Record Nr. UNINA9910763589803321

Autore Dai David Yun

Titolo Talent Development from the Perspective of Developmental Science : A

Guide to Use-Inspired Research on Human Excellence / / David Yun

Dai, Yukang Xue, and Qi Sun

Pubbl/distr/stampa Cham, Switzerland:,: Springer,, [2023]

©2023

ISBN 3-031-46205-X

Edizione [First edition.]

Descrizione fisica 1 online resource (255 pages)

Disciplina 153.9

Soggetti Ability

Ability - Research

Lingua di pubblicazione Inglese

Formato Materiale a stampa

Livello bibliografico Monografia

Nota di bibliografia Includes bibliographical references and index.

Nota di contenuto Intro -- Preface -- Personal Acknowledgments -- Special

Acknowledgments -- Contents -- About the Authors -- List of Figures -- List of Tables -- List of Demo Studies -- Chapter 1: Introduction: Talent Development as a Central Issue for the Twenty-First Century --1.1 Rationale for This Book -- 1.2 The Social Imperative for Research on Talent Development -- 1.3 The Scientific Imperative for Research on Talent Development -- 1.4 The Practical Imperative of Use-Inspired Research on Talent Development -- 1.5 Purpose and Scope of This Book -- References -- Chapter 2: Existing Theories and Models of Talent Development -- 2.1 Phenomena and Concepts: Scope of Talent Development Research -- 2.1.1 Relevant Terminology of Talent -- 2.1.2 Related Terminology of Talent Development -- 2.2 A Brief History of Research on Talent Development (TD) -- 2.3 Theoretical Models of Talent Development (TD) -- 2.3.1 Component Models of Talent Development -- 2.3.2 Developmental Process Models of Talent Development -- 2.3.3 Developmental Systems Models of Talent Development -- 2.4 Summary: Toward More Systematic Approach to Talent Development -- References -- Chapter 3:

Conceptual Frameworks Guiding Research on Talent Development -- 3.1 Why We Need a Developmental Science Framework -- 3.2 A Life-Span Developmental Systems and Talent Development -- 3.2.1

Developmental Science as a Metatheoretical Guide -- 3.2.2 Developmental Science as a Methodological Strategy -- 3.2.3 Summary -- 3.3 A Conception of the Research Cycle of TD Research -- 3.3.1 Phase I Research: Phenomena to Be Defined and Understood -- 3.3.2 Phase II Research: Seeking Grounded Knowledge -- 3.4 How the Cycle of the Three-Phase Research Agenda Works -- References -- Chapter 4: Type 1 Research: Phenomenology, Definition, Classification, and Foundation -- 4.1 Definition and Classification. 4.1.1 Starting with the Immediate Phenomenology of Talents -- 4.1.2 Creating a Framework for Developing Taxonomies of Talent Domains -- 4.1.3 How Taxonomy and Framework Help to Chart Research on Specific Phenomena -- 4.2 Three Foundations -- 4.2.1 Neurophysiological Foundation -- 4.2.2 Sociocultural Foundation --4.2.3 Cognitive-Affective-Conative Foundation -- 4.3 Developmental Manifestations of Talent -- 4.3.1 The Foundational or Formative Phase of Talent Development (in Childhood) -- 4.3.2 The Transitional Phase of Talent Development (Typically During Adolescence) -- 4.3.3 The Advanced Phase of Talent Development (Typically Starting in Young Adulthood) -- 4.4 Recommendations -- 4.4.1 Foundational Issues Worth Exploring -- 4.4.2 Methodological Approaches and Options --4.4.3 Addressing Research Questions Adequately -- References --Chapter 5: Type 2 Research: Differential Learning and Divergent Development -- 5.1 Differential Learning and Divergent Development: A Population-Based Perspective on Talent Development -- 5.2 Research Traditions in This Line of Inquiry -- 5.2.1 Behavioral and Molecular Genetics Research -- 5.2.2 Placement-Prediction Studies -- 5.2.3 Expertise Development Research: Examining Proximal and Distal Determinants -- 5.2.4 Modeling Long-Term Talent Development -- 5.3 Contributions and Issues Regarding Type 2 Research -- 5.3.1 Contributions of Type 2 Research -- 5.3.2 Issues on Type 2 Research -- 5.4 Recommendations -- 5.4.1 Step 1. Mapping Out Major Parameters -- 5.4.2 Step 2. Negotiating a Good Nomothetic-Idiographic Balance by Which the Problem Chosen Can Be Tackled Properly -- 5.4.3 Step 3. Determining Implications of Having Interactive Systems of Specific Endogenous and Exogenous Components: Beyond Dichotomous Thinking -- References -- Chapter 6: Type 3 Research: Intrapersonal and Psychosocial Processes and Changes. 6.1 Rationale for Type 3 Research: Delineating Micro-Level Intrapersonal and Psychosocial Processes, Changes, and Transitions --6.2 The Structure of Type 3 Research and Three Principles -- 6.2.1 Principle 1: Situating TD in a Personal and Social Context to Reveal the Developmental Importance of TD to the Person as Well as the Social Institution Involved -- 6.2.2 Principle 2: Identifying the Connections the Person Makes to the World Through TD Every Step of the Way, and What Drives and Regulates TD in a Social and Personal Context --6.2.3 Principle 3: Specifies Developmental Changes (e.g., an Emergent Interest) and Transitions (e.g., From Interested Exploration to Committed TD Effort) over an Extended Period of Engagement or Proximal Processes -- 6.3 A Capsule Review of the Past Research --6.3.1 Competence Development -- 6.3.2 Interest Development -- 6.3.3 Identity Development and Commitment -- 6.4 Recommendations --6.4.1 Step 1: Framing and Structuring a Type 3 Research Study -- 6.4.2 Step 2. Paying Attention to Three Facets of TD -- 6.4.3 Step 3. Developing Methods and Designs with Attention to the Timescale and Social Scope of Interaction -- 6.4.4 Step 4. Interpretation and Articulation of the Significance -- References -- Chapter 7: Type 4 Research: Developing Proximal Prediction Models -- 7.1 An Introduction to the Basic Principles of Type 4 Research -- 7.2

Successful Transitions at Critical Junctures of Talent Development --7.2.1 The Emergence of Personal Action Space (PAS) and Characteristic Adaptation (CA) When One Person Transitions from the Foundational Phase to the Transitional Phase -- 7.2.2 The Transition from Characteristic Adaptation (CA) to Maximal Adaptation (MA) during the Crystallizing Phase -- 7.2.3 Moving Beyond Technical Proficiency to Create a Distinct Niche for Contributions -- 7.2.4 Summary. 7.3 Developing a Set of Predictors in Model Building: Achievement and Psychosocial Milestones as Predictors of a Successful Transition --7.3.1 Achievement Milestones and Psychosocial Milestones -- 7.3.2 Developmental Constraints -- 7.4 Predicting Talent Progression with Developmental Markers -- 7.4.1 The Variable Characteristics of Predictors and Outcomes -- 7.4.2 Timing of Predictors and Transitions as a Critical Factor to Be Considered in Prediction Models -- 7.5 Recommendations for Future Research -- 7.5.1 Step 1. Conceptualize the Targeted Problem -- 7.5.2 Step 2. Building a Prediction Model with Proper Considerations of Statistic Models That Fit with the Mature of the Data and Variables -- 7.5.3 Step 3. Interpreting the Results with Caution -- References -- Chapter 8: Type 5 Research: The Foundation and Technology of Talent Identification --8.1 The Differential, Developmental, and Sociocultural Foundations of Talent Identification -- 8.1.1 The Differential Tradition: The Nomothetic-Idiographic Tension -- 8.1.2 Developmental Underpinnings of Talent -- 8.1.3 Sociocultural Aspects of Talent Identification -- 8.2 Technical and Practical Considerations of Talent Identification -- 8.2.1 Statistical, Practical, and Clinical Significance --8.2.2 Determination of Threshold Requirements: The Issue of Trade-Off Between False Negatives and False Positives -- 8.2.3 Selectivity and Specificity as a Matter of Clinical Precision -- 8.3 Research Questions on Talent Identification from a Developmental Science Perspective -- 8.3.1 The Issue of What to Identify and How to Assess --8.3.2 When to Identify What: The Timing of TI as a Developmental Issue -- 8.3.3 Talent Identification in the Larger Scheme of TD: Beyond the Selection/Placement Paradigm of TI -- 8.4 Recommendations for Designing a Study on Talent Identification. 8.4.1 Step 1. Putting TI in the Larger Context of TD, and Considering Foundational Issues and Practical Contexts Involved -- 8.4.2 Step 2. Selecting Identification Criteria and Determining Appropriate Techniques of Assessment Given the Characteristics of the Targeted Population -- 8.4.3 Step 3. Consider the Overall Design of a Study as to Whether It Can Answer the Research Questions Adequately Regarding the Substantive, Technical, and Strategical Aspects of an Identification Situation -- References -- Chapter 9: Type 6 Research: Construction of Cultural Provisions and Interventions -- 9.1 Why Cultural Provisions and Interventions Are Essential for Talent Development -- 9.1.1 Sociocultural Factors Shape the Expression of Talent -- 9.1.2 When and Where of the Interaction of Individual and Sociocultural Factors Responsible for Talent Development: Macro-, Meso-, and Micro-Level Analyses -- 9.2 Implementing Cultural Provisions at Particular Developmental Junctures -- 9.2.1 Competence, Interest, and Identity in the Foundational Phase: Developing Instruments and Habits -- 9.2.2 Competence, Interest, and Identity in the Transitional Phase: Expanding One's Personal Horizons and Developing an Enduring Interest -- 9.2.3 Competence, Interest, and Identity in the Advanced Phase: Developing Cutting-Edge Competence and Carving Out a Niche for Personal Contributions --9.2.4 Challenges of Studying Provisions and Interventions from a Developmental Science Perspective -- 9.3 A Review and Critique

of Research Conducted During 2010-2020 -- 9.3.1 Studies on Developmental Responsiveness of Provisions and Interventions and Their Effects on Competence, Interest, and Identity in the Foundational Phase -- 9.3.2 Studies on Developmental Responsiveness of Provisions and Interventions and Their Effects on Competence, Interest, and Identity Development in the Transitional Phase

9.3.3 Studies of Provisions and Interventions in the Advanced Phase.