



First Call for Papers

22nd Round Table on Giftedness

Preschool Teacher Training College “Mihailo Palov”, Vrsac in cooperation with the University “Aurel Vlaicu”, Arad, University “1. December 1918”, Alba Iulia, Manchester Metropolitan University, UK and University “Saint Kliment Ohridski”, Bitola invites you to participate and give your scientific contribution to the **22nd Round Table** to be organized in Vrsac

Conference theme: INTRAPERSONAL GIFTEDNESS: POSSIBILITIES OF DEVELOPMENT

Time and place: 1 July 2016, Vrsac

Organization:

- Preschool Teacher Training College “Mihailo Palov”, Vrsac, Serbia
- University “Aurel Vlaicu”, Arad, Romania
- University “1. December 1918”, Alba Iulia, Romania
- Manchester Metropolitan University, UK
- University “Saint Kliment Ohridski”, Pedagogical Faculty, Bitola, Macedonia

Gathering character: international scientific conference

Keynote speaker:

Prof Dr Nenad Suzić, Philosophical Faculty, Banja Luka, Bosnia and Herzegovina

Keynote speech: **Encouragement of divergent production as a base of creative learning of the gifted**

Dr Tanja Nedimovic, Preschool Teacher Training College “Mihailo Palov”, Vrsac

Keynote speech: **Intrapersonal giftedness encouragement – reaches and limitations**



Conference Registration

The registration deadline: 1 May 2016

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.

You can apply for the Conference at the following link:

https://docs.google.com/forms/d/1G6o1bwUMcIpVfVphlmPhhRWVOp812hBvdmrt1ctq_MM/viewform

Please send your abstracts and papers by e-mail yvsasbiblioteka@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: yvsasbiblioteka@hemo.net

phone: +381 13 836 615

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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 **1 June 2016**. The book of abstract will be printed and distributed to Conference participants before the conference.

Please send your full paper to yvsasbiblioteka@hemo.net until 01 September 2016 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 22.

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

Hotel *Srbija*: www.hotelsrbija.rs

Hotel *Vila Breg*: www.villabreg.com

Hotel "Stari Mlin": <https://www.youtube.com/watch?v=V1QpgYkyR7E>

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

Apartments "135": www.sobe-smestaj.com/apartmani-135.html

Tourist organization Vrsac: <http://www.to.vrsac.com>

In Vrsac, February 2016

On behalf of the Conference Organization Committee

Jelena Prtljaga

<http://www.nauka.uskolavrsac.in.rs>

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INTRAPERSONAL GIFTEDNESS: POSSIBILITIES OF DEVELOPMENT

Discussion Impulses for 22nd Round Table

Intrapersonal giftedness has in recent decades been either directly or indirectly in the focus of interest of giftedness research, having in mind that as an ability it is related to introspective and self-reflexive capacities of personality, i.e. to deep understanding of oneself, on one's own strengths and weaknesses, uniqueness and ability to monitor and coordinate one's own reactions; this further has implications for education quality management and it is considered a crucial determinant of sustainable development strategies in the conditions of highly competitive global market. The strategy is permeated by emphasized note of innovative development based on management of changes which do not remain at the level of adaptive responses to environment, but they are characterized by certain new work competencies. Special place among them belongs to readiness for change. Psychologists explain such a readiness according to characteristic cognitive, affective and conative functions of a person, especially of a gifted person. In cognitive sense, this competence refers to flexible, creative, non-dogmatic thinking of the gifted, as well as the ability to accept plurality of ideas; in affective sense it refers to ability to tolerate suspense and uncertainty, while in conative sense it means initiative, innovativeness and readiness for risk taking. As a consequence, it is necessary to prepare young individuals for the world of work and life in general within pluralistic educational concept which should be characterized by flexibility of educational models, with greater possibilities and choices, creation of personalized programs and multi-perspective teaching, whose task is to encourage self-determination and co-determination, implying self-responsible and co-responsible behaviour of the gifted in learning process.

Accordingly, European qualification framework (www.jointquality.org, European Council, 2008) offers legitimacy for curricula to be decisively directed towards education of critical thinking as an aspect of intellectual autonomy, leading to orientation of pedagogical and didactical concept of gifted education towards emancipatory epistemology permeated by aspects of inherent structure of thinking and referring to self-regulating, self-disciplined, self-monitored and self-modified thinking and assuming ruling of strict quality criteria. All the above leads to active abilities in communication and problem solving and changeability of reason, open thought, flexibility, honest thinking in evaluations, to necessary manifestation of ability in facing one's own personal prejudices, caution in decision making, willingness to reconsider, to reach clarity in ambiguous issues, order in complex issues, hard work in the search for relevant information, responsibility in classification of criteria..., as elements of metacognition, which, according to Sternberg, has executive meaning in self-regulated thinking in order to be focused on research and persistent in search for solutions which are as precise for the subject as for the circumstances, allowing self-evaluation; all this is to be expected from the gifted and to be best developed in the case of the gifted within intellectual autonomy of personality, legitimate emancipatory didactics and the above mentioned qualification framework.

The aim of the discussion to be developed at the 22nd Round Table on Giftedness is derived from the previously sketched basic standpoints on intrapersonal abilities and their contextualization in contemporary educational and social currents. Closer determination of topic refers to attempts to touch and cover in the dispute the below stated issues (discussion impulses) and try and proved an answer to them, and/or open new questions, to find new angles of research according to findings of empirical and other research and to find support to new ideas and theoretical viewpoints, thus giving contribution to shedding light of one at this moment significant aspect of giftedness and giftedness encouragement, i.e. self-observation and self-reflexive, self-managed learning, self-changes ensuring freedom of action of the gifted, following the model of modern philosophical discussions leading to creation of competences expected in insecure, uncertain, unstable working and social context of today, which is a significant reason for dealing with intrapersonal ability as a significant feature of the gifted at this particular moment.

- Intrapersonal giftedness and learning styles of the gifted – ontological and gnoseological assumptions of pluralism in philosophy of education;
- Intrapersonal intelligence – manifestation and development in the case of the gifted;
- Intrapersonal ability as a self-reflexive capacity of the gifted;
- Emotional maturity as a part of intrapersonal giftedness of the gifted;
- Self-awareness and integrity as indicators of giftedness in the modern world;
- Imagination as a part of intrapersonal giftedness – ways of encouragement of manifestation;
- Purpose as moral self-regulator – characteristic of the gifted beyond personality; ways of getting to know oneself and one's place in the world;
- Self-regulation of the gifted in culturally valued activities, striving for pro-social results and motives;
- Purpose as an inner compass including engagement in the activities which have influence on other people;
- Purpose as giftedness in intrapersonal intelligence, processing data related to personality (self), identity, self-regulation, and the place of an individual in the world;
- Purpose of the gifted as an extraordinary and prematurely matured achievement in moral use of intrapersonal intelligence;
- Purpose as an exceptional, gifted form of intrapersonal intelligence;
- Empirical validation of intrapersonal giftedness;
- Metacognitive processes in the function of realization of ability – respect for conceptual mechanisms and interdependence of self-organization of learning and teaching circumstances; effects of self-regulation on academic learning of the gifted;
- Intrapersonal abilities in recent theories of intelligence and giftedness – pro et contra;
- Contextual approach to ability of the gifted in subject didactics;
- Theory of multiple intelligence and learning styles of the gifted;
- Intrapersonal abilities and personalization of approach to learning in the function of development of autonomy of learning of the gifted;
- Intrapersonal characteristics of the gifted and encouragement of creativity;
- Metacognitive abilities and creative reactions of the gifted in problem solving;
- Self-regulation, emancipation and autonomy of personality of the gifted in the demands of sustainable development strategies;
- Self-determined learning and innovativeness of the gifted – incitements in teaching;
- Didactic strategies in the function of encouragement of development of critical thinking and autonomy of the gifted;
- The gifted and cultural differences of intrapersonal characteristics;
- Methodological approaches to research on encouragement of intrapersonal abilities of the gifted – reaches and limitations.

