



Third Call for Papers

Jubilee 30th Round Table on Giftedness

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

FACTORS OF FAILURE IN THE GIFTED: HOW TO OVERCOME THEM?

Time and place: 05 July 2024, Vrsac

Organization:

- Preschool Teacher Training and Medical College, 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:

Polonca Pangrčič - Alma Mater Europaea ECM, Maribor, Slovenia

Key note speech topic: *Holistic Approach in Education of the Gifted*

Jasmina Stolić Pivnički, Preschool Teacher Training and Medical College, Vrsac, Serbia

Key note speech topic: *Personalizing the Approach to Guiding the Gifted: Towards Supporting Excellence*



Conference Registration

The registration deadline: **3 June 2024**.

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**)

Preschool Teacher Training and Medical College, Vrsac, Serbia

Omladinski trg 1

26300 Vršac

Serbia

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 **17 June 2024**. 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 11 November 2024 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 30.

The Book of abstracts from the last year 29th Round table: Giftedness Complexity in Learning Culture been published and is available on the following link:

<http://www.nauka.uskolavrsac.in.rs/29-okrugli-sto/>

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>;

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

In Vrsac, May 2024

On behalf of the Conference Organization Committee
Danica Veselinov

Scientific Committee

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FACTORS OF THE FAILURE OF THE GIFTED: HOW TO OVERCOME THEM?

In the previous three decades the Round Table on Giftedness in Vrsac has been gathering researchers from universities and institutes, as well as the practitioners from institutional networks in the region, EU and the world on whose map one of the points is the Preschool Teacher Training and Medical College in Vrsac (the member of both *European Council for High Ability /ECHA/* and world gifted associations */WorldTalentWeb/*), being dedicated to the endeavours to enlighten the enigma of giftedness in the form of concentric circles in the spiral of interestedness in progress and explanation of numerous dilemmas, lining up in accordance with the growth of knowledge in the field, giving contribution to gaining insights into the issues scientific research has been dealing with. The issues have been chosen having in mind the current trends and the level of knowledge in the field of giftedness, casting light with the help of a discourse and empirical findings on certain aspects of specific features of the population of the gifted. Today we know they are not a monolith group, since the idiosyncratic unrepeatability of the phenomenon has clearly imposed as an enigma and the contemporary methodological approaches have not been up to them. And this is a challenge for all those who never give hope in their intention to get closer to it at least to such an extent that through personalization of approaches in guiding the gifted their excellence can be supported in accordance with now already generally accepted characteristics of the gifted: extraordinary fast developmental advancement, easiness and individuality in mastering a suitable domain... In other words, showing respect for giftedness understood as a difference in the sense of advantage, convincing progress and unusual level of independence in perceiving the rules and acquiring knowledge and skills from a certain domain, as well as idiosyncratic approaches to problem solving and powerful intrinsic motivation, i.e. striving of a gifted person to master the contents from the domain of his/her talent which should not be equalized with the motive for achievement (von Károlyi & Winner 2005); the researchers who have participated at the Round Tables have presented the findings of their research, discussed them and opened new questions for further research in the field.

However, previously outlined features of the gifted, the need for competence and actualization of ability and an exceptional need to master a domain, even though something comes out of exceptional ability, has not been sufficient for the explication of the phenomenon of academic failure of intellectually gifted pupils/students. Because the findings of longitudinal research (Gojkov 1998) ascertained that not more than 4,5% of academically gifted manages to reach the expected level of excellence. Defensive strategies of self-regulation of gifted students, as it was found out by research (Loncaric 2014) are not a rare occurrence among the gifted, and they are seen as the most frequent link in the vicious circle of depressive self-regulation as a form of manifestation of reactive behaviour as depressive state and academic inefficacy, *which was the motive for the choice of the topic of this Round Table.*

Research findings (Altaras 2009) point out that academic failure of intellectually gifted is manifested as extinguishing of intrinsic academic motivation and suppressing the gifted in his/her search for knowledge. Research also state that there is no small number of the gifted who in the period of overcoming adolescent crises abandon studies (Gojkov 1998; Loncaric; 2014); in other words, it is not few gifted who “disappear from the scene” during the period of adolescence, factors for such behaviour being numerous, both intrinsic and extrinsic. They also clearly point to the fact that the question of translating potential into achievement has a number of aspects, and each of them is significant for the understanding of the complexity of giftedness phenomenon and provision of help in encouragement of its development, especially in the moments of crisis and academic inefficacy. Previous statements, even though given in the form of sketch lines of the question placed in the focus of the discourse and dispute of the 30th Round Table, permeates ***the aim of the conference*** to pay special attention to ***the factors of failure of the gifted and the strategies for overcoming academic inadequacy.*** And within this framework significant attention will be paid to research findings and experiential strategies in overcoming defensive states, accepting of alternative aims and values, whose function is to protect self-respect and go in the direction of using a self-defence pattern of self-regulation, in order to protect ego (Loncaric 2014).

It is also expected from the discourse to be oriented towards the findings pointing to significant factors in the cases of defensive strategies, found specific patterns of attributions, like external attribution of failure, avoiding of tasks, absence of cognitive involvement, superficial cognitive processing and self-handicapping (Loncaric 2014), which is in a large number of cases, according to the studies conducted up to now, a certain path towards the depressive pattern of cognitive and motivational beliefs and strategies.

Another issue refers to the search for the ways to overcome the defensive strategies, characterised by reduction of activities and withdrawal from tasks and interactions, self-confirmation of the adopted pattern of one's own incapability and avoidance of the situations which can in this sense bring along additional opportunities for one's own negative self-evaluation and negative emotions, so that they could get “back to track”. In other words, findings are expected dealing

with the efficacy of didactic strategies, which in research findings have encouraging effect in the sense of corrections in self-regulation, and the certain way leads in the direction of getting back to motivational strategies, learning strategies, which have been confirmed by the research as efficient in the self-help in self-correction and self-regulation.

One of the missions of this Round Table is to focus on the issues of structuring the concepts of help to pupils/students who at certain points face the absence of academic motivation and thus without the strength to reformulate their aims, re-evaluate their existing metacognitive processes, learning strategies, etc. Within all this and from the angle of evaluation of educational effects, a narrower question has imposed itself: to what an extent the wide scale testing like TIMS, PISA... in the curricular approach and in what a way have a true motivational effect and how much they influence expectations of high academic achievements, reaching of high educational standards of the gifted? To what an extent the above mentioned TIMS and PISA tests have the signs of encouraging motivation and proactivity in realization of academic achievement and what would be the ways of evaluation of the gifted that could be a more powerful intervention means in the moments of crisis. Consequently, it is important to consider in the discourse the approach to the orientation towards standards from the aspect of proactive position of the learner in the learning process and the importance of evoking awareness on the value of setting one's own goals and being dedicated to them. It is also expected to open a discourse on the research findings stating that the current teaching approaches, based on the existing learning and teaching standards, with the externally imposed aims in the standards the learner is not aware of, since he/she has not participated in their articulation, and they were not even offered to him/her for conscious acceptance, thus carrying certain responsibility for their achievement, leading to academic achievement. Along with what has already been said is the adequacy of monitoring achievement, awareness of the learner of the level of one's own responsibility in all this, attribution to failure, addressing it as a failure towards external factors, as well as other issues of the reaches and limitations of learner-centred didactics, which, unlike traditional didactics needs more space to provide the learner with the possibilities to choose one's own aims and regulate one's own activities and the learning context.

Furthermore it is expected to present research findings and discuss the issue of giving learner liberties to get involved in project activities and express their own ideas about the ways of solving the given task and reaching the aim, in communication with others in group activities, participation in formulating the criteria for the evaluation of their own work, which is a basic element for acquiring more conditions for development of autonomy, implying responsibility and competencies of self-regulated learning.

In harmony with what has been previously said, it is important to consider the question to what an extent giving freedom is associated with the level of the gifted being equipped for self-regulation, as well as the issue how far to the effects of project learning reach, or is it possible to reach all the aim through the project methods, or is it the most efficient method in all educational situations? Relying on the previous one is the question of specific features of methods and strategies leading to the effects of excellence in the gifted which is a challenge for both researchers and practitioners, who are supposed to immediately encourage development of excellence in the gifted and are a significant factor in making pupil/student familiar with the ways of self-regulation of metacognitive and motivational strategies of learning, proactive attitude towards selection of learning goals, structuring of content and making decisions on ways of learning. Other questions follow: how to introduce pupils/students into the ways of self-regulation of metacognitive and motivational strategies of learning, proactive attitude towards the selection of learning aims, content structuring and making decisions regarding the ways of learning in the situations of depressive behavioural patterns and rejection of academic aims, how to motivate them, familiarize them with the skills of self-regulation, and even a step further: what if a pupil/student has rejected previously developed strategies of self-regulation and reached the state of defensive strategies of self-regulation of learning aims and creating non-academic identity abandoning academic achievements as opposite to the aims of their referent group and personal aims (Loncaric 2014). What if in these situations alternative ways and values are accepted, manifested in the form of protection of self-respect, leading to using of self-defence pattern of self-regulation in order to protect ego; what should be done if specific attribution patterns occur, like, for example: extrinsic attribution of failure, avoidance of tasks, cognitive absence, superficial cognitive processing and auto-handicapping, followed by depressive patterns of cognitive and motivational beliefs and strategies, like stable, intrinsic attributions of failure and stable extrinsic attribution of success, the sense of helplessness, postponing and apathy, reduction of activities and withdrawal from the tasks and interactions, self-confirmation of the adopted scheme on one's own incompetence and avoiding the situations which in this sense could bring about additional opportunities for one's own negative self-evaluation and negative emotions; what are the possibilities of didactic and pedagogic action in the sense of corrections in self-regulation, i.e. getting back to motivational learning strategies.

The above sketch is only an impulse for reflection of researchers and practitioners on the topic of this year's conference, in their search for the answers to numerous questions regarding diverse aspects of the phenomenon of failure of the gifted, ranging from conceptual and theoretical to practical reaches and limitations of the findings on stimulating development of excellence of the gifted in the current state of affairs within learning and teaching culture.

In Vršac, 2024

Grozanka Gojkov

