



Second Call for Papers

27th Round Table on Giftedness

It is our honour and pleasure to invite you to participate and give your scientific contribution to
the International Conference:

SELF-REGULATION AND DEVELOPMENT OF POTENTIALS OF THE GIFTED

Time and place: 25 Jun 2021, Vrsac

Organization:

- Preschool Teacher Training College “Mihailo Palov”, Vrsac, Serbia
- University “Aurel Vlaicu”, Arad, Romania
- University of Maribor, Pedagogical Faculty, Slovenia
- The International Centre for Innovation in Education (ICIE), Ulm, Germany
- University “Saint Kliment Ohridski”, Pedagogical Faculty, Bitola, Macedonia

Gathering character: international scientific conference

Keynote speaker:

Prof dr Albert Ziegler - the chair of Educational Psychology and Research on Excellence at the Friedrich Alexander University Erlangen-Nurnberg



Conference Registration

The registration deadline: 05 Jun 2021

A potential presenter at the Round Table can apply with only one paper (author, co-author).

Along with the paper title, please send an abstract of the paper and the key words (up to 5) in B5 format (900 to 1000 characters) in mother tongue, as well as in the English language.

The application should contain:

the title, name and surname of the author
institution and place

e-mail

the title of the paper

paper abstract in mother tongue and in the English language, key words.

Please send your abstracts and papers by e-mail okruglisto1vs@gmail.com or post to the following address:

Preschool Teacher Training College (for the Round Table)

Visoka škola strukovnih studija za obrazovanje vaspitača "Mihailo Palov",

Omladinski trg 1

26300 Vršac

Serbia

The participants will be timely informed on the form of realization of the 27th Round Table (whether it will be held in Vršac or online), depending on the epidemiological situation in the region.

Contact person:

Snežana Prtljaga

e-mail: okruglisto1vs@gmail.com

mobile phone: +381 60 08 36 015

The conference is organized for those invited, while the abstracts and paper will be reviewed by a panel of experts from the country and abroad who are appointed by the Conference Committee and who have exclusive and binding authority to accept or reject any paper. You will be informed whether your paper has been selected until **12 June 2021**. The book of abstracts will be printed and distributed to Conference participants before the conference.

Please send your full paper to okruglisto1vs@gmail.com until 03 September 2021 paying special attention to the following paper requirements:

- Microsoft Word B5 format, font Times New Roman, 10 points letter size, single spacing, standard Windows margins.
- The maximum acceptable length of a submitted scientific paper is 15 pages (30 000 signs), a review article is up to 6 pages (10 000 signs) and professional article is up to 3 pages (5000 signs).
- citations should follow the standard (standard APA convention) guidelines.
- Papers should be sent in both mother tongue and English language.

Selected papers will be published in the Book of Collected Articles 27.

The Book of abstracts and the Proceedings from the last year 26th Round table: The Gifted: Personal and Social Perspective has already been published and is available on the following link:

<http://www.uskolavrsac.edu.rs/Novi%20sajt%202010/Dokumenta/Izdanja/26%20Okrugli%20sto/default.htm>

For those participants who need accommodation the organizers recommend the following hotels:

Hotel ,Srbija: <http://www.hotelsrbija.rs>;

Hotel Vila Breg: <http://www.villabreg.com>;

Motel Vetrenjača: <http://www.vetrenjaca.co.rs>;

Apartments 135: <http://www.sobe-smestaj.com/apartmani-135.html>;

Tourist organization of Vrsac: <http://www.to.vrsac.com>.

In Vrsac, May 2021.

On behalf of the Conference Organization Committee

Jelena Prtljaga

<http://www.nauka.uskolavrsac.in.rs>

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Self-regulation and development of potentials of the gifted

- *current approaches and models of research and teaching – reaches and limitations –*

The aim of the 27th Round table is for the academic and professional community, together with the conference organizers, to focus on self-regulation of the development of the potentials of the gifted in the sense of considering the current approaches and models in research and encouragement of the development of the gifted, i.e. their reaches and limitations. Current interests, just like those half a century ago, in the beginning of intensive dealing with the phenomenon of self-regulation of giftedness, have opened a number of questions and polarized both scientific and applied reality around numerous dilemmas in the discourse of opposing currents, with or without attempt to reach a consensus, searching for unambiguous and acceptable answers, possible to fit in the existing scientific knowledge embedded in verified answers. A brief look on this sketch of challenges refers to the following controversies, differences, ambiguousness, dilemmas...

Research in the field of learning and development of the gifted still have been searching for the possibilities to encompass withing holistic approach as many aspects, in order to define the factors of development of the gifted with more certainty. The field also involves the significance of contemporary views on ability and more non-cognitive constructs, as a basis of self-determination, shifting attention to the processes like meta-cognition and amalgamating motivation and cognition, aims, motivation and affects towards contribution to forming a new circle on the spiral of scientific insights, which in the last decades marked cognitive revolution and guided structuring of activities in the work with the gifted. In this sense, it is important to focus the discourse on the consideration of the role of synergy of motivation and cognition in regulation of human behaviour and learning, as well as on the significance of orienting points milestones for efficient didactic strategies of providing encouragement in the work with the gifted. This is important for us to be able to more clearly consider the reaches of the efforts to develop self-regulating competencies, as well as what is their importance for the development of the potentials of the gifted, further influencing the guidance and maintenance of the quality of their lives, psychological and mental health, efficient learning, etc.

Consequently, the following question is also significant: what do the current trends in the field of gifted education mean for the development of the gifted, having in mind that they are characterized by more emphasized shift from the usual focus on extraordinary talent to educational context, educational policies and resources necessary for support to economy. The current approaches of models of research and encouragement are driven by the global needs of conceptual economy for talented and highly academically educated, advocating for early identification of the gifted, monitoring and providing support to their further development, in order to objectivize their effects as competencies resulting in multiplication of knowledge and expansion of world capital in the modern globalization trends of utilitarian, technologically and pragmatically oriented society. Following the previous thought is issue of the way a gifted individual determines a sense/purpose of life serving for determination of aims and investing of efforts. It is interesting to consider to what an extent cultural context influences the differences in self-regulation, determination of sense/purpose of life and motivational aspects in self-realization, as well as what are the reaches of educational intervention in the opposed perspectives of economized educational politics and eudemonic aspect of the gifted.

The subject of current dealing with motivation as an element of self-determination in all the fields of gifted learning and teaching refers to the ways of transfer of control from teacher to student and personalised learning; academic and emotional advantages of sharing control with student in learning autonomy, opportunities for students to design and evaluate own learning; personalization, rather than differentiation and individualization.

Similarities and differences in development between the domains of sport (tennis and swimming), art (sculpture and violine, piano performance) and academic fields (mathematics, language, biology, philosophy...) and determinations in manifestation of high performances are another of the key elements of

psycho-social skills in various domains of self-regulation and development of the potential of the gifted with different current approaches and models of research and teaching of the gifted.

The discourse within the 27th Round table on Giftedness, the presentations and discussion to be published in the scientific monograph from the international conferences are supposed to point to similarities and differences between the reaches and gaps in the basis of knowledge, as well as differences in research and teaching, according to analyses supported by arguments and in order to open new views on self-regulation and development of the potentials of the gifted for future research of high performances and ideas for empirical validation of theoretical and practical models of encouragement of the gifted, in a way which neglects neither personal nor social perspective in the development of giftedness and contribution to society.

Thus, the impulses for the discussion on the round table refer to the following:

- The fact that interests in the field of giftedness and creativity in the last decades have been directed to the ways to develop efficient educational strategies in the name of the support of the gifted is opposed to the approach to understanding of giftedness from the angle of evolutive dynamics of dysfunctionality of this social phenomenon (Persson, 2019).
- The paradoxical field without uniting tendencies remains still open, even though certain ideas could offer possibilities for a solution. One of the starting points for opening up a discussion could refer to Actiotope Model Giftedness (Ziegler, 2005) where certain supports for approaches to individual perspective in support to the gifted can be found, having in mind that they are evidently not a large group, but their diversity is a significant fact those making decisions should be aware of. The issue of giftedness encouragement from the angle of an individual or a context, otherwise closely associated with a relation individual – society, has a conflicting character, with negligence of uniqueness of the gifted in a social setting. Thus, the standards are established by the average according to their measures. The space is opened here for the question how can uniqueness, ignoring its description as an accidental phenomenon which can but does not have to be an advantage, be put in the same perspective as the average, in order to create communication relation of both perspectives, so that each of them can be harmonized; is it possible and to what an extent with mutual benefit.
- Deeper insights into the phenomenon of giftedness and talent from the angle of dynamics of filogenetic development and adaptivity of human nature, a special endogenetic feature of a man, whose development assumes pedagogical concept of giftedness which in its foundations includes ideas of generally respected human dignity and classical education, a concept with many public and personal freedoms and responsibility for creation of one's own life, searching for ways to get to a special treatment.
- Another question is raised: can such an approach can meta-theoretical perspective; can it be considered a framework, a matrix for the encounter with other approaches? Thus, we are a step from methodological context of the subject posed in the title of this text, which also has a space for a discussion of the issues like: are modern structural changes in education in function of self-regulation encouragement and to what an extent; how much they enable guidance of the gifted towards reliance on self-efficacy of the subject and related constructs, like, e.g. expectations outcomes, self-understanding and perception of control; what are the reaches and limitations of certain models with serve as a ground for research on the quality of work with the gifted; to what an extent are the constructs like aims, outcomes, self-understanding or locus of control reliable predictors of motivation in learning of the gifted; what is the role of personality traits in all this; the relation between personal features and other non-cognitive factors (emotions, motives...) and how much are all these in supremacy when considering the contribution of self-regulation.
- Personalization and mentorship from the angle of standards of achievements has in itself a disharmony and narrow understanding of reaches and limitations in the practical aspects of self-regulation (Ziegler, 2005). Furthermore, the characteristics of a curriculum should also be considered from the aspects of appropriateness of encouragement of self-determination of the gifted; what are the consequences of paradigmatic transformation of the function of learning and knowledge in the instruments of politics and economy for the development of the gifted; facing with the current approaches and models of learning and leaching: effects of reform currents (*fall of quality of education, weak motivation of students, facing with the differences in axiological systems, historical and traditional differentiation in organizational systems of the countries we are coping and the position of the gifted within them; standards as limitations of personalization...*).

- The importance of self-determination for psychological development, stability and academic and other achievements of the gifted;
- Encouragement of self-efficacy as an efficient predictor of motivation in learning of the gifted – the examples of groundedness on performance, adequate self-understanding, expectation of outcomes and locus of control; possibilities of encouragement of autonomy of motives: the ways of extrinsic and intrinsic motivation in subject didactics.
- Discriminatory value in prediction of shared motivational outcomes (the choice of activities, effort, persistence and emotional reactions...) – the reaches of variables most often encompassing the used models of research and teaching in self-regulation.
- Sensibility to subtle changes in the achievements of the gifted in the context of learning and teaching, for the interaction in self-regulated process of learning and for mediation towards autonomy in learning, closely related to the issue of the strategy of interventions for the gifted – challenges for the professionals in education and public policies; strategies of guidance of self-regulation towards overcoming of depressive patterns of behaviour in adolescence; self-regulation, personality traits and emotional stability.
- Perceptions of teachers (from the standpoint of self-regulation) of the programs for individuals with high achievements from the angle of cultural context; inclusive and exclusive practice for high performances – pro et contra;
- Effects of social support to self-regulation... competitions (or Olympiads) as a means for development of the gifted and recognition of talents – pro et contra from the standpoint of evolutive dynamics; potential harmfulness of aspect of competitiveness – competition as a motor of world economy; negative effects of competition; physiological changes encouraging increase of risk and diminished intellectual sharpness; the consequences of use of competition as a means for talent identification; achievement as a level of survival instinct or certain inclination for academic subject.
- Subjective experience of well-being from the position of eudemonic approaches to hedonism from the aspect of purpose/sense of life, as milestones of realization of potentials in self-regulation; current tendencies and proclaimed functions of upbringing and education from the aspect of role of education in the search for understanding of sense and purpose of life of the gifted; readiness for dealing with uncertainty and ambiguities on the way of self-regulation.
- Objective well-being and adequate definition of psychological well-being: to what an extent is it justified to simplify well-being and boil it down to contempt and happiness; structure of basic determinants of the concept of psychological well-being and the concepts of facilitation of the gifted;
- Emphasis on the need to meet the demands of the “learning society” and neglect humane note of education of the gifted – problems in self-regulation.
- Self-regulation and development of the potentials of the gifted; autonomy as a principle in gifted education – academic and emotional aspects; personalization as a principle in the work with the gifted: reaches and limitations.
- Role of emotions and self-regulation in creativity of the gifted.
- Self-determination as a factor of professional and other life achievements of the gifted.
- Learning and teaching from the angle of self-regulation of the gifted in the age of digitalization – advantages and disadvantages.
- Self-regulation of learning and development of the gifted as challenges of teachers.

Academician Grozdanka Gojkov
In Vrsac, April 2021.

