



First Call for Papers

26th Round Table on Giftedness

It is our honour and pleasure to invite you to participate and give your scientific contribution to
the International Conference:

THE GIFTED: PERSONAL AND SOCIAL PERSPECTIVE

Time and place: 26 Jun 2020, Vrsac

Organization:

- Preschool Teacher Training College “Mihailo Palov”, Vrsac, Serbia
- University “Aurel Vlaicu”, Arad, Romania
- University of Maribor, Pedagogical Faculty, Slovenia
- The International Centre for Innovation in Education (ICIE), Ulm, Germany
- University “Saint Kliment Ohridski”, Pedagogical Faculty, Bitola, Macedonia

Gathering character: international scientific conference

Keynote speaker:

Prof Dr Borica Marentic Pozarnik,
Faculty of Philosophy, Ljubljana, Slovenia

Keynote speech:

Between Academization and Professionalization as a Teaching Trend: Angle of the Gifted



Conference Registration

The registration deadline: 1 May 2020

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 2020**. 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 02 September 2020 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>;

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 2020.

On behalf of the Conference Organization Committee

Jelena Prtljaga

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The Gifted: Personal and Social Perspective

The aim of the 26th Round Table is to gather interested researchers and practitioners from the region and Europe as a whole, as well as from other parts of the world, to join the organizers of the conference in the dispute on how they can cope with the (new) demands facing them and how are different dimensions (currents) of change in theory and practice of a variety of scientific disciplines concerned with gifted individuals interrelated. As a consequence, the conference is supposed to promote a higher level of scientific knowledge on the following: current affairs and definition of perspectives of educational policies in the world regarding the phenomenon of giftedness as social and personal value of the future; to consider theoretical context of research on giftedness and its empirical validation; to promote higher level of knowledge in the field of the gifted from the angle of innovative action models; to consider challenges in the didactics of the gifted, i.e. problems in education of the gifted – perspective of development of the gifted in the future; to consider cultural differences and perspectives of dealing with and encouraging gifted development, as well as world trends in the treatment of giftedness and creativity from the viewpoint of relation between an individual and society; to tackle with the development of giftedness and creativity from the angle of economic prosperity – support to national and global economy – pro et contra from the standpoint of defining of the powers in the field of educational policies, considering innovative action models and promoting new ways of intervention in the field, i.e. combination of educational efforts in the European Union and at the world level.

Challenges for theorists, researchers, practitioners, educational policies and other aspects and actors in the field of giftedness have not diminished, even though great efforts have been invested in shedding light of these fields for a whole century now. Today, just like in the beginning of intensive dealing with the phenomenon of giftedness, interests have opened a number of questions and polarized scientific and applied reality around numerous issues in the discourse of opposed trends, with or without attempts to reach a consensus, searching for the unambiguous and the acceptable in the existing scientific knowledge within fitted, verified answers. A brief review on the above-mentioned sketch of challenges would refer to the following controversies, i.e. differences.

Current trends in the field of gifted education, supported by findings of numerous studies relate to many aspects among which attention has been paid to the fact that research has shifted from the usual focus on exceptional talent to educational context, educational policies and resources needed for the support to this population. One of the reasons or, better to say, strong support to this comes from the direction of global needs of conceptual economy for talented and highly academically educated, who, as it is considered (Benbov, 2019), can with certainty be identified as early as the age of 12, their achievements can be monitored and encouraged, with the faint that even among those most talented (0,01%) there is no limit to the effects of their abilities. More is always better. Research findings have also confirmed that the pattern of specific abilities (and interests) is important not only for education but also for career choice, reflected further in an adult person, when the gifted differently evaluate the importance of the variables on work, family and personality, or even construe their own life philosophy, i.e. closer and further aims they strive to achieve. In other words, research has shown that educational intervention in the name of the gifted do have both short-term and long-term positive effects, and should be supported. But it is also thought that, no matter how strong is the need to support gifted individuals in a society by all possible means, it is often forgotten that giftedness, in the light of evolutionary dynamics, is a dysfunctional social phenomenon (Persson, 2019). Scientists, practitioners and creators of educational policies are often insufficiently informed, or even, according to the standpoints of Roland S. Persson (2019), not sensitive enough for the consequences of findings within other disciplines disputing our current understanding of gifted education. The same author also warns us about mostly American cultural matrix on how up to now giftedness and talent have been defined. Roland S. Persson (op. cit.) holds that general ambition of world economy to invest all possible efforts in order to use talents all around the world for economic growth is considered an impossible aim and it has no or little support in objective empirical research, if it is to great extent realized under neoliberal ideology and its instruments of social and economical control, which is a trend in the era of global economy of knowledge (Persson, 2014). Thus, the change of the world economy has in the last decades had a dramatical influence on giftedness and talent, shifting the focus from almost exclusive dedication to understanding of exceptional children and their needs three decades ago to emphasis on the utility of extraordinary individuals to offer advantage to economy (Persson, 2015), advocating for (Clinkenbeard, 2007) the importance of high ability of individuals for future prosperity of communities (leadership, law...). Nevertheless, the directions of development of the gifted have gone into another direction, or better to say, in two directions. One relies on understanding that any skill can be developed to any level, supported by a setting, minimalizing the importance of genetics (Ericsson, Krampe & Heizmann, 1993). This is the direction from which a standpoint emerged that all children are gifted, and should be given equal chances. Another direction appears within psychometrical psychology, based on normal distribution and measuring of abilities. There are

also counter arguments (Robinson, 2005), that it is unaware of the number of abilities, their types and their interrelatedness, which makes any theoretical model a mere speculation on the number of constructs defining it (e.g. complexity of DMGT model offered by Gagne (2005)). Frustration of researchers due to these facts in research currents has resulted in the attempt to bring psychometric tradition (Sternberg, 1998; Subotnik, Olszewski-Kubilius, & Vorrell (2011)) closer to expert orientation, but market orientation in the field of giftedness is not inclined to this direction, but rather to pragmatism, achievement and profit and it is associated with the standpoint that: “Talent has little importance in abstract... value belongs to those who can ensure additional, new value for themselves”, since it is possible to see utility value from their abilities (Brown and Hesketh, 2004). Consequently, the current picture of strivings in the field still remains with clear sign of ignoring attempts for reconciliation, leaving us with the challenge and appeal to researchers and practitioners to participate in the discourse dealing with the above-described standpoints, reminding us of the statement given to science, practice educational policy and other actors “Whether you like it or not, nature is simply not politically correct.” (Kanazava, 2010, as cited by Perssons, 2019). This paradoxical field, without uniting tendencies, remains still open, even though certain ideas offer possibility for resolution. One of them refers to the study of giftedness and talent from the angle of dynamics of phylogenetic development and adaptive human nature, which a man carries in him/herself as a special endogenetic feature. Such an approach is considered a meta-theory which could be seen as a framework, a matrix for the encounter of different approaches (Buss, 2016; Persson, 2016). Discourse on this issue would be a significant contribution to resolution of open questions on this Round Table. Actiotope Model Giftedness (Ziegler, 2005) could serve as a starting point for the discourse. This could be considered significant, since the gifted do not make a large group, and their diversity is an important fact not all of us are aware of, or awareness still stands as a hypothetical point. Thus, the issue of giftedness encouragement from the angle of an individual or context is closely linked to relation: individual-society has a character of opposition, with the common belief that the average is more valuable than uniqueness, since in social environment the gifted individuals are never those who rule or establish standards for others. And, almost as a rule, everything which is individually unique will, if it is useful, in time convert into the average and become a characteristic of each member of the group, or even species (Persson, 2019). So, evolution is oriented towards generating of normally distributed averages, while uniqueness, regardless of its description, is an accidental occurrence which can but does not have to be an advantage. In this regard the gifted cannot, as a rule, be considered “leaders of tomorrow” which can be significant and in accordance with social expectations, but it does not have to be always so. The question is what and how to work in order to reconcile these two perspectives? Does this relation have an oxymoron character; are there phases in which one could dominate over the other, leading eventually to communicational link of these two; or each of the mentioned perspectives can and should be harmonized; to what an extent is it possible and what a way should be used in practice in order to achieve it...?

Personal and social perspective are closely related to the issues of strategy of intervention for the gifted from culturally different populations, which imposes several other challenges for professional in school and public policies, as well as for the broader community. Some of the them are related to: perception of teachers on programs for individuals with high achievements from the standpoint of cultural context; inclusive or exclusive practice for high performers – pro et contra, cultural effects of social support... competitions (or Olympiads) as a means for development of the gifted and recognition of talents (e.g. Binvanger, 2010; Tallent- Runnels & Candler-Lotven, 2008, Vagner & Veber, 2007) – pro et contra from the angle of evolutive dynamics; potential harm of the aspects of competition – competition as a motor of world economy; its negative effects (Duina, 2011): physiological changes encouraging increase of risk and diminished intellectual sharpness; consequences of using competition as a means for talent identification: achievement as a level of survival instinct or certain inclination for academic subject (Persson, op. cit.).

The ways of transferring control from a teacher to a student and personalized learning; academic and emotional advantages of sharing control with students; providing occasions for them to design and lead the process of their learning; personalization, rather than differentiation and individualization.

Similarities and differences in development between sport domains (tennis and swimming), art (sculpture and violin or piano performance) and academic fields (mathematics, language, biology, philosophy...) and their role in the manifestation of high performances, including the main role of psychosocial skills in various domains.

It is expected for the discourses on the 26th Round Table and the papers to be published in the scientific monograph to give suggestions for future research on high performances and ideas for empirical validation of theoretical and practical models of giftedness encouragement, neglecting neither personal nor social perspective in giftedness development. The following thesis could be offered as an impulse for discussion:

- giftedness(es) as social and personal values of the future;
- current theoretical context of research on giftedness and its empirical validation;

- state of affairs and defining of perspectives of educational policies in the world in relation to the issues of giftedness as social and personal value of the future;
- giftedness from the angle of innovative action models of learning and teaching;
- problems in gifted education – perspective of development of the gifted in the future;
- cultural differences and perspectives of consideration and encouragement of the development of the gifted;
- world trends of the treatment of giftedness and creativity from the angle of relation between an individual and society;
- development of giftedness and creativity from the standpoint of economical prosperity – support to national and global economy – pro et contra from the angle of defining a line of powers in the field of educational politics;
- giftedness in the light of evolutive dynamics, as a dysfunctional social phenomenon;
- cultural matrix and defining of giftedness and talent;
- neoliberal global economy of knowledge and giftedness;
- giftedness and talent from the viewpoint of dynamics of phylogenetic development and adaptive human nature;
- giftedness and modern genetic research;
- personal and social perspective of the gifted in educational strategies;
- the ways of transferring control from a teacher to a learner and personalized learning of the gifted;
- competitions as a means for talent identification: achievement as a level of survival instinct or a certain inclination for academic subject;
- inclusive and exclusive educational practise for high performances – pro et contra,
- perception of teachers on the programs for high achievers from the angle of cultural context;
- academic and emotional advantages of sharing control with students: opportunities for them to design and lead their own learning; personalization rather than differentiation or individualization;
- similarities and differences in development between sport domains (tennis and swimming), art (sculpture and violin or piano performance) and academic fields (mathematics, language, biology, philosophy...) and their role in the manifestation of high performances...

In Vrsac, 02. March 2020.
Academician Grozdanka Gojkov

