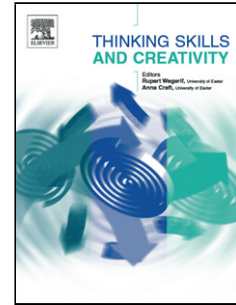


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**An Interdisciplinary and Intercultural Approach to Creativity and Innovation:****Evaluation of the EMCI ERASMUS Intensive Program**

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**Abstract**

The present study evaluates the immediate and sustained effect of a two-week intensive program (IP) applying an interdisciplinary and intercultural approach to increase creative self-efficacy (CSE) and creativity level of college students. Participants were 75 college students (59% females.  $M_{age} = 24.98$ ) from nine<sup>1</sup> different countries and four study fields (psychology, education, business, and engineering). Among these students, 66 participated in the posttest and 33 the one year follow-up study. Multilevel analysis of the pre- and posttests indicates the positive effect of the IP after controlling for gender, age and cohort of the students. The follow-up study revealed different developmental patterns of CSE and self-reported creativity (SRC) between the student and young professional groups: (1) the CSE of the young professional group tended to further grow, whereas that of the student group dropped significantly; (2) for both groups, the high SRC could retain one year after the IP. Results were interpreted and discussed from a social cognitive perspective with an emphasis on how the environmental context may have fostered or constrained the effect of the IP.

**Keywords:** interdisciplinarity, interculturality, interdisciplinary and intercultural approach, creativity training, creative self-efficacy, self-reported creativity

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<sup>1</sup> Participants were recruited for the IP in 2013 and 2014 separately. In each cohort, the number of countries was nine with the majority of the participants from Germany, Spain, Latvia, Sweden, and Poland.

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