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Brief report

Revisiting the interactive effect of multicultural experience and openness to experience on divergent thinking ☆

Boris Forthmann^a✉, Sandra Regehr^a, Julia Seidel^a, Heinz Holling^a, Pınar Çelik^b, Martin Storme^b, Todd Lubart^b

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Abstract

The moderating role of openness to experience for the relationship between multicultural experiences and divergent-thinking performance was examined. A linear-mixed modeling approach to account for variability due to subjects and alternate-uses objects was used. In a final sample of $N = 199$ participants a three-way interaction of instruction type (standard vs. be-creative instructions), openness to experience, and multicultural experiences was found for creative quality, but not for fluency and flexibility. Thus, evidence provided by the current study for a link of multicultural experiences and divergent thinking was not as strong as in previous studies.

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Keywords

Divergent thinking; Multicultural experience; Openness to experience; Instruction; Fluency; Flexibility; Creative quality

Research data for this article

Mendeley

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[Data for: Revisiting the Interactive Effect of Multicultural Experience and Openness to Experience on Divergent Thinking](#)

This is the online supplemental material for the article. It includes additional information with respect to the applied methods.

Dataset

Online_Supplementary_Material_04_08_2017.docx

16KB

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About research data

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