

1. Record Nr.	UNINA9910457735403321
Titolo	Conceptions of giftedness / / edited by Robert J. Sternberg, Janet E. Davidson [[electronic resource]]
Pubbl/distr/stampa	Cambridge : , : Cambridge University Press, , 2005
ISBN	1-107-15063-9 1-280-45846-1 0-511-16135-2 0-511-19130-8 0-511-16007-0 0-511-29950-8 0-511-61045-9 0-511-16064-X
Edizione	[Second edition.]
Descrizione fisica	1 online resource (x, 467 pages) : digital, PDF file(s)
Disciplina	153.9/8
Soggetti	Genius Gifted children - Psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from publisher's bibliographic system (viewed on 05 Oct 2015).
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Cover; Half-title; Title; Copyright; Contents; Preface; Contributors; 1 Gifted Education Without Gifted Children: The Case for No Conception of Giftedness; 2 Youths Who Reason Exceptionally Well Mathematically and/or Verbally: Using the MVT:D Model to Develop Their Talents; 3 A Child-Responsive Model of Giftedness; 4 School-Based Conception of Giftedness; 5 Giftedness, Talent, Expertise, and Creative Achievement; 6 Permission to Be Gifted: How Conceptions of Giftedness Can Change Lives; 7 From Gifts to Talents: The DMGT as a Developmental Model; 8 Nurturing Talent in Gifted Students of Color 9 The Munich Model of Giftedness Designed to Identify and Promote Gifted Students10 Systemic Approaches to Giftedness: Contributions of Russian Psychology; 11 Giftedness and Gifted Education; 12 The Importance of Contexts in Theories of Giftedness: Learning to Embrace the Messy Joys of Subjectivity; 13 Feminist Perspectives on Talent Development: A Research-Based Conception of Giftedness in Women;

14 The Three-Ring Conception of Giftedness: A Developmental Model for Promoting Creative Productivity; 15 In Defense of a Psychometric Approach to the Definition of Academic Giftedness
16 Creative Giftedness 17 Genetics of Giftedness: The Implications of an Emergent-Epigenetic Model; 18 The WICS Model of Giftedness; 19 Beyond Expertise: Conceptions of Giftedness as Great Performance; 20 Domain-Specific Giftedness: Applications in School and Life; 21 Extreme Giftedness; 22 Making Giftedness Productive; 23 The Actiotope Model of Giftedness; 24 The Scientific Study of Giftedness; Author Index; Subject Index

Sommario/riassunto

What does it really mean to be gifted and how can schools or other institutions identify, teach, and evaluate the performance of gifted children? Gifted education is a crucial aspect of schooling in the United States and abroad. Most countries around the world have at least some form of gifted education. With the first edition becoming a major work in the field of giftedness, the second edition of *Conceptions of Giftedness* aims to describe the major conceptions of what it means to be gifted, and how these conceptions apply to identification, instruction, and assessment of the gifted. It will provide specialists with a critical evaluation of various theories of giftedness, give practical advice to teachers and administrators on how to put theories of gifted education into practice, and to enable the major researchers in the field to compare and contrast the strengths of their theoretical models.
