



PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE
PROGRAMA DE ESTUDIOS Y DESARROLLO DE

TALENTOS



PROGRAMA EDUCACIONAL PARA NIÑOS CON TALENTOS ACADÉMICOS

How to Differentiate CREATIVITY among the Creativities – the "Conflict" Between Abilities in Chilean Students with Academic Talent – a study to be presented at the 20th Biennial Conference of The World Council for Gifted and Talented Children in Kentucky, USA

By Diana Boyanova, PhD in Psychology

Between 10th and 14th of August, Diana Boyanova will present her research at the 20th Biennial Conference of The World Council for Gifted and Talented Children. As 2013 is the International Year of Giftedness and Creativity (IYGC), the conference main theme is “Celebrating Giftedness and Creativity”. It will be hosted in Louisville, Kentucky - USA. Among the keynote speakers will be Joseph S. Renzulli (The National Research Center on the Gifted and Talented, USA), Peter Csermely (President of The European Council for High Ability – ECHA), Megan Foley Nicpon (Belin-Blank Center, University of Iowa, USA) Christian Fischer (International Center for the Study of Giftedness – ICBF, University of Muenster, Germany), Todd Lubart (Université Paris Descartes, France) and Linda Silverman (Institute for the Study of Advanced Development, Denver, Colorado, USA).

The topic of the study is “How to Differentiate CREATIVITY among the Creativities – the "Conflict" Between Abilities in Chilean Students with Academic Talent” and it is focused on the Triarchic theory of intelligence, adopted in the model of PENTA UC Escolar. Previous research demonstrated that among students with academic talent, analytical abilities measured by Berlin's Intelligence Structure Model (BIS) (Jäger, 1982 in Bucik, 1996) were negatively correlated with creativity (measured by a task to create a toy using color stickers). This was found to contrast with students without academic talent, where the significant correlations were in a positive direction. The present study expands this research further. A total of 2091 third and fourth grade students were evaluated with a test based on the BIS model. The goal of the study was to explore the relationship between the "create a toy" creativity and the three operational facets from BIS model – numerical, figural and verbal creativity. Results revealed a negative correlation of "create a toy" creativity with both figural and verbal creativity among talented fourth grade boys. For talented girls,

numerical creativity was negatively correlated with the "create a toy" creativity. Older girls performed better in "create a toy" creativity compared with all other students, whereas older boys had the highest scores in numerical creativity. The findings suggest that even at an early age, there are both gender and age differences in creativity and children differ in the classes of abilities in which operations of creativity are performed.

During the conference, Diana Boyanova will participate in a workshop about a new instrument developed at Université Paris Descartes, France for elementary and middle-school students – the Evaluation of Potential Creativity (EPoC). The battery includes verbal and graphic sub-tests that measure the two key modes of creative thinking – divergent-exploratory and convergent-integrative. According to the authors of the test, it can be used as an efficient diagnostic tool to identify creative potential and to monitor progress, using pre-tests and post-tests, in educational programs designed to enhance creativity. Creativity is an important part of academic talent and as such, the knowledge obtained in this workshop would open new perspectives for its evaluation at PENTA UC.