



EXPO
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WORLD GIFTEDNESS CENTER

PARTICIPANT

1st World Giftedness Center International Conference

Talent Development for a New Era

Discover Possibilities, Change for the Better

October 18 to 21 of 2021

Virtual Platform + Hall 1A North
Dubai Exhibition Centre (DEC), Expo 2020, UAE

Table of Contents

Message of Secretary General of the Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance	01
Greeting Letters from Directors at the World Giftedness Center	02
About Conference	06
About Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance	07
About World Giftedness Center	08
Conference Organizing Committee	09
Conference Agenda	12
Invited Presentations	14
Workshops	44
World Giftedness Center Exhibits	51
About Conference Venue at the Expo	52
Contact Us	53
Announcement of the 2nd WGC International Conference in 2023	54

Greeting Letter for Conference Participants from HE Dr. Jamal Al Mehairi, Secretary General of Hamdan bin Rashid Al Maktoum Foundation for Distinguished Academic Performance



Welcome to the 1st World Giftedness Center International Conference from 18-21 October 2021 to be held at Expo 2020 Dubai, the first international Expo in the Middle East, Africa, and South Asia and one of the most renowned events in the world!

The field of gifted education and talent development has never held a greater potential worldwide and as researchers and practitioners are continuously conducting studies to present new findings that would significantly move this emerging field forward.

The main goal of this world-class conference we are holding in the opening month of Expo 2020 Dubai is to exchange knowledge on giftedness and talent development with an aim of underscoring the best global practices of fostering giftedness to build a dynamic and fulfilled human being for the better of tomorrow.

It is a matter of pride to announce that the first World Giftedness Center International Conference will officially witness the launch of the World Giftedness Center (WGC), an initiative that carries the immortal fingerprints of late Sheikh Hamdan bin Rashid Al Maktoum, may God rest his soul.

Until his last days in this world, late Sheikh Hamdan bin Rashid Al Maktoum was exceptionally determined to further raise the bar of education and set new benchmarks in giftedness and talent development.

Late Sheikh Hamdan firmly believed that every one of us is gifted by a skill or another and the key is to discover these skills and nurture them for bettering the world and creating collective value for many.

Fortunately, this has led him to initiate the World Giftedness Center (WGC) that we will be officially launched at the sidelines of this global conference. We want to demonstrate to the world that while giftedness is God given, equally important is exploring and nurturing it, a collective responsibility of educators, practitioners and researchers alike.

Our global conference attracts influential world-renowned educators, practitioners and researchers who are coming from so many countries around the world. A series of workshops, ideally designed to fit all sets of participants and visitors be they physically or virtually attending, would also be run throughout the days of the global conference.

Last but not least, I look forward to welcoming you to the first World Giftedness Center International Conference!

HE Dr. Jamal Al Mehairi
Deputy Chairman of the Board of Trustees and Secretary-General
Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance

Greeting Letter for Conference Participants from Dr. Mariam Ali Alghawi, Director at the World Giftedness Center



On my behalf and on behalf of the World Giftedness Center (WGC) of Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance (HF), it is my great pleasure to welcome you all to the “1st World Giftedness Center International Conference”. The conference of this year is very special as it is taking place along with the Dubai-EXPO 2020. The theme of this conference is “Talent development for a new era – Discover possibilities, Change for the better”.

We are at the WGC very glad to have outstanding experts, educators, researchers, practitioners, and others from around the world to speak at this international conference and share their knowledge, thoughts, experience, research results, and best practices relevant to giftedness. Sponsoring and hosting international educational conferences is a common practice at HA to learn with and from experts from around the world, and to exchange and discuss matters and trends pertaining to best practices and innovative ways to improve the quality of education in general and gifted education in particular.

Hamdan Foundation along with its partners worldwide strive to support the advancement of gifted and talented education by adopting best national and international programs that can elevate distinguished performance. HF strongly believes that international collaboration and teamwork are very crucial for accomplishing its strategic goals. Since its establishment, HF has been a pioneer in its unique initiatives to serve and support education globally. One of these distinctive initiatives is the establishment of the WGC. It strives to trigger a worldwide effort to help individuals enhance their talents as high as they can. One of the strategic long-term objectives of the WGC is to establish an interactive platform “Global Talent Mentoring (GTM)” to serve the international community in nurturing students’ talents.

Sadly, this year the late Sheikh Hamdan Bin Rashid Al Maktoum, the founder and sponsor of HF, will not be with us as he passed away on March 24, 2021. Sheikh Hamdan Bin Rashid, a man of tolerance, generosity, and love of humanity, will be remembered for a long time for his generosity and remarkable initiatives and achievements. May God have mercy on him and reward him for his unforgettable contributions at the local and international level.

Before coming to a close of these remarks, I would like to express my gratitude and appreciation to my colleagues, conference organizing committee, volunteers, speakers, and delegates for making this splendid event a successful one. I wish you all a fruitful and successful conference, and I sincerely hope you will enjoy your time during all events.

Mariam Ali Alghawi, PhD, Director of World Giftedness Center
Director of Hamdan Bin Rashid Al Maktoum Centre for Giftedness & Innovation

Greeting Letter for Conference Participants from Prof. Dr. Dr. Albert Ziegler, Director at the World Giftedness Center



For a few decades now, empirical studies have demonstrated that early 20th century pioneers of giftedness research were right in their conjecture: Top talents contribute disproportionately to social, cultural, and economic progress in their respective societies.

A study by Rindermann, Sailer, & Thompson (2009) leads with an impressive example of the latter. The study examined on which achievement segment a country places greatest emphasis. Indeed, some countries focused on promoting the average achievement segment. In international student assessment studies such as PISA and TIMS, this was reflected in the fact that the average performed well, while top students and below-average students performed relatively poorly. Other countries focused on the lower achievement segment according to the motto: "No child left behind." Nonetheless, a country may also focus on having as many high-achieving students as possible. In the context of PISA, this would mean that as many students as possible would be at the upper competence levels, i.e., competence levels 5 and 6. In fact, by far the largest contributing factor for many positive outcomes (economic, social, cultural, security, health, legal system, etc.) was a country's ability to successfully develop as large a proportion of potentially high-achieving students as possible.

It is no wonder then, that we are currently seeing a strong global trend to identify and promote talent (Dai, & Kuo, 2017; Subotnik, Olszewski-Kubilius, & Worrell, 2019). Yet, one need not go as far as Steven Hankin of McKinsey & Company, who coined the phrase "war for talent" (Michaels, Handfield-Jones, & Axelrod, 2001). On the contrary, we believe that applying the terminology of war to the field of gifted education is absolutely misguided. After all, research shows that we need gifted and talented people to create a better world; a better world where we work together with the gifted for the good of humanity. The World Giftedness Center conference can and will be a part of this great leap forward. Reflecting on these lines, it fills me with great sadness that the late founder of the World Giftedness Center, His Highness Sheikh Hamdan Bin Rashid Al Maktoum, can no longer be with us to personally see the change to which He has contributed. But it fills me with joy to see what a wonderful development He has initiated.

Albert Ziegler, PhD, Director at the World Giftedness Center

Chair Professor of Educational Psychology and Research on Excellence, University of Erlangen-Nuremberg, Germany

Greeting Letter for Conference Participants from Prof. Dr. Heidrun Stoeger, Director of Global Talent Mentoring



Research findings are clear. Talent can be cultivated. For about a century, gifted educators have focused much attention on two measures, acceleration and enrichment—despite persistent signs in the research literature that accelerative and enrichment measures are insufficient. The traditional measures fall especially short when individuals are not satisfied with being merely good at something but instead are striving towards excellence in a talent domain. For achieving peak performance levels, learners need additional, targeted forms of support from gifted educators such as self-regulated learning skills and effective mentorship options. Learners who are driven to reach the pinnacle in a field will require honed self-regulated learning skills to make the most of the learning phases when, unavoidably, they are on their own; and no matter how driven and how advanced a young learner may be, the complexity of many talent domains effectively guarantees that, sooner or later, every learner will find themselves at a point at which the competent advice of a trusted, more experienced individual—a mentor—will be indispensable. Yet rolling out self-regulated learning and mentoring is difficult. Self-regulated learning skills must be acquired through a process of careful training over an extended period; and the provisioning of driven youths with the wrong mentors or the wrong guidance for a mentoring relationship can even do more harm than good. Slightly more than four years ago, His Highness Sheikh Hamdan Bin Rashid Al Maktoum, took a major step towards redressing this weakness within global gifted and talented education by commissioning the creation of a best-practice best-research online mentoring program for the world's most talented, hardworking youths. He envisioned the program, Global Talent Mentoring, as a flagship offering of his larger vision for the World Giftedness Center. Global Talent Mentoring is now up and running and providing an exceptional educational experience to a select group of highly talented, hardworking youths from 27 countries—including the UAE. Thanks to the generosity and future-orientation of His Highness, his Hamdan Foundation, and the more than 300 experts who have volunteered as mentors for Global Talent Mentoring, this cutting-edge provision of gifted and talented education is being offered free of charge. My team and I at the University of Regensburg are deeply saddened that His Highness cannot join with us to witness the fruits of his early commitment to improving gifted education and talent development. We celebrate Global Talent Mentoring as a lasting testament to His Highness's commitment to supporting talented youths everywhere.

Prof. Dr. Heidrun Stoeger, Director at the World Giftedness Center
Chair Professor of School Research, School Development, and Evaluation, University of Regensburg, Germany

Greeting Letter for Conference Participants from Prof. Dr. Abdullah M. Aljughaiman, Director at the World Giftedness Center



As one of the Directors at the World Giftedness Center, I take great pride in welcoming all the attendees of the 1st World Giftedness Center International Conference. This conference is a very meaningful event where experts and teachers in gifted education could share their experiences and inspiring stories on coping and continuing to work creatively with gifted students during the Covid-19 lockdown and restrictions. Creativity is our main theme in this conference, and I believe that it is the theme that we need the most during this crisis and any crisis. We will explore together the possible outcomes of creativity on gifted people from different aspects; personal, organizational, and social well-being. This conference is a good opportunity for all of us to share our ideas and exchange experiences on how to plan and execute creatively the journey of talent development to reach new heights in gifted education.

We are honored to have representatives of distinguished scholars, researchers, and practitioners in the field of gifted education who have made tremendous contributions in research and practice, resulting in impacts in many sectors in the field. Holding such conference in this critical time helps also to maintain and forge very practical cooperative relationships among people who are interested to keep developing our field in research and practice.

Finally, I encourage all of you to be as positive as possible and try to add value to this event in a productive and constructive atmosphere.

Prof. Dr. Abdullah M. Aljughaiman, Director at the World Giftedness Center
Chair professor at the Education College in King Faisal University, Saudi Arabia

About Conference

Talent Development for a New Era Discover Possibilities, Change for the Better

"We live in an age marked by accelerating change. The rate of technological and scientific progress is paralleled by equally profound social and cultural development. To guide this change for the better, to lend it a human face, and to imbue it with a sense of kind restraint, we need our brightest minds at the helm. Yet, we must consistently and critically examine whether the current state of education allows for the development of potential talents in a way that benefits both the individual and society at large. To that end, this conference seeks to identify and also preserve the finest and most worthy means of talent development while at the same time, looking to the future of specialized education and talent pedagogy."

The 1st World Giftedness Center International Conference will launch World Giftedness Center officially as an initiative by the Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance and will bring together world-renowned researchers and practitioners from across several countries. While scholars will showcase cutting-edge research findings from the fields of gifted education and talent development, practitioners with excellent giftedness initiatives will demonstrate best practice examples. Among researchers and practitioners alike, the event will facilitate an exchange of ideas and experiences through both meaningful discussions, and via a diversity of workshops concerned with the most pressing topics in gifted education and talent development.

About Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance



On a personal initiative from His Highness Sheikh Hamdan bin Rashid Al Maktoum, Deputy Ruler of Dubai and Minister of Finance in the United Arab Emirates, the Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance was established in 1998 by government decree with the aim of supporting quality pathways in the educational sector and encouraging excellence and talent programs. With its continuation and the expansion of its services and its regional and international partnerships, especially with international organizations such as UNESCO, ISESCO, ALEXO, FabLab, the World Council for the Gifted and the International Society for Research on Giftedness and Excellence, the

Award has been restructured, by a government decree issued in 2018, to become the Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance.

Foundation Vision

Leadership in educational performance excellence and in caring for talented and innovative people.

Foundation Mission

Designing and implementing the best international programs in educational excellence and caring for the talented and innovative, thus contributing to building a high-level educational system.

Foundation Goals

- Contributing to distinguished educational performance
- Nurturing talented and innovative people, and supporting and investing in their talents
- Highlighting and strengthening the Foundation's position locally and internationally
- Developing performance and achieving institutional excellence and clientele happiness

About World Giftedness Center



Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance is pleased to announce the launch of the World Giftedness Center (WGC). The WGC is a unique initiative that furthers a tradition at Hamdan Foundation, of encouragement and support for distinguished and sound scientific works in the fields of gifted education and talent development. It is a global center that joins between scholars, gifted students and professionals in the field of giftedness from all around the globe, through its unique web designed platform, that facilitates multi – interactive learning through its unique online course and live sessions of mentoring. It exclusively provides for its members short educational films, training programs and publications in giftedness, such as research, journal, newsletter, etc. It connects scholars and researchers from around the globe to create a specialized hub for scientific research. The Center will showcase global awards and conferences in best practice and research in giftedness.

Vision

An ever-evolving world of individualized & multifarious giftedness-experiences

Mission

Promote a global culture of excellence, best practice experiences, and talent support throughout the world

Goals

- Disseminate and encourage the culture of best practice and excellence in giftedness among the international community
- Share online accessible audio/visual materials/resources and best practice models with the global gifted education community
- Establish a worldwide network of excellent research institutions and mentoring hub in the field of gifted education
- The long-term objective for the WGC is the establishment of an evidence-based informational and organizational hub for all stakeholders involved in the cultivation of excellence throughout the world.

Conference Organizing Committee



H.E. Jamal Mohammed AlMehairi

Head of the Organizing committee / Secretary General of Hamdan bin Rashid Al Maktoum Foundation



Mr. Sulaiman Abdulkhaliq AlAnsari

Deputy Head of the Organizing committee / Executive Director of Hamdan bin Rashid Al Maktoum Foundation



Dr. Khalifa Ali AlSuwaidi

Committee Member / Board of Trustees Member at Hamdan bin Rashid Al Maktoum Foundation



Mr. AbdelNoor Ahamed AlHashmi

Committee Member / Deputy CEO of Institutional Support

Mrs. Khawla Ahmed Bahloog

Director of the Conference / Deputy CEO of Excellence & Giftedness

Conference Organizing Committee



Dr. Mariam Ali Alghawi

Head of the Scientific Committee / Director of the World Giftedness Center / Director of the Hamdan bin Rashid Al Maktoum Center for Giftedness and Innovation

Eng. Alya Mohammad AlObeidli

Head of Administrative, Financial and Technical Committee / Director of Corporate Support Department



Mrs. Amathil Mohammed Ghayath

Head of Media Committee / Director of Corporate Communication Center



Mr. Mohamed Ahmed AlHammedi

Head of Public Relation Committee / Communication & Events Senior Officer



Prof. Dr. Dr. Albert Ziegler

Committee Member / Director at the World Giftedness Center

Conference Organizing Committee

Ms. Hessa Ahmad Alamri

Committee member / Deputy Director at the World Giftedness Center / Head of innovation Welfare section



Dr. Mingjing Zhu

Head of Workshop & Presentation Committee / Senior Researcher at the World Giftedness Center



Mr. Marold Reutlinger

Committee Member / COO at the World Giftedness Center

Ms. Maryam Saleem Al Bastaki

Committee Member / Coordinator at the World Giftedness Center

Conference Agenda

Monday Oct 18, 2021			
Time	Category	Presentation/Workshop Title	Speakers/Instructors
11:00-18:00	World Giftedness Center Exhibits (On-site & Virtual)		
15:30-17:30	Workshops (parallel)	Introduction to Enrichment in Schools (On-site)	Dr. Sadiq A. A. Ismail
		Twice-Exceptional Children: When Giftedness Meets Challenges (Virtual)	Sarah Awad
17:30-18:00	Break	Planning and Implementing Best-Practice Mentoring Programs for High-Achieving, Highly Motivated Children and Youths in Scholastic and Extracurricular Programs (Hybrid)	Dr. Kathrin Emmerdinger, Dr. Linlin Luo, Matthias Mader, Dr. Daniel Patrick Balestrini, & Dr. Heidrun Stoeger
18:00-20:00	Opening Ceremony & Exhibit Tour (Hybrid)		
Tuesday Oct 19, 2021			
Time	Category	Presentation/Workshop Title	Speakers/Instructors
11:00-20:00	World Giftedness Center Exhibits (On-site & Virtual)		
11:00-11:30	Keynote	Conceptual Framework of the World Giftedness Center: Educational and Learning Capital in Megatopes (Hybrid)	Drs. Albert Ziegler (sole speaker), Dr. Mariam AlGhawi, Dr. Sadiq A. A. Ismail, & Dr. Khalifa A. Alsuwaidi
12:30-14:30	Workshops (parallel)	The Gifted We Don't See (Virtual)	Rebekka Meier
		How Do We Measure Creativity? (Virtual)	Skylor Zhitian Zhang
15:00-15:30	Keynote	Planning and Implementing Best-Practice Mentoring Programs for High-Achieving, Highly Motivated Children and Youths in Scholastic and Extracurricular Programs (Hybrid)	Dr. Kathrin Emmerdinger, Dr. Linlin Luo, Matthias Mader, Dr. Daniel Patrick Balestrini, & Dr. Heidrun Stoeger
		Clever Solutions from Complex Environments (Virtual)	Dr. Shane N. Phillipson
15:30-15:45	Break		
15:45-17:45	Best Research	15:45-16:15 Exploring Dynamic Performance Potential from A Synthetic Perspective (Virtual)	Dr. Alejandro Veas
		16:15-16:45 Situated Learning Agency and A Systemic Approach to the Development of Competence (Virtual)	Dr. Jiri Mudrak
		16:45-17:15 Self-Regulated Learning in Academically Talented Learners: The Role of Motivation (Virtual)	Dr. Eleftheria N. Gonida
		17:15-17:45 A Shared 30-min Discussion	Dr. Alejandro Veas Dr. Jiri Mudrak Dr. Eleftheria N. Gonida
17:45-18:00	Break		
18:00-20:00	Best Practice	18:00-18:30 (incl. 5-min discussion) Acceleration: Best Practice for Gifted Children (Virtual)	Dr. Annette Heinbokel
		18:30-19:00 (incl. 5-min discussion) Academic Acceleration (Virtual)	Dr. Lianne Hoogeveen
		19:00-19:30 (incl. 5-min discussion) Counseling the Gifted at the South German Talent Centre – A Systemic Approach (Virtual)	Dr. Bettina Harder
		19:30-20:00 (incl. 5-min discussion) Individual Counseling by mBET & mBETplus – Concept for Counseling the Gifted and Talented in Austria, Trends and Recommendations (Virtual)	Dr. Silke Rogl

Wednesday Oct 20, 2021

Time	Category	Presentation/Workshop Title	Speakers/Instructors	
11:00-20:00	World Giftedness Center Exhibits (On-site & Virtual)			
11:00-11:30	Keynote	Evidence-Based Development and Implementation of Educational Interventions for Educational Practice: Self-Regulated Learning With Gifted Learners as a Case in Point (Hybrid)	Dr. Heidrun Stoeger	
15:00-15:30	Keynote	Crafting Sport Skill: An Ecological Dynamics Perspective (Virtual)	Dr. Duarte Araújo	
15:30-15:45	Break			
15:45-17:45	Best Practice	15:45-16:15 (incl.5-min discussion)	Acceleration and Giftedness: Best Practices in Australia (Virtual)	Dr. Wilma Vialle
		16:15-16:45 (incl.5-min discussion)	Best Practice in Gifted Acceleration of the University of Science and Technology of China (Virtual)	Dr. Yan Kong
		16:45-17:15 (incl.5-min discussion)	Why it is important to support talented children -- an exploration with the Vice-President of the World Council for Gifted and Talented Children (Virtual)	Dr. Tracy Riley
		17:15-17:45 (incl.5-min discussion)	The Best Practice in Advocacy for Gifted Education of Hong Kong Academy for Gifted Education (Virtual)	Dr. Jimmy K.Y. Wong
17:45-18:00	Break			
18:00-20:00	Best Research	18:00-18:30	Learning as Identity Change, Self-Regulated Learning as Identity Exploration: A Complex Dynamic Systems Perspective on the Goals of Education in the 21 st Century (Hybrid)	Dr. Avi Kaplan (sole speaker), Dr. Joanna K. Garner, & Dr. Amanda Neuber
		18:30-19:00 (Hybrid)	A Developmental and Domain-Based View of Mentoring for Talented Students (Hybrid)	Dr. Rena F. Subotnik
		19:00-19:30	Mentoring for Talent Development: Global Talent Mentoring as a Cutting-Edge Example (Hybrid)	Dr. Heidrun Stoeger
		19:30-20:00	A Shared 30-min Discussion (Hybrid)	Dr. Avi Kaplan Dr. Rena F. Subotnik Dr. Heidrun Stoeger
	Workshops (parallel)	The Gifted We Don't See (Virtual)		Rebekka Meier
		How Do We Measure Creativity? (Virtual)	Skylor Zhitan Zhang	
		The Nature-Nurture of Intelligence (Virtual)	Manuel Hopp	

Thursday Oct 21, 2021

Time	Category	Presentation/Workshop Title	Speakers/Instructors	
11:00-20:00	World Giftedness Center Exhibits (On-site & Virtual)			
12:30-14:30	Workshops (parallel)	Introduction to Enrichment in Schools (On-site)	Dr. Sadiq A. A. Ismail	
		Twice-Exceptional Children: When Giftedness Meets Challenges (Virtual)	Sarah Awad	
		The Nature-Nurture of Intelligence (Virtual)	Manuel Hopp	
15:00-15:30	Keynote	Giftedness, Creativity, and Human Possibility (Virtual)	Dr. Vlad Glaveanu	
15:30-15:45	Break			
15:45-17:45	Best Research	15:45-16:15	How Is Creativity Integrated Effectively in Gifted Programming? (Hybrid)	Dr. Abdullah M. Aljuhaiman & Dr. Alaa Eldin A. Ayoub
		16:15-16:45	Creative Giftedness: What Is It, Why Is It Important, How Can We Detect and Nurture It? (Hybrid)	Dr. Todd Lubart
		16:45-17:15	Equity Gaps in Talent Development: Causes, Effects, and Recommendations (Hybrid)	Dr. Ching-Chih Kuo & Drs. Albert Ziegler
		17:15-17:45	A Shared 30-min Discussion (Hybrid)	Dr. Abdullah M. Aljuhaiman & Dr. Alaa Eldin A. Ayoub Dr. Todd Lubart Dr. Ching-Chih Kuo & Drs. Albert Ziegler
17:45-18:00	Break			
18:00-20:00	Best Practice	18:00-18:30 (incl.5-min discussion)	Why Networking is Necessary in the Field of Talent Support? (Virtual)	Csilla Fuszsek
		18:30-19:00 (incl.5-min discussion)	Best Practice in Advocacy for Gifted Education in the UK (Virtual)	Julie Taplin
		19:00-19:30 (incl.5-min discussion)	Supporting Advanced Learners Holistically: An Administrator's Perspective (Virtual)	Dr. Nancy B. Hertzog
		19:30-20:00 (incl.5-min discussion)	The Pressures Gifted Children Feel and How to Prevent and Reverse Underachievement (Virtual)	Dr. Sylvia Rimm
20:00-20:30	Keynote	Mawhiba Gifted Journey: An Accelerator towards the New Era (Hybrid)	Dr. Saud Bin Saeed Bin Abdulaziz Almthami	
20:30-21:00	Closing Ceremony (Hybrid)			

The time shown in the Agenda is in **GMT+4 Dubai Time**

[Click Here](#) to view your local time

Invited Presentations

Clever Solutions from Complex Environments

Dr. Shane N. Phillipson

Faculty of Education, Monash University, Australia

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Presentation Abstract

Learning environments are complex and the challenge for school leadership is to understand and manage this complexity to ensure that the learning objectives set by the school for their students are achieved.

Efforts to understand the complexity within schools have benefitted from the development of the actiotope model of giftedness. Originally used to describe the development of exceptionality, the actiotope model shifts the emphasis from the individual (i.e., the student) to the system (i.e., learning environment). This shift means that it is just as important to identify and quantify all of the important components within a learning environment and not just focus on those related to the individual.

In this keynote, I outline the usefulness of the actiotope model to describe the learning environments in a number of different international contexts. Drawing on techniques in machine learning, I also describe efforts to model the interactions between the main components in a learning environment and the potential for the techniques to predict outcomes based upon changes in these components.

The actiotope model represents a significant change in thinking about how schools can better manage their school's learning environment in order to enhance learning outcomes. More broadly, the actiotope model provides policy makers with the tools to make informed decisions on how best to manage resources, and to evaluate the success of their decisions.

Speaker Bio

Dr. Shane N. Phillipson currently works at Monash University (Australia) and previously at the (now) Hong Kong University of Education. His research focuses on conceptions of giftedness, the development of mathematical giftedness and underachievement, and effective pedagogy for gifted students. His most recent publication *The Power of Expert Teaching: Lessons for modern education* (2021, Phillipson, S.N, & Phillipson, S.) was published in Australia and the U.S. by Routledge.

Exploring Dynamic Performance Potential from A Synthetic Perspective

Dr. Alejandro Veas

University of Alicante, Spain

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Presentation Abstract

Today, optimal academic performance is one of the fundamental goals of all countries, as it enables social and economic advancement. If in the 20th century research focused on a cognitive perspective, the current century has moved towards contextual positions in which multiple variables are included in mediational and conditional models. Traditionally, these research strategies have been directed towards identifying process for detecting talented students and improving their potential. However: Are these strategies consistent across countries? In other words: is it possible to implement common strategies in different countries beyond cultural aspects? In this presentation, starting from the importance of bias, synthetic strategies are detailed from the implementation of applied statistical models. Specifically, the relationships between contextual, motivational, and cognitive variables in curricular and competency performance are analysed with data from different countries. Cross-country comparative process shows how talent-enhancing strategies can be planned from an individual and systemic perspective.

Speaker Bio

Prof. Alejandro Veas obtained an international PhD at the University of Alicante (Spain). He has a degree in Psychology and a Master of Secondary Teacher Trainee at the University of Murcia (Spain). He worked as educational counselor in different high schools. Currently, he works as Assistant Professor in the department of Developmental Psychology and Didactics at the University of Alicante. His research lines focus on psychometrics and structural equation modeling mainly applied to academic achievement, giftedness, and assessment competencies.


Situated Learning Agency and A Systemic Approach to the Development of Competence

Dr. Jiri Mudrak

Institute of psychology, Czech Academy of Sciences

mudrak@post.cz

Presentation Abstract

A portrait of Dr. Jiri Mudrak, a man with a beard and glasses, wearing a dark jacket, looking towards the camera. The portrait is framed by a complex, geometric, crystalline structure of blue lines.

In the paper, I introduce an integrative systemic framework that conceptualizes the development of competence as a process of ongoing interactions between individual learners (their achievement motivation, deliberate practice, and learning outcomes) and social environment (represented by developmental resources and demands). In this context, I discuss the role of “situated agency” in learning development and explore how learning individuals may effectively act as active agents of their learning, as well as individual and social conditions that enable and prevent such agency.

I begin with a critical analysis of different psychological theories providing competing constructions of human learning potential, which I label “theories of giftedness”, “theories of practice”, and “theories of motivation.” I explore contradictory ways in which these theories construct key factors that determine successful development of learning potential to adult professional competence. Based on this comparison, I discuss the limitations of these theoretical approaches stemming from their philosophical, methodological, and ideological backgrounds, including disproportionate emphasis on selected developmental factors, implicit one-way causality, and the dominant role of an individual over social influences.

I argue further that the discrepancies of these psychological theories might be reconciled within a systemic framework that acknowledges the complexity of reciprocal interactions between the key developmental factors proposed by the psychological approaches. I implement this systemic framework as an analytic tool in a series of studies which illustrate the systemic nature of the competence development and I discuss benefits of such systemic approach for theory as well as educational practice.

Speaker Bio

Dr. Jiri Mudrak explores in his research interactions between social/organizational and individual/motivational factors that affect the development of competence and well-being over the lifespan in various developmental contexts. He habilitated in educational psychology at the Faculty of Education, Charles University, Prague. Currently, he is affiliated as an associate professor with the Faculty of Physical Education and Sport, Charles University. He is also involved in research projects at the Faculty of Arts, Charles University, and at the Institute of Psychology, Czech Academy of Sciences.

Self-Regulated Learning in Academically Talented Learners:

The Role of Motivation

[Dr. Eleftheria N. Gonida](#)

School of Psychology, Aristotle University of Thessaloniki,
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Presentation Abstract

This presentation will focus on the contribution of motivation to self-regulated learning in academically talented, gifted, and high-achieving learners. Self-regulated learning is an active multi-faceted process that includes cognitive, metacognitive, motivational, affective, and behavioral aspects, all of them interacting towards the accomplishment of a learning goal. Learners identified as talented are more likely to be more successful self-regulated learners and usually have a stronger motivational profile. In general, motivation may take different forms (e.g., efficacy beliefs, goals, expectancies, values, interests etc.) and may affect self-regulated behavior in academic settings both at a micro- (e.g., during problem solving) and a macro-level (e.g., towards an important personal academic goal). It can be related to the learner her/himself and/or to the context within the learner functions (e.g., task, achievement situation, classroom, or family context). More specifically, it is a critical component for initiating self-regulated learning but also for sustaining self-regulated learning in the face of academic challenges which may also be experienced by gifted learners. Further, the role of motivation is crucial in explaining and supporting underachievement. A synthesis of studies in the field of self-regulated learning, motivation, and giftedness coming from different theoretical perspectives will be presented. Emphasis will be given on instrumental academic help seeking as an important self-regulatory strategy associated with adaptive motivation that can alleviate difficulties gifted students encounter when learning both in and out of the classroom.

Speaker Bio

Professor of Educational Psychology and Human Development

Vice-Chair, School of Psychology, Aristotle University of Thessaloniki, Greece

Dr. Gonida's research focuses on achievement motivation, self-regulated learning, and parental involvement in typically achieving and academically talented students. Her work has been published in peer-reviewed journals and chapters in edited volumes and she is guest co-editor of the 2019 and 2022 volumes of the *Advances in Motivation and Achievement Series*. She is an elected member of the EARLI EC (European Association for the Research on Learning and Instruction, 2019-2021), a former conference chair of the International Conference on Motivation (2016), and chair of the EARLI2023 conference. She has been a Fulbright Research Scholar at the University of Michigan (2012).

Acceleration: Best Practice for Gifted Children

Dr. Annette Heinbokel

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Presentation Abstract

There are two main options for gifted children: enrichment or acceleration and its combinations. From all the research that is known enrichment is offered and accepted more often, however, acceleration is twice as effective, so this presentation will focus on it.

Accelerants report a beneficial effect on their intellectual as well as their emotional well-being. On the other hand, several forms of acceleration are decisions can affect the rest of the school career and life, especially early entry into school and whole grade skipping. It's possible but not easy to reverse these decisions, so adults have to be very careful when and how to implement it.

I did several studies on the subject: I had questionnaires for about 2000 schools (twice, to show the development), for parents and adult grade skippers, and I did interviews with youngsters who had skipped. After acceleration the pupils were intellectually more satisfied and emotionally happier. When there were problems, they were usually caused by adults who had made mistakes implementing it because of a lack of knowledge.

In the presentation information will be given when to suggest acceleration. One important question is whether IQ tests are necessary for the decision. They can be replaced by 'Entscheidungshilfen' (assistance for taking a decision): Which of the many forms of acceleration is best for which child, what to think of beforehand and how to accompany the pupil, and what to avoid?

Speaker Bio

Annette Heinbokel, PhD, Dipl. Paed., is a retired teacher. She was the driving force behind the founding of the German Association for Gifted Children (DGhK; 1978). Her research concerns mostly acceleration because experience shows and research confirms it is a good option for children who lack challenge. After her retirement she founded a small institute: Institut für Enrichment und Akzeleration (www.ieua.de). She is an honorary member of the DGhK, a member of the WCGTC (since 1977) and ECHA (since 1992).

Academic Acceleration

Dr. Lianne Hoogeveen

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Presentation Abstract

To meet the needs of high ability students the curriculum needs to be adapted. There are different ways to do that; pull-out classes, compacting and enriching the programme, and/or accelerating the pace of the programme.

There are numerous ways to accelerate a student's education; some of them are less visible: Early entrance and skipping grades are the primary types of acceleration people seem to consider. Other types of acceleration, like combined classes and ungraded schools, which allow for acceleration, are applied in many educational systems, but are less noticed and documented.

Despite worries about negative consequences of academic acceleration, expressed by teachers and parents, research shows that acceleration works, although not in any case. It is a fast and uncomplicated measure in gifted education that can prevent the problems that can occur when students are with their age mates in an intellectual inadequate situation.

So, how do we know if academic acceleration is the best for a particular student? How do we do it? What do we need to avoid?

This is what will be discussed in this presentation, with cases from practice in relation to research findings concerning academic acceleration, an elusive, controversial, yet proven effective measure in gifted education.

Speaker Bio

Prof. Dr. Lianne Hoogeveen, President of the European Council for High Ability (ECHA), is Program Director of the Radboud International Training of High Ability (RITHA). She coordinates the master specialization 'Gifted Education' at Radboud University. As a mental health psychologist, she examines and counsels adolescents and adults with high abilities at CBO Talent Development in Nijmegen. As part of the Behavioral Science Institute (Radboud University), she is involved in research on giftedness and education, cooperating with colleagues of Dutch and international universities. She is a guest lecturer in several European and non-European universities.

Counseling the Gifted at the South German Talent Centre – A Systemic Approach

Dr. Bettina Harder

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University of Erlangen-Nuremberg, Germany

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Presentation Abstract

The South German Talent Centre is one of the two European Talent Centres accredited by the European Talent Support Network (ETSN) in Germany. It subsumes several research and fostering programs, connects professionals in the field and organizes events like monthly online symposia with expert talks reaching several hundred educators and parents. All activities adopt a systemic perspective on talent development.

Our *individual counseling programs* provide support to parents and their children from the age of three on, throughout the school career, up to early adulthood. The systemic counseling approach relies strongly on analyzing and promoting the necessary resources for a client's desired development (e.g., exploring further developmental possibilities, solving specific problems). The counseling process is designed to create a learning path—a plan of procedure individually tailored to the client's goal(s) and his/her learning system. The learning path is mutually designed after detailed diagnostics of the current situation and the desired changes taking into consideration the system's constellation and interaction of forces therein. We then support its implementation over a period of 3 months in average by means of regular follow-up meetings ensuring that families overcome obstacles and finally reach their goal(s).

Speaker Bio

Dr. Bettina Harder is a senior lecturer and researcher at the Chair of Educational Psychology and Research on Excellence at the University of Erlangen-Nuremberg, Germany. She is vice-director of the South German Talent Centre which subsumes several projects and provides support to the gifted through counseling and fostering programs. Her research focuses on giftedness and the development of achievement excellence taking a system-theoretical perspective. She has published books, chapters and articles in the fields of talent development, excellence, counseling, and educational psychology.

Individual Counseling by *mBET* & *mBETplus* – Concept for Counseling the Gifted and Talented in Austria, Trends and Recommendations

Dr. Silke Rogl

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Presentation Abstract

Two concepts for individual counseling and support of gifted and talented have been developed by the NCoC ÖZBF.

The multidimensional talent development tool *mBET* (Stahl, Rogl, & Schmid, 2016) addresses pupils from 2nd-6th grade. The *mBET* combines in two stages a pedagogical diagnostics with a solution-focused interview. Teachers carry out the *mBET* and use the semi-formal diagnostic tool (multi-perspective: teacher, parents, student) to plan and implement individual support interventions together with their students. In terms of a holistic and systemic concept of talent, the *mBET* observation-inquiry covers four areas of talent, school performance and five personality as well as environmental characteristics that are decisive for the development of talents. In addition, *mBET* contains a *profile sheet* for summarizing the observations and a support sheet for preparing and documenting the interviews. A solution-focused interview (Rogl, Schmid, & Stahl, 2013) as 2nd stage enables teachers to develop and target an individually adapted support, cooperatively designed with student and parents based on the specific strengths of the student.

For students aged 12 to 19, the NCoC ÖZBF offers *mBETplus* (Stahl, Rogl, & Bögl, 2019): a solution-focused coaching that specifically addresses requirements for developing an area of expertise as *personalized niche*. It sharpens the development of talent and excellence including relevant meta-competencies (Olszewski-Kubilius, Subotnik, & Worrell, 2015; Subotnik, Olszewski-Kubilius, & Worrell, 2011).

As an introductory framing, the situation of talent promotion in Austria is presented: the strategy paper of ÖZBF with the dynamic approach to talent development, recommendations for change in schools and universities.

Speaker Bio

Prof. Dr. Mag. Silke Rogl Head of the National Center of Competence ÖZBF Austrian Center for Gifted Education and Research (Research and Development) at the University of Education Salzburg (Austria)

Research focus: talent beliefs, teacher profession research, school quality with focus on promoting talent and school management.

Doctorate in educational science at the University of Salzburg (*teacher beliefs in giftedness and talent in mathematics correlated with cognitively activating teaching*, 2021), deputy managing director of the Austrian Center for Gifted Education and Research ÖZBF (2012 - 2019)

Crafting Sport Skill: An Ecological Dynamics Perspective

Dr. Duarte Araújo

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Presentation Abstract

Action is not simply the displacement of pieces of anatomy in time and space. Action is an intentional relationship the person establishes with particular circumstances. When learning a skill, actions develop into more sophisticated actions. This is the case for common actions such as walking, as well as for complex actions such those in sport, e.g., Artistic Gymnastics. An important aspect for skill learning is that it implies that actions are future-oriented, and thus, learning is the development of prospective control of action. Prospective control, contrary to predictive control, implies the monitoring of environmental information that indicates how an action can be regulated over time to achieve its goal. It is an evolving relationship with the environment, not an estimation from the mind.

A theory of skill learning needs to understand how action evolves from the perception of affordances (i.e., possibilities for action offered by the environment) to their actualization in the unique circumstances for performance. This process implies moving from possibilities to potentiality to actuality. Performance implies the unique accommodation of circumstantial constraints, whether skill implies the potentiality to performance, i.e., the conditions that must hold for successful performance to occur. In this talk we present an ecological dynamics theoretical rational for understanding and promoting skill learning using sport skill as task vehicles.

Speaker Bio

Duarte Araújo is Associate Professor at Faculdade de Motricidade Humana, Universidade de Lisboa, Portugal. He leads both the Interdisciplinary Centre for the study of Human Performance, CIPER, as well as the Laboratory of Expertise in Sport. He is Associate Editor of the journals Psychology of Sport and Exercise, and Journal of Expertise. His research on sport expertise, decision-making and affordances have been funded by the Fundação para a Ciência e Tecnologia. Araújo published more than 150 papers in highly scientific journals (more than 5500 citations in the Web of Science) mainly about skill learning, individual and team performance, and ecological cognition in sport.

Acceleration and Giftedness: Best Practices in Australia

Dr. Wilma Vialle

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Presentation Abstract

Despite decades of research, policy support and examples of good practice, acceleration remains one of the most contentious strategies to meet the needs of gifted students. The key reason that many educators are dismissive of acceleration practices is that they associate it with multiple whole-year skipping that results in students graduating from high school years before their age cohort. Teachers cite socio-emotional concerns as the predominant problem of whole-year acceleration. Nevertheless, the research provides many examples of successful acceleration practices, which provide details of the factors that support implementation. In this presentation, I will provide case studies of various forms of acceleration that provide evidence of best practices in Australia. These include early entry to school, whole-year acceleration, subject acceleration, vertical timetabling, and concurrent enrolment. For each of the case studies I will outline the factors that led to the success of the acceleration practice and the barriers that needed to be overcome. The presentation concludes with an analysis of the recommendations that facilitate a sustainable program of acceleration practices to support giftedness and talent development.

Speaker Bio

Wilma Vialle is a Professor in Educational Psychology and Pro Vice-Chancellor Global at the University of Wollongong, Australia. She has published extensively in the field of giftedness and talent development, including a text on 'Educating the Gifted Learner' co-authored with Professor Karen Rogers. Wilma is passionate about enhancing our capacity to support the development of excellence and, to this end, has worked extensively with educators and families to advocate for appropriate resources and ongoing teacher training.

Best Practice in Gifted Acceleration of the University of Science and Technology of China

Dr. Yan Kong

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Presentation Abstract

Considering the need for “Early training of talents, gaining early results” in China’s development, the University of Science and Technology of China (USTC) creatively established the Special Class for the Gifted Young (SCGY) in March 1978. SCGY enrolls 15 years old or younger students who have extraordinary intelligence and excellent achievements. In order to explore the multi-development mode of gifted education, SCGY was officially upgraded to the School for the Gifted Young (SGY) in 2008. Over the past 43 years, it has always adhered to the educational principles of solid foundation, accurate positioning, accelerated education, and parallel development of skills and morality. Based on the text analysis of the 43-year enrollment and curricula of SGY and trace research on graduates, we found the current characteristics of SGY: the enrollment gives priority to the comprehensive quality, the aim of cultivating talents is developed to cultivate leading talents in various fields, the process of cultivation pays more attention to the multi-direction guidance, and the curriculum mode emphasizes the combination of acceleration and enrichment. As a vivid sample of accelerated cultivation of higher education, SGY has bred a large number of high-level elite talents who made their endeavor to the development of science and technology in China and even the world. It has also provided Chinese experience for the international gifted education.

Speaker Bio

Yan Kong is Professor & director at the Department of Psychology, University of Science and Technology of China (USTC). She joined the Cooperative Research Group of Supernormal Children of China in 1985 and served as a director of the Special Class for Gifted Young at USTC. She is also the member of the Asia-Pacific Federation on Giftedness, and the European Council for High Ability.

She is currently leading a group to study the best practice in gifted acceleration of University of Science and Technology of China.

Why it is important to support talented children -- an exploration with the Vice-President of the World Council for Gifted and Talented Children

Dr. Tracy Riley

Massey University, New Zealand; World Council for Gifted and Talented Children

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Presentation Abstract

Talented children have the right to an education that acknowledges, develops and celebrates their abilities. It is the mission of the World Council for Gifted and Talented Children to focus global attention on gifted children to ensure the realisation of their potential to the benefit of humankind. It is important we discuss the needs of gifted children and share best practices in how to identify their unique abilities and qualities, through a range of methods, and then actualize their potential with a continuum of differentiated, accelerated and enriched learning opportunities. The WCGTC aims to support teachers, researchers, and other professionals in growing our knowledge, skills and advocacy through publications, conferences, position statements, advocacy, networking and support. In this sessions, we will explore the WCGTC's recently released global principles as part of our discussion on not only why, but how, we can support talented children worldwide.

Speaker Bio

Tracy Riley is a Professor of Education and the Dean, Research at Massey University in New Zealand. Professor Riley is a leading scholar in gifted education, an award winning teacher and advocate for gifted learners. She received her PhD and Master's degrees in gifted education from the University of Southern Mississippi (USA), and studied teacher education at Delta State University (USA). Professor Riley is Vice President for the World Council for Gifted and Talented Children, Chair of the New Zealand Deans and Directors of Graduate Schools and a member of the Australian Council of Graduate Research. Her research explores how teachers respond to giftedness, and she has recently completed a Teaching Learning Research Initiative applying gifted principles of differentiation in mainstream classrooms.

The Best Practice in Advocacy for Gifted Education of Hong Kong Academy for Gifted Education

Dr. Jimmy K.Y. Wong

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Presentation Abstract

Gifted children are often regarded as having exceptionally high intelligence, very focused, maybe great memory and sometimes very creative. But how will these gifted talents prepare these “super children” to excel in the age of the internet and artificial intelligence where the cost of computer memory is almost free and can be stalled in the “cloud” rather than in our head and where A.I. is challenging and even overtaking human intelligence in even corner of our work and life. Are these “gifts” enough for our talented students to stand out and excel in the fast rapidly changing world.

In this paper, the author will share their recent practices in gifted education from the Hong Kong Academy for Gifted Education where off-school programs for 10 to 18 years old are provided. A holistic approach is taken in nurturing the most gifted students where both their cognitive and non-cognitive needs are taken care of. Focus will also be placed on STEM education where students are prepared to be the leaders in the fields of science and technology with the necessary 21st century skills equipped for these top talents to face the challenges out the future.

Speaker Bio

Dr Jimmy K.Y. WONG (Executive Director of the Hong Kong Academy for Gifted Education)

Dr. Jimmy Wong is the Head of the Hong Kong Academy for Gifted Education which provides programs for the most gifted and talented students in Hong Kong.

Wong graduated with a BSc in Physics with Astrophysics from King’s College, University of London, MSc and PhD in Semiconductor Material Science from Imperial College London. He began his research and science education career in Hong Kong in the mid 1990’s. He is regarded as the “Father of STEM Education” in Hong Kong and has trained and mentored numerous top students and teachers in the field of STEM and creativity education.

Learning as Identity Change, Self-Regulated Learning as Identity Exploration: A Complex Dynamic Systems Perspective on the Goals of Education in the 21st Century

Dr. Avi Kaplan

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Dr. Joanna K. Garner

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Dr. Amanda Neuber

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Presentation Abstract

The long-held dominant conception of the talented-educated person as a domain expert has served as an abstracted identity that underscored who students should strive to become. This cultural image has guided curriculum, pedagogy, and assessments that equated learning with developing task mastery, and successful engagement with self-regulated learning: setting task-relevant goals, planning and applying task-relevant strategies, monitoring and adjusting their effective execution towards task success, and reflecting on the learning experience to improve pursuit of task mastery. However, the shifting nature of life and work in the 21st century has challenged the sufficiency of task mastery for personal and collective accomplishments. Traditional domains have been transforming; bodies of knowledge are rapidly shifting; and personal and professional tasks are increasingly ill-defined, require questioning of assumptions and goals, and involve deep value-laden dilemmas. To function constructively in such a volatile, uncertain, complex, and ambiguous world, the conception of the talented-educated person must shift. In this presentation, we use the Dynamic Systems Model of Role Identity—an integrative complex dynamic systems model of identity, motivation, and action—to propose desirable characteristics of 21st century identities as centered on agency and skills in identity exploration. In this conception, learning goes beyond knowledge to reflect identity change, and self-regulated learning goes beyond pursuit of success in predetermined tasks to reflect proactive

identity exploration. In this conception, learning goes beyond knowledge to reflect identity change, and self-regulated learning goes beyond pursuit of success in predetermined tasks to reflect proactive engagement in exploring and forming one's identity to influence contextual change in light of core values. We end by describing design features for environments that promote people's identity exploration orientation, competencies, and skills.

Speaker Bio

Dr. Avi Kaplan is Professor of Educational Psychology at Temple University in Philadelphia, Pennsylvania, USA. His research interests focus on the application of the Complex Dynamic Systems approach to identity and motivation, and the use of collaborative design-based interventions for promoting motivation and identity exploration among students and professionals in diverse settings.

Dr. Joanna K. Garner is a Research Associate Professor and the Executive Director of the Center for Educational Partnerships at Old Dominion University in Norfolk, Virginia, USA. Her research applies complex dynamic systems to educational psychology and focuses on teacher and student learning and identity formation in professional development contexts, classrooms, and museums.

Dr. Amanda Neuber is the Director of the Honors Program and an Adjunct Assistant Professor in the College of Education and Human Development and the Department of Psychology at Temple University in Philadelphia, Pennsylvania, USA. Her research focuses on the identity, motivation, academic success, and well-being of high achieving college students, and on the development of effective college advising.

A Developmental and Domain-Based View of Mentoring for Talented Students

Dr. Rena F. Subotnik

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Presentation Abstract

The role of mentors for talented students varies according to developmental level and domain. Since domains differ as to when they begin, peak, and end, mentoring at the beginning of a talent trajectory may take place in middle school for a science student and in elementary school for a violinist. In later stages of talent development, mentors are more likely to select their protégés than to be organizationally matched with mentees. As mentees gain requisite skills and knowledge, mentors place more emphasis on modeling and coaching for psychosocial skills and insider knowledge (access to networks of information, attitudes, and behaviors rewarded by gatekeepers) that allow their mentees to stand out and, if necessary, endure pushback derived from proposing creative ideas or performances that challenge the status quo. These conclusions are derived from studies of mentoring talented students, with an emphasis on identifying similarities across domains, and recognition that mentors' provision of insider knowledge is particularly important for low-income children and youth.

Speaker Bio

Rena F. Subotnik PhD is Director of the Center for Psychology in Schools and Education at the American Psychological Association (APA). One of the Center's missions is to generate public awareness, advocacy, clinical applications, and cutting-edge research ideas that enhance the achievement and performance of children and adolescents with gifts and talents in all domains. Her work (with Paula Olszewski-Kubilius and Frank Worrell) is published in *Scientific American*, *Scientific American Mind*, *Annals of the New York Academy of Sciences*, *Frontiers in Psychology*, *Psychological Science in the Public Interest* and *the Annual Review of Psychology*.

Mentoring for Talent Development: Global Talent Mentoring as a Cutting-Edge Example

Dr. Heidrun Stoeger

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Presentation Abstract

When asked about their earlier talent development paths, eminent experts have at least one thing in common. They almost always describe having had various kinds of mentors during their talent development. Investigations of such reports have revealed that mentoring relationships are crucial as individuals traverse the often long, arduous pathways from novice to eminent expert within a talent domain.

Research has also revealed that different types of mentoring experiences are crucial at different times across this trajectory. Moreover, research gives insight into important aspects of effective mentoring for talent development. Yet, oftentimes the hallmarks of effective mentoring for talent development are not implemented in programs. Engaging a research team at the University of Regensburg, in Germany, the Hamdan Foundation has made possible the creation of Global Talent Mentoring, a research-based online mentoring program in science, technology, engineering, mathematics, and the medical sciences (STEMM) for some of the world's most outstanding and highly motivated youths and young adults. In the presentation, the research-based approach taken to mentoring for talent development by Global Talent Mentoring will be presented, and the audience will discover the potential of a carefully designed and implemented online mentoring program to help our most outstanding youths to grow their enthusiasm and early successes in a STEMM domain into transformative excellence in STEMM that can improve their lives and the prospects of humanity.

Speaker Bio

Prof. Dr. Heidrun Stoeger is chair professor for School Research, School Development, and Evaluation at the University of Regensburg in Germany. She is vice president of the International Research Association for Talent Development and Excellence (IRATDE), has more than 250 publications in the fields of talent development, educational psychology, and education, directs various national and international research projects, and has served as editor-in-chief of the journal *High Ability Studies*. Dr. Stoeger's research includes areas such as teacher training, mentoring, gifted identification, and self-regulated learning and motivational training programs.

Giftedness, Creativity, and Human Possibility

Dr. Vlad Glaveanu

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Presentation Abstract

In this talk I will examine the intersections between giftedness and creativity from a sociocultural perspective. This perspective encourages us to understand the gifted individual in his or her context, as a person whose creative predispositions require a welcoming environment in order to flourish. As such, creative expression is best understood at the encounter between person and world rather than within either of the two taken separately. This approach not only helps us transgress important dichotomies between self and other, psychological and material, creative and noncreative that are equally structuring these literatures, but also calls to our attention the fact that giftedness and creativity alike are phenomena that ultimately expand the space of the possible. At its core, creative giftedness reveals a heightened awareness of what is possible for thought and action and a capacity to explore various such possibilities. I will argue here that both the awareness and exploration of the possible are not rooted in individual-level characteristics as much as in those actions and interactions that open gifted individuals to the world, to other people, and to the future. Implications of this sociocultural framework for the assessment and cultivation and giftedness are offered towards the end.

Speaker Bio

Vlad Glaveanu is Associate Professor and Head of the Department of Psychology and Counselling at Webster University Geneva, Associate Professor II at the Centre for the Science of Learning and Technology, University of Bergen, founder and Director of the Webster Centre for Creativity and Innovation (WCCI) and founder and President of the Possibility Studies Network (PSN). His recent books include *'The Possible: A Sociocultural Theory'* and *'Creativity: A very Short Introduction'* with Oxford University Press and *'Wonder: The Extraordinary Power of an Ordinary Experience'* with Bloomsbury.

How Is Creativity Integrated Effectively in Gifted Programming?

[Dr. Abdullah M. Aljughaiman](#)

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[Dr. Alaa Eldin A. Ayoub](#)

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Presentation Abstract

The Fourth Industrial Revolution is forcing researchers and practitioners in gifted education into rethinking of how they should design, shape, and program services for students and individuals with high abilities. This presentation explores how could creativity be integrated effectively in the system of gifted programming to meet the needs of helping these students to develop necessary skills and knowledge in the fields of their interests. It is vital to understand how creativity influences and is influenced by the mechanism of talent development and their changing environment, resources, opportunities, assumptions, and expectations surrounding them. The main focus in this presentation is on how the environment and other aspects could impact the process and the outcome of creative behavior and product.

Speaker Bio

Abdullah Aljughaiman is a full professor at the Education College in King Faisal University, Saudi Arabia. He was a Member of the Saudi Parliament, and the President of the International Research Association for Talent Development and Excellence (IRATDE). He focuses on the development and education of gifted and talented students. He has published books, book sections, and peer reviewed articles on the identification of and services for gifted children. Prof. Aljughaiman has received multiple awards for his professional and administrative work in Saudi Arabia, United Arab Emirates, and the USA.

Alaa Eldin A. Ayoub is Professor of Measurement, Evaluation and Statistics at Aswan University in Egypt, and vice dean of College of Graduate Studies and Chairperson of Distant Teaching Department at Arabian Gulf University. He had more than 50 research papers and many books. Prof. Alaa had received multiple scientific awards such as Khalifa Award, Rashid Bin Humaid Cultural & Sciences Award (UAE), the first prize for distinguished professor in scientific research (Saudi Arabia), the award of the best scientific product (Egypt). His researches had been funded from King Faisal University, MAWHIBA, Arabian Gulf University.

Creative Giftedness: What Is It, Why Is It Important, How Can We Detect and Nurture It?

Dr. Todd Lubart

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Presentation Abstract

This presentation will look at the concept of creative giftedness, also called high creative potential. This kind of potential refers to original thinking ability and is distinguished from high intellectual potential, measured by intelligence tests and related to “schoolhouse giftedness”. The history of high creative ability, and tools to detect it will be reviewed. Then, the EPoC battery (Evaluation of Potential Creativity) will be presented and its use to detect creative giftedness will be described.

Finally, programs that can help develop high creative potential will be outlined.

Speaker Bio

Todd Lubart is a Professor of Psychology at the University of Paris, France. His research focuses on creativity, with emphases on individual differences, measures of creative potential, the creative process and creative environment. He directed a research laboratory in applied psychology and several grants on these topics. Todd Lubart is a co-author of scientific articles and books, as well as a test “Evaluation of potential creativity (EPoC)”. He is currently president of the non-profit, International Society for the Study of Creativity and Innovation.

Equity Gaps in Talent Development: Causes, Effects, and Recommendations



Dr. Ching-Chih Kuo

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Drs. Albert Ziegler

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Presentation Abstract

Excellence gaps are defined as “the differences in rates of advanced achievement between various groups of students” and are supposed to “exist in all areas of student activity” (Clark & Roberts, 2019, p. 1). They share at least three common features: they 1) point to disparities between groups that 2) violate our notions of equity and therefore 3) require socio-cultural, economic, and pedagogical efforts to close them. Each of these gaps has its own history, leads to individual personal experiences of those affected, and requires specific measures to close them. However, the question arises as to whether these are conceptually completely different phenomena or whether there are also gap *commonalities* that make it possible to develop more general talent development and gifted education strategies and measures.

Three gaps play a special role. We argue from a talent development and gifted education perspective that, taken together, they can provide a conceptual key to better understanding of and bridging between the other gaps:

- Achievement gaps refer to the output of (educational) processes, e.g., participation rates, learning outcomes, achievements, rewards.
- Opportunity gaps refer to the input of (educational) processes, i.e., resources, opportunities, access to infrastructures, learning opportunities.
- Learning gaps refer to individual capacities to take advantage of opportunities, resources, access to infrastructures and learning opportunities.

These three gaps will be elaborated and illustrated in our contribution.

Speaker Bio

Ching-Chih Kuo, PhD, is Full Professor of Special Education at National Taiwan Normal University (NTNU). She worked for over 40 years in the fields of gifted education and talent development. She was a teacher at middle high schools for 12 years and served at NTNU for 32 years. Her research interests regarding giftedness and talent development include identification, nurturing, and counseling gifted and talented students. She has a special focus on teaching models, social emotional needs, twice exceptional, and brain functions.

Albert Ziegler, PhD, is Chair Professor of Educational Psychology and Research on Excellence at the University of Erlangen-Nuremberg, Germany. He is the Founding Director of the Statewide Counseling and Research Center for the Gifted and the Founding Chairman of the European Talent Support Network (ETSN). He has published approximately 400 books, chapters and articles in the fields of talent development and educational psychology. Presently, he serves as Vice-President of the European Council for High Ability (ECHA). In 2017, he was appointed Director of the World Giftedness Center in Dubai.

Why Networking is Necessary in the Field of Talent Support?

Csilla Fuszek

European Talent Support Network

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Presentation Abstract

The idea of the European Talent Support Network (ETSN) was articulated in 2011 and it took four more years to **officially found the ETSN with the first 14 European Talent Centre in 2015** in the Brussels European Parliament building, in the presence of senior EU officials and MEPs. By **2021 the ETSN has already comprised 26 Centres, including 22 in European countries and 4 in non-European ones** and thanks to their mutual work already about 450 Talent Points have joined to it thus ETSN has become the biggest European advocacy group in the field of Talent Support. It became a Dutch registered international civic organisation in 2019.

In the lecture network strategy building insights will be shown alongside with steps of the various efforts of the Talents Centres on how to create a living network. What the ETSN has already achieved and the future plans of it will be also introduced. Meanwhile we try to answer the question why networking is necessary in the field of Talent Support and what can be its benefits in the long run.

Speaker Bio

Csilla Fuszek worked for 15 years in education. From 2000 she has been specializing in the field of gifted and talented education. She worked for several years as a managing director of nationwide talent development programs. She was a lecturer at Eötvös Loránd University from 2008 – 2016. Since 2009 she has been working for the Association of Hungarian Talent Support Organizations on nationwide talent support projects. She is the founding director of the Budapest European Talent Centre. She was elected as the coordinator of the European Talent Support Network three times.

Best Practice in Advocacy for Gifted Education in the UK

Julie Taplin

Potential Plus UK

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Presentation Abstract

This presentation will consider the educational context within which advocacy for high potential learners takes place in the UK, given that it is in fact for different nations with varying education systems.

We will focus on the approach taken by Potential Plus UK to work in partnership with schools and parents to improve the quality and provision of support for young people in both their education, and their social and emotional wellbeing. We will look at the advice and advocacy services required, the need to foster engagement and inclusion, and the good practice of co-designing services and communications to best meet a wide range of needs.

In wider UK society there is frequently a perception that clever children will do well in education, regardless of circumstance. We will consider how Potential Plus UK works to strengthen parental and school advocacy and engage societal influencers to campaign for change to such stereotypes.

The creation of a community of mutual support is of huge importance for our young people and their families. We will look at best practice in setting up and sustaining communities.

Finally, we will look at our work to empower young people with high learning potential, so that they develop self-understanding and become their own best advocates.

Speaker Bio

Julie Taplin BA (Hons), DipM, CELTA.

Julie joined Potential Plus UK in 2005. Much of her work has been in schools, developing programmes for parental engagement, professional development for teachers and enrichment activities for students.

As well as sharing best practice at UK conferences, Julie has presented at numerous World Conferences for Gifted and Talented Children, as well as at ECHA (European Council for High Ability).

Since 2018 Julie has led the organisation as its Chief Executive, with a focus on its strategic development and future sustainability to ensure continued support for young people with high learning potential.

Supporting Advanced Learners Holistically: An Administrator's Perspective

Dr. Nancy B. Hertzog

Learning Sciences and Human Development, University of Washington

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Presentation Abstract

When a 13-year-old has mastered calculus, or a 15-year-old has taken all of the advanced high school courses available in the school, what educational pathway is best suited to meet their educational, emotional, and social needs? In this presentation, I share a holistic model as a framework for serving the needs of advanced learners who have chosen to radically accelerate their education and enter college early through programs at the Robinson Center for Young Scholars at the University of Washington in the United States. Supports in each element of the framework include attention to academic growth, social and emotional support, parent and teacher engagement, and college and career planning. Keeping the “whole child” in mind, best practices include maintaining a focus on the family, developing deep understandings of human growth and development, promoting appropriate pedagogical practices, and creating accepting and risk-taking learning environments. Participants will hear specific strategies and stories that describe these practices, as well as suggestions for what to include (or not to include) in their own context and programming for advanced learners. Research on how parents support the academic pursuits of their children entering early entrance to college programs will also be shared.

Speaker Bio

Nancy B. Hertzog, Ph. D., is a Professor and Director of Learning Sciences and Human Development at the University of Washington. From 1995 to 2010 she was on the faculty in the Department of Special Education and directed University Primary School at the University of Illinois at Urbana-Champaign. From 2010 – 2020 she served as the Director of the Halbert and Nancy Robinson Center for Young Scholars. Her research focuses on equity and access to advanced learning opportunities in schools, and pedagogical strategies that challenge all students.

The Pressures Gifted Children Feel and How to Prevent and Reverse Underachievement

Dr. Sylvia Rimm

Family Achievement Clinic, Ohio, USA

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Presentation Abstract

The environments which foster giftedness also make children vulnerable to feeling extreme pressures. The praise and power which cultivate a positive learning environment may become “too much of a good thing.” Gifted children may internalize highly competitive pressures to be perfect, extraordinarily creative and/or popular. These pressures can lead to motivation or may cause defensive underachievement patterns. Families and schools can help gifted children cope with these pressures by providing academic challenges and social-emotional support.

Best practices for gifted children at Family Achievement Clinic begin with a parent intake meeting to assess and guide united parenting, referential speaking, gradual and appropriate age-related empowerment and an understanding of early childhood home and school history. A student evaluation follows which includes individual IQ and achievement testing and assessments of possible twice-exceptionalities such as ADHD, depression and/or anxiety. A post assessment meeting with parents and teachers is used to set appropriate academic placement, daily study and behavior habits, weekly goals and reinforcements for effort and achievement. Role models and activities are also recommended for confidence and achievement building. Some actions may seem counterintuitive to adults who have acted oversensitively to anxious students or overpunished/overempowered students. Schools which provide for the social-emotional and academic needs of gifted children will encourage them to thrive on challenges, to develop resilience and make valuable contributions toward our world.

Research shows that using Dr. Rimm’s Trifocal Model facilitates success for more than half of underachieving students. Practical strategies for this model are provided in Dr. Rimm’s books.

Speaker Bio

Dr. Sylvia Rimm is a psychologist who directs Family Achievement Clinic in Ohio and specializes in working with gifted children. She speaks and publishes internationally on giftedness, creativity, and underachievement. Her books include *Education of the Gifted and Talented*, *Why Bright Kids Get Poor Grades*, best seller, *See Jane Win®* and many more.

Dr. Rimm contributed to NBC’s Today Show and hosted Family Talk on public radio nationally, both for multiple years. She served on the NAGC Board of Directors and received many awards for her contributions to gifted education.

Conceptual Framework of the World Giftedness Center: Educational and Learning Capital in Megatopes



Dr. Albert Ziegler

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Dr. Mariam AlGhawi

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Dr. Sadiq A. A. Ismail

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Dr. Khalifa A. Alsuwaidi

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Presentation Abstract

A growing number of countries have a strong interest in assessing and improving the quality of their talent support systems. Although there are many such attempts, there is a lack of coherent conceptual foundations shared within the talent development community. In the World Giftedness center, we use the combination of two concepts. We maintain that exceptional persons require exceptional environments to develop their exceptional abilities. In the following, we will refer to such extraordinary environments as megatopes. In addition to megatopes we propose some further categories for assessing the degree to which larger social units (cities, countries, etc.) have

transformed environments with regard to talent development. Second, for comparative analysis of the quality of learning environments for the gifted, we propose the education and learning capital approach.

Speaker Bio

Albert Ziegler, PhD, is Chair Professor of Educational Psychology and Research on Excellence at the University of Erlangen-Nuremberg, Germany. He is the Founding Director of the Statewide Counseling and Research Center for the Gifted and the Founding Chairman of the European Talent Support Network (ETSN). He has published approximately 400 books, chapters and articles in the fields of talent development and educational psychology. Presently, he serves as Vice-President of the European Council for High Ability (ECHA). In 2017, he was appointed Director of the World Giftedness Center in Dubai.

Dr. Mariam Alghawi is the Director of Hamdan bin Rashid Al Maktoum Centre for Giftedness and Innovation of Hamdan bin Rashid Al Maktoum Foundation for Distinguished Academic Performance in the United Arab Emirates. She pursued postgraduate degrees in Inclusive Education at the British University in Dubai in association with the University of Birmingham - UK. She has been working in the field of Gifted Education since 2008. Before that, she worked as a teacher, Special Education supervisor, and Deputy Director of Special Abilities' Department in the UAE Ministry of Education.

Sadiq Ismail is a senior researcher at Hamdan Foundation since August 2019. He obtained his PhD from the College of Education, Florida State University. Previously, he was an associate professor at the UAE University for many years. He supervised and directed several master theses and PhD dissertations. In addition to his active role in teacher-preparation, teaching graduate & undergraduate courses, and community service, he has been heavily involved in the development of curricular, academic programs and study courses. He has published many research papers in different international journals and conference-proceedings. He has been a presenter in many international conferences.

Dr. Alsuwaidi joined the UAEU in 1987, held a number of teaching and administrative positions, worked as a Dean of University College and Deputy Dean of Faculty of Education. He is a member of the advisory board at the Global Talent Mentoring and member of Steering Committee of Task force on teachers UNESCO. Dr. Alsuwaidi has authored five books and published 15 research papers in the leading journals. He holds a Bachelor Degree (Education/Psychology from UAEU), Master Degree (C&I from The GW University, Washington DC), and Ph.D. (Education-C&I from USC, LA, USA).

Evidence-Based Development and Implementation of Educational Interventions for Educational Practice: Self-Regulated Learning With Gifted Learners as a Case in Point

Dr. Heidrun Stoeger

Chair of Research, School Development, and Evaluation,
University of Regensburg, Germany

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Presentation Abstract

The presentation summarizes aspects that are important when conceptualizing, developing, and implementing effective pedagogical concepts. As a case in point, the discussion will focus on a paradigmatic pedagogical intervention with great promise for gifted and talented education: self-regulated learning. The presentation will unfold in five steps.

First, I will illustrate the development of a pedagogical intervention based on a review of theory and empirical evidence. Second, I will describe important aspects of creating research designs capable of assessing the effectiveness of pedagogical interventions. Third, I will show how important it is to consider a broad array of effectiveness measures. Fourth, I will describe what researchers and practitioners can do to ensure that the pedagogical interventions they offer students are of lasting benefit for their students.

Speaker Bio

Prof. Dr. Heidrun Stoeger is chair professor for School Research, School Development, and Evaluation at the University of Regensburg in Germany. She is vice president of the International Research Association for Talent Development and Excellence (IRATDE), has more than 250 publications in the fields of talent development, educational psychology, and education, directs various national and international research projects, and has served as editor-in-chief of the journal *High Ability Studies*. Dr. Stoeger's research includes areas such as teacher training, mentoring, gifted identification, and self-regulated learning and motivational training programs.

Mawhiba Gifted Journey: An Accelerator towards the New Era

Dr. Saud bin Saeed Bin Abdulaziz Al-Mathami

Mawhiba, Kingdom of Saudi Arabia

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Presentation Abstract

In the era of AI minds that exceed humans in speed, problem solving, and fast learning algorithms, there is a pressing need for integrative, innovative, and hybrid minds to form super intelligent brains for an/the unpredictable future. This paper aims at highlighting the digital era that has a great impact on preparing gifted individuals to become active contributors to humanity for the purpose of understanding its characteristics, observing its challenges, and paving the way for talent development as human capital for the forthcoming 5th industrial revolution using Mawhiba 5Es Model. Three main features depicted this era. The first feature is the increasing exponential growth of acceleration between generations and industrial revolutions which demands more innovation from the gifted and creative minds. The second feature is the digital culture gap among decision-makers and newer generations, which is leading to differences in the “knowledge, attitude, and practice”. The third feature is the digital technology advancement in AI, which is creating great enthusiasm toward future development among the new generations and cyberworld. This paper highlights Mawhiba gifted journey “5Es Model” that adopts early identification and nurturing of gifted students in STEM fields and employs a constructive system-based approach to develop students’ potentials through continuum services: Exploratory, Empowerment, Excellence, Engagement, and Enablement that ensures maximum return on investment for countries. The paper exemplifies the alignment of talent development portfolios, global challenge, and emerging economies. It opens doors for unanswered questions and unresolved ethical, pragmatics, trust, and integration issues.

Speaker Bio

H.E. Dr. Saud Al-Mathami, is a former Saudi Minister of State member of the Council of Ministers for Shura affairs. He obtained his Bachelor degree in Mathematics from King Saud University, and a Master’s degree in computer science from Florida State University, and PhD in computer science (Artificial Intelligence) from the University of London United Kingdom.

He is currently the Secretary General at King Abdulaziz and His Companions Foundation for Giftedness and Creativity “Mawhiba”. He is Chairman of the Supervisory Committee for the Global Conference for Giftedness and Creativity.

Workshops

Workshop Topic: Enrichment

Workshop Title: Introduction to Enrichment in Schools

Dr. Sadiq A. A. Ismail

Senior Researcher at the World Giftedness Center; Academic Rank: Associate Professor

Sadiq.Ahmed@ha.ae



Description

Enrichment represents the provision of experiences, services, and activities to extend the breadth, depth, and complexity of a school regular curriculum. The main purpose of a school enrichment program is to help students and/or gifted students enhance their potentials, gifts/talents, and be successful at schools and in their life in the future.

This introductory workshop is intended to introduce the concept of school enrichment, and familiarize the participants with multiple options of enrichment, including the schoolwide enrichment model. The workshop was prepared and structured to be presented in an interactive mode. Participants will be encouraged to interact with the presenter and with other fellow participants during both large and small group activities. Briefly, participants will be exposed to enrichment experiences through questioning techniques, cooperative learning, self-reflection, and hand-on-the-work experience. At the end of this presentation participants will demonstrate awareness, knowledge, and ability to identify effective enrichment experiences and opportunities.

Time 1: 15:30-17:30 Oct 18, 2021 (GMT+4 Dubai Time)

Time 2: 12:30-14:30 Oct 21, 2021 (GMT+4 Dubai Time)

Location: Hall 1A North, Dubai Exhibition Centre (DEC), Expo 2020, UAE

Target Participants: Teachers from K1 through grade 12

Max. Numbers of Participants: 20

[Certificate of attendance will be provided upon workshop completion](#)

Workshop Topic: **Twice-Exceptional**

Workshop Title: **Twice-Exceptional Children: When Giftedness Meets Challenges**

Ms. Sarah Awad

Researcher at the World Giftedness Center; Research Fellow in Educational Psychology and Research on Excellence University of Erlangen-Nuremberg, Germany

Sarah.Awad@fau.de

Description

In this workshop, participants will learn what we mean when we talk about students identified as "twice-exceptional" (2e). Attendees will be introduced to frequently observed characteristics of 2e, as well as to possible combinations of giftedness and behavioral problems within the 2e demographic. The workshop is structured in two parts: During the first part, we provide a brief basic introduction to the classification and identification of learning and behavioral disorders. We will primarily focus on ADHD, specific learning disorders, and autism spectrum disorder. In part two, we will combine the topic of learning and behavioral problems with giftedness, by introducing the topic of 2e. We will focus on combinations of giftedness and ADHD, giftedness and specific learning disorders, and giftedness and autism spectrum disorder. Additionally, possible intervention methods for parents and teachers will be discussed.

Time 1: 15:30-17:30 Oct 18, 2021 (GMT+4 Dubai Time)

Time 2: 12:30-14:30 Oct 21, 2021 (GMT+4 Dubai Time)

Location: Conference Virtual Platform

Target Participants: For all interested people

Max. Numbers of Participants: 30

[Certificate of attendance will be provided upon workshop completion](#)

Workshop Topic: Implementing Effective Mentoring for Talent Development
Workshop Title: Planning and Implementing Best-Practice Mentoring Programs for High-Achieving, Highly Motivated Children and Youths in Scholastic and Extracurricular Programs



Dr. Kathrin Emmerdinger

Senior Researcher at the World Giftedness Center, University of Regensburg



Dr. Linlin Luo

Senior Researcher at the World Giftedness Center, University of Regensburg



Matthias Mader

Researcher and Online Learning Expert at the World Giftedness Center, University of Regensburg



Dr. Daniel Patrick Balestrini

Senior Researcher and Program Coordinator at the World Giftedness Center, University of Regensburg



Prof. Dr. Heidrun Stoeger

Director at the World Giftedness Center and Chair Professor, University of Regensburg

heidrun.stoeger@ur.de

Description

Mentoring is an important measure within the talent development toolkit. In recent decades, the use of mentoring for facilitating domain-specific talent development in educational and professional contexts has expanded dramatically. While the potential of mentoring for helping talented children and youths to develop their special interests and talents is great, ensuring that mentoring is effective is not easy. Successful talent development mentoring requires careful planning and implementation as well as meticulous coordination with all educational stakeholders (e.g., schools, teachers, and parents). In this workshop, best practices of implementing effective, accountable talent development mentoring for high-achieving, highly motivated children and youths will be introduced and explained. The learning outcome for the workshop: Participants will become aware of key issues to be attended to when planning and implementing mentoring programs for the aforementioned target groups.

Time 1: 15:30-17:30 Oct 18, 2021 (GMT+4 Dubai Time)

Time 2: 12:30-14:30 Oct 19, 2021 (GMT+4 Dubai Time)

Location: Conference Virtual Platform

Target Participants: Teachers, gifted education practitioners, and other education experts (e.g., program managers and administrators)

Max. Numbers of Participants: 100

[Certificate of attendance will be provided upon workshop completion](#)

Workshop Topic: Underachievers

Workshop Title: The Gifted We Don't See

Ms. Rebekka Meier

Researcher at the World Giftedness Center; Research Fellow in Educational Psychology and Research on Excellence University of Erlangen-Nuremberg, Germany

Rebekka.Meier@fau.de



Description

Gifted children have a special learning potential. They often show this potential by performing exceptionally well. However, there are also children whose gifted qualities are not as obvious: the so-called underachievers. How can we support these individuals if we have a hard time identifying them? This question will be explored in this workshop. In this course, we will define the phenomenon of underachievement along with characteristics of underachievement. We will also discuss the causes of it, possibilities for identification in the plenary session, and work out possible support options for teachers and parents. Among participants, the seminar will facilitate an international exchange of experiences.

Time 1: 12:30-14:30 Oct 19, 2021 (GMT+4 Dubai Time)

Time 2: 18:00-20:00 Oct 20, 2021 (GMT+4 Dubai Time)

Location: Conference Virtual Platform

Target Participants: For all interested people

Max. Numbers of Participants: 35

[Certificate of attendance will be provided upon workshop completion](#)

Workshop Topic: Creativity

Workshop Title: How Do We Measure Creativity?

Ms. Skylor Zhitian Zhang

Researcher at the World Giftedness Center; Research Fellow in Educational Psychology and Research on Excellence University of Erlangen-Nuremberg, Germany

Zhitian.Zhang@fau.de



Description

Creativity is becoming increasingly important in modern society and education. But what is creativity and how do we measure it? In this workshop, the lecturer will provide an overview of various theoretical and research-based approaches to measuring creativity. Participants will learn about methods for measuring aspects of creativity including the creative person, creative product, and creative process. Moreover, the lecturer will also introduce the most commonly used creativity tests, and will provide examples as to how to select and apply suitable creativity tests for different research and education purposes. Upon completion of this workshop, participants will have a good understanding of different approaches, methods, and tests for assessing creativity, facilitating a better understanding of creativity research and for fostering creativity at home and at school.

Time 1: 12:30-14:30 Oct 19, 2021 (GMT+4 Dubai Time)

Time 2: 18:00-20:00 Oct 20, 2021 (GMT+4 Dubai Time)

Location: Conference Virtual Platform

Target Participants: For all interested people

Max. Numbers of Participants: 50

[Certificate of attendance will be provided upon workshop completion](#)

Workshop Topic: Intelligence

Workshop Title: The Nature-Nurture of Intelligence

Mr. Manuel Hopp

Researcher at the World Giftedness Center; Research Fellow in Educational Psychology and Research on Excellence University of Erlangen-Nuremberg, Germany

Manuel.Hopp@fau.de

Description

One of the biggest questions in psychology asks: are we the way we are because we were born that way, or because we were raised that way? Is it nature or nurture? In the field of giftedness research, there is also the question of whether intelligence is determined by our genes or by our environment. And if both our genes together with the environment affect intelligence, which of the two is the dominant factor? Workshop participants can look forward to gaining a better understanding of what it means for a trait to be inborn or acquired. Participants will learn more about the influence of nature vs. nurture on the development of intelligence – is there an intelligence gene, for example. Or what are effective environmental factors of intelligence? How can we apply this information to everyday life and what are the practical implications of doing so?

Time 1: 18:00-20:00 Oct 20, 2021 (GMT+4 Dubai Time)

Time 2: 12:30-14:30 Oct 21, 2021 (GMT+4 Dubai Time)

Location: Conference Virtual Platform

Target Participants: For all interested people

Max. Numbers of Participants: 50

[Certificate of attendance will be provided upon workshop completion](#)

World Giftedness Center Exhibits

In order for participants to know the World Giftedness Center (WGC) in an all-round way, a variety of exhibits will be on display throughout the conference.

These exhibits will demonstrate all the offerings by the WGC including

- WGC Website
- Educational Resources
- Global Talent Mentoring™ Online Platform
- Publications
- Cross-National Studies
- Conference Series
- Global Awards

You can access these exhibits both online at our conferencing platform and on-site at Hall 1A North, Dubai Exhibition Centre (DEC), Expo 2020, UAE.

Do join and explore the opportunities to learn, to collaborate, to be awarded, or to develop!



About Conference Venue at the Expo

The conference will be virtual but with a local control hub at the Hall 1A North, Dubai Exhibition Centre (DEC), Expo 2020, United Arab Emirates. It is just 300m from the heart of Expo 2020, Dubai.

At the local control hub in Expo 2020 the opening and closing ceremony, the World Giftedness Center exhibits, and some workshops will be held.

Over the course of six months from October 2021, Expo 2020 Dubai will bring together 192 countries and millions of people to celebrate human ingenuity: ‘Connecting Minds, Creating the Future’ in action through ensuring **Opportunity** for people and communities, furthering the promise of physical and virtual **Mobility**, and ensuring a future of **Sustainability** for all.

The Dubai Exhibition Centre (DEC) will be a substantial addition to the UAE’s venue landscape and will host a number of world-class events during Expo 2020 Dubai and beyond.

For practical information on how to get the Venue, [click here!](#)

Contact Us

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View Dubai Marina Sunrise UAE

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Sparkling Dubai Skyscrapers Reflect Water Night

Photographs by diana.grytsku

Dubai Skyline Downtown Skyscrapers Sunset Modern Architecture Concept with Highrise Buildings World Famous Metropolis UAE



Announcement of the 2nd WGC International Conference in 2023

We are very happy to announce that the 2nd World Giftedness Center International Conference will be held from Monday October 16 to Thursday October 19, 2023.

Save the dates!

We look forward to seeing you again!

Follow updates on our website

www.wgc.ae

Greeting Letter for Conference Participants from Prof. Dr. Abdullah M. Aljughaiman, Director at the World Giftedness Center



As one of the Directors at the World Giftedness Center, I take great pride in welcoming all the attendees of the 1st World Giftedness Center International Conference. This conference is a very meaningful event where experts and teachers in gifted education could share their experiences and inspiring stories on coping and continuing to work creatively with gifted students during the Covid-19 lockdown and restrictions. Creativity is our main theme in this conference, and I believe that it is the theme that we need the most during this crisis and any crisis. We will explore together the possible outcomes of creativity on gifted people from different aspects; personal, organizational, and social well-being. This conference is a good opportunity for all of us to share our ideas and exchange experiences on how to plan and execute creatively the journey of talent development to reach new heights in gifted education.

We are honored to have representatives of distinguished scholars, researchers, and practitioners in the field of gifted education who have made tremendous contributions in research and practice, resulting in impacts in many sectors in the field. Holding such conference in this critical time helps also to maintain and forge very practical cooperative relationships among people who are interested to keep developing our field in research and practice.

Finally, I encourage all of you to be as positive as possible and try to add value to this event in a productive and constructive atmosphere.

Prof. Dr. Abdullah M. Aljughaiman, Director at the World Giftedness Center
Chair professor at the Education College in King Faisal University, Saudi Arabia