

Creativity and Intelligence: Psychoeducational Connections

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Abstract : Creativity and intelligence are concepts that have aroused very expressive interest in the field of educational sciences and the field of psychological science since the middle of the last century since they have a great impact on the potential and well-being of individuals. However, due to progress in cognitive and positive psychology, there has been a growing interest in the psychoeducational domain of intelligence and creativity in the last decade. In this theoretical work, are analyzed comparatively the theoretical models that relate the intelligence and the creativity, are analyzed several psychoeducational intervention programs that have been implemented with a view to the promotion of creativity and signal possibilities, realities and ironies around the psychological evaluation of intelligence and creativity. In order to reach a broad perspective on creativity, the evidence is presented that points the need to evaluate different psychological domains. The psychoeducational intervention programs addressed have, with a common characteristic, the full stimulation of the creative potential of the participants, assumed as a highly valued capacity at the present time. The results point to the systematize that all interventions in the ambit of creativity have two guiding principles: all individuals can be creative, and creativity is a capacity that can be stimulated. This work refers to the importance of stimulus creativity in educational contexts, to the usefulness and pertinence of the creation, the implementation, and monitoring of flexible curricula, adapted to the educational needs of students, promoting a collaborative work among teachers, parents, students, psychologists, managers and educational administrators.

Keywords : creativity, intelligence, psychoeducational intervention programs, psychological evaluation, educational contexts

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