Abstract

Creative cognition has been described as a subprocess of overall human cognitive functioning. Sternberg—a former president of the International Association of Cognitive Education and Psychology—has included creativity as one of the dimensions of successful intelligence, which is subject to development (Sternberg, 2013). Contemporary approaches have described creativity as a distributed action situated between the mind and culture (Glaˇveanu, 2014) and considered its development through the Vygotskian concept of mediation through tools and symbols; in other words, there is a shared theoretical background in recent creativity research and cognitive education. In this framework, creativity is not only a characteristic of eminent historical personalities such as Leonardo Da Vinci but rather something that every person has and can develop. We are moving from the study of Big-C to mini-c (Beghetto & Kaufman, 2007) which even young children can develop. Furthermore, new tests for the assessment of creative potential are available, which allow a dynamic assessment of creativity such as the Evaluation of Potential for [...]
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SPECIAL ISSUE ON COGNITIVE EDUCATION AND CREATIVE COGNITION
Dimitrios Zbainos and Todd Lubart, Guest Editors

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