

Editorial

próxima zona

Creative process is one of the most complex and mysterious human faculties. We do not understand how some people are able to create profoundly significant metaphors or to mix colors to replicate a landscape beauty in a novel fashion, or even to invent a song for delighting the hearer. In this sense, we tend to confine creativity to arts and we think that only in that field it can find the perfect place to germinate. It may be a mistake.

Creativity is innovation, a detail observation, imagination. It is, according to its evident origin, creation. All of these are also faculties which go beyond other fields of the human action. It comes to the academy because they are related to the research activity. Thinking that creativity only owns to the artist is a limited way of consider it, because in education, creativity arises as the ability to imagine new possibilities of impacting on the educational processes and on the programs to be taught.

Thus, teaching is constructive imagination which transform life itself, because each teacher has in her/his practice the suited place to reflect, modify and impact on the teaching process in order to impact on the results of her/his students results. The teacher being able to generate novel ideas contributes to the constantly updating of her/his profession. The patient and perseverant reflection about how, why and to whom we teach makes the teaching practices be renewed and strengthened.

In such a way, Each teacher is a permanent researcher in her/his reflection process, because in a steadily manner asks questions, adopts theories and achieves results, which are a product of the detail observation of her/his practice and of the profound reflection about her/his educative processes, but especially the interest of impacting on a community which is watching her/him.

Meanwhile, this generation of original ideas, thoughts and reflections of each teacher researcher cannot stay in the privacy of a

classroom or office. It should come to the academic environment in order the teaching community to be nurtured from these ideas, to discuss them, to re-contextualize them and to reflect on them, in a continuous and constructive dialogue.

In this way, this Zona Proxima issue includes five examples of research creativity. Correa Duque, Ph. D. in Psychology, in her paper "Epistemological and conceptual approaches to Prosocial Behaviour", elaborates a state of the art of the positive components to socialize and communicate to other people and its incidence in childhood context. Professor Vergara Hernandez, in her paper "Parenting practices in early childhood in the municipalities of Riosucio and Manzanares", describes the parents' competencies on families having children from 4 to 7 years old. Villalba Ramos, in her article "A visually-impaired English learner in the context of virtual environments: Analyzing learning strategies", shows a case study focused on the possibility of analyzing learning virtual environments when visual impairments are presented. In the paper "The story as a pedagogical mediation for the strengthening of literacy", Soto Reatiga explains how carefully designed didactic sequences based on reading short stories improve not only reading comprehension but reading general interest in 3<sup>rd</sup> grade children. On her part, Calle writes a very interesting review of the text "The importance of the critical discourse analysis and the visual grammar to analyze texts. A proposal of activities framed on the education based on gender perspective and the education for peace", by Martínez Lirola.

As it can be evident, the papers of this issue are a good example of how creativity is placed at the service of the scientific research and the creation of new possibilities of assuming teaching.

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