

28 th. Round Table on Giftedness

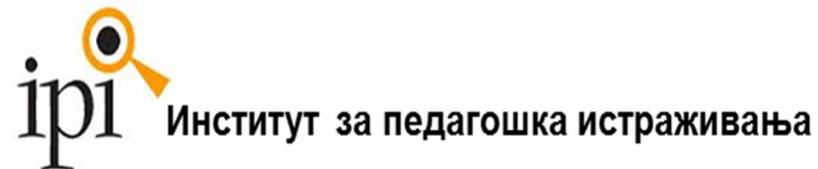
AFFECTIVE PERSONALITY DIMENSIONS AND GIFTEDNESS FULFILMENT

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HOW GIFTED ADOLESCENTS CONCEPTUALIZE CREATIVITY

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What it is about

GIFTEDNESS AND CREATIVITY

Creativity as a key aspect of giftedness that is expected of gifted high school students (Maksić, 1998; 2006; Runco, 1993).

DEFINITION OF CREATIVITY

Creative person, process, product and press (Rhodes, 1961)

IMPLICIT THEORIES OF CREATIVITY

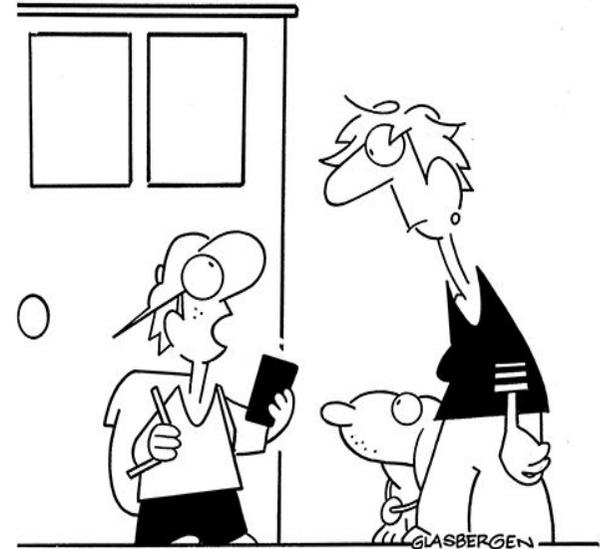
Personal beliefs about the nature and development of creativity that affect the recognition and nurturing of creativity in school (Sternberg, 1985; Maksić & Pavlović, 2011).





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“Why am I going to school if my phone already knows everything?”

Theoretical background of the study

POSITIVE EDUCATION

- activities that engage students' potentials and support their development towards realization of their talent and creativity (Saligman & Csikszentmihalyi, 2000).

SELF-DETERMINATION THEORY

- people are motivated to grow and change due to their psychological needs for competence, connection, and autonomy (Ryan & Deci, 2020).

SELF-REGULATORY PROCESSES WITHIN THE PERSONALITY

- include dimensions of metacognition, self-perception, and affective dimensions (Zhang & Sternberg, 2005).



Problem and research goals

RESEARCH QUESTIONS

- How gifted high school students conceptualize creativity
- How affective aspects are represented in descriptions of creativity

PURPOSE OF THE STUDY

- Better understanding of the gifted high school students' beliefs about creativity
- Designing appropriate support for the expression and development of creativity
- Increasing support for creativity in school



Who am I or what is happening to me ?!



Method

Participants

- Gifted high school students who attended scientific extracurricular programs in RS Petnica (N = 337; average age 16 years; 64% girls)

Data collection

- Questionnaire (open questions)
 - What is creativity?

Data processing

- Thematic analysis of the deductive and inductive type (Braun & Clarke, 2006)
- Modified 4*P* Model of creativity (Pavlović et al., 2013)



Table 1. Distribution of the categories in the students' answers (N=337) to the question about What creativity is.

Categories (4P Model of creativity)	f	(%)*
Person	181	53.7
Process	207	61.4
Product	35	10.4
Press	27	8.0
Total	450	
Not categorized	3	0.9
No answer	3	0.9

Note. Percentages are based on the number of participants (N=337) and add up more than 100 as participants expressed multiple answers.

Table 2. Content and distribution of subcategories within the creative person (N=181)

CREATIVE PERSON	SUBCATEGORIES	f
PERSONALITY (f=84)	Oppeness	20
	Courage	12
	Originality	22
	Imaginativness	11
	Curiosity	8
	Versatility	7
	Diligence	5
	Self-confidence	5
Not subcategorized		9
MOTIVATION (f=57)	Motivation	6
	Interests	6
	Inspiration	14
	Desire, will & effort	27
	Self-expression & Emotions	12
ABILITY (f=46)	Brain & Inteligence	10
	Abilities & ingenuity	16
	Ability of imagination and ideation	10
	Ability of 'out-of-box' thinking	8
	Ability to introspect	4
KNOWLADGE (f=10)		10
TALENT (f=4)		4
Not subcategorized (f=3)		3
Total (f=204)		229

A description of a creative person relevant to affective dimensions

Creative person

- **Personality** –
Self-confidence
- **Motivation** –
Self-expression & Emotions
- **Ability** –
Ability to introspect

Examples of answers

- ... *self-confidence* to make it manifest.
- Self-awareness.
- Without strong *emotion* and a desire for self-expression there is no creativity.
- ... a sense of *happiness* when we create something new.
- The mystical ability to see right into your *heart*.
- the ability to express ourselves through the *exploration of* thoughts.

Tabela 3. Content and distribution of subcategories within the creative process (N=207)

CREATIVE PROCESS	SUBCATEGORIES	f
COGNITIVE (f=82)	Thinking (unspecified)	21
	Divergent & Critical thnking	20
	Ideation	21
	Freedom of thought	18
	Learning	3
IMAGINATIVE (f=77)	Imagination	74
	Daydreaming	1
	Play	2
EXPRESSIVE (f=42)	Expressing emotions	12
	Self-expression	12
	Giving a personal stamps	7
	Freedom of expression	12
PRACTICAL (f=31)	Performing a task	16
	Problem solving	8
	Fun & Enjoyment	7
Not subcategorized (f=2)		2
Total (f=234)		236

A description of a creative process relevant to affective dimensions

Creative process

Examples of answers

- **Cognitive process** –
Ideation

- ... when you come up with all sorts of *nonsense*, some of which are cool.

- **Expressive process** –
Expressing emotions

- To be a channel through which we release what we *feel* at that moment of creation.

Self-expression

- Being completely what you are (no matter if *sad, loving, happy...*), just simply expressing yourself.

- **Practical process** –
Fun & Enjoyment

- ...to make something more *fun*, more interesting, more beautiful.

A description of a creative product & press relevant to affective dimensions

Creative product

- Unspecified

Creative press

- Social press
- Unspecified press

Examples of answers

- *An **emotion** that spills over into what is created.*
- *We must **feel** free to express ourselves and be protected from the condemnation and influence of other people.*
- *Most of the greatest artists are ever so creative because of something, mostly very **negative**, that happened to them.*

Stimulating effects of negative states and emotions?!

- ... Creativity requires a sudden or gradual change in mood.
- I think that boredom is needed to develop creativity ...
- Creation, training of personality, but through what we really are, separate from social standards.
- A topic that forces us to think.



Discussion of results

The beliefs of gifted high school students about the nature of creativity are comparable to

- scientific conceptions of creativity (Beghetto & Kaufman, 2007; Csikszentmihalyi, 1988; Glaveanu, 2013; Maksić, 1998; 2006; Runco & Acar, 2012).
- students' and teachers implicit theories about creativity (Maksić & Pavlović, 2022; Maksić & Spasenović, 2018).

Gifted adolescents are aware of the role of positive and negative emotions and the proactive pattern of self-regulation for the manifestation and development of creativity (Amabile & Pratt, 2016; Ryan & Deci, 2020) .

A proactive view of creative expression requires appropriate educational support in school (Maksić & Jošić, 2021; Saligman & Csikszentmihalyi, 2000; Zhan & Sternberg, 2005).



Pedagogical implications for encouraging creativity in school

Creativity can be developed through learning.

Creative learning as understanding the meaning of what is being learned and constructing personal knowledge.

- Beliefs, goals and values of students, teachers ...
 - Local environment (school, class...)
 - Educational policy...



Conclusions and further research

“Creativity gives meaning to life, as if you put whipped cream on a cake, without it everything would be boring and monotonous.”

- Relationship between affective personality dimensions and adequate patterns of self-regulation of learning that lead to creativity
- The effect of social pressure and other unfavorable circumstances that can encourage creativity



Some questions for discussion

A gifted child = a successful child

Assumptions and desires?

Obligation to realize personal talent

Individual and social reasons?

Global & local context

Corona, war in the environment, bomb alerts...

Creativity and self-regulation?



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