

CURIOSITY AND EXPLORATION INVENTORY (CEI)

Reference:

Kashdan, T. B., Rose, P., & Fincham, F. D. (2004). Curiosity and exploration: Facilitating positive subjective experiences and personal growth opportunities. *Journal of Personality Assessment, 82*, 291-305.

Description of Measure:

A 7-item scale designed to measure respondents' recognition, pursuit, and integration of new and challenging stimuli and experiences. The scale is divided into two factors: (1) Exploration (pursuing novelty) and (2) Absorption (being absorbed in activities). Respondents answer each item using a 7-point Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Abstracts of Selected Related Articles:

Kashdan, T. B. & Roberts, J. E. (2004). Trait and state curiosity in the genesis of intimacy: Differentiation from related constructs. *Journal of Social and Clinical Psychology, 23*, 792-816.

We examined the roles of curiosity, social anxiety, and positive affect (PA) and negative affect (NA) in the development of interpersonal closeness. A reciprocal self-disclosure task was used wherein participants and trained confederates asked and answered questions escalating in personal and emotional depth (mimicking closeness-development). Relationships between curiosity and relationship outcomes were examined using regression analyses. Controlling for trait measures of social anxiety, PA, and NA, trait curiosity predicted greater partner ratings of attraction and closeness. Social anxiety moderated the relationship between trait curiosity and self-ratings of attraction such that curiosity was associated with greater attraction among those low in social anxiety compared to those high in social anxiety. In contrast, trait PA was related to greater self-ratings of attraction but had no relationship with partners' ratings. Trait curiosity predicted positive relationship outcomes as a function of state curiosity generated during the interaction, even after controlling for state PA.

Litman, J. A. (2005). Curiosity and the pleasures of learning: Wanting and liking new information. *Cognition and Emotion, 19*, 793-814.

This paper proposes a new theoretical model of curiosity that incorporates the neuroscience of "wanting" and "liking", which are two systems hypothesised to underlie motivation and affective experience for a broad class of appetites. In developing the new model, the paper discusses empirical and theoretical

limitations inherent to drive and optimal arousal theories of curiosity, and evaluates these models in relation to Litman and Jimerson's (2004) recently developed interest- deprivation (I/D) theory of curiosity. A detailed discussion of the I/D model and its relationship to the neuroscience of wanting and liking is provided, and an integrative I/D/wanting-liking model is proposed, with the aim of clarifying the complex nature of curiosity as an emotional-motivational state, and to shed light on the different ways in which acquiring knowledge can be pleasurable.

Litman, J. A. & Silvia, P. J. (2006). The latent structure of trait curiosity: Evidence for interest and deprivation curiosity dimensions. *Journal of Personality Assessment*, 86, 318-328.

To evaluate Litman and Jimerson's (2004) Interest/Deprivation (I/D) model of curiosity, 355 students (269 women, 86 men) responded to 6 trait curiosity measures including the Curiosity/ Interest in the World scale (C/IW; Peterson & Seligman, 2004), the Curiosity and Exploration Inventory (CEI; Kashdan, Rose, & Fincham, 2004), the Perceptual Curiosity scale (PC; Collins, Litman, & Spielberger, 2004), the Epistemic Curiosity scale (EC; Litman & Spielberger, 2003), and the Curiosity as a Feeling-of-Deprivation scales (CFD; Litman & Jimerson, 2004). Consistent with expectations, the results of confirmatory factor analyses demonstrated that the C/IW, CEI, PC, EC scales defined an Interest (I) curiosity factor, whereas the CFD scales formed a Deprivation (D) curiosity factor. However, as compared to the other interest-based curiosity measures, one of the EC subscales was found to be less differentiated from the CFD scales, presumably because these instruments assess overlapping aspects of Berlyne's (1954) concept of epistemic curiosity. The results of this study indicated that I and D curiosity are related but differentiated curiosity dimensions, providing evidence for the validity of the I/D model.

Scale:

Using the scale shown below, please respond to each of the following statements according to how you would usually describe yourself. There are no right or wrong answers.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Disagree Somewhat	Neither Agree nor Disagree	Agree Somewhat	Agree	Strongly Agree

_____ 1. I would describe myself as someone who actively seeks as much information as I can in a new situation.

_____ 2. When I am participating in an activity, I tend to get so involved that I lose track of time.

_____ 3. I frequently find myself looking for new opportunities to grow as a person (e.g., information, people, resources).

_____ 4. I am *not* the type of person who probes deeply into new situations or things.

_____ 5. When I am actively interested in something, it takes a great deal to interrupt me.

_____ 6. My friends would describe me as someone who is “extremely intense” when in the middle of doing something.

_____ 7. Everywhere I go, I am out looking for new things or experiences.

Scoring:

Item 4 is reverse scored.

Items 1, 3, 4, and 7 make up the Exploration subscale.

Items 2, 5, 6, make up the Absorption subscale.