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The Effects of Class Year and Academic Specialization on Both Domain-General and Domain-Specific Creativity

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Poster Presentation P27

**THE EFFECTS OF CLASS YEAR AND ACADEMIC SPECIALIZATION ON
BOTH DOMAIN-GENERAL AND DOMAIN-SPECIFIC CREATIVITY**

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A cross-sectional study of 194 undergraduate students, varied in class year and field of academic specialization, examined differences in both domain-general and domain-specific creativity. In the domain-general task, participants thought of original uses for common objects. In the domain-specific task, participants described their dream project within their field of academic specialization. We hypothesize a main effect of academic specialization on the domain-general and domain-specific tasks. Arts majors will score highest, science majors lowest, and social science majors in the middle. We expect an interaction between class year and type of creativity. Domain-general creativity will decrease as academic year increases, and domain-specific creativity will increase as academic year increases. We also predict an interaction effect between academic specialization and class year. Across class year, arts majors will show the smallest and science majors the largest decrease in domain-general creativity, and arts majors will show the largest increase and science majors the smallest increase on domain-specific creativity.