Reliability of Divergent Thinking Tasks
Pre-registration of a meta-analysis
Lea Naczenski¹, Claire Stevenson¹, Baptiste Barbot²³

¹Department of Psychological Methods, University of Amsterdam, Amsterdam, Netherlands
²Child Study Centre, Yale University, New Haven, CT, United States
³Pace University, New York, NY, United States

Objective
Divergent thinking tasks (DT) measure creative abilities, how they change over time or after an intervention. However, when you measure a person’s creative abilities on two successive days, their performance can be quite different. How reliable are divergent thinking tasks for repeated assessment?

Expectations
\[ +r(\text{DT1} \rightarrow \text{DT2}) < +r(\text{DT1} \rightarrow \text{DT2}) \]

\[ +r \]

\[ < +r \]

\[ +r \]

\[ < +r \]

\[ +r \]

\[ < +r \]

\[ +r \]

\[ < +r \]

\[ +r \]

\[ < +r \]

Literature search

OVID

PsychInfo | Medline | EMBASE | ERIC

backward and forward search | grey literature, unpublished data through mailing researchers

Selection

deduplication | ‘include’/’exclude’ based on criteria | two independent raters

Analysis Plan

• Multivariate meta-analyses of Fisher’s \( z \) transformed correlation coefficients
• Random effects model estimated by restricted maximum likelihood
• Meta-regression incl. moderators for every 10 additional effect sizes
• Publication bias with \( p \)-uniform method

Please take a handout with you for more details concerning the project. | lea.naczenski@student.uva.nl