

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

University “Saint Kliment  
Ohridski” – Pedagogical  
Faculty, Bitola  
Macedonia



Univerza v Ljubljani  
Pedagoška fakulteta



Universitatea de Vest  
„Aurel Vlaicu” Arad  
Romania

University de West  
“Aurel Vlaicu” Arad  
Romania

Univerza v Ljubljani  
Pedagoška fakulteta  
Ljubljana  
Slovenija

University in Ljubljana  
Pedagogical Faculty  
Ljubljana  
Slovenia

## First Call for Papers

### 19<sup>th</sup> 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”, Bitolja invites you to participate and give your scientific contribution to the **19<sup>th</sup> Round Table** to be organized in Vrsac

**Conference theme:** THE GIFTED AND EDUCATION QUALITY

**Time and place:** 28 Jun 2013, Vrsac

**Organization:**

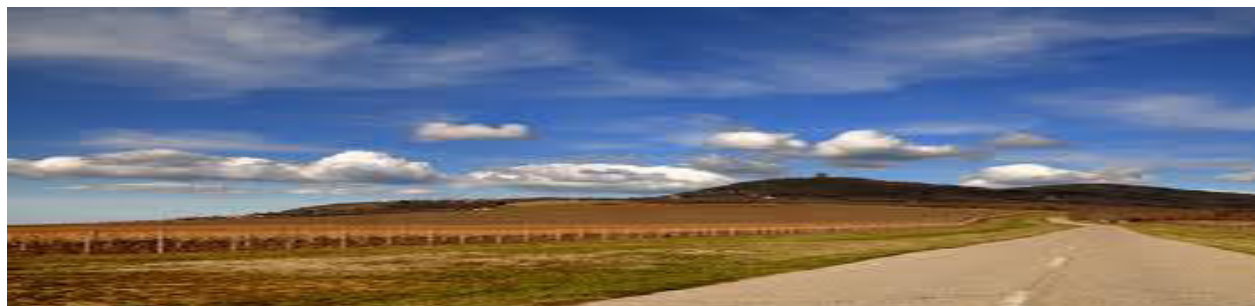
- Preschool Teacher Training College “Mihailo Palov”, Vrsac, Serbia
- University “Aurel Vlaicu”, Arad, Romania
- Pedagogical Faculty, Ljubljana
- University “Saint Kliment Ohridski”, Bitolja

**Gathering character:** international scientific conference

**Keynote speakers:**

Мojca Jurišević, Pedagogical Faculty, Ljubljana, Slovenia

Љупчо Кеверески, University “Saint Kliment Ohridski” Pedagogical Faculty, Bitolj, Macedonia



## Conference Registration

### The registration deadline: 1 May 2013

The 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](mailto: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](mailto: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 **15 May 2013**.

Please send your full paper no later than **29 Jun 2013** to [vsvasbiblioteka@hemo.net](mailto: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 19.

In Vrsac, March 2012

On behalf of the Conference Organization Committee

Grozdana Gojkov, Academician



### Scientific Committee

academician Jovan Djordjevic, Serbian Academy of Education, Belgrade  
academician Lizika Mihuc, University *Aurel Vlaicu*, Arad, Romania  
academician Miodrag Milin, University *Aurel Vlaicu*, Arad, Romania  
Dr Mojca Jurišević, Pedagogical Faculty, Ljubljana, Slovenia  
Dr Svetlana Kurtes, Portsmouth University, Great Britain  
Prof Dr Ljupco Kevereski, Pedagogical Faculty, Bitolj, Macedonia  
Prof Dr Radovan Grandic, Philosophical Faculty, University in Novi Sad  
Prof Dr Petar Stojaković, Philosophical Faculty, Banja Luka, Bosnia and Herzegovina  
Prof Dr Milena Valenčič Zuljan, Pedagogical Faculty, Ljubljana, Slovenia  
Dr Jelena Prtljaga, Preschool Teacher Training College, Vrsac, Serbia  
Prof Dr Victor Neumann, University De West, Timisoara, Romania

### Organizing Committee

academician Grozdanka Gojkov, Preschool Teacher Training College, Vrsac,  
Teacher Training Faculty, Belgrade, Serbia  
Prof Dr Gabriela Kelemen, Faculty of Education Science, Psychology and Social Work  
University *Aurel Vlaicu*, Arad, Romania  
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Teacher Training Faculty, Belgrade, Serbia  
Dr Jelena Prtljaga, Preschool Teacher Training College, Vrsac  
Teacher Training Faculty, Belgrade, Serbia  
Dr Eudjen Cinc, Preschool Teacher Training College, Vrsac  
Dr Tanja Nedimović, Preschool Teacher Training College, Vrsac





## **THE GIFTED AND EDUCATION QUALITY**

### **Discussion topics for the 19<sup>th</sup> Round Table**

The aim of the conference is to elucidate the issues of education quality phenomenon from the angle of exceptionality marking the phenomenon of giftedness. Quality management in education permeates the strategies of sustainable development and it conditioned by the current situation in highly competitive global market. Sustainable development implies management which does not stop at adaptive responses to environment, but it is rather that innovativeness of development implicitly involves competencies among which the special place belongs to readiness to change, i.e. the presence of markedly developed flexibility, creative and non-dogmatic thinking, ability to accept pluralism of ideas, tolerance for insecurity in cognitive sense, while in connotative sense it refers to being initiative, innovative and ready to take risks. The issues of the phenomenon referring to quality of education of the gifted viewed from the mentioned aspects in dynamic currents of contemporary movements have gained a special importance through the exceptionality of giftedness and its social importance. Consideration of the following issues could help reaching the mentioned aim, but the list is, of course, not exhaustive:

- the gifted and higher education quality management;
- the gifted and the current approaches to the phenomenon of quality, grounded on external control of outcomes (mechanicistic-technicistic orientation and economical logics) as well as the alternative offered by the advocates for socio-cultural and critical current in pedagogy, insisting on respect for essential characteristics of the phenomenon of education (uniqueness, comprehensiveness, development, complexity, dynamics, context, unpredictability);
- the gifted and higher education teaching quality considered according to the assessments of the level of realization of essential indicators referring to the following: the level study programs have been mastered, self-development, the harmony between one's own value system and welfare of social progress, being trained for practical application of what has been learnt, being equipped for independent learning and innovativeness;
- the gifted and change management from the angle of sustainable development;
- quality of studies of the gifted from the angle of intentions of the Bologna process: orientation towards structural changes, leading to coherence of common European higher education space;
- theoretical grounds for determining the essence of gifted education quality;
- understanding of gifted education quality; variety of approaches to defining it, as a consequence of social-interest fragmentations, quality as descriptive or normative notion;
- different views on quality: quality as an attribute in narrower and broader sense; as a level of excellence; as a measure of values; as expression of the level to which aims have been

reached and quality as a measure of meeting standards; multidimensionality, permeating complexity, conditioned by numerous factors and them being interwoven at individual and social level;

- Which features of quality indicators can be considered reliable for relevant evaluation of gifted education quality?
- the gifted and different approaches to dealing with quality, conditioned by numerous dimensions and differences in the ways it is considered, as consequences of the differences in theoretical frameworks focusing on certain dimensions of education quality;
- indicators of quality of higher education of the gifted from the angle of contribution higher education teaching has to give to realization of emancipatory potentials (more complete self-observation and self-reflective, self-managed learning which should ensure freedom of person's actions according to the models of contemporary philosophical discussions leading towards creation of competencies expected in modern labour and social context);
- quality of gifted education and modern philosophy of education;
- the gifted and indicators of emancipatory potentials, as elements of education quality;
- "culture of learning" as an indicator of quality of higher education of gifted students;
- the gifted and educational standards;
- problems of evaluation of quality and the gifted;
- the notion of quality of gifted education;
- educational standards and autonomy of learning and development;
- the gifted in neo-liberalization in new education paradigm;
- the gifted in global social changes – standards in education – harmonization of education system – levelling of national and local educational characteristics and quality of academic communities;
- diversity of legitimacy of education quality (functional approaches, humanistic approaches);
- the gifted and reconstruction of education – provision of "human capital " for the labour market;
- the gifted and neo-liberal logics in education – possibilities of free choice of an individual (free market – right to high quality education – the concept of competencies);
- the gifted and the purpose of education today (Lisbon strategy, 2000);
- the gifted and higher education teaching quality;
- quality of education: new education paradigm and the gifted;
- the gifted and quality of studies within the structural higher education reform;
- monitoring and evaluation of work in upbringing-educational institutions with the aim to empower gifted education quality;
- high quality of education of gifted children: work strategies.

