

Clase 10

1- Lee el siguiente texto extraído de Harmon, Deborah; Stokes Jones, T. *Elementary Education. A Reference Handbook.*(2005). ABC Clío) y elige las opciones correctas (hay más de una opción correcta en cada punto):

CREATIVITY

Creativity is another highly complex construct. Creativity, like intelligence, is culturally specific—it is defined and determined by one's culture. What may be seen as creative activity in one culture may not be viewed as creative in a different culture. Many theorists who studied intelligence also investigated creativity. One reason is that creativity is a combination of divergent thinking processes. Divergent thinking involves starting with an idea and going in various directions with it to come up with possibly more than one idea. Creativity is essentially a form of problem solving that involves problems for which there are no easy answers. The results of the creative process lead to something that addresses the problem in perhaps a new and original way. Thinking skills that are utilized in creative thought include (Starko 1997; Torrance 1976):

- ❖ Fluidity, or brainstorming ideas
- ❖ Flexibility by looking at problems from different perspectives

- ❖ Elaboration, or building on or using an idea in a different way
- ❖ Originality, or finding something new or different

When students enter elementary school, they already have many learning skills that they acquired through questioning, inquiring, searching, manipulating, experimenting, and playing. All of these activities involve creative thinking. Most students prefer to learn in creative ways, and when creativity is incorporated into curricula and instruction, students often learn more efficiently (Starko 1997; Torrance 1977).

Application of Creativity in Elementary Education

Creativity is important to all aspects of elementary education. The learning environment plays a vital role in the development of creativity. The following strategies are ways that teachers can promote the development of creativity in the classroom (Feldhusen and Treffinger 1980; Hennessy 1987; Starko 1997; Torrance 1976):

- ❖ Valuing creativity and recognizing cultural differences in expressions of creativity
- ❖ Providing time for creativity
- ❖ Creating an atmosphere of freedom and security so students will take risks
- ❖ Downplaying grades to emphasize the process of learning
- ❖ Providing students with opportunities to explore special interests
- ❖ Acting as guides during creative experiences
- ❖ Asking thought-provoking, higher level, and divergent questions
- ❖ Facilitating open-ended discussions
- ❖ Integrating different subject areas into the curriculum

A. La Creatividad según el autor es...

1. el estudio de la Inteligencia
2. una construcción muy compleja
3. combinación de pensamiento divergente
4. una combinación de problemas a resolver
5. resolver problemas de manera inteligente.

B. Las habilidades de pensamiento ayudan a la creatividad son:

1. Fluidez, tormenta de ideas.
2. Resolver actividades simples
3. Elaboración del uso de ideas de diferentes maneras

4. Flexibilidad para buscar problemas.
5. Originalidad al encontrar algo nuevo y diferente.

C. Estrategias para desarrollar la creatividad en el aula:

1. Valorar la creatividad y reconocer las diferencias culturales en las expresiones de creatividad.
2. Hacer preguntas divergentes, de alto nivel y que inviten a la reflexión
3. Poner énfasis en las calificaciones que obtienen los estudiantes
4. Dejar que actúen solos sin ningún tipo de guía.
5. Integrar diferentes áreas o materias.

2. Prestemos atención a los siguientes extractos y elegir la respuesta correcta:

- Creativity is a combination of divergent **thinking** processes.
- Flexibility means **looking** at problems from different perspectives.
- Elaboration implies **building** on or **using** an idea in a different way.
- Kids have many **learning** skills that they acquired through **questioning, inquiring, searching, manipulating, experimenting and playing.**
- The **following** strategies are ways that teachers can promote the development of creativity in the classroom.:
 - **Valuing** creativity and recognizing cultural differences in expressions of creativity
 - **Providing** time for creativity
 - **Creating** an atmosphere of freedom and security so students will take risks.
 - Asking **thought-provoking**, higher level, and divergent questions

A ¿Qué tienen en común las palabras en negrita?

1. Son verbos conjugados con terminación - ando, -endo
2. todas terminan en ING

B ¿Qué quieren decir en español según el contexto?

1. La traducción de la terminación ING es siempre -ando, -endo
2. Las palabras terminadas en ING pueden traducirse como verbos conjugados o en infinitivo también como sustantivos y como adjetivos.

-Si te quedan dudas puedes consultar el anexo gramatical o ver el video explicativo.-

4-¿Qué aprendimos hoy?... Contesta V o F

	V	F
La creatividad solo tiene que ver con personas relacionadas al arte		
La creatividad puede fomentarse en las escuelas		
La terminación -ING siempre equivale a la terminación <i>-ando -endo</i> en español		
La creatividad es una manera de resolver problemas		
La terminación -ING puede tener diferentes interpretaciones		