

## 10<sup>th</sup> APGC Conference on Giftedness

### Strand Descriptions

The **Assessment and Identification** strand seeks proposals that discuss procedures (quantitative/qualitative), tools and instruments for identification, assessment and placement of the gifted and talented in educational programmes, either for early intervention or progression to advanced programmes, such as special programmes, advanced placement or special school settings that cater to their learning needs. This would include papers on diagnostic, on-going and alternative assessment procedures for identification of talent and development of potential.

The **Curriculum and Instruction** strand seeks proposals that focus on curricular and instructional strategies that are responsive to the learning needs of high-ability learners. This strand will accept papers on research, current issues and defensible practices in the design and implementation of appropriate curriculum and pedagogy for the gifted and talented at all grade levels (K-12 and beyond).

The **Learning Environment** strand seeks proposals that discuss learning in social-cultural and technological contexts. This strand welcomes papers on the research and development of effective practices and/or on innovative design of learning and instructional practices, including technologies, particularly advocated for the gifted and talented (integrating of ICT, online learning, virtual schools); impact of such learning environments on GT.

The **Creativity** strand welcomes proposals that promote understanding of creativity, assessment of creative thoughts, process and products in nurturing the gifted and talented, sharing of practices, programmes or models that harness creativity and foster creative thinking.

The **Social and Emotional Aspects of Giftedness** strand seeks proposals that focus on the social and emotional well-being and growth of gifted and talented children. Research in counselling and guidance of the socio-emotional development and moral reasoning of the gifted and talented; affective curriculum frameworks that promote resilience, social conscience, and the development of the whole child; practices and strategies for working with gifted individuals to serve their special affective needs are welcome.

The **Underachievement** strand seeks proposals on strategies and field-tested practices that reverse underachievement for the bright and talented. Proposals that focus on the development of conceptual framework, case studies or an analysis of the underlying psychology of underachievement are welcome.

The **Twice Exceptional** accepts proposals that are clearly focused on gifted children and adolescents who have special needs, particularly ADHD, Asperger Syndrome, dyslexia or emotional and behavioural disorder, or any other special need that affect the development of their potential or talent. Papers that include assessment guidelines, presentation of exemplary programmes, mentoring programmes, successful instructional strategies and teacher preparation to address the needs of the twice exceptional would be preferred.

The **Teacher and Teacher Development** proposals could reflect frameworks for professional development, issues in teacher education and staff development for the instruction of high ability learners; mentoring techniques; assessment of professional growth; resource, leadership and administrative issues; college and/or university programmes; professional standards and codes of practice related to differentiated instruction for the gifted and talented.

The **Special Talents** strand is dedicated to studies of children with talents in art, music, sports and other talents that are valued in society. Proposals that focus on innovative programmes; effective ideas and practices in developing and providing opportunities for talent development; the establishing of special schools and unique programmes for the gifted and talented are welcome.

The **Open** strand will accept papers that reflect other major areas of interest pertaining to the teaching and learning of the gifted and talented for the research and practising communities. Proposals encompassing issues related to methods, literature, theoretical as well as applied studies are welcome.

### **Types of Papers / Presentation**

**Paper:** A single presentation to a group. You have **30 minutes** for the paper. (20 minutes for presentation and 10 minutes for Q&A)

**Workshop:** An interactive presentation involving members of your audience. Duration: **60 minutes**

**Symposium:** A panel of at least 4 presenters on a central theme. Symposium has a chairperson. Presenters need to allow time for audience participation and a summing up from the chair. Duration: **80 minutes**

**Colloquium:** A round table discussion or debate with about 10 participants lasting approximately **60 minutes**.

### **Focus of Papers / Presentation**

#### **Practice Focus**

A presentation or publication which describes innovative or exemplary practices or programmes in the community, in workplaces, in education institutions and the like. This may take the form of case studies, narratives, demonstrations or technical reports. The outcomes of practice may be improved frameworks, concepts, understandings or structures, such as enhanced capacity through the development of skills, knowledge and operational effectiveness. This kind of work may involve putting theory and research into practice.

#### **Research Focus**

A presentation or publication reporting upon original research, based on the systematic collection and analysis of data. This kind of work may involve the application or testing of theory.

#### **Theory Focus**

A presentation or publication which is broad and generalising in its emphasis, reflecting upon and systematically referenced against one or more bodies of literature or systems of thought.