

## Creativity in Educational Realities: Theoretical Considerations

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**Abstract :** Creativity implies originality, but originality does not imply the existence of creativity. Today, one of the challenges of the educational context is the development of educated, autonomous, prudent and competent citizens with a critical attitude, a well-founded questioning and a creative search for innovative alternatives and solutions. These supposedly cognitive capacities impose emotional analysis and decision making, and emotion is also considered as a creative act. Authors emphasize the importance of family and school in the creative manifestation of children and young people, and these agents can stimulate or impede creative expression. Thus, children entering the school system are faced with a barrier that blocks the externalization of this competence. This work deals with the implementation of specific strategies and promoters of an educational environment suitable for the development of creativity. The construct of creativity is discussed in a transdisciplinary perspective, and the importance of the construct is enhanced in psychoeducational practices, in challenging and multifaceted environments. It is assumed that the stimulation and early experience of creative thinking in an educational context are conditions that promote the development of problem-solving skills and future challenges.

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