



Conceptions of Giftedness and Talent

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Robert J. Sternberg,Don Ambrose

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Conceptions of Giftedness Robert J. Sternberg,Janet E.

Davidson,2005-05-16 This book explores the major conceptions of what it means to be gifted *Definitions and Conceptions of Giftedness* Robert J. Sternberg,2004-03-23 The expert guide to the conceptualization of giftedness and talent At last the most predominant and compelling theories on the specific nature of giftedness and talent are available in a single volume With the wealth of hands on research in Definitions and Conceptions of Giftedness the reader will gain a clearer conception of what it means to be gifted Key features include Robert J Sternberg's insightful coverage of the critical developments and lingering questions educators must address in order to make more informed decisions about student placements Thirteen influential articles from leading researchers and educators in the field of gifted education Profiles of gifted and talented students and suggestions for expanding conventional notions of giftedness Explore the multiple faces of giftedness and talent learn about the validity of available assessments and discover the numerous opportunities educators have to foster the development of giftedness and talent in its many forms The ERGE Series The National Association for Gifted Children series Essential Readings in Gifted Education is a 12 volume collection of seminal articles from Gifted Child Quarterly Put the knowledge and power of more than 25 years of research on giftedness and talent into your hands with the leading theories studies and findings the experts in the field have to offer

Conceptions of Giftedness Shane N. Phillipson,Maria

McCann,2020-11-25 The effective education of gifted children is one of the most significant challenges facing educational systems in many countries around the world made particularly difficult by the forces of globalization Conceptions of Giftedness describes the unique and varied ways cultures conceive of giftedness As language influences perception different ideas of giftedness may embody different ways of thinking especially in the areas of creativity and problem solving This important new volume in special education encourages the understanding appreciation and preservation of our intellectual diversity Contributing authors to this book are authorities in the field of gifted education and represent a range of languages and cultures including Western Chinese Japanese Australian Aboriginal and Malay cultures Each chapter describes giftedness from one cultural perspective within the global context resulting in both local and global educational implications

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Curtiss,1998 *Understanding Giftedness* Maria Assunta Zanetti,Gianluca Gualdi,Michael Cascianelli,2019-11-12 This concise accessible guide explores the different models behind the concept of giftedness examining the criteria for evaluating and identifying gifted children in order to provide a deeper understanding of the lives of children and young people with high cognitive potential It offers practical advice to parents and teachers highlighting common queries and misconceptions and presenting evidence based suggestions for management methods Key topics covered include the difference between being gifted and talented how to identify a gifted child neurological differences between gifted children and their peers dealing with perfectionism and the best ways to parent and teach a gifted child Avoiding prescriptive rules the authors emphasise the importance of knowing and understanding the individual child whilst utilising research around giftedness to promote the best possible outcomes Illustrated with case studies of student and teacher perspectives the book offers an inclusive perspective and practical strategies whereby the development of individual potential is viewed not only as a way to promote the psychological well being of the individual but also as an opportunity and benefit for society *Understanding Giftedness* is essential reading for parents and caregivers as well as practitioners in clinical and educational psychology counselling mental health nursing child welfare public healthcare and those in education who want to help young people develop their talents and achieve their full potential

From Giftedness to Gifted Education Matthew C. Makel,Anne N. Rinn,Jonathan A. Plucker,2021-09-09 The fields of gifted education and talent development have numerous theories and conceptions for how to identify and serve students This book helps introduce and apply these ideas to help reflect theory in practice Each chapter introduces readers to a different theory by providing definitions of key concepts explaining the fundamental conceptual theoretical approach and concluding with advice on how the conception can be put into practice Suggestions for further reading are also provided Some chapters are based on theories that have been around for decades and some have been developed more recently But all chapters focus on helping empower readers to understand and take action without having to reinvent the wheel

Stakeholders' Conceptions of Giftedness Ashley Y Carpenter,2019 In the world of gifted education educators must first find students who qualify for gifted services Various stakeholders in public elementary education often nominate students for gifted identification and ultimately gifted programs It is important to determine if stakeholders conceptions of giftedness are the same or different as conceptions influence actions There is substantial research on teachers conceptions of giftedness but limited research on parents conceptions of giftedness The purpose of this study was to explore stakeholders conceptions of giftedness and answer the research question How do stakeholder groups describe giftedness Participants included parents of elementary gifted students n 217 general education K 5 teachers n 213 gifted teachers n 87 and gifted coordinators n 36 from 3 states and 23 schools that mandated gifted identification and programming Gifted stakeholder groups described giftedness as differences from same age peers in four subthemes a advanced capacity to learn and reason b high level performance c the need for challenge and d unique personality

characteristics and behaviors Stakeholder groups all described giftedness as differences from same age peers however the frequency of each subtheme varied Parents emphasized a need for challenge beyond the typical age based learning environment General education teachers emphasized high performance Gifted teachers and coordinators emphasized district and state criteria for gifted identification stressing ability test scores and potential *International Handbook on Giftedness* Larisa Shavinina,2009-08-12 If you publish you are trying to create something that is original that stands out from the crowd Above all you want to create something you are proud of Richard Branson 2002 p 57 After the publication of my bestselling International Handbook on Innovation publishers from around the world began to invite me to work on new books with them When Springer invited me to prepare the International Handbook on Giftedness I was on a maternity leave with my 3 months old and my 5 year old was just starting school I however had wanted to prepare such a Handbook for a long time and was waiting for just the right moment to dive right into such an endeavor The time had come and I agreed to prepare a Handbook that would expose readers to new views great discoveries and significant advancements of scientific knowledge exactly as Richard Feynman advised see his opening quote at the beginning of the introductory chapter I have always been convinced of the paramount significance of the topic of giftedness and gifted education to the world as a whole There is no doubt that gifted individuals were and are and will be extremely important to society One way to understand the history of human civilization is via inventions and discoveries of the gifted All human cultural development builds on the amazing technological scientific and moral achievements of the human mind Today people increasingly realize that gifted and talented individuals are even more important than in the past Conceptual Frameworks for Giftedness and Talent Development Tracy L.

Cross,Paula Olszewski-Kubilius,2021-09-03 Conceptual Frameworks for Giftedness and Talent Development explores current and enduring theories and comprehensive models of giftedness and talent development Each chapter includes a description of the model theory or framework Shares the most important implications of each model including underrepresentation and social justice issues Includes discussion questions for use with students and professionals The editors also consider common issues across conceptual frameworks such as the degree to which achievement defines giftedness the goal of gifted education and the role of psychosocial factors This is a comprehensive reference for scholars and practitioners in the field as well as those studying at the graduate level Conceptions of Giftedness and Talent Susan E. Dobbs,1991

Handbook of Giftedness in Children Steven I. Pfeiffer,2018-06-09 In one comprehensive resource this superb handbook covers everything you need to know about the subject It brings together leading experts from the fields of psychology and education combining theory and applied empirical research on such crucial topics as conceptualization types of intelligence developmental considerations and ethical and legal concerns Particular attention is given to social and family contexts and evidence based strategies and interventions offer solid guidelines on assessment curriculum design and encouraging and nurturing talent from preschool through adolescence **Families, Education and Giftedness** Jim Campbell,Laura Mazzoli

Smith,2013-02-12 What is it like to be YOUNG GIFTED AND WORKING CLASS in contemporary England How do working class family values support high educational achievement What do researchers and policy makers have to learn about giftedness from working class families These provocative questions are explored in this ground breaking book Most studies of giftedness focus on the characteristics of individuals and draw upon psychological frameworks to understand them Participants in most gifted education programmes are recruited disproportionately from the higher social classes Sceptical of the concept of giftedness Mazzoli Smith and Campbell question conventional methodologies using a narrative approach to understand how four families of working class origins each with a gifted child construct their values in relation to education and social class They explore the influence of their family histories cultural values and life styles upon educational engagement and achievement The authors show that gifted education policies are poorly matched to the values of these families and argue that much research into giftedness has been flawed by social and cultural discrimination They propose an agenda for change in research paradigms in the giftedness field which should be characterized by interdisciplinarity and more culturally relative conceptions of giftedness *Confronting Dogmatism in Gifted Education* Don Ambrose,Robert Sternberg,Bharath Sriraman,2013-06-17 This book looks beyond the predominant conceptual frameworks that dominate thinking about giftedness and talent Leading thinkers in the field of gifted education question fundamental assumptions about high ability and probe the larger contexts that influence gifted education **Native Conceptions of Giftedness** J. Karen Reynolds,1992

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