



24th Round Table on Giftedness

Preschool Teacher Training College “Mihailo Palov”, Vrsac in cooperation with the University “Aurel Vlaicu”, Arad, Romania, University of Maribor, Slovenia, Manchester Metropolitan University, UK and University “Saint Kliment Ohridski”, Bitola, Macedonia invites you to participate and give your scientific contribution to the **24th Round Table** to be organized in Vrsac

Conference topic: LATEST DEVELOPMENTS AND PERSPECTIVES IN GIFTED EDUCATION

Time and place: 29 Jun 2018, Vrsac

Organization:

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

Gathering character: international scientific conference

Keynote speaker:

Prof. Dr. Taisir Subhi Yamin

General Director, The International Centre for Innovation in Education (ICIE), Ulm, Germany

Keynote speech: *The latest developments in gifted education*

Dr Jasna Arrigoni

University of Rijeka, Croatia, Department of Teacher Education

Keynote speech: *Current trends in teacher training for work with the gifted*



Conference Registration

The registration deadline: 1 May 2018

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 okruglisto1vs@gmail.com 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: okruglisto1vs@gmail.com

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 **1 June 2018**. The book of abstracts will be printed and distributed to Conference participants before the conference.

Please send your full paper to okruglisto1vs@gmail.com until 01 September 2018 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 24.

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

Hotel „Srbija”: <http://www.hotelsrbija.rs>;

Hotel *Vila Breg*: <http://www.villabreg.com>;

Hotel *Stari Mlin*: <https://goo.gl/Cma91F>;

Motel *Vetrenjača*: <http://www.vetrenjaca.co.rs>;

Apartments *135*: <http://www.sobe-smestaj.com/apartmani-135.html>;

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

In Vrsac, March 2018

On behalf of the Conference Organization Committee

Jelena Prtljaga

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

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THE LATEST DEVELOPMENTS AND PERSPECTIVES IN GIFTED EDUCATION

Having in mind the contemporary trends in science and great expectations in all parts of the world imposed on all society members in the sense of their potentials development, it is not surprising that the same is expected from the gifted. In spite of great steps of progress in this field there are still numerous open questions, ranging from theory of development, identification and definition of giftedness, way of giftedness manifestation, to the models of transformation of potentials into achievements. Professional literature still offers various standpoints regarding creative performance which is considered to be the basic indicator of giftedness. Examining the proofs for superior creative performance, Anderson et al found that it mostly emerges only after long periods of intentional practice leading to results in later psychological adaptations and complex cognitive mechanisms. We shall agree that the vast variety of personalities of the gifted who “carried by their destinies, whose essence is in reaching a thing which eventually gains objective significance” (Jaspers, K. 2003), should be encouraged on their road of self-realization, or context for it should be created for them, while still searching for more available approaches and ways.

As a consequence, it is not difficult to agree with the statement that the field of giftedness development demands serious reflection on what is today known about the phenomenon, understanding of the approaches to giftedness, theoretical models of extraordinary expertise and understanding on the development of conceptual knowledge of the gifted and the interaction between specific fields and skills related to them, i.e. integrated model of giftedness, etc. Having this in mind, a need is imposed for practice to specify with more certainty universal, general characteristics of development and unique specific abilities, further determining their relation with specific performances in a domain from the angle of understanding of developmental path of various forms of giftedness; to more make better and distinct choices for conceptual understanding of the gifted, in order to help them integrate their specific knowledge and central conceptual understanding in the domains of their talents, along their rich journey up the “stairs of mind” and creation of “conceptual bypassing” creating a “conceptual bridge” from one developmental level to the next.

Accordingly, the aim of the conference is gather researchers from different parts of the world to exchange their views, hypotheses, research findings or experiences and to consider: achievements and perspectives in gifted education.

Operationalization of the topic, without pretensions to be exhaustive, could refer to the following:

- Ability of the gifted to learn and characteristics of encouraging context from the angle of contemporary theoretical approaches – empirical validation;
- Didactics of the gifted and understanding of cognitive system as a self-modifying system and learning as an ability of self-regulation – „self-regulated learning“;
- To what an extent can intelligence influence creative performance of gifted individuals?
- What are the mechanisms within which the factors from micro and macro settings can influence creativity of the gifted
- Pedagogical implications of Sternberg’s triarchic theory on giftedness development encouragement;
- Context and intellectual performances of the gifted;
- Gifted and metacognition as a process explaining transfer between achievements at criterion tasks and didactic instructions as the basis of making conclusions on intellectual processes;
- Constructivist paradigm as a foundation of a didactic approach to self-organized processes of learning of the gifted;
- How to encourage gifted to think about their conceptual practices, starting from early age (what is their range, focus, hidden logics..., i.e. metacognitive aspect);
- Research on cognitive processes regulating the learning of the gifted;
- Learning styles of the gifted;
- Development of critical and creative thinking of the gifted;
- Personalization of work with the gifted;
- The role of practice in structuring of contents and ability development of the gifted;
- The gifted and the influence of learning through discovery on development of ability to learn;
- Encouragement and development of giftedness and creativity of children and young people of all age;
- Importance of research school learning for acquisition of high quality knowledge of the gifted;
- The gifted and the findings of contemporary research on cognitive process regulating learning;
- Achievements in Gifted Education

- Encouragement of excellence, innovativeness and creativity in primary and secondary schools and higher education;
- Contemporary models of encouragement and development of giftedness and creativity (intellect structure model, the model of multiple abilities, theory of instruction, models of cognitive information processing, taxonomy of aims, models of creative problem solving, models of multiple talents...);
- Theoretical grounds and models of learning increasing participation of the gifted in learning;
- Orientation of social attention to gifted and creative children and their precious potentials;
- Educational policy on respect and readiness to provide support to the right to be gifted and created, to be different from majority and the average;
- Relation between ability and personality traits of the gifted as an important indicator in reaching of creative performances of the gifted;
- Enriched programs for gifted students;
- Creative teaching and education of the gifted for creativity;
- The relation between ability to learn, giftedness and intelligence;
- Social and emotional aspects of high abilities and creativity;
- Scientific-technological revolution and importance of encouragement of creativity and giftedness;
- Creativity and innovation at work and everyday life – inventiveness as an integration of convergent and divergent thinking;
- Development of giftedness and creativity at early age
- Creative use of a computer as an intellectual challenge in the work with the gifted;
- The gifted as potential (qualities and abilities of an individual) or real achievements, results (products) in a field of work or learning;
- Dilemmas in identification of giftedness and creativity;
- Computer languages and different thinking styles of the gifted;
- Social and emotional aspects of high ability and creativity;
- Neuroscience on the importance of enrichment of a context for encouragement of development of giftedness and creativity...

March 2, 2018
Academician Grozdanka Gojkov

