

Mapping School-Age Curiosity

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Introduction

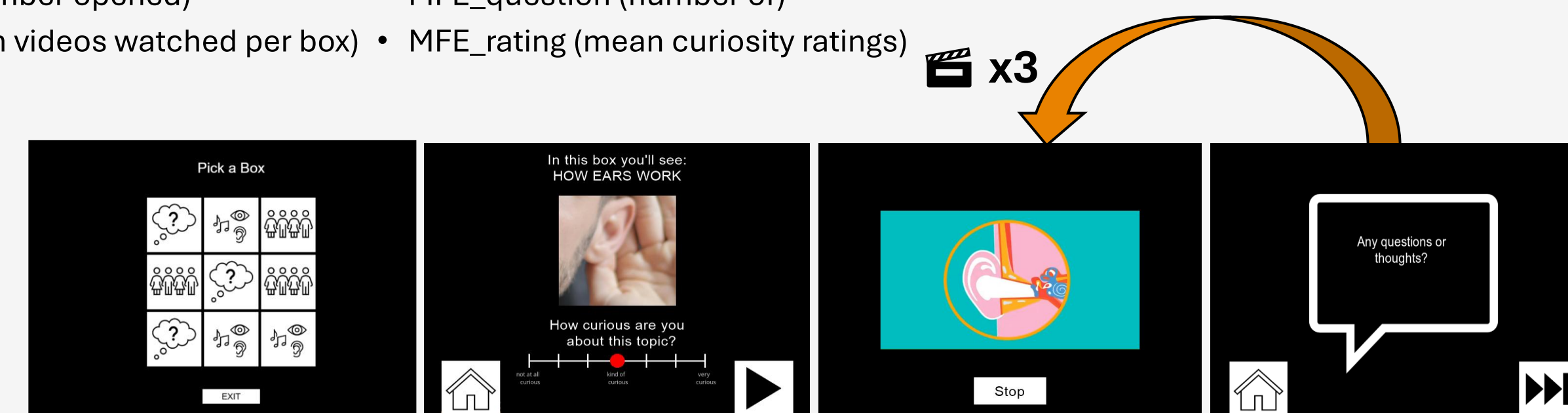
- Curiosity is a key driver of information seeking and learning, beginning in early childhood, yet research on children's curiosity remains fragmented (Grossnickle, 2016; Jirout et al., 2024; Prenevost et al., 2024).
- Our project aims to develop a **comprehensive toolkit** to assess individual differences in curiosity among children aged 7–11 years.
- Here, we present preliminary findings from two studies comparing self- and parental-report and behavioral measures of curiosity.

Behavioral tasks (v2)

Multifaceted Exploration task

MFE Variables:

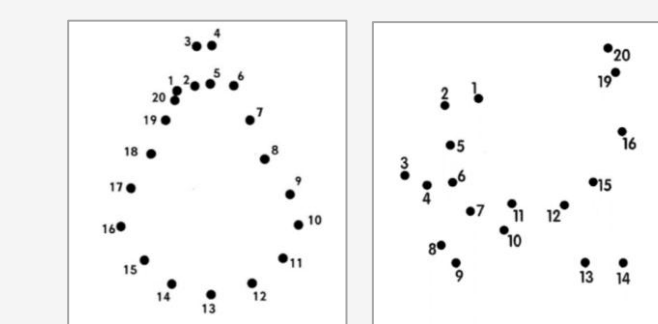
- MFE_breadth (number opened)
- MFE_depth (mean videos watched per box)
- MFE_question (number of)
- MFE_rating (mean curiosity ratings)



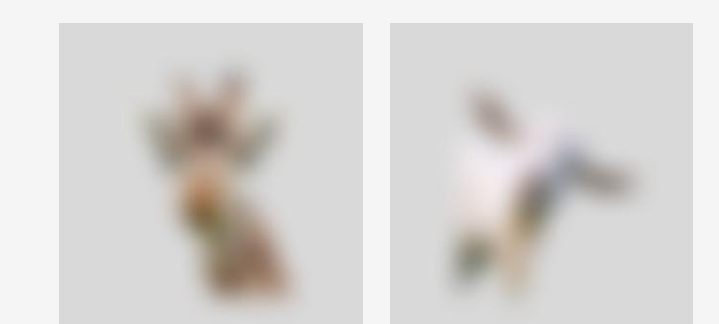
Ambiguity Preference task

AP Variables:

- AP_rating (mean curiosity ratings)
- AP_choice (high/low ambiguity)



Connect-the-Dots images (Jansen et al., 2021)



Blurred images (Chen et al., 2022; Jepma et al., 2012)

Methods

Study 1

Participants:

34 children, 17 girls, 7-11 years

Measures:

Parent-report:

- ID.YC (I- and D- type, Piotrowski et al., 2014)
- Openness (Big5_O, Block & Block, 1997)

Child self-report:

- Curiosity scale (CS, Evans & Jirout, 2023)
- CIAC (Post & Walma van der Molen, 2019)

Behavioral tasks:

- Multifaceted Exploration task (v1)
- Ambiguity Preference task (v1)

Study 2

Participants:

86 children, 45 girls, 5-11 years

Measures:

Parent-report:

- ID.YC (I- and D- type, Piotrowski et al., 2014)
- Openness (Big5_O, Block & Block, 1997)

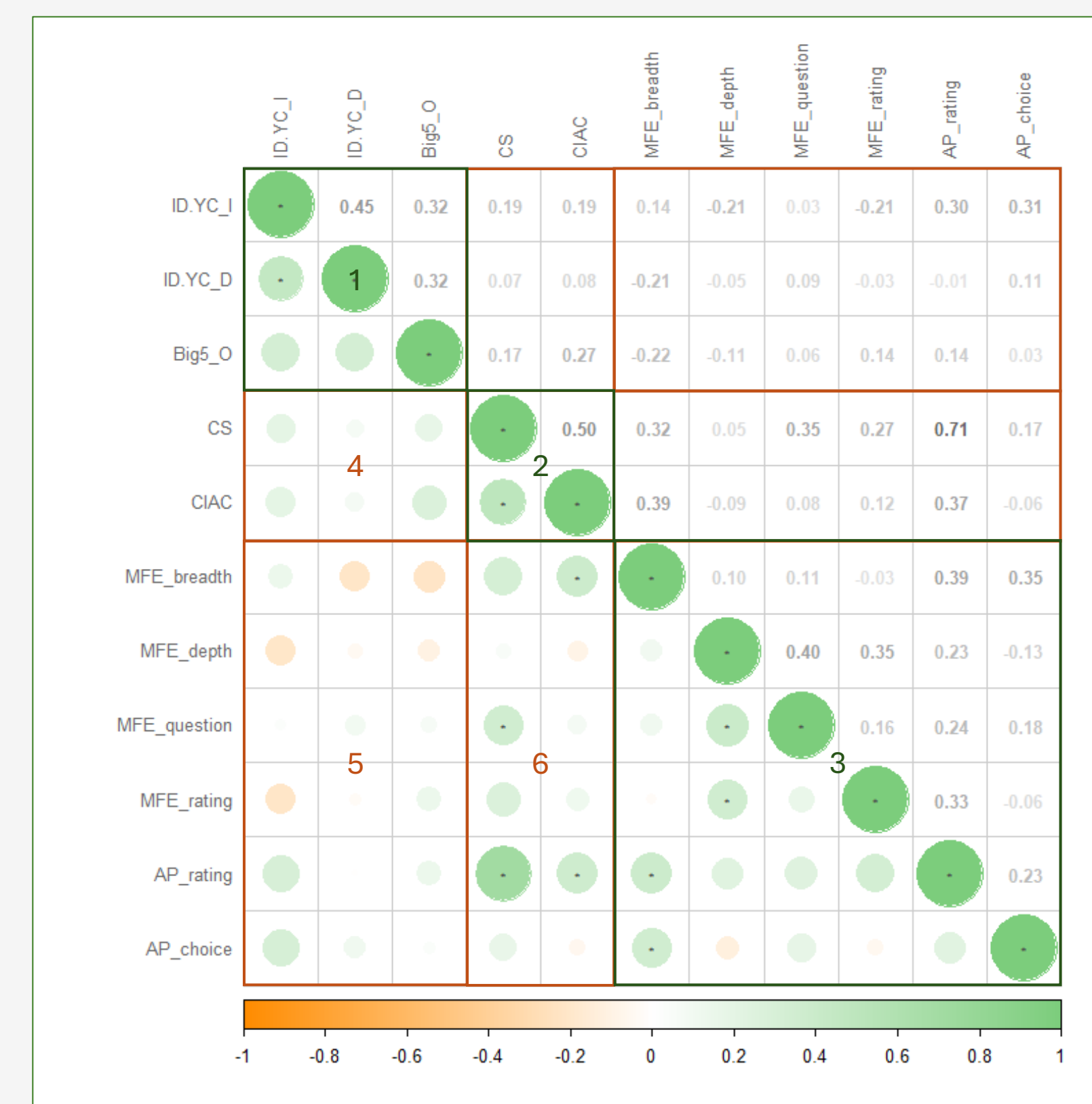
Child self-report:

- Curiosity scale (CS, Evans & Jirout, 2023)
- Curiosity Inventory (CI, Byman, 2016)
- Complex; Manipulatory; Conceptual; Perceptual

Behavioral tasks:

- Multifaceted Exploration task (v2)
- Ambiguity Preference task (v2)

Study 1



Results

Study 1

Within measurement type:

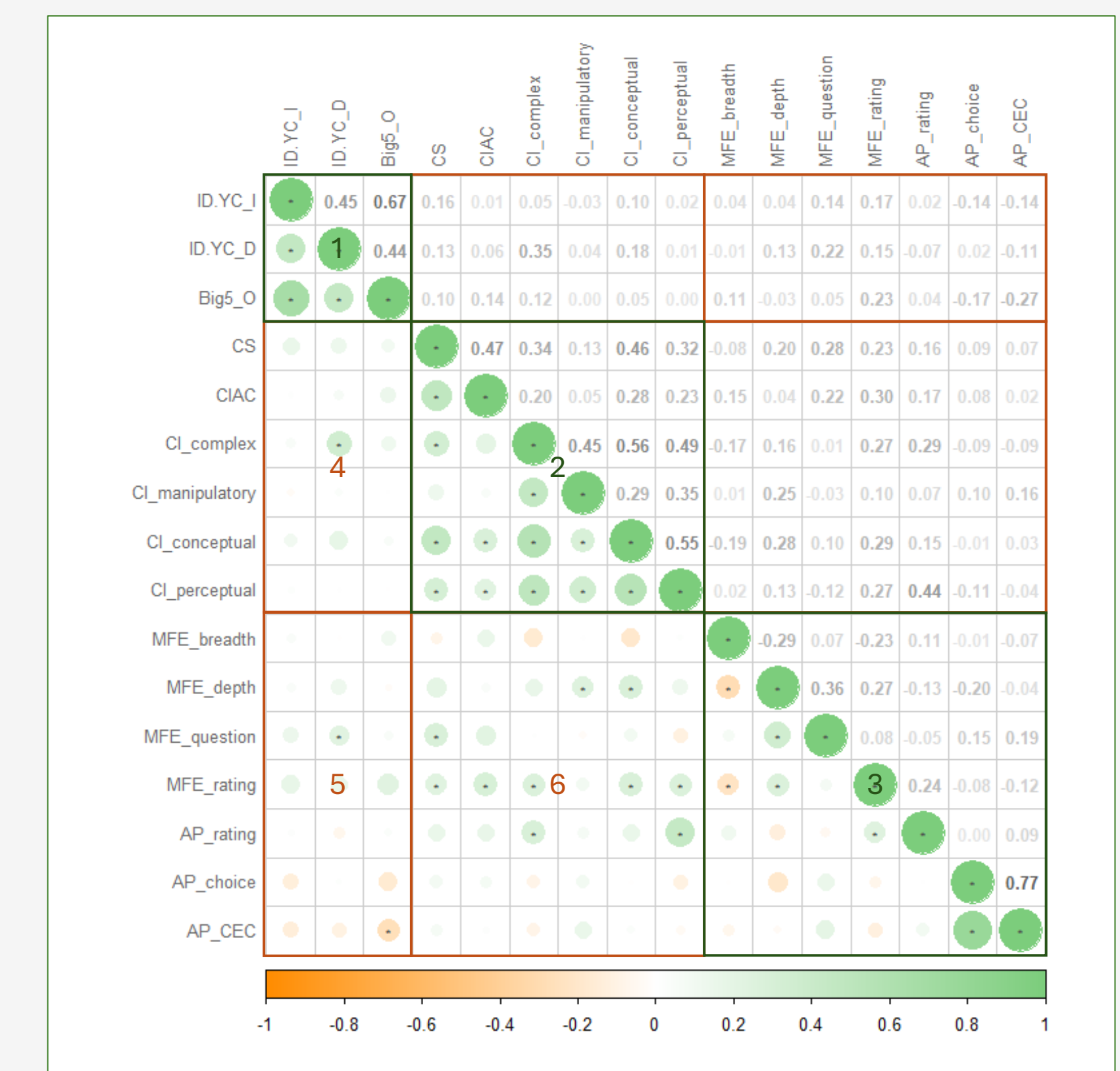
- Parent report correlated, similar pattern across studies
- Self report correlated, similar pattern across studies
- Behavioral some correlations, mixed across studies

Across measurement types:

- Parent and self report no/little correlation, similar pattern across studies
- Parent report and behavioral no/little correlation, similar pattern across studies
- Self report and behavioral some correlations, similar pattern across studies

Note. Correlation matrices, Spearman's rho, * p < .05

Study 2



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Conclusion

These findings suggest that commonly used self- and parent-report measures may not capture the same underlying aspects of children's curiosity as behavioural indicators and highlights the need for more integrative and developmentally sensitive approaches to assessing children's curiosity.

