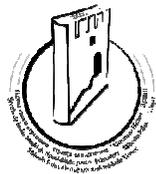


Висока школа струковних
студија за васпитаче
„Михаило Палов“ у Вршцу
Србија
Preschool Teacher Training
College “Mihailo Palov”
Vrsac
Serbia
Универзитет
“Св. Климент Охридски”-
Педагошки факултет
Битола
Македонија



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Univerza v Ljubljani
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Univerza v Ljubljani
Pedagoška fakulteta
Ljubljana
Slovenija

University in Ljubljana
Pedagogical Faculty
Ljubljana
Slovenia

First Call for Papers

20th Round Table on Giftedness

Preschool Teacher Training College “Mihailo Palov”, Vrsac in cooperation with the University “Aurel Vlaicu”, Arad, Pedagogical Faculty, Ljubljana and University “Saint Kliment Ohridski”, Bitola invites you to participate and give your scientific contribution to the **20th Round Table** to be organized in Vrsac

Conference theme:

**GIFTEDNESS AND CREATIVITY – DEVELOPMENTAL
PERSPECTIVE OF CREATIVE PERFORMANCE**

Time and place: 6 Jun 2014, Vrsac

Organization:

- Preschool Teacher Training College “Mihailo Palov”, Vrsac, Serbia
- University “Aurel Vlaicu”, Arad, Romania
- University of Ljubljana, Pedagogical Faculty, Ljubljana, Slovenia
- University “Saint Kliment Ohridski”, Pedagogical Faculty, Bitola, Macedonia

Gathering character: international scientific conference

Keynote speakers:

Dr Vlad Petre Glaveanu, Aalborg University, Department of Communication and Psychology, Denmark
Creativity Assessment: from Measurement to Intervention

Dr Alina Roman, University “Aurel Vlaicu”, Arad, Romania

The Role of Emotional Intelligence in the Development of Pupils` Creative Performance



Conference Registration

The registration deadline: 10 April 2014

A potential presenter at the Round Table can apply with only one paper (author, co-author).

Along with the paper title, please send an abstract of the paper and the key words (up to 5) in B5 format (900 to 1000 characters) in mother tongue, as well as in the English language.

The application should contain:

the title, name and surname of the author

institution and place

e-mail

the title of the paper

paper abstract in mother tongue and in the English language, key words.

Please send your abstracts and papers by e-mail vsvasbiblioteka@hemo.net or post to the following address:

Preschool Teacher Training College (**for the Round Table**)

Visoka škola strukovnih studija za obrazovanje vaspitača „Mihailo Palov“,

Omladinski trg 1

26300 Vršac

Serbia

Contact person:

Snežana Prtljaga

e-mail: vsvasbiblioteka@hemo.net

phone: +381 13 836 615

mobile phone: +381 60 08 36 015

The conference is organized for those invited, while the abstracts and paper will be reviewed by a panel of experts from the country and abroad who are appointed by the Conference Committee and who have exclusive and binding authority to accept or reject any paper. You will be informed whether your paper has been selected until **5 May 2014**.

Please send your full paper to vsvasbiblioteka@hemo.net paying special attention to the following paper requirements:

- **Microsoft Word B5 format**, font **Times New Roman**, **10 points** letter size, **single** spacing, **standard** Windows margins.
- The maximum acceptable length of a submitted scientific paper is 15 pages (30 000 signs), a review article is up to 6 pages (10 000 signs) and professional article is up to 3 pages (5000 signs).
- citations should follow the standard (standard APA convention) guidelines.
- Papers should be sent in both mother tongue and English language.

Selected papers will be published in the Book of Collected Articles 20.

For those participants who need accommodation the organizers recommend the following hotels:

Hotel *Srbija*: www.hotelsrbija.rs

Hotel *Vila Breg*: www.villabreg.com

Motel *Vetrenjaca*: www.vetrenjaca.co.rs

In Vrsac, March 2014

On behalf of the Conference Organization Committee

Jelena Prtljaga

Scientific Committee

Academician Jovan Djordjevic, Serbian Academy of Education, Belgrade
Academician Bosiljka Djordjevic, Serbian Academy of Education, Belgrade
Academician Lizika Mihuc, University *Aurel Vlaicu*, Arad, Romania
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Academician Grozdanka Gojkov, Preschool Teacher Training College, Vrsac
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Prof Dr Milena Valenčič Zuljan, Pedagogical Faculty, Ljubljana, Slovenia
Dr Svetlana Kurtes, Portsmouth University, Great Britain
Prof Dr Ljupco Kevereski, Pedagogical Faculty, Bitolj, Macedonia
Prof Dr Petar Stojaković, Philosophical Faculty, Banja Luka, Bosnia and Herzegovina
Academician Marjan Blazic, Faculty of Business and Management Sciences Novo mesto, Slovenia
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Dr Jelena Prtljaga, Preschool Teacher Training College, Vrsac, Serbia

Organizing Committee

Preschool Teacher Training College "Mihailo Palov" Vrsac, Serbia

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GIFTEDNESS AND CREATIVITY

Discussion topics for the 20th Round Table

The study of talent and creativity even today attracts a lot of attention from researchers. The focus has shifted from the topic of realization towards the possibility of practice and building of the talents and creativity, the specification of the characteristics of talents and the conditions for their development. The role of differences and the need for their recognition in the work with the talented which has the goal to preserve and support creativity as the key feature of human beings, is increasingly becoming the topic of research. From this arose new theories which serve as a framework for the understanding the phenomenon of talent and creativity. The possibility of using the theory of expertise, the theory of acquisition and intervention in the interpretation of the role of teaching in the development of high capability and creativity which entail the giving of the needed support and leadership during the development, is being considered, with the belief that exceptional achievement is the product of intense and perseverant training, experience and practical work in the optimal conditions. Within the aforementioned, creativity is considered to be an important part of talent. It is considered to be the mix of creative ability and creative motivation.

The creativity of the youth is being studied from the viewpoint of improving the global work of the whole school, therefore involving all of the members in education. With this it is expected that a greater involvement will be achieved of the students who show interest, who persevere with their work on the assigned subject and the ones who reach the formation of creative performances. This leads to the study of the modals which acknowledge the interests of the students, their cognitive styles and their preferred learning styles (research, the acquisition of information) in school work, and intelligence is studied as expertise. Stenberg defines intelligence as a form of developing expertise which refers to achievement, with the explanation that the measurement of intelligence always includes the measurement of achievement.

Successful intelligence entails the harmonization of analytical, creative and practical ability which combined enables one to achieve success in life in other words to successfully solve real life problems. The standard view of intelligence as one ability, whether we are talking about the general “g” factor or the IQ, does not satisfy researchers any more, since according to many they do not show the true state of things. The concept of *successful intelligence* better describes human ability. Therefore researches stress that by acknowledging the student *ability structure* in class, their analytical, creative and practical ability, achievements will increase. According to Stenberg’s research, most students can achieve greater accomplishment if they are taught by the theory of successful intelligence. The latest considerations of the contributions of genetic factors in the development of higher cognitive functions include the *testing of the role of DNA* and confirm an important role of genetic influence. While developing a complicated procedure for the uncovering of small contributions of particular genes, researchers have found that a certain gene (IGTF2P) is considerably more present in the group with the high g factor than in the control group. Therefore research indicates that the differences in the genes affect the speed at which human beings study, which is already attracting the attention of didactics in the process of planning and the organization of the process of studying in the classroom. At the beginning of the third millennium the researchers are focusing on the development of talents through solving problems and the integration of artificial intelligence in teaching, the increase of creativity through visual perception, the change of children’s opinion through the use of dynamic judging in class. Special attention attracts research in the field of thinking and intellectual potential, creativity in various areas etc.

The short summary of the context of the study of talent and creativity has already emphasized that the nature of creativity is complicated, ambiguous and sometimes interpretable in many ways. Whole industries have emerged from the need for creative ideas and the development of creative mechanisms. This mysterious phenomenon, even though fundamentally important and continuously present is still beyond the reach of scientific research, and so it kindles the interests for the plethora of open questions in this area.

At the 20th Round Table it is expected that through the discussion of the listed questions ideas will be formed for new hypothesis and research drafts, along with ideas for new approaches in the development of creativity in talented individuals, in order to contribute to the developmental perspectives of creative performance. Therefore the questions which will be the focus of the conference are the following:

- Talented and the criteria for the assessment of superior performance;
- Genetic heritage and the superior creative performance of the talented; The neurology of creativity;
- Factors for the development of superior creative performance;
- The genesis of the creative superiority in creativity of the talented;
- The abilities, interests and learning styles of the talented from the creative point of view;
- The creative product of the talented and the social context;
- The problems with the social criteria on the creative expertise of the talented;
- The possibility of combining the quantitative and qualitative approaches in the research of the creative potential of the talented;
- The creative performance as proof of the creativity of the talented;
- Measurement of the diverging opinion and verbal fluency of the talented through tests;
- The assessment of the creative expression of the talented in various domains of school work;
- The validity and reliability of creativity tests;
- How clear the indicators of creativity are;
- The evaluation of creativity by combining the measuring of creative potential with the creative products, along with the research of the talented control domain;
- The connection between the interests and creativity of the talented;
- Social and cultural background and the development of the creativity of the talented;
- The role of practice in the superior creative performance of the talented;
- The connection between creativity and intelligence;
- The creative dimensions of the cognitive style of the talented;
- The creative dimensions of the cognitive style and metacognition of the talented;
- The intuitive component of intelligence for the talented, as a factor of efficiency;
- The connection between the cognitive style and the creative performance;
- The integrated approach to the study of creativity in science and art – *conceptual thinking*
- Are intelligence and creativity combined in one process (the hypothesis of the conjoined) or they represent unique mental processes (the hypothesis of separateness); the evidence from the research on the connection between intelligence and creativity;
- Fostering the creativity of the talented;
- The didactic model and strategy in the function of the developmental career of the talented;