



## Third Call for Papers

### 28<sup>th</sup> Round Table on Giftedness

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

#### **AFFECTIVE PERSONALITY DIMENSIONS AND GIFTEDNESS FULFILMENT**

**Time and place:** 01 July 2022, 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 Ljupco Kevereski - University “Saint Kliment Ohridski”, Pedagogical Faculty, Bitola, Macedonia

Keynote speech: **Emotional intelligence as a factor in transforming potential into giftedness**



## Conference Registration

### The registration deadline: 6 Jun 2022

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](mailto: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

The participants will be timely informed on the form of realization of the 28<sup>th</sup> Round Table (whether it will be held in Vršac, online or in a hybrid format), depending on the epidemiological situation in the region.

### Contact person:

Snežana Prtljaga

e-mail: [okruglisto1vs@gmail.com](mailto: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 **17 June 2022**.

Please send your full paper to [okruglisto1vs@gmail.com](mailto:okruglisto1vs@gmail.com) until 05 September 2022 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 28.

The Book of abstracts from the last year **27<sup>th</sup> Round table: SELF-REGULATION AND DEVELOPMENT OF POTENTIALS OF THE GIFTED** has already been published and is available on the following link:

<http://www.nauka.uskolavrsac.in.rs/27-okrugli-sto/>

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, May 2022

On behalf of the Conference Organization Committee  
Jelena Prtljaga

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## AFFECTIVE PERSONALITY DIMENSIONS AND GIFTEDNESS FULFILMENT

Affective sphere of personality is an aspect significant for functioning of an individual. It is also manifested in cognitive functioning and, according to available sources, there are few empirical papers aiming at investigating uniqueness and relations between affective personality dimensions and inadequate patterns of learning self-regulation, leading to disappearance of the gifted from the scene of the successful. Empirical tests have gained insights supporting discriminatory nature of proactive and defensive patterns of self-regulation, and certain, according to a model implied relations between the components of these patterns and their correlations with learning outcomes. (Lončarić, 2008, 2011). On the other hand, it is yet to work on more detailed conceptualization and measuring of the depressive pattern of self-regulation of learning, especially of the gifted.

Having in mind the importance of future scientific research on these defensive and depressive patterns, as well as the significance of their identification and professional approach to children and young people who form these patterns during schooling, special interests are oriented towards the models, taxonomies and measuring components which can identify those who use the patterns of self-regulation unadjusted to academic goals. There is emphasized interest for findings of such studies in the field of giftedness worldwide.

Affective dimensions are also important for thinking styles and the ways they affect the field of self-regulating processes within a personality, including the dimensions of metacognition, self-perception and especially affective dimensions (pointed out in Sternberg's MSG theory).

Important aspect demanding special attention in gifted individuals refers to outcome orientations in learning. Not all the gifted have the aims oriented to learning, mastering skills or doing tasks requiring self-regulation, which is often a cause of "failure", i.e. they disappear from the stage of success. Some of them are with high abilities, not rarely in the conflict with the moral social norms (delinquents...) and they can develop non-academic identity and reject academic achievement as secondary or opposite to the aims of their own or of their reference group, especially in puberty and adolescence (Steinberg, Dornbusch, & Brown, 1996). What is also a peculiar characteristic of theirs is that, even though they do not put effort in proactive self-regulation, they still self-regulate their behaviour, but in reaching non-academic aims.

In other words, they do not strive for academic achievement, but they can have alternative aims and values, like, for example protection of self-respect or popularity among other people, and these aims can make them use *defensive pattern of self-regulation*. They do not succeed (or do not want to succeed) in self-regulation of learning strategies, but they use self-regulation to protect ego, self-respect or status among peers. At the same time, they use specific patterns of attribution, like *external attribution of failure, avoidance of tasks, cognitive disengagement, superficial cognitive processing and self-handicap*.

Also, failure in self-regulation of learning can be associated with depressive pattern of cognitive and motivational beliefs and strategies, like *stable, intrinsic attribution of failure and instability, external attribution of success, helplessness, tendency to postponing obligations, apathy, so that from a gifted, successful child we usually get a "wild" unadjusted growing up and development, leading to fall and failure, especially in the period of puberty and adolescence*.

Researchers have been searching for answers to the following questions:

- Is it possible and how to identify through experience and the practical work with students those who have low sense of self-efficacy in learning, but do not diminish the value of academic and do not use defensive strategies for protection of their self-respect, like e.g. external attributions and strategies of self-handicapping, while their motivation for achievement and making effort is low, as well as their self-image and academic self-perception?
- How to help individuals who, due to frequent encounters with failures, even gifted and with otherwise confirmed success, get into a situation to stay locked in their own experience of learnt helplessness, leading to subsequent failures, i.e. depressive in the pattern of unadjusted behaviour, manifested in the lack of learning self-regulation?
- How to motivate those who diminish their activity and withdraw from interactions and tasks, or get into interactions in order to self-confirm the adopted pattern of being a misfit and do not try to avoid

situations which can offer them more chances for their own negative self-respect and negative emotions?

- How to help students (pupils) inclined to depressive pattern of self-regulation who have a poor feeling of self-efficacy, but also high expectations regarding their outcomes, if they are inefficient in certain fields; how to help them activate proactive pattern of self-regulation so that they could achieve desirable aims and get satisfaction in their environment, rather than activating defensive pattern of self-regulation of learning aiming at protection of ego, self-respect...; how to help them cope with uncertainty, instability and falls; how can they find strength to get up and head towards the aims they chose themselves?

Previous 27 Round Tables held here in Vršac gathered more than a thousand researchers and practitioners from the scientific sphere of Europe and the world and dealt in the discourse on research findings and practical investigations also with the issues of the affective sphere of giftedness. These discussions helped define this segment of issue for the discourse on the 28<sup>th</sup> Round table. Since obviously, the affective domain of personality of the gifted is still for all of us dealing with encouragement of gifted development, a great enigma. The review of the world literature on giftedness, as well as our dedication to the issues of giftedness that lasted almost for three decades, has imposed the need for further research of the field.

The world scene of life circumstances, marked by emphasized dynamic currents of changes, instability, insecurity, unpredictability, all the greater loss of social hope in function of a society and a state... is a context which has not been dealt with in previous questions, and it is beyond dispute that all these permeate affective problems the gifted cannot cope with. Raising this question from philosophical, sociological, anthropological and other aspects, significant for the social context of giftedness development is also very important. In the end, the questions defined here are only to incite ideas for the discourse on the findings of researchers and practitioners from different fields. What is also welcome are new questions, standpoints and angles of observation as incitements for new ideas in research, trying to translate giftedness from potentials to executive abilities and gift, and thus be an expression of personal well-being and the satisfaction of those who provided at least a modest hand in this, with hope to develop a more humane society.

Academician Grozdanka Gojkov  
In Vršac, March 2022

