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Titolo	Conceptions of giftedness and talent // Robert J. Sternberg, Don Ambrose (editors)
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Soggetti	Gifted children
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1. Interdisciplinary Exploration Guiding Conceptions of Giftedness -- 2. Talent Development, Cultural Diversity and Equity: The Challenge of the Andean Countries -- 3. The Trouble with Conceptions of Giftedness -- 4. Overcoming Structural Challenges Related to Identification and Curricula for Gifted Students in High-Poverty Rural Schools -- 5. Where Does Creativity Come from? What is Creativity? Where is Creativity Going in Giftedness? -- 6. A School-Based Conception of Giftedness: Clarifying Roles and Responsibilities in the Development of Talent in Our Public Schools -- 7. Evolving Complexity Theory (ECT) of Talent Development: A New Vision for Gifted and Talented Education -- 8. What Is Distinctive about Artistically Gifted Children? -- Chapter 9. Equity-Based Gifted and Talented Education to Increase the Recruitment and Retention of Black and Other Underrepresented Students -- 10. Approaches to the Identification and Development of Gifts into Talents in Russia -- 11. Urban Bilingual Gifted Students -- 12. Cognitive Ability, Personality, and Privilege: A Trait-Complex Approach to Talent Development -- 13. Eminent Women Were Once Gifted Girls: How to Transform Gifted Potential into Eminent Talents -- 14. Finnish Conceptions of Giftedness and Talent -- 15. Children with High Intellectual and Creative Potential: Perspectives from a Developmental Psycho-Environmental Approach -- 16. Giftedness, Talent, and Human Evolution: A Framework for Understanding Extreme Behavior -- 17. Smart Contexts for 21st Century Talent Development

-- 18. Creative Productive Giftedness in Women: Their Paths to Eminence -- 19. The Three Ring Conception of Giftedness: A Change in Direction from Being Gifted to the Development of Gifted Behaviors -- 20. Relationships Between Talent, Training, Polymathy, and Creativity -- 21. The Fuzzy Conception of Giftedness -- 22. Giftedness, Talent, and Genius: Untangling Conceptual Confusions -- 23. A New Model of Giftedness Emphasizing Active Concerned Citizenship and Ethical Leadership that Can Make a Positive, Meaningful, and Potentially Enduring Difference to the World -- 24. The Talent Development Megamodel: A Domain-Specific Conceptual Framework based on the Psychology of High Performance -- 25. A Conception of Giftedness as Domain-Specific Learning: A Dynamism Fueled by Persistence and Passion -- 26. Futures Studies and Future Thinking Literacy in Gifted Education: A Multidimensional Instructional-Based Conception -- 27. Giftedness as a Propensity to Use Creativity-generating Intellectual Styles; Li-fang Zhang -- 28. Uniform Points of Agreement in Diverse Viewpoints on Giftedness and Talent.

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Sommario/riassunto

This book brings together eminent and emerging scholars to present cutting-edge research on diverse conceptions of giftedness and talent from a range of international perspectives. It covers classical views, emphasizing IQ, but also seeks to move the academic debate on from the common exclusive emphasis on IQ-based skills. In each chapter the contributors address both theoretical advances and practical applications for administrators, teachers, and parents. The editors conclude by integrating the different points of view and showing ways in which major ideas, even when given different names, can be integrated to provide a holistic and integral viewpoint on giftedness and talent. This book will appeal to students and scholars of creativity, giftedness and gifted education; as well as to practitioners, teachers and education policymakers.

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