

Confronting Dogmatism In Gifted Education

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this book looks beyond the predominant conceptual frameworks that dominate thinking about giftedness and talent leading thinkers in the field of gifted education question fundamental assumptions about high ability and probe the larger contexts that influence gifted education

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

if you publish you are trying to create something that is original that stands out from the crowd above all you want to create something you are proud of richard branson 2002 p 57 after the publication of my bestselling international handbook on innovation publishers from around the world began to invite me to work on new books with them when springer invited me to prepare the international handbook on giftedness i was on a maternity leave with my 3 months old and my 5 year old was just starting school i however had wanted to prepare such a handbook for a long time and was waiting for just the right moment to dive right into such an endeavor the time had come and i agreed to prepare a handbook that would expose readers to new views great discoveries and significant advancements of scientific knowledge exactly as richard feynman advised see his opening quote at the beginning of the introductory chapter i have always been convinced of the paramount significance of the topic of giftedness and gifted education to the world as a whole there is no doubt that gifted individuals are and will be extremely important to society one way to understand the history of human civilization is via inventions and discoveries of the gifted all human cultural development builds on the amazing technological scientific educational and moral achievements of the human mind today people increasingly realize that gifted and talented individuals are even more important than in the past

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 and the education of creative young minds

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