to 316 parents of children aged 3–8. These items were adaptations of an existing adult self-report measure of EC as well as new items. Confirmatory factor analyses demonstrated that a 10-item 2-factor model had the best fit. Construct validity analyses indicate that this is a valid measure of EC in young children.

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Which choice is the rational one? An investigation of need for cognition in the Ultimatum game

P. Mussel, A.S. Göritz, J. Hewig

Julius Maximilians University Würzburg, Germany

Recent studies have identified several factors, such as negative affect or fairness concerns, that contribute to explaining the seemingly irrational behavior of receivers in the Ultimatum game, namely rejecting unfair offers despite the personal loss accompanying such decisions. Implicitly, the opposite behavior, that is, accepting all offers, has been attributed to rational decision-making, as predicted by rational choice theory. Based on this assumption, we investigated long reaction times as a behavioral variable and need for cognition as an individual differences variable as indicators of thoughtful and rational decision-making. To our surprise, we found both indicators to predict rejection of unfair offers, rather than acceptance. Accordingly, individuals high in need for cognition reject more unfair offers. Our results challenge the validity of former interpretations derived from the Ultimatum game paradigm.

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