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KEY=CONFRONTING - KENNEDY JULIAN

Confronting Dogmatism in Gifted Education

Routledge This title looks at the dogmatism that limits the perspectives of professionals, policymakers, and other stakeholders in gifted education. In a field where concepts and definitions surrounding high ability have been contested for many years, there is increasing interest in clarifying these notions today. This book offers such clarity, searching outside of the predominant conceptual frameworks that dominate thinking about giftedness and talent, and examining ways in which this conceptual fog stunts and warps the development of gifted minds and limits the effectiveness of curriculum development and instruction. The book directly addresses the connection between dogmatism and high ability, exploring ways in which otherwise bright individuals can make unintelligent decisions. Each contributor in this edited collection connects educational theory with teaching practice, examining the impact of policies such as No Child Left Behind. The chapters also explore the ways in which economic, cultural, and academic contexts affect both the gifted mind and education of the highly able in America and the rest of the world, while making recommendations for positive changes that can be enacted within gifted education in the future.

How Dogmatic Beliefs Harm Creativity and Higher-Level Thinking

Routledge In a world plagued by enormous, complex problems requiring long-range vision and interdisciplinary insights, the need to attend to the influence of dogmatic thinking on the development of high ability and creative intelligence is pressing. This volume introduces the problem of dogmatism broadly, explores the nature and nuances of dogmatic thinking from various disciplinary perspectives, and applies the gleaned insights to what is known about creativity. Bringing together leading thinkers in the fields of creative studies and education, and in other relevant fields (history, sociology, psychology) whose work pertains to the various dimensions of dogmatism and the ethical problems it generates, this panoramic view represents interdisciplinary bridge building with the potential to generate new insights about the education of creative young minds.

Giftedness and Talent in the 21st Century

Adapting to the Turbulence of Globalization

Springer When today's gifted and talented young people emerge into adulthood will they be able to overcome some enormous 21st-century problems that are pushing us toward large-scale socioeconomic devastation? Will they be able to capitalize on unprecedented opportunities that can lead to widespread prosperity and fulfillment? This book explores these questions while yielding insights from many of the world's leading scholars of giftedness and talent development. Until now there has been inadequate understanding of 21st-century trends and issues that influence the gifted and talented. The book provides some clarity by establishing a big-picture, interdisciplinary overview of the socioeconomic, cultural, and technological pressures emerging from 21st-century globalization and describing some ways in which those pressures simultaneously suppress, distort, and invigorate the discovery of aspirations and the development of talents. Throughout the volume, prominent scholars of gifted education and talent development use their impressive knowledge bases to clarify how we can adjust our thoughts and actions in order to give ourselves the best possible chances for success in this complex world. "This impressive volume, edited by two of the world's leading thinkers on these topics, includes the perspectives of many of our best thinkers on issues of talent development and giftedness, and they offer an array of provocative perspectives on how we can better address our culture's and our economy's tremendous need for talent in the 21st century." - Jonathan Plucker, Julian C. Stanley Endowed Professor of Talent Development, Johns Hopkins University "Turbulence in the subtitle is apt. The text, Giftedness and Talent in the 21st Century, is filled with strongly voiced perspectives from international authors who focus on how to conceptualize education as a creative and holistic enterprise within the context of globalization." - Ann Robinson, Past President, National Association for Gifted Children

A Critique of Creativity and Complexity

Deconstructing Clichés

Springer In an increasingly complex world the natural human inclination is to oversimplify issues and problems to make them seem more comprehensible and less threatening. This tendency usually generates forms of dogmatism that diminish our ability to think creatively and to develop worthy talents. Fortunately, complexity theory is giving us ways to make sense of intricate, evolving phenomena. This book represents a broad, interdisciplinary application of complexity theory to a wide variety of phenomena in general education, STEM education, learner diversity and special education, social-emotional development, organizational leadership, urban planning, and the history of philosophy. The contributors provide nuanced analyses of the structures and dynamics of complex adaptive systems in these academic and professional fields.

Conceptions of Giftedness and Talent

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

Creativity, Design Thinking and Interdisciplinarity

Springer This book, at the crossroads of creativity, design and interdisciplinary studies, offers an overview of these major trends in scientific research, society, culture and economics. It brings together different approaches and communities around a common reflection on interdisciplinary creative design thinking. This collective effort provides a unique dialogical and convergent space that deals with the challenges and opportunities met by researchers and practitioners working on design thinking, creativity and inter- and transdisciplinarity, or at the interface between these areas.

Inclusive gifted education

From evidence based research to practice

Armando Editore "Forty-three years ago the Italian parliament passed a law (law 517 of 1977) that would have boasted Italy for the role of leading country in the area of inclusion. With that choice, Italy accepted to open up to diversity, to embrace it, to work with and for it, questioning the pedagogical community on what were the best practices to face this educational and social challenge. A choice that today bears fruit, in a context where diversity is normal (Canevaro, 2007, lanes, 2006). A choice that we must defend in the name of all children and their right to education. The present book develops within this framework and is characterized by the desire to give voice to another nuance of diversity, often mistakenly considered as "good difference" and as such, not in need of targeted interventions: the Giftedness."

Creative Contradictions in Education

Cross Disciplinary Paradoxes and Perspectives

Springer Creative Contradictions in Education is a provocative collection of essays by international experts who tackle difficult questions about creativity in education from a cross-disciplinary perspective. The contributors to this volume examine and provide fresh insights into the tensions and contradictions that researchers and educators face when attempting to understand and apply creativity in educational contexts. Creativity in education is surrounded by many contradictions. Teachers generally value creativity, but question the role it can and should play in their classroom. Many educators find themselves feeling caught between the push to promote students' creative thinking skills and the pull to meet external curricular mandates, increased performance monitoring, and various other curricular constraints. This book brings together leading experts who provide fresh, cross-disciplinary insights into how creative contradictions in education might be addressed. Contributors will draw from existing empirical and theoretical work, but push beyond "what currently is" and comment on future possibilities. This includes challenging the orthodoxy of traditional conceptions of creativity in education or making a case for maintaining particular orthodoxies.

Creative Intelligence in the 21st Century

Grappling with Enormous Problems and Huge Opportunities

[Springer](#) How can creative individuals and societies adapt to complex 21st-century conditions? Will civilizations thrive or collapse in the decades to come if they are not creative enough, or if they are too creative? Interest in these questions is growing; however, until now there has been inadequate understanding of the socioeconomic and cultural trends and issues that influence creativity. This book provides that understanding while yielding insights from many of the world's leading creativity researchers and educational experts. The book begins with a big-picture, interdisciplinary overview of the socioeconomic, cultural, and technological pressures emerging from 21st-century globalization and describes some ways in which those pressures simultaneously suppress, distort, and invigorate creativity in general, and creative education in particular. After that, prominent scholars of creativity and education use their impressive knowledge bases to clarify how we can adjust our thoughts and actions in order to give ourselves the best possible chances for success in this complex world. "The world's problems are complex, messy, and seemingly intractable, but history tells us that human creativity finds solutions to even the most daunting problems. This book collects perspectives on creative development from many of the most respected scholars and educators working in creativity and innovation today, helping chart a path forward for creativity in the 21st century." - Jonathan Plucker, Julian C. Stanley Endowed Professor of Talent Development, Johns Hopkins University "A volume taking on macro-opportunities and macroproblems by editors Ambrose and Sternberg is a treat for readers who want to think 'big' and think 'forward.' Kick back for an imaginative journey that reaches back to early global insights but propels us solidly into the 21st century and beyond." - Ann Robinson, Past President, National Association for Gifted Children

The Psychology of Wisdom

An Introduction

[Cambridge University Press](#) The Psychology of Wisdom: An Introduction is the first comprehensive coursebook on wisdom, providing an engaging, balanced, and expert introduction to the psychology of wisdom. It provides a comprehensive and up-to-date account of the psychological science of wisdom, covering wide-ranging perspectives. Each chapter includes extensive pedagogy, including a summary, a glossary, bolded terms, practical applications, discussion questions, and a brief description of the authors' research. Topics include the philosophical foundations, folk conceptions, and psychological theories of wisdom; relations of wisdom to morality and ethics, to personality and well-being, to emotion; wisdom and leadership, wisdom and social policy. These topics are covered in a non-technical, bias-free, and student-friendly manner. Written by the most eminent experts in the field, this is the definitive coursebook for undergraduate and graduate students, as well as interested professionals and researchers.

The Roeper School

A Model for Holistic Development of High Ability

[Springer Science & Business Media](#) How can we design schools that energetically promote intellectual development while also attending to the social, emotional, and ethical growth of students? In today's frenzied climate of accountability driven school reform it is difficult to establish anything more than achievement of superficial knowledge and skill. Fortunately, there is a vibrant example of holistic, student-centered education that engenders dynamic, multidimensional student growth. The Roeper School enables students to develop strong intrinsic motivation as they discover aspirations and develop talents consistent with those aspirations. Simultaneously, from a very young age students take considerable responsibility for their own actions and for the processes that go on in their school. Following the Roeper philosophy each student generates a long-term sense of purposeful direction, a strong sense of intrapersonal awareness, impressive creative and critical thinking skills, and a finely tuned sense of ethical responsibility. Upon graduation Roeper students are well prepared to find or create highly productive niches in the world of work and rewarding personal lives while serving as mature, ethical citizens of a complex, 21st-century, globalized society. This book includes descriptions of the multidimensional education the Roeper School provides. The perspectives in the volume are diverse, coming from leading researchers and theorists in the field of gifted education as well as teachers, administrators, alumni, and current students from the school itself. Overall, the book provides a beacon of hope for 21st-century education.

Mathematics Teacher Education in the Public Interest

Equity and Social Justice

[IAP](#) Mathematics teacher education has a critical role to play in preparing teachers to put at center stage goals to support equity in mathematics education and to diversify student interest and participation in mathematics. These goals must also resonate with broader public interest goals to improve educational and social conditions both in the U.S. and abroad. The Mathematics Teacher Education in the Public Interest book aims to support mathematics teacher educators to prepare teachers with new knowledge and skills to support all students to learn mathematics and to become informed, engaged, and critical citizens within their community, nation, and world. While internationally there is considerable interest among mathematics educators in issues of equity and social justice, the literature on mathematics teacher education for equity and social justice thus far has been very limited. The book provides theoretical discussions on the need for equity and social justice emphases in mathematics teacher education, as well as practical examples from mathematics teacher educators, documenting their own professional efforts to center practices on equity and social justice. Section emphases include critical perspectives on mathematics teacher education, the use of equity and social justice-themed activities in mathematics teacher preparation courses, and issues of identity and community and cultural contexts in mathematics teacher education. In addition syntheses of major ideas of the book are offered by experienced researchers.

Cognitive Processes in Individual and Collective Creativity: A Cross-Cultural Perspective

[Frontiers Media SA](#) Creativity, the highest level of human wisdom, has become an increasingly important concept in different fields of psychological enquiry, particularly because it is portrayed as contributing to many aspects of society, including personal development, economic prosperity and technological advancement. However, although considerable research attention from a wide range of disciplinary backgrounds has focused on trying to understand creativity, the specific nature of creativity, its theoretical underpinnings and cognitive mechanisms, remain unclear, not least when it comes to the understanding of creativity at the individual level and creativity at the collective level. On the one hand, there are crucial distinctions between individual and collective creativity. On the other hand, the process of being creative involves not only independent or individual efforts but also interdependent or collective efforts. Understanding these differences and interrelationships is crucially important in studies of creativity. In this Research Topic, we bring together research from a wide variety of cognitive and psychological approaches and perspectives in order to provide a comprehensive and in-depth understanding of creativity at both the individual and collective levels. Furthermore, cognitive mechanisms in the creativity process are unavoidably affected by sociocultural factors and these mechanisms look different across cultures, particularly between Eastern cultures and Western cultures, two worlds that often imply dramatically dissimilar values and perspectives. Despite the fact that many studies have compared and contrasted these two cultures in various respects, little research has focused on the specific topic of cultural variation in creative cognition. In addition, very few studies have examined the differences in the cognitive mechanisms underpinning the cultural variations that can be observed at a surface level. This Research Topic aims to fill this gap in the literature and examine the cognitive processes and mechanisms in the creativity process at both individual and collective levels across different cultures by using theoretical and empirical evidence.

Contemporary Pioneers in Teaching and Learning

[IAP](#) This volume traces the socialization processes, professional development, career paths, and theories and research of contemporary pioneers in education and psychology. This volume contains interviews of leading scholars who are at the vanguard of teaching and learning. They shared how their childhood development influenced their theoretical paths and research endeavors and revealed their thoughts, beliefs, and experiences that made them who they are today. These scholars responded to questions pertaining to their childhood socialization, initial interest in education and psychology, role models, research interests and major findings, future direction of their research, educational implications derived from their research, and perception of their legacy. They are real people who have had experiences like anybody else, but who found homes and teachers who supported them. While in college, they found educators who mentored them. Readers will find that this volume offers them an opportunity to learn the background of contemporary pioneers in education and psychology, provides helpful sources where they can learn about how major theories developed and where they are moving, and reveals the personal anecdotes that influenced the conceptualization of contemporary theories and research. Educators and students will find that this book provides hope and a rejuvenated enthusiasm about the status of education and psychology and that they too can be leaders in their own ways.

The Routledge International Handbook of Research on Teaching Thinking

[Routledge](#) The Routledge International Handbook of Research on Teaching Thinking is a comprehensive guide to research on teaching thinking. Teaching thinking is key to growing a more successful economy, is needed for increased democratic engagement and is vital for the well-being of individuals faced with the complexity of a globalised world. However, there are questions about what we mean by 'thinking', how best to teach it and how best to assess it, and it is these questions that this handbook explores and addresses. Containing surveys and summaries of international, cutting-edge research on every aspect of teaching thinking in a range of contexts, the handbook is thorough in its delivery, examining many different approaches and methods to help readers understand what teaching thinking is and how we can best take this movement forward. Key topics include: • Theoretical perspectives on teaching thinking • Approaches for teaching thinking • Developing creative thinking • Developing critical thinking and metacognition • The assessment of thinking • Teaching thinking in the context of STEM • Collaborative thinking and new technology • Neuro-educational research on teaching thinking This book is an essential guide for policy-makers, teachers and researchers who are interested in teaching thinking

Understanding School Choice in Canada

[University of Toronto Press](#) *Understanding School Choice in Canada* provides a nuanced and theoretical overview of the formation and rise of school choice policies in Canada. Drawing on twenty years of work, Lynn Bosetti and Dianne Gereluk analyze the philosophical, historical, political, and social principles that underpin the formation and implementation of school choice policies in the provinces and territories. Bosetti and Gereluk offer theoretical frameworks for considering the parameters of school choice policies that are aligned and attentive to Canadian educational contexts. This robust overview successfully shifts the debate away from ideology in order to facilitate an understanding that the spectrum of school choice policy in Canada is a response to the varying political challenges in society at large. This book is essential reading for those who desire a deeper understanding of school choice policies in Canada.

Applying Wisdom to Contemporary World Problems

[Springer](#) This book presents perspectives from world experts in the field of wisdom studies to propose how wisdom can provide the foundation upon which solutions to social and global problems can be grounded. The authors argue that where society has come to rely on leaders with skills relating to knowledge and intelligence; instead we should focus on wisdom-based acumen for our leaders in government, business, and the military. In this book the authors offer evidence-based definitions of wisdom and apply these to world problems they believe could potentially be solved using wise solutions. Among the case studies confronted are terrorism and war, poverty and economic disparity, climate change, increasing antibiotic resistance and political corruption. Focusing on the cognitive, social and emotional processes involved in everyday decision-making, this book presents a compelling argument for the application of wise problem-solving to complex world issues that will appeal in particular to those in leadership, teaching and policy roles, and open new pathways in the fields of wisdom-studies, psychology, sociology and political theory.

Creativity, Talent and Excellence

[Springer Science & Business Media](#) This volume reflects the multiplicity of perspectives in the theory and practice of creativity, while it is broadly accepted that the dynamism of humanity's responses to our evolving scientific, social and environmental needs depends on our creativity. It examines the central issues that animate the themes of creativity, talent development and excellence in schools and in the workplace, as well as analysing their related socio-cultural activities and processes. Forged in the workshops of a number of conferences and symposia, this collection represents in itself a creative partnership between European and Asian academics. Thus it includes contributions from various cultural and organizational settings, as well as chapters that enhance our conceptual models of creativity in both learning and teaching. The contributing authors recognize that exploring the nature of creativity necessitates a new paradigm in research and praxis in which integration, collaboration, and the synthesis of knowledge and expertise are key factors. Their chapters detail the results of studies relating to to creativity, talent, school excellence, team and goal setting, innovation and organizational excellence, resilience, self-regulation, and personal epistemology. Clearly defined sections take on discrete aspects of the topic that include a vital assessment of the challenges that lie ahead in fostering the creativity, talent and excellence of the young and in doing so, allowing them to play a positive and innovative role in a variety of social contexts.

At the Intersection of Selves and Subject

Exploring the Curricular Landscape of Identity

[Springer](#) *At the Intersection of Selves and Subject: Exploring the Curricular Landscape of Identity* aims to raise awareness of the inextricability of our teaching and learning selves and the subjects with whom and which we engage. By exploring identity at this intersection, we invite scholars and practitioners to reconceptualize relationships with students, curriculum, and their varied contexts. Our hope is to encourage authenticity, consciousness, and criticality that will foster more liberating ways of teaching and learning. This collection will be useful for pre- and in-service teachers, teacher educators, and educational researchers. It is a valuable resource for teacher education courses such as Curriculum Studies, Reflexive Practice, Philosophy of Education, Sociology of Education, Teaching Methods, Current Issues in Education, Collaborative Inquiry, and Narrative Inquiry. "At the Intersection of Selves and Subject lays bare the deepest under layers of the teacher self and subject with new energy. The sharing of reflexive inquiries in ethical self-consciousness liberates and unwraps queries into pedagogical practice. This is an important book for all educators, but especially for pre-service teachers as they consider or challenge the donning of teacher identity." - Pauline Sameshima, Canada Research Chair in Arts Integrated Studies, Lakehead University, and Editor-in-Chief of the Journal of the Canadian Association for Curriculum Studies "A pendant of images and texts, this collection is a dazzling display of Ellyn Lyle's insight that "understanding self is a way to understand other and society." That and other affirmations are depicted narratively and theoretically, across and within indigenities, singular exceptional identities, and paradoxical and (inherently) political identities. This collection invites us to work from within to reconstruct the self professionally. This pulsating portrait of juxtapositions teaches transpositions and extricates intertextualities. Through resolve, we are preserving this fragile someday shared space for being. Open this book as entering one such space; study what this pendant refracts in you." - William F. Pinar, Canada Research Chair, University of British Columbia, Vancouver

Conceptual Frameworks for Giftedness and Talent Development

Enduring Theories and Comprehensive Models in Gifted Education

[Routledge](#) *Conceptual Frameworks for Giftedness and Talent Development* explores current and enduring theories and comprehensive models of giftedness and talent development. Each chapter: Includes a description of the model, theory, or framework. Shares the most important implications of each model, including underrepresentation and social justice issues. Includes discussion questions for use with students and professionals. The editors also consider common issues across conceptual frameworks, such as the degree to which achievement defines giftedness, the goal of gifted education, and the role of psychosocial factors. This is a comprehensive reference for scholars and practitioners in the field, as well as those studying at the graduate level.

Talent Development in Gifted Education

Theory, Research, and Practice

[Routledge](#) This volume brings together experts in gifted education to explore critical perspectives in talent development across the lifespan, guiding readers toward a deeper understanding of advanced learners and their education. Chapters in the first section delve into the foundational theory, research, and models of practice underpinning gifted education and talent development, while the second section examines the practical applications of talent development in assessment, programming, and ongoing research. The book concludes with an exploration of talent throughout the lifespan, featuring detailed case vignettes to illustrate development across diverse fields of practice. Ideal for researchers as well as students of gifted education and creativity studies, this comprehensive handbook challenges readers to interrogate what they think they know about giftedness and talent development.

The SAGE Handbook of Gifted and Talented Education

[SAGE](#) The SAGE Handbook of Gifted & Talented Education provides a comprehensive and international overview of key challenges and issues in the field of gifted education, making this an invaluable volume for individuals in the fields of education, public and private school administration, psychology and beyond. Containing contributions by a range of expert authors from around the world, chapters include discussions of the wide range of human abilities and talents which impinge upon academic success, with explorations of various political, social and economic factors which influence how 'giftedness' and 'gifted education' is defined and understood in different regions around the globe. PART 1. CONCEPTS OF GIFTEDNESS AND IDENTIFICATION: SOCIAL AND EMOTIONAL NEEDS PART 2: EDUCATIONAL PROVISION: PROGRAMS AND STRATEGIES PART 3: GLOBAL RESPONSES TO EMERGING G&T PROVISION: DEFINING THE FUTURE

The Palgrave Handbook of Transformational Giftedness for Education

[Springer Nature](#) This handbook examines what education would look like if it prepared gifted students to transform the world—to make it a better place for all, not just for those who receive extra resources from schools in return for being labeled as "gifted." The editors explore how transformationally gifted people can seek to make the world a better and more just place: they try to make a positive, meaningful, and possibly enduring contribution to changing things in the world that are not working. They do not view "giftedness" merely as a transaction whereby, in exchange for being labeled as "gifted," they accrue benefits to themselves: such as a more prestigious education, more income, or residence in a more exclusive community. The overarching aim of this book is to present conceptions of what identification and instruction of the gifted would look like if the focus of gifted education was transformational rather than transactional. What if gifted education did not focus so much on acceleration vs. enrichment, or pull-out versus in-class integration, but rather on how to be gifted in giving back—in using one's gifts to create a better world?

Educating Gifted Students in Middle School

A Practical Guide

[Routledge](#) *Educating Gifted Students in Middle School: A Practical Guide* (3rd ed.) helps educators with the challenging task of understanding and meeting the needs of gifted students in middle school. This revised and updated third edition: Provides a rationale and framework that middle schools can use to fill the service gap for gifted and advanced learners. Addresses the needs of learners from diverse backgrounds. Shows how to implement effective program models. Identifies best practices for the classroom. Shares research-based curriculum models. Topics addressed include school organization, instructional strategies in the basic subject areas, cocurricular and summer programs, the missing link of executive function skills, and counseling at-risk gifted learners. *Educating Gifted Students in Middle School* focuses on creative, practical, and realistic school solutions that create a vital and responsive community for all students.

Handbook for Counselors Serving Students With Gifts and Talents

Development, Relationships, School Issues, and Counseling Needs/Interventions

Routledge The second edition of *Handbook for Counselors Serving Students With Gifts and Talents* provides the definitive overview of research on the general knowledge that has been amassed regarding the psychology of gifted students. This book: Introduces the reader to the varied conceptions of giftedness. Covers issues specific to gifted children and various intervention methods. Describes programs designed to fulfill the need these children have for challenge. Is updated and expanded, addressing contemporary issues. Reflects the latest research on giftedness. With chapters authored by leading experts in the field, *Handbook for Counselors Serving Students With Gifts and Talents* is a resource professionals can turn to for answers to a wide variety of questions about gifted children.

Inclusive Education

Making Sense of Everyday Practice

Springer "Inclusive education has emerged internationally over the past thirty years as a way of developing democratic citizenship. Core to inclusive principles are that improved equity in education can only be achieved by eliminating the economic, cultural and physical barriers that currently impede learning for particular students. To strengthen inclusive practice to this end inexorably requires that we attempt to make sense of it in its current form: to examine how it is enacted in educational settings from early childhood, schools, and communities and further and higher education; to contemplate the restrictions that it might inadvertently create; and to consider its effects on members of educational communities. Contributions to this edited collection represent diverse perspectives, yet share a commitment to challenging existing forms of educational marginalisation through policy, practice, theory and pedagogy. The chapters emerged from discussions at the inaugural Inclusive Education Summit that was held at Victoria University, Australia in 2015. They present research that was conducted in Australia, New Zealand, Indonesia, Bangladesh, Spain and the UK—illustrating transnational interests and diverse approaches to practice. Presented in four sections—provocations, pushing boundaries, diverse voices, and reflections, the chapters explore everyday practice across a range of contexts: from educating culturally and linguistically diverse, refugee, and/or socially and economically disadvantaged students, to issues of diversity brought about by and through gender, giftedness and disability. The book will appeal to academics, students and practitioners in disciplines including: education, sociology, social work, social policy, early childhood, disability studies, and youth studies."

Organic Creativity in the Classroom

Teaching to Intuition in Academics and the Arts

Routledge Creativity can be taught and nurtured, and we can build classrooms in which creativity thrives. This philosophy acts as a central thesis in a new book, *Organic Creativity in the Classroom*, edited by award-winning author Jane Piirto, Ph.D. This innovative collection of essays explores approaches to teaching creativity from the perspective of experienced educators and artists. The 23 authors have taught for more than 500 years combined, and in this book they share teaching stories and helpful strategies that can be used to encourage students to become more creative within specific domains. The authors include master teachers, curriculum theorists, holistic educators, and award-winning practitioners of writing, mathematics, science, social science, literature, foreign language, theater, songwriting, dance, music, and arts education, among other domains, who incorporate creativity and intuition into their classrooms. In this readable and lively book, they share their personal stories and practical advice for infusing creativity into the lives of students.

Educating the More Able Student

What works and why

SAGE An unprecedented collaboration between leading names from the independent and state sectors, this thought-provoking book addresses the current crisis in education for the most able. Grounded in the classroom, the authors draw on their own first-hand experiences and international research to scrutinise techniques and practices from leading countries, exploring the more divisive issues that have damaged teaching worldwide. Demonstrating what works well in teaching the most able, and also what does not work, the book offers a radical solution, a stimulus to thought and a way forward for teachers, academics and all those with responsibility for ensuring high standards in education, including governments and members of regulatory authorities. Considering it for your course reading list? Lecturers can order their e-inspection copy!

The Palgrave Handbook of Creativity and Culture Research

Springer This groundbreaking Handbook brings together leading international experts in creativity and culture research to provide an overview of current debates. It showcases the wealth of topics, approaches and definitions specific for this new, interdisciplinary field within creativity research. The theoretical and methodological innovations emerging from the joint study of creativity and culture highlight the role of creativity within today's innovation-based, multicultural societies. Drawing on theoretical and empirical reflections, including case studies from different continents and different creative domains, this Handbook provides a truly global outlook on current creativity research within an emergent, interdisciplinary field. This variety is highlighted by the Handbook's structure as it is divided into five sections: Creativity and Culture in the Psychology of Creativity; Creativity in Socio-Cultural Psychology; Creativity in Cultural Context; Creativity and Culture in Applied Domains; Cross-disciplinary Perspectives on Creativity and Culture. These sections provide a clear overview of the debates and questions of this research area as contributors share their interest in creativity not only as an individual but also a social and cultural phenomenon, and in culture as both the foundation and outcome of creative action. The Handbook will be an essential resource for researchers, particularly those based in social science and humanities disciplines.

Scientific Inquiry into Human Potential

Historical and Contemporary Perspectives Across Disciplines

Routledge *Scientific Inquiry into Human Potential* explores the intellectual legacy and contemporary understanding of scientific research on human intelligence, performance, and productivity. Across nineteen chapters, some of the most eminent scholars of learning and psychology recount how they originated, distinguished, measured, challenged, and adapted their theories on the nature and nurture of human potential over decades of scientific research. These accessible, autobiographical accounts cover a spectrum of issues, from the biological underpinnings and developmental nature of human potential to the roles of community, social interaction, and systematic individual differences in cognitive and motivational functioning. Researchers, instructors, and graduate students of education, psychology, sociology, and biology will find this book not only historically informative but inspiring to their own ongoing research journeys, as well.

Nurturing Creativity in the Classroom

Cambridge University Press As interest in creativity explodes, it has become more complicated to decide how to best nurture creativity in our schools. There are the controversial Common Core Standards in many states. Meanwhile, the classroom has become increasingly digital; it is easier to access information, communicate ideas, and learn from people across the world. Many countries now include cultivating creativity as a national educational policy recommendation, yet there is still debate over best practices. Indeed, many well-intentioned educators may institute programs that may not reach the desired outcome. The notion that schools 'kill creativity' has become a widespread social meme. We view such beliefs as both hyperbolic and problematic: they allow us to recognize there is a problem but not solve it. In this book, a wide array of international experts addresses these issues, discussing theories and research that focus on how to nurture creativity in K-12 and college-level classrooms.

The Creativity Conundrum

A Propulsion Model of Kinds of Creative Contributions

Psychology Press This book challenges traditional notions of creativity as a trait, and brings forward ideas of multiple types of creativity, along with the possibility of development of creativity.

Democracy and Education

Read Books Ltd This antiquarian volume contains a comprehensive treatise on democracy and education, being an introduction to the 'philosophy of education'. Written in clear, concise language and full of interesting expositions and thought-provoking assertions, this volume will appeal to those with an interest in the role of education in society, and it would make for a great addition to collections of allied literature. The chapters of this book include: 'Education as a Necessity of Life'; 'Education as a Social Function'; 'Education as Direction'; 'Education as Growth'; 'Preparation, Unfolding, and Formal Discipline'; 'Education as Conservative and Progressive'; 'The Democratic Conception in Education'; 'Aims in Education', etcetera. We are republishing this vintage book now complete with a new prefatory biography of the author.

Exceptional Child Education Resources

On Adam Smith's Wealth of Nations

A Philosophical Companion

[Princeton University Press](#) Adam Smith was a philosopher before he ever wrote about economics, yet until now there has never been a philosophical commentary on the *Wealth of Nations*. Samuel Fleischacker suggests that Smith's vastly influential treatise on economics can be better understood if placed in the light of his epistemology, philosophy of science, and moral theory. He lays out the relevance of these aspects of Smith's thought to specific themes in the *Wealth of Nations*, arguing, among other things, that Smith regards social science as an extension of common sense rather than as a discipline to be approached mathematically, that he has moral as well as pragmatic reasons for approving of capitalism, and that he has an unusually strong belief in human equality that leads him to anticipate, if not quite endorse, the modern doctrine of distributive justice. Fleischacker also places Smith's views in relation to the work of his contemporaries, especially his teacher Francis Hutcheson and friend David Hume, and draws out consequences of Smith's thought for present-day political and philosophical debates. The Companion is divided into five general sections, which can be read independently of one another. It contains an index that points to commentary on specific passages in *Wealth of Nations*. Written in an approachable style befitting Smith's own clear yet finely honed rhetoric, it is intended for professional philosophers and political economists as well as those coming to Smith for the first time.

Current Index to Journals in Education

Semiannual cumulation

Learning to be

The world of education today and tomorrow

[UNESCO](#)

Morality, Ethics, and Gifted Minds

[Springer Science & Business Media](#) *Morality, Ethics and Gifted Minds* explores much of the current wisdom on ethics and morality while developing new perspectives on the ethical dimensions of high ability. Prominent authors from diverse disciplines are brought together, recognizing that no single discipline can capture the essence and entirety of nettlesome, complex, multidimensional moral issues. More specifically, the book explores new dimensions of ethics and morality; magnifies the importance of applying highly intelligent minds to ethical issues while developing ways to strengthen the ethical awareness of the creative and gifted, and brings diverse, interdisciplinary perspectives to bear on these issues.

Creative Intelligence

Toward Theoretic Integration

[Hampton Press \(NJ\)](#) The Contributions to this volume are part of a collaborative, interdisciplinary attempt to clarify, expand, and discover integrative patterns within current conceptual foundations for research and practice in fields pertaining to creative intelligence. Chapters in the first section establish the lay of the land for this ambitious project. The authors in this section also make recommendations about the most effective ways to approach broad-scope exploration of theory pertaining to creative intelligence. The next section includes several conceptual frameworks that have potential for incorporating a wide range of phenomena pertaining to creative intelligence. Section Three includes clarifications of environmental influences on the development of creative intelligence and the sociocultural selection of giftedness. Authors in this section also deal with internal cognitive processes and the moral-ethical dimensions of mind. Finally, Section Four returns to broad-scope perspective-taking.

Morals and Dogma of the Ancient and Accepted Scottish Rite of Freemasonry