

Teoría De La Inteligencia Creadora

Jaume Carbonell Sebarroja

Teoría de la inteligencia creadora José Antonio Marina, 2000 Esta es una muestra, también sorprendente, de una original manera de hacer ciencia, que une la investigación más rigurosa con una exposición literariamente brillante. Es una innovadora teoría de la inteligencia, que integra los resultados de las ciencias

La conciencia trágica en Fernando Savater y José Antonio Marina Fernando Susaeta Montoya, 2006

Exploraciones creativas. Prácticas artísticas y culturales de los nuevos medios Jordi Alberich i Pascual, 2010 ¿Qué tienen en común el arte digital, los juegos de localización (geotagging), o el audiovisual en Internet?. El estudio de las diversas formas artísticas y culturales de los nuevos medios ha cobrado interés gracias al nivel de desarrollo alcanzado por las tecnologías digitales en los últimos años ofreciendo nuevas posibilidades para la creación y la experiencia artística. La utilización de los nuevos medios, no sólo como herramientas de trabajo, sino como medios de producción, almacenamiento, (re)presentación, e interacción social es el rasgo compartido por todas estas prácticas, a la vez que define y constituye su propia especificidad. El presente libro aborda el estudio de las prácticas artísticas como punto de partida dentro de un contexto cultural más amplio, proponiendo la reflexión en tres sentidos: los objetos artísticos y culturales, los discursos y las teorías sobre los mismos y su impacto real sobre las estructuras sociales. Desde una perspectiva interdisciplinar -historia y teoría del arte, comunicación audiovisual o cultura digital, entre otros- los distintos capítulos que conforman esta obra pretenden aportar una visión poliédrica de unas prácticas en continuo dinamismo, donde muchos de los conceptos tradicionales tales como autor, artista, creatividad, industria, trabajo, cultura o participación aplicadas al contexto de los nuevos medios comienzan a hacerse permeables y su significado se amplía y modifica.

Teoría de la creación en el arte Pere Salabert, 2013-02-08 La creación como concepto prácticamente se ha disuelto en nuestro tiempo debido al uso inmoderado del término que la nombra. Nos ha llegado cargada de prejuicios antes de estallar en mil pedazos e interesar a sectores tan ajenos a su original sentido como el Mercado o, si se prefiere, el marketing. Si contemplamos un contexto político como el nuestro, veremos que los registros de la cultura y el arte -incluidos la moda vestimentaria, la cocina y el deporte, con la hipertrofia deportivo-futbolística, o la fiesta taurina- invaden nuestro espacio mental atrayendo tanta más atención cuanto mayor es su agotamiento y, sobre todo, su puerilidad. Ahí la creación no sólo ha invadido todos los campos, también la producción de conceptos parece haber consumido el terreno filosófico que le

pertenecía para acceder al marketing. El presente libro esboza una trayectoria de largo alcance que, partiendo de la eminente figura de Sófocles vista por Aristófanes, llega hasta Marcel Duchamp o Christo Javachef, con el objetivo de despejar una perspectiva estética cuya totalidad aún está por ver. Si admitimos en la Naturaleza la imaginación de una materia inagotable por su capacidad de inventar y renovarse, será de justicia que la filosofía y el pensamiento estético, con la psicología, la teoría psicoanalítica o la neurología, traten de hallar en quienes inventan, crean o descubren una particular «naturaleza» que debe tomar cuerpo en cada uno de sus trabajos.

Philosophical Foundations of Economic Reality Javier Aranzadi, 2024-10-07 The dominant paradigm of the economy is based on homo economicus and its positivist, mechanistic and utilitarian approach. This leads to a form of 'technical liberalism', advocating a market without society in which individuals are reduced to property rights and data subject to commercial transaction. This book argues for a reconceptualisation of the philosophical foundations of economic reality in the 21st century. Drawing on the continental tradition, the book shows that adopting and combining anthropological, ethical and metaphysical approaches can provide the basis for a better integration of markets so that they work with, rather than against, individual and social needs. To correctly interpret the market as an institution and the firm as a social organisation, the book explores concepts from the philosophy of action to show that it is people who literally create economic reality by providing for their needs through their creativity. The book also explores the ethics that structure human behaviour, providing a comparison between utilitarian ethics, hedonistic ethics and first-person ethics or virtues. This discussion provides a philosophical foundation for human action grounded in metaphysics. The metaphysical approach helps to overcome the modernist reductionism of the human to a life of individual purpose and instead look towards a larger goal: the common good. This book marks a significant addition to the literature on the philosophy of economics, ethics and markets, institutions and economic theory more broadly.

Cómo propiciar el talento y la creatividad en la escuela Julián Betancourt Morejón, Ma. de los Dolores Valadez Sierra, 2012-07-30 ¿Qué esperamos de una educación que fomente la creatividad y el talento en la escuela?, es la primera, de entre otras muchas preguntas que nos plantea Betancourt y Valadez en esta obra. La respuesta puede ser muy amplia en la medida que el lector se sumerge en las páginas de este libro y se encuentra que en nuestros salones de clases existen muchos alumnas y alumnos creativos, inteligentes o con talentos desbordantes que ocupan un educador que les haga fácil, motivante y desafiante su aprender. Para lograr lo anterior, el texto es rico y diverso en estrategias para enriquecer el trabajo en la escuela con los estudiantes con aptitudes sobresalientes y/o talentos específicos que las acompaña de con un directorio de recursos y materiales para ponerlas en práctica. Dada la actualidad de estos tópicos y la creciente demanda que de textos de este tipo existan en nuestro país, consideramos que el libro ofrecerá informaciones y herramientas prácticas novedosas y esclarecedoras sobre cómo fomentar el talento y la creatividad en la escuela, que contribuirá- en alguna medida-

al desarrollo del fomento del talento desde la educación inicial hasta la universitaria.

Pensar por ensayos en la España del siglo XX Gracia, Jordi, Ródenas de Moya, Domingo, 2015-10-28 El ensayo es el más moderno de los géneros y el que da cauce al fervor crítico propio de la modernidad. En la escritura ensayística se combinan un estilo persuasivo con un pensamiento exploratorio, la expresión de la subjetividad del escritor con el análisis de las incontables parcelas del mundo objetivo, el compromiso moral y el debate intelectual: la realidad común es examinada desde el observatorio singular del ensayista. Frente a las tradiciones francesa e inglesa, que lo dieron a luz y lo hicieron crecer, el ensayo llegó con retraso a España, acompasado con la crisis sociopolítica y cultural del cambio del siglo XIX al XX. Este libro traza su evolución durante los últimos cien años, conciliando la crónica de las ideas con el análisis de las trayectorias de más de un centenar de ensayistas españoles: la primera hornada, la de Ganivet y Unamuno, de Azorín, Ortega, Azaña, Antonio Machado o Bergamín; la de quienes, tras la guerra, sufrieron los rigores del exilio, como Zambrano, Ayala, Salinas o García Bacca; la de los que tuvieron que aprender a subsistir bajo la dictadura, se llamaran Benet, Martín Gaité, Sánchez Ferlosio o García Calvo, o Lledó, Sacristán, Trías o Savater. La prosa de ideas ha seguido siendo hasta el siglo XXI un territorio fecundo que ha ido ampliándose con obras tan heterogéneas y brillantes como las de Victoria Camps, Jorge Wagensberg o Enrique Vila-Matas, o las muy recientes de José María Ridaó, Jorge Riechmann y Javier Gomá. La historia del ensayo es la historia de sus autores, del modo en que lo convirtieron en molde de su pensamiento. Y también es la historia de las sociedades a las que esta escritura interroga para que el diálogo perdure.

Teoría del conocimiento Tobies Grimaltos, 2015-05-16 Aproximación sistemática y actualizada a los problemas filosóficos que plantea el conocimiento humano, dividida en cinco grandes apartados: método, definición y posibilidades de conocimiento, justificación, base empírica del conocimiento y relación entre semántica y epistemología. El libro de J. L. Blasco y T. Grimaltos aporta una exposición clara y rigurosa de la epistemología contemporánea.

Human Development II Miguel Sancho, Silvia Viñao, 2016-01-14 *Human Development II* offers an overview of a wide range of contemporary issues in education and society, including emotional intelligence; various models of education; family, leadership; experiential learning; personal development; recreational activities; the arts; philosophy; music; and media. These topics are all currently subject to research and debate, but have been prevalent throughout history, impacting on different fields, including education, communication, and health. It is vital to understand these topics in order to live in a society in which one must interact with other people and regulate one's emotions. All the contributors to this volume investigate and discuss how these issues affect society in general, reflecting on the causes of the functioning of the world. All chapters in this book provide a full and clear frame of reference for several problems, issues and disciplines discussed here, offering professional and experienced insights from a range of disciplines including psychology and arts. As such, this book represents a highly useful and contemporary manual for both students and the general public interested in the social

sciences.

The Neuroscience of Freedom and Creativity Joaquín M. Fuster,2013-08-29 Joaquín M. Fuster is an eminent cognitive neuroscientist whose research over the last five decades has made fundamental contributions to our understanding of the neural structures underlying cognition and behaviour. This book provides his view on the eternal question of whether we have free will. Based on his seminal work on the functions of the prefrontal cortex in decision-making, planning, creativity, working memory, and language, Professor Fuster argues that the liberty or freedom to choose between alternatives is a function of the cerebral cortex, under prefrontal control, in its reciprocal interaction with the environment. Freedom is therefore inseparable from that circular relationship. The Neuroscience of Freedom and Creativity is a fascinating inquiry into the cerebral foundation of our ability to choose between alternative actions and to freely lead creative plans to their goal.

El taller de creación artística, Sentir y pensar el lugar vacío Jaume Fortuny-Agramunt,2023-12-20 Este texto nace con la idea de acercarse al artista, paralelamente a su huella en la materia, del mismo modo que ocurre entre alumno y profesor durante una clase de arte. No se trata de sentir como él, sino con él. La amplia experiencia docente del autor le permite interrogar y responder desde la práctica artística. Esto le diferencia de cualquier teórico porque te muestra cómo el artista no se dedica tan solo a crear, sino a sentir y pensar al hilo de una tarea creativa. Esto te permitirá recobrar la maestría del ojo en arrebatar la idea de la materia y darte cuenta de que el artista genera teoría durante el propio hacer del proceso creativo en su taller. Basándose en que nos entendemos como personas mediante nuestra sujeción a lo que vemos, el autor logrará hacerte comprender que mirar sin sentir sería un contrasentido. ¿Valorar la idea por su materialización no hubiera evitado malentendidos como el de Miguel Ángel de la Sixtina, cuyo claroscuro atribuíamos a su formación escultórica, mientras la realidad escondía una extraordinaria cromaticidad sólo enmascarada por el humo de las velas?

Impulsar y renovar la tarea educativa Fundación BBVA,2010 Recoge los trabajos galardonados en la vigésima cuarta edición de los Premios Francisco Giner de los Ríos a la Mejora de la Calidad Educativa, convocados por el Ministerio de Educación y la Fundación BBVA.

Motricidad humana: política, teoría y vivencias Eugenia Trigo,Harvey Montoya,2014-06-01 El libro es una construcción amorosa en la complejidad de la interculturalidad en que aprendemos día a día a mirarnos y respetarnos en la diferencia y buscar formas de llegar a acuerdos que nos permitan confluír en este proyecto común. Siendo ambos autores, profesores de la Universidad del Cauca-Colombia, nos dimos a la tarea de reflexionar y contribuir a las discusiones que se venían ejerciendo en el Departamento en relación a la Educación Física y la Motricidad Humana. El trabajo fue valioso para el desarrollo curricular de la CMH que el grupo Kon-Moción venía implementando desde hacía varios años y las discusiones posteriores en el seno de la Maestría en Educación de la Universidad del Cauca.

Empresas y personas Quintanilla Pardo, Ismael, 2002-01-01 La revolución tecnológica que estamos experimentando -y que aún no parece haber alcanzado su punto culminante- está afectando y alterando grandemente nuestro modo de vida material y social impulsándonos hacia un mundo de información y conocimiento que aumentan constantemente y a ritmo acelerado. El resultado más acentuado ha sido -esta siendo- la sustitución del capital convencional (y sus aspectos más tangibles, fábricas y cadenas de montaje) por el capital humano. Este libro versa sobre esto, y aspira a ser un instrumento de gestión pero también es un documento para la reflexión. Está escrito por un psicólogo social convencido de que los actuales directivos, y muy especialmente, los directivos de recursos humanos, no deberían ser meros motivadores coyunturales o resolutorios de conflictos. Sino, sobre todo, estrategias capaces de afrontar la complejidad, reducir la incertidumbre y acumular constantemente conocimientos para mejorar los sistemas y los procedimientos de trabajo. INDICE: Nacidos para cambiar. Empresas y personas. Estereotipos y tópicos empresariales. Evolución de los valores y principios directivos: hacia la empresa personalizada y compleja. La empresa personalizada: Participación e implicación de las personas. La empresa compleja: La red, la incertidumbre y la cultura de la instantaneidad. La gestión del conocimiento.

Creación y posibilidad Marián López F. Cao, 2006 Recopilación de textos que abordan el arte desde diversas perspectivas, como vía de integración, encuentro y reflexión, y como experiencia educativa con profunda raíz social.

Un siglo de España Juan Pablo Fusi Aizpurúa, 1999 Recoge: El despertar de la cultura; El discurso de la modernidad; La República de los intelectuales; La cultura durante el franquismo; Cultura y democracia. La cultura de la transición.

Fundamentación conceptual para una intervención psicomotriz en educación física José Luis Pastor Pradillo, 2002 Esta obra aborda una fundamentación teórica y conceptual sobre la que argumentar la posterior intervención psicomotriz dentro del ámbito de la Educación Física. Desde una perspectiva interdisciplinar se muestra una descripción global y holística del tratamiento de lo corporal, del movimiento y de la estructura psicomotriz. Partiendo de un planteamiento antropológico, analiza aquellos conceptos necesarios para elaborar cualquier alternativa metodológica posterior.

La teoría evolucionista del conocimiento, 1999

Pedagogías del siglo XXI Jaume Carbonell Sebarroja, 2015-10-05 ¿Cuáles son las pedagogías alternativas que están marcando el rumbo de la innovación educativa? ¿Cuáles son sus referentes, señas de identidad y experiencias más emblemáticas? ¿Qué aportan y qué críticas suscitan? En cada capítulo de este libro se trata de dar respuesta a estos interrogantes. Se habla de las pedagogías no institucionales: de lo que se aprende en la escuela y fuera de ella; de la escuela inclusiva y del trabajo cooperativo; de las pedagogías críticas; de la perspectiva sistémica; del conocimiento integrado y de los proyectos de trabajo; de las pedagogías no directivas y las escuelas libres; de la educación lenta, serena y sostenible, y de las aportaciones de las diversas inteligencias. Pedagogías todas ellas que contribuyen a desarrollar un aprendizaje más sólido, crítico y creativo; a la mejor comprensión del mundo, y a la felicidad y el bienestar personal y colectivo. Este libro se

dirige a estudiantes de las Facultades de Educación que quieran conocer las claves actuales de la educación, al profesorado en activo que quiera pensar sobre las ideas y los fundamentos teóricos de su práctica cotidiana en el aula, y a otros profesionales o personas interesadas por las distintas propuestas y escenarios educativos del presente y del futuro.

La enseñanza de lo proyectual Frigerio, Bossero, 2021-09-06 El detenernos hoy a repensar tantos años de enseñanza universitaria, primero en los cursos de grado de la Carrera de Arquitectura, y luego desde el anclaje en el CBC (1985), por considerarlo el lugar de mayor incidencia para una transformación de la enseñanza de la FADU; es un interesante ejercicio de evaluación académica afectiva, ya que permite una pintura en la que algunas pinceladas iluminan los hallazgos y los logros, y otras las dificultades y los fracasos circunstanciales. Podemos calificar al intento de una transformación estructural de las relaciones docente-alumno y alumno-alumno, en el contexto tan diferente al histórico en el que se formaron y que los colocó abruptamente en el escenario del alumnado universitario. Hablamos de comprender desde otro lugar las relaciones de los alumnos entre sí y con su docente, como propósito explícito a alcanzar para la generación de un ámbito que favorezca la apropiación de los contenidos curriculares y posibilitar la integración de alumnos con formaciones muy dispares. Desde este posicionamiento, se buscó ayuda para incorporar algunos saberes que se intuían necesarios pero que les faltaban, para realizar el paso desde un trabajo interdisciplinar a un producto transdisciplinar como superador de la sumatoria de abordajes de las distintas carreras. El grupo de aprendizaje posibilita al docente y al estudiante ser coactores de la construcción y transformación del contexto educativo-social.

Decoding **Teoria De La Inteligencia Creadora** : Revealing the Captivating Potential of Verbal Expression

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