

BACKGROUND MUSIC ON CREATIVITY

3

directly investigating whether the complexity of BGM regardless of mood affects creative cognition. Thus, this study aims to contribute to our understanding of how music stimulates or impairs our imagination and flexible thinking. How might listening to different complexities of background music affect creative divergent thinking?

Since divergent thinking involves out-of-the-box ideas and making unexpected combinations, this study hypothesizes that participants listening to more complex music may have higher measures of creative divergent thinking compared to low complexity or silent conditions. Complex music may be more stimulating or energizing to the brain in ways that promote unconventional or innovative thinking, as theorized in the study by Ritter and Ferguson (2017). Alternatively, participants listening to more complex music may have lower measures of creative divergent thinking, potentially because complex BGM occupies more attentional resources that detract from the use of creative cognition resources in the brain. Lastly, there may be no relationship between the complexity of music and creative divergent thinking scores.

The dependent variable is creative divergence, which will be operationally defined as the achieved score from 0 to 100 on the Divergent Association Task (DAT), discussed further in Methods. The independent variable is the complexity of the music, in which the levels of complexity are manipulated by differing the number of instrumental layers on the same music track: no complexity (silence condition), low complexity (solo instrument), and high complexity (multiple instrumental layers). If the main hypothesis is true, then there will be a positive relationship between DAT scores and BGM complexity levels. If the alternative hypothesis is true, then there will be a negative relationship between DAT scores and BGM complexity levels. If the null hypothesis is true, then there will be no significant relationship between DAT scores and BGM complexity levels.

My feedback on Student A's Draft of Project Proposal



Manasi Jayakumar
9:42 AM Today

Great description of the main and alternate hypotheses



Manasi Jayakumar
9:42 AM Today

Good job on the explanation for the logic and design for the experiment proposal. However, one thing I'm trying to understand is how your test of creative divergent thinking is different from the one done by Ritter & Ferguson, 2017 or Eskine et al., 2020? Are you just trying to replicate their findings or is there some novel aspect that you are attempting to test? Clarifying that and bringing it out in your introduction will make it a stronger proposal.

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My feedback on Student B's
Draft of Project Proposal

Regarding student motivation to use the library and the resulting effects on their GPA, I hypothesize that student library use for independent studies is associated with higher student cumulative grade point average (CGPA) and that student library use is mediated by their motivation to study in the library from observation of their colleagues.

A good indicator to assess the effectiveness of library use for student motivation to study as opposed to non-library use would be to conduct a within-subject student GPA assessment. If students' CGPA pre and post-COVID lockdown are compared in relation to their use of the library spaces for studies, it should be clear how much weight the library carries in motivating students to study. And if my hypothesis is not supported, there should be no significant correlation between library use and student motivation or student CGPA.

The pandemic-induced lockdown led to school and library spaces closing. If a student primarily received their motivation to study by watching other students in the library (Ciampa, 2014), their academic performance by GPA measure should decline during the lockdown. If their motivation did not depend on the pressure to study due to the "seriousness" of library study spaces, their GPA pre and post-lockdown should be relatively steady.

Logically, people should be motivated if they see their peers immersed in their studies in the library. Scoulas and De Groote (2021), however, found a negative correlation between



Manasi Jayakumar
9:50 AM Today

Good job explaining the main and alternate hypothesis. However, you mention the student motivation as a measured variable only for your alternate hypothesis, but not in the main hypothesis. Be sure to include it in both (or exclude it completely) in the final draft of your paper.



Manasi Jayakumar
9:51 AM Today

This is great, but the logic and the the design part of your proposal is a little unclear. I'd suggest adding the following instead of the last 2 paragraphs of your intro:

- Type of design (correlational)
- What is your IV and your DV, and how do you measure them.
- If my main hypothesis is true, I expect to find
- If my alternative hypothesis is true, I expect to find

I know you have most of this information throughout the paper, so I deducted very few points here. But make sure to have these details in the intro of your final draft!

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