NURTURING TALENTS

Special Issue on the 18th APFG Conference held in Takamatsu, Japan, August 2024

© Yoshinari Ishimura

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ABOUT THE ARTIST

YOSHINARI ISHIMURA

Mr. Yoshinari Ishimura (b. 1994)

"My works are my words"

Mr. Ishimura is an artist living in Niihama, Ehime, Japan. Diagnosed with autism at the age of two, he has received extensive therapeutic rehabilitation with the support of his family and community to achieve indepence. His art focuses exclusively on living creatures, and he shows no interest in any other subjects. This singular devotion gives his work a profound warmth and shows an unwavering pursuit of the truth of life. He has received both national and international recognition, including the Excellence Award in the Drawing Category at the 2nd New École de Paris Ukiyo-e Exhibition in 2013 and the Grand Prize at the Environmental White Paper Cover Painting Competition in 2016. His remarkable talent has flourished thanks to the boundless love of his family, and his life has been depicted in the film *Blue Lion*, which is currently being screened to widespread acclaim across Japan.

For more information, kindly access this link: https://i-yoshinari.jp

EDITORIAL BOARD

PAROMITA ROY

A psychologist and serves as the Deputy Director of Jagadis Bose National Science Talent Search (JBNSTS), India's oldest talent search institution with more than 30 years of experience working with high ability students of science.She is involved in program development for high ability science students and teacher training. Her research interests include talent identification and nurture, developing concepts of giftedness, women and girls in STEM. She has been part of global cross nation studies on "Teacher Perceptions on Giftedness", with University of Erlangen-Nuremberg, Germany, and "Psychology of Talented Students" with College of William and Mary, Virginia, USA and Center for Talented Youth Dublin City University, Ireland. Paromita Roy was a joint convener of India's First International Conference of Gifted Minds" India in 2014 with participation from Europe, USA, Middle east and Asia. She is a co-author of "Nurturing Buddhimaan (Gifted) Children : A Practitioner's Guide", an important reference book for Indian aspects of Giftedness and has contributed two chapters; "Gifted Education in Asia: Problems and Prospects" published by IAP, USA in 2015, and "International Perspectives on Science Education for the Gifted: Key issues and challenges", published by Routledge in 2016. She has spoken at conferences in conferences across the world and has been an international referee for the Asia-Pacific Forum for the Science Talented (APFST) for 2017 and 2018 and is an executive member of the Asia-Pacific Federation for Giftedness.

Email- paromitar@gmail.com

MANABU SUMIDA

A Professor of Science Education in the Faculty of Education at Ehime University. A PhD in Education from Hiroshima University, he has been a visiting researcher at the University of Georgia, USA, in 1998 and a visiting scholar at the University of Cambridge, UK, in 2012–2013. His area of research interest is STEAM education for gifted learners. He is a founder and director of Kids Science Academy, a special science program for gifted young children. He was an international committee member of the TIMSS 2003 and the OECD PISA 2015. He received the Academic Award from the Japan Society for Science Education in 2018. Dr. Sumida also received the Ryoji Noyori (Nobel Laureate in Chemistry in 2001) Education Award in 2013. He is a delegate of the Japan to the World Council for Gifted and Talented Children and an executive committee member of the Asia-Pacific Federation on Giftedness for the term 2022–2024 and 2024-2026. He is President of the Japan Society for Science Education and the Asia Regional Representative of the International Council of Associations for Science Education.

Email- sumida.manabu.mm@ehime-u.ac.jp

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JIYOUNG RYU

She serves as the Director of the Gifted Education Policy Center at the Global Institute for Talented Education (GIFTED), Korea Advanced Institute of Science and Technology (KAIST), South Korea. She earned her doctorate in Gifted Education from Teachers College, Columbia University. Since 2009, Dr. Ryu has designed and overseen educational programs tailored for gifted students from underprivileged backgrounds. She has also led numerous government-funded research initiatives in the field of gifted education. Dr. Ryu has presented extensively at both domestic and international conferences and published in academic journals on topics related to gifted education. Her research primarily focuses on the psychological and emotional adjustment of gifted individuals, as well as the education of economically disadvantaged gifted students. Currently, Dr. Ryu works closely with the Korean government to shape gifted education policies She also serves as the Vice President of the Korea Society of Gifted and as South Korea's delegate to the Asia-Pacific Federation on Giftedness.

Email- jryu01@kaist.ac.kr

SAMEENA MANASAWALA

She has been working with gifted and talented children and their families for over a decade. She is a psychologist, and has a doctoral degree in gifted education. She heads the nurturing domain at Kaveri Gifted Education and Research Center. Her passion for addressing this issue led to her being awarded a Fellowship for Professional Development in gifted education from the Belin-Blank Center for Gifted Education at the University of Iowa, USA. She designs nurturing programs based on indigenous models, trains counsellors and teachers in gifted education, facilitates workshops and parent support groups to support all stakeholders in gifted education. She trains and consults with mainstream schools in India to initiate talent development programs in India. She has co-authored an Indian book on Giftedness in 2024 called "Nurturing Buddhimaan (Gifted) Children : A Practitioner's Guide".

Email- sameena.manasawala@kaveri.edu.in

EDITORIAL BOARD

LINDA YEH

She is currently working as a lecturer at the Faculty of Learning Sciences and Education, Thammasat university, Thailand. She earned her Ph.D. in education from The University of New South Wales and M.Ed. in special education from University of Sydney, Australia. Prior to her career as a university lecturer, she worked as a kindergarten teacher in which her interest in special and gifted education ignited. Her areas of expertise include inclusive education, gifted education and talent development, individual differences, curriculum differentiation for diverse learners, higher order thinking skills, and learning design and facilitation. Her research projects are multidisciplinary, examining social phenomena through diverse perspectives such. as. social perceptions on marginalized populations; equitable society for the minority; professional development based on ecological perspectives on education etc.

Email- linn.yeh@lsed.tu.ac.th

WEI-REN CHEN

He is an associate professor of the Department of Special Education at the National Taiwan Normal University. He received his doctoral degree in Curriculum and Instruction, University of Illinois at Urbana-Champaign. He used to be an elementary school teacher for students with gifts and talents for five and a half years. Wei-Ren has been working with his team members to develop curriculum based on Design-based Learning as a way to implement gifted education pedagogy in gifted and general education. His research focuses on curricular and instruction differentiation, teacher professional development, and aesthetic education. With an interest in the arts, he loves to explore aesthetic qualities in teaching, learning, and life.

Email- cweiren@ntnu.edu.tw

EDITORIAL BOARD

JAQUELINE HARDMAN

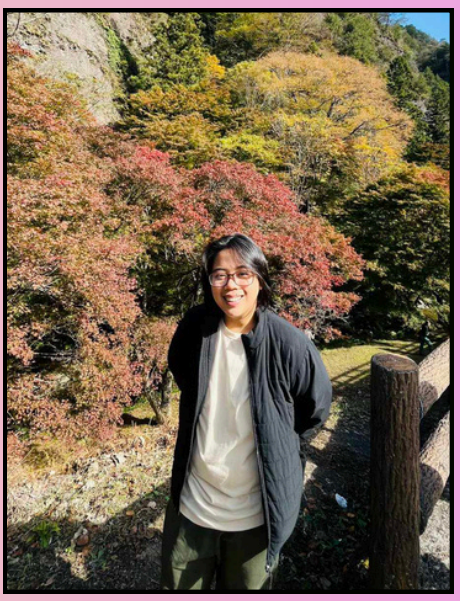
She is a doctoral candidate at the University of New South Wales, researching the lived experiences of gifted high school students under the supervision of Prof. Jae Yup Jung and Dr. Geraldine Townend. With a rich international background, Jakki lived in Japan for 13 years, achieved the highest level (N1) of the Japanese Language Proficiency Test (JLPT), and earned her undergraduate degree from Tohoku University. Jakki serves as the Schools Service Leader – Gifted/Extended Learning for Catholic Education Tasmania, where she supports 38 schools state-wide in nurturing the potential of gifted students.
Email- j.hardman@student.unsw.edu.au

SERENE CHAN

She is a Lecturer in the Faculty of Education, the University of Hong Kong. She teaches courses in creativity, gifted education, and talent development to bachelor's and master's degree students as well as pre-service and in-service teachers. She has served as coordinator of the Master of Education Specialism in Gifted Education and Talent Development. She is also the Programme Director (Research Development) of the Laboratory and Programme for Creativity and Talent Development (CATD), Centre for Advancement in Inclusive and Special Education (CAISE) at the Faculty of Education. Dr. Chan's research interests are in creativity enhancement, talent development, literacy and language development, early career awareness, and teacher training.
Email- schan15@hku.hk

EDITORIAL BOARD

ANTONNETTE PAWILEN



She graduated magna cum laude with a Bachelor of Arts in Philosophy from the University of the Philippines Los Baños. As a recipient of the Monbukagakusho Scholarship, she is currently a research student at the Faculty of Education, Ehime University. She is pursuing her studies in Gifted Education under the supervision of Dr. Manabu Sumida. She co-authored “A Course Module for Science in Early Childhood Education” and explores a range of topics in Science, Technology,and Society through her writing and research. Her academic interests, spanning Science, Ethics, the Philosophy of Religion, and Indigenous Knowledge, reflect a commitment to interdisciplinary learning and contribute to a deeper understanding of societal challenges.

Email- nettepawilen@gmail.com

FROM THE EDITORS' DESK

It is an honor to have been chosen to become the Editor of the Asia-Pacific Federation on Giftedness (APFG) Newsletter for the term 2024-2026.

The APFG is one of the global leaders in the field of giftedness, research, practice and advocacy and every year it grows in strength. Founded in 1990, it's purpose is to focus attention on gifted and talented children or individuals in the Asia-Pacific region.

The APFG Newsletter is 10 years old. It has been carefully nurtured by committed and caring editorial boards for a decade now. For me, it is daunting to step into the shoes of the former editorial team headed by Prof Mantak Yuen, who, along with Suzannie Leung and Serene Chan have created informative, academically rich and beautifully designed Newsletters for the past 8 years.

As the new Editor of the APFG Newsletter, I am fortunate to have been able to form a multi-country editorial board along with my Co-editor, Prof Manabu Sumida. They are from South Korea, Hong Kong, Taiwan, Thailand, India, Australia, Philippines, and Japan. Our team is proficient, resourceful, dynamic, and dedicated. As we mature as a team, we will aim to publish articles and information that will help stakeholders in the area giftedness and gifted education including students and parents in the Asia-Pacific Region and beyond.

This is a special issue on the 18th APCG held in Takamatsu, Japan in August 2024 and therefore features articles related to the event. Some articles are by awardees of the APFG awards announced in Japan.

This is your newsletter and therefore your suggestions, contributions, and feedback is most necessary and welcome. It will serve to broaden our horizons, get to know one another, strengthen our community and serve better. On behalf of my team and myself, I thank our readers and the Executive Committee members for giving us this editorial responsibility.

Dr. Paromita Roy, Editor
paromitar@gmail.com

FROM THE EDITORS' DESK

My name is Manabu Sumida, and I have been appointed as an editor for the APFG Newsletter for the 2024–2026 term. Previously, I served as the Chairperson of APCG 2024, which was held in Japan for the first time. The cover art for this year's newsletter was illustrated by Mr. Yoshinari Ishimura, the artist who designed the artwork for the APCG 2024 conference bag. The image entitled *Wishing You a Happy New Year* is both striking and welcoming. It depicts 12 creatures of the Chinese zodiac, lined up side by side—a truly auspicious choice for the first issue of Volume 12. We hope you find the artwork inspiring.

Newsletters are important means of communicating APFG's mission and vision. They provide a clear direction for the federation regarding the development of gifted education and talent development in the Asia-Pacific region while promoting a shared understanding among stakeholders. They foster international collaboration by facilitating the exchange of ideas on advancing gifted education in diverse cultural and educational contexts.

This year marks the 25th anniversary of APFG, which was founded in 1990. Newsletters help sustain members' interest and encourage greater engagement from diverse backgrounds. Furthermore, showcasing members' research and examples of best practices stimulates discussions both within and beyond the APFG. Over the next two years, our newsletters will keep you updated on the latest developments in gifted education across the Asia-Pacific region, and we hope you will join us in this endeavour.

Prof. Manabu Sumida, Editor
sumida.manabu.mm@ehime-u.ac.jp

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PRESIDENT'S MESSAGE

Dear Members and Friends of the APFG,

Happy New Year! I extend my heartfelt wishes for health, happiness, and success to you and your loved ones. In a world filled with challenges and uncertainties, our collective commitment to nurturing the potential of the younger generation has never been more important. Reflecting on our shared achievements in advancing gifted education across the Asia-Pacific region, it is truly inspiring to recognize the progress we have made together.

One of the most memorable milestones of 2024 was the Asia-Pacific Conference on Giftedness (APCG) held in Takamatsu, Japan. This extraordinary gathering brought together participants from 27 countries to share groundbreaking academic research, exchange practical experiences, and build meaningful connections. The conference also offered invaluable networking opportunities, fostering deeper collaboration and partnerships across borders.

Looking ahead, I am thrilled to announce that APCG 2026 will take place in Jeddah, Saudi Arabia! Mark your calendars and prepare to join us for this landmark event. The 2026 conference will feature fresh perspectives, pioneering research, and innovative ideas that will drive our mission forward. Jeddah's rich cultural heritage and its commitment to educational excellence will provide a remarkable backdrop for this gathering, ensuring an unforgettable experience for all attendees.

In addition, I am excited to share that we are launching two new initiatives to further support our members and the broader gifted education community: the APFG Research Mentorship Program and Special Interest Groups (SIGs). The APFG Research Mentorship Program aims to provide emerging researchers with valuable guidance and mentorship opportunities. By fostering collaboration across the region, this initiative will empower promising scholars to advance their research and enrich the growing body of knowledge in the field of gifted education.

Our Special Interest Groups (SIGs) will connect members around specific topics, research areas, or educational practices related to giftedness. These focused groups will create opportunities for in-depth discussions, resource sharing, and collaborative projects, further strengthening the federation's impact. These programs will not only support our members but also inspire greater enthusiasm for participation in future conferences.

Lastly, we will continue to recognize outstanding contributions to the field of gifted education through four prestigious awards at APCG 2026: the Outstanding Research Award (Researcher/Academic Category), the Outstanding Research Award (Student Category), the Outstanding Gifted Education Program, and the Outstanding Impact in Gifted Education. These awards celebrate innovation, dedication, and excellence. We encourage members to nominate deserving candidates and join us in honoring their achievements during APCG 2026.

Friends and colleagues, let us continue to collaborate, share knowledge, and support one another in our mission to enhance the lives of gifted individuals across the Asia-Pacific region. Your expertise, passion, and dedication are the foundation of our federation's strength. I look forward to seeing you all in Jeddah in 2026!

I would also like to thank our new editorial team, for preparing our newsletter.

Warm regards,
Kyungbin Park,
Gachon University, South Korea

PAST PRESIDENT'S MESSAGE

Greetings to all members of the Asia-Pacific Federation on Giftedness.

First of all, I wish all our members successful and fulfilling 2025!
May your teaching journeys be joyful!

I sincerely appreciate everyone for your support of the work of our Federation and during my terms as President (2006–2008, 2016–2018, 2022–2024). Over the past 20+ years, working with all of you to promote gifted education has been both heart-warming and enjoyable. Although we are a small community, our shared vision and passion for gifted education has fostered a deep bond within this community.

In recent years, we have endured the challenges of the COVID-19 pandemic. However, we continued to publish newsletters, release the Asia-Pacific Gifted Education Guidelines, and hold biennial conferences. I am delighted that we gathered once again physically in Takamatsu, Japan, in 2024, and I look forward to our next meeting in Jeddah, Saudi Arabia in 2026, where we will share experiences and research findings in gifted education again.

In the field of special education, professionals and teachers engaged in gifted education sometimes feeling isolated and lonely, just like being treated as a minority. Looking forward, I expect and hope all the gifted educators to adopt a perspective that embraces neurodiversity, showing greater respect for the unique giftedness within special populations. Let us strive to create a harmonious environment where individuals with diverse mental and physical characteristics, cultural backgrounds, or socio-economic statuses can thrive together, and create a better tomorrow. I believe this is the only way to change the predicament we face. Finally, I once again wish everyone a safe and healthy year ahead. May you not only excel in your work but also prioritize quality of life and enjoy a happy and fulfilling life!

Warm Regards,
Ching-Chih Kuo
National Taiwan Normal University

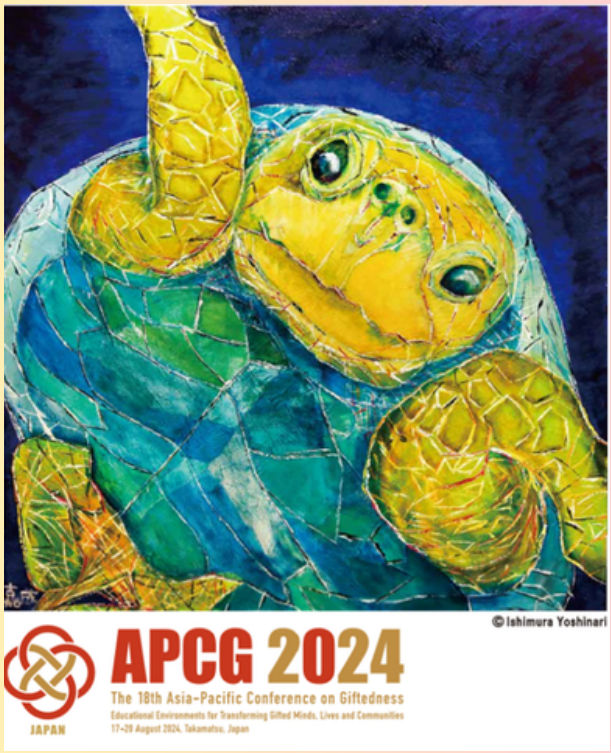
JAPAN'S FIRST CONFERENCE ON GIFTEDNESS: BRINGING GLOBAL TALENT TO JAPAN AND SHOWCASING JAPANESE TALENT TO THE WORLD

Prof. Manabu Sumida, Ehime University, Japan

The 18th Asia–Pacific Conference on Giftedness (APCG) was held in Takamatsu, Japan, from 17 to 20 August,2024(https://apcgjapan2024.org/). It marked a historic moment as the first ever conference on gifted education to be held in Japan, in addition to being the APCG first face-to-face gathering in six years. This is particularly significant since, at present, no academic associations in this field is based in Japan.On behalf of the APCG 2024 Committee, I would like to express my sincere gratitude to all the participants, local and international committee members, and executive committee members of the Asia–Pacific Federation on Giftedness (APFG).

The official logo of the APCG 2024 is inspired by the image of *mizuhiki*—a traditional Japanese craft that symbolises connections between people. This flower-shaped mizuhiki represents the harmony and unity of gifted children and educators worldwide, as well as the hope that

children's talents will flourish. The conference bag features a beautiful painting by Mr. Yoshinari Ishimura (https://i-yoshinari.jp/), an artist on the autistic spectrum. His art focuses exclusively on living creatures, and he shows no interest in any other subjects. This singular devotion gives his work a profound warmth and shows an unwavering pursuit of the truth of life. His remarkable talent has flourished thanks to the boundless love of his family, and his life is depicted in the film *Blue Lion*, which is currently being screened to widespread acclaim across Japan.



My journey to the APCG began in 2006 at the 9th conference, which was held in Taiwan. The large hall hosting the conference was filled with numerous enthusiastic participants, and the energy was overwhelming. However, I was the only attendee from Japan. Professor Ching-Chih Kuo, the former president of the Asia-Pacific Federation on Giftedness, gave me a warm welcome. I remember her telling me that she hoped this conference would one day be held in Japan and that everyone would be eager to visit; eighteen years have passed since this memorable moment.

In 2010, I founded the Kids Academy as a platform for gifted children (https://kids-academia.com/). I also travelled to the United States with teachers from Japan, offering professional development at the Centre for Gifted Education, College of William & Mary, and other schools with progressive initiatives. Professor Keith Taber, from the University of Cambridge, and I edited and published three books on science education for gifted learners in collaboration with global researchers.

Taber, K., & Sumida, M. (Eds.) (2016). *International perspectives on science education for the gifted: Key issues and challenges*. Routledge.

Sumida, M., & Taber, K. (Eds.) (2017). *Policy and practice in science education for the gifted: Approaches from diverse national contexts.* Routledge.

Taber, K., Sumida, M., & McClure, L. (Eds.). (2017). *Teaching Gifted Learners in STEM Subjects: Developing talent in science, technology, engineering and mathematics*. Routledge.

From 2011 to 2021, the Ehime University Teacher License Renewal Course offered a program titled 'Education for Nurturing the Individuality and Talents of Gifted Children' to teachers in kindergarten, primary, secondary, and special education schools. At the onset of the COVID-19 pandemic, we launched the Gifted Academy (https://gifted-academia.peatix.com/)- an online seminar series for the general public. I am excited to inform you that we are approaching our 61st seminar.

Furthermore, the national policy has undergone significant changes. In 2022, the Japanese Ministry of Education's Expert Committee on School Learning and Support for Students with Special Talents in Specific Fields released a summary of its deliberations on enhancing individual and collaborative learning that recognizes diversity (https://www.mext.go.jp/content/20220928mxt_kyoiku02_000016594_01.pdf). The 'Project for the Promotion of Support for Students with Special Talents in Specific Fields' was introduced in 2023.

The term 'gifted' is becoming increasingly popular in the media. However, a considerable lack of understanding and initiative in gifted education remains evident. Gifted children are all around us, regardless of their ages or regions, and many are still awaiting the educational support and opportunities they deserve.

The APCG 2024 featured 166 presentations, 8 keynote speeches, and 3 workshops under the theme *'Educational Environments for Transforming Gifted Minds, Lives, and Communities'*.

The conference hosted the following keynote speakers: Dr. Rena F. Subotnik, Dr. Julia Link Roberts, Dr. Heidrun Stoeger, Dr. C. Matthew Fugate, Dr. Nobutaka Matsumura, Dr. Noriko Osumi, Dr. Jiyoung Ryu and Ms. Sachiko Nakajima.

In addition, Dr. Paromita Roy, Dr. Erkki T. Lassila, Dr. Kimberley L. Chandler, and Ms. Mai Chiku were invited to participate as workshop speakers on the first day of the conference. Excursions were organised on the afternoon of the last day, including a visit to a Super Science High School and an *udon*-making experience.

The Asia-Pacific Federation on Giftedness has now established four awards: Outstanding Research (Student Category), Outstanding Research (Researcher/ Academic Category), Outstanding Gifted Programme, and Outstanding Impact in Gifted Education. At the APCG 2024, two awards were presented for Best Oral Presentation and two for Best Poster Presentation. Congratulations to the winners!

Asia-Pacific Federation on Giftedness Awards 2024

Outstanding research (student category): Dr. Serene Chan

Outstanding research (researcher/academic category):
1) Dr. Jiyoung Ryu,
2) Prof. Daniel Shek, Prof. Alan Cheung, & Prof. Anna Hui

Outstanding gifted education program: The KAIST Science Outreach Programme (KSOP)

Outstanding impact in gifted education: Prof. Wu Wu-Tien

Asia-Pacific Conference on Giftedness Awards 2024

Best Oral Presentation Award
1) Mr. Chien-Hong Yu
Title : Twenty-Year Follow-Up Study of Preschoolers Participated in Gifted Education Program

2) Dr. Kerrie McDaniel, Dr. Tyler Clark and Prof. Julia Link Roberts
Title : Transforming Science Learning Environments for Gifted Students through Implementation of Community-Based Projects

Best Poster Presentation Award
1) Dr. Grüneberg Tillmann
Title : A Self-Coaching App for the Career Orientation of Gifted Students

2) Dr. Shinobu Arai and Prof. Manabu Sumida
Title: A Context-Specific Emergence of Children's Difficulties and Talents Across Formal and Non-Formal Learning Contexts

The conference also marked the launch of the Gifted Education Guidelines, written and edited by APFG's Executive Members. The guidelines cover the following key topics: Being Gifted, Creativity, Disadvantaged Gifted Students, Parenting Gifted Students, STEM (Science, Technology, Engineering, and Mathematics) Education, Twice-Exceptionality, Student Well-being, and Career Decision and Development. This document reviews relevant and significant literature on these topics and offers practical guidance. It is available to download for free at the following URL. https://drive.google.com/file/d/124WAmGTlq3o7KTEjHwwG71oRG7loUyQR/view

The Youth Summit brought together 93 gifted secondary school students and 18 teachers from seven countries

and regions. A total of 420 individuals from 26 countries and regions participated in this summit, at which students from different countries and regions were grouped together for two types of exploratory activities. The first set of activities focused on the use of solar heat. Students designed a device to reflect and concentrate sunlight, following which they measured and analysed the temperature of water in a heat storage tank. Using various tools, such as fabrication materials, heat storage tank. Using various tools, such as fabrication materials, heat storage containers, experimental stands, water temperature measuring devices, light sources for verifying light collection, and simulation software, students explored ways to develop more efficient light collection devices to increase water temperature and optimise the use of solar energy.

The second set of activities involved plant- based experiments. The Ochanomizu University Science and Education Research Institute originally developed a carbon dioxide absorption experiment apparatus. Participants explored the leaves that absorbed the most carbon dioxide from plants growing naturally on the campus of Kagawa University - the Youth Summit venue. Based on their observations and experiments, each team subsequently formulated and investigated their own research questions related to the factors influencing carbon dioxide levels.

Both groups delivered outstanding research findings in their interim and final presentations. Additionally, during the Youth Summit, students participated in cultural activities, including a visit to the beautiful Ritsurin Park, making *udon* noodles, taking a ferry to Shodoshima Island, and experiencing seine netting.

The following comments were made by the participants.
From the Japanese participants at the APCG 2024:
'I am happy to have attended the conference; I have been waiting for this day for 15 years'.
'I realised that my perception of gifted education was highly biased'.

From the junior high school students who attended the Youth Summit:
'If I had continued living my life focused only on my own world, I wouldn't have met students like the ones I encountered at the Youth Summit. Attending the Youth Summit has broadened my horizons. I am extremely grateful for this wonderful opportunity'.
'These five days were more intense than six years of primary school!''

The APCG 2024 attracted significant media attention and was featured in more than 20 newspapers, as well as on television and radio (e.g.,https://www3.nhk.or.jp/lnews/takamatsu/20240817/8030019089.html). It was also introduced in a special programme on BS TV Tokyo, alongside the International Congress of Entomology, and the link was shared on the Meeting, Incentive

travel, Convention, and Exhibition/Event (MICE) support website of the Japan National Tourism Organisation (https://mice.jnto.go.jp/#video-02).

The Japan National Tourist Organisation, the Takamatsu Convention & Visitors Bureau, and Kagawa Prefecture provided funding support for the APCG 2024. Additionally, a crowdfunding campaign was launched to help cover the costs of organising the event. Ultimately, the crowdfunding efforts raised 1,183,000 yen from 111 donors, exceeding the target amount. These funds were used to cover travel expenses for international invitees to the APCG 2024 and to provide translation support equipment for Youth Summit participants. Above all, we have been deeply encouraged by the warm messages we have received from you all. We are truly filled with gratitude.

Prior to the conference, there were concerns regarding the impact of earthquakes and typhoons, but even natural disasters were unable to dampen the participants' resilient spirits. I would like to thank you all for coming all the way for this conference, the first face-to-face conference held in over six years, and the first ever in Japan. Mr. Nelson Mandela, a Nobel Peace Prize Winner, said, 'It always seems impossible until it's done'. The APCG 2024 reports not only a fruitful outcome of our conference, but also the beginning of a close partnership between our educational communities, as we hope to work together to overcome the many challenges that we face. The APCG 2024 marks a new dawn of support, education, and research for gifted children in Japan. We hope to contribute to the realisation of a society in which schools, families, and communities can work together to nurture individual strengths, transcending regional and income disparities, and encouraging the creation of diverse and brilliant personalities.

Congratulations, and may the achievements we attained at the APCG 2024 be a prelude to even greater things to come. See you again.

NAVIGATING TYPHOONS AND IMPOSTER SYNDROME: MY ACADEMIC ODYSSEY IN TAKAMATSU

Jacqueline Hardman, Doctoral Candidate, University of New South Wales, Australia

Imposter Syndrome is the persistent little oni perching devilishly on your shoulder, whispering, “You’re not ready yet, and everyone knows it.”

Imposter Syndrome: You won’t have anything worthwhile by then.
Doctoral Student: You’re right. I won’t send in an abstract.
Supervisor: Don’t worry, you’ll have some initial findings by the Conference.
Imposter Syndrome: You haven’t even started interviewing. You’ll have nothing worthwhile to share.
Doctoral Student: Exactly. I won’t be ready.
Supervisor: You will be ready by then.

Despite the oni’s nagging, I sent in the abstract. I began interviewing my student participants in April, giving myself just four months to prepare for the APCG. I recruited participants with the intensity of a *shinkansen* speeding through the Japanese countryside, determined not to miss any gifted students along the way. Fast forward a few months, as swiftly as a Hayabusa, Japan’s fastest bullet train, and there I was preparing to present my initial findings at an international conference?!

Just days before the Conference, Typhoon Ampil announced its approach like a *kabuki* actor making a dramatic entrance. It was a category 4-equivalent storm that forced my supervisor, Professor Jae Jung, to hastily rebook his flight after Narita Airport shut down.

As if that wasn’t enough, a 7.1-magnitude earthquake shook Japan beforehand, rattling nerves and raising whispers of the long-anticipated "big one" lurking beneath the tectonic plates. Some delegates abandoned their plans out of earthquake anxiety. Was I worried? Not at all—I had lived in Japan for 13 years. Earthquakes and typhoons are practically initiation rites for anyone who spends significant time there.

Living in Japan turned out to be my hidden superpower. When Dr. Rena Subotnik, our first keynote speaker, left her phone on a flight, I channeled my inner J-drama hero, calling the airport and tracking it down. Suddenly, I became everyone's *Doraemon*, with a magic pocket of tools to sort out any issue.

I booked a dinner for the Australian contingent in an Edo-period *machiya* and arranged a special meal for my supervisor on the grounds of an ancient castle. The *Hiunkaku* room we dined in had hosted daimyo during the *Edo* era and emperors in centuries past. The view of the perfectly pruned pine trees and *sakura* gardens felt like stepping into an *ukiyo*-e print. I was also honored to be asked to interpret during an excursion to a super science high school. I was elated when Dr. Subotnik invited me to dinner and I found us a quaint and authentic mama and papa corner restaurant.

Presenting at the Conference was nothing like I'd feared. I had imagined a hostile room full of *sensei* wielding their expertise like *katana*. Instead, I found a warm, welcoming community of academics—professors, doctoral candidates, master's students, and others—eager to share ideas and connect. Despite the oppressive summer heat, we all thrived on the energy of intellectual exchange.

With the Conference behind me, I had one more day in Takamatsu. I spent it with a fellow UNSW doctoral candidate, Michelle Lucas, and a lively psychologist from Canada, Andree Therien, exploring Naoshima, one of Japan's famed art islands, architecture of the Chichu Art Museum. It was the perfect way to reflect on a week of learning and connection.

By the time you're reading this, I will have submitted an abstract for my next conference. I've caught the bug—I'm officially a conference addict. There's nothing quite like standing alongside peers who share your passion, learning from them, and sharing your own work. The oni on my shoulder still whispers, but I've learned to brush it off like stray *sakura* petals in the wind.

UNFORGETTABLE LESSONS AND MEMORIES: MY JOURNEY AT THE APCG 2024 YOUTH SUMMIT

Erin Wong, Student, Diocesan Girl's School, Hong Kong, China

Hello, I am Erin Wong and I'm a 13-year-old student currently studying at Diocesan Girls' School in Hong Kong, China. I am also a member of "Academy Got Talent" from Hong Kong Academy for Gifted Education. I'm passionate about reading, writing and coding, and I love getting involved in anything related to computer science. I aim to grow in scientific knowledge and deepen my understanding of technology!

I had a remarkable learning experience alongside my groupmates from the Hong Kong Academy for Gifted Education (HKAGE) this past August as we participated in the APCG 2024 Youth Summit. Our journey began with a long trip to Takamatsu, Japan, where we were assigned to learning groups composed of nine to ten students from various parts of the world, along with a teacher from a different school. This grouping system ensured that we met new people and had the opportunity to learn together. These groups also participated in inquiry-based activities centered around our chosen topics.

This year, participants could choose between two topics: sunlight and carbon dioxide. The sunlight groups explored the heat of sunlight and reflecting light by building 3D models of light-reflecting machines. Their projects involved constructing heaters using foil and sticks to reflect sunlight into a can of water, aiming to heat the water as efficiently as possible. Adjustments to the foil were necessary to improve the reflection's precision and effectiveness.

The carbon dioxide groups delved into chemistry and photosynthesis. They examined the respiration cycle of leaf samples and measured the carbon dioxide released during respiration. Their research focused on understanding the "breathing" of plants and investigating the relationship between leaf size and the amount of carbon dioxide emitted. Both topics were fascinating, and the hands-on projects were engaging and enjoyable!

In the midst of tireless work and dedication, we also enjoyed planned excursions, which provided well-deserved relaxation. From shopping at Youme Town in Takamatsu's bustling urban center to seine fishing by the beach, the activities were both educational and refreshing. Shopping gave us the chance to clear our wallets, while seine fishing tested our strength and teamwork as we worked together to pull up the net. Afterward, we savored fresh *sashimi* and admired the stunning evening

sky over the beach, capturing the moment with beautiful photos. One of the most memorable activities was *udon* making, where we learned the craft in a joyful atmosphere created by a spirited instructor. Her lively choreography and dancing energized us all, and we couldn't help but clap along to the beat. After learning the steps, we cooked our own handmade *udon* and enjoyed it for lunch, accompanied by delicious seaweed onigiri.

In addition to studying the two science topics, the groups working on the same topic were also involved in a friendly mini competition. This showcased the effort and teamwork we had poured into our projects. Although there were no prizes for winning, we all felt proud to see our hard work come to fruition and to successfully complete the competition.

As the trip neared its end, both groups advanced to more complex studies to prepare for the final presentation. The sunlight groups began investigating how inclined planes and angles affect light reflection, while the carbon dioxide groups explored the role of tiny leaf hairs, known as trichomes, in absorbing and releasing carbon dioxide. These final days included additional inquiry-based activities to ensure that we were ready for our presentation.

Finally, the presentation day and closing ceremony arrived. Though we were all very nervous, we gave our best efforts to deliver all we had learned during the classes and were satisfied with how far we've come. The best-presenting groups were selected through voting, and everyone received a certificate and keychains for excelling in various categories. Our mentors, whose support had been invaluable, were also recognized with tokens of appreciation chosen by their respective groups. Despite occasional challenges working with group members, we resolved them together and completed the projects successfully. It was heartwarming to see everyone exchanging gifts and contact information before parting ways.

The APCG 2024 Youth Summit was surely an unforgettable experience that provided me with countless takeaways even after returning to Hong Kong. This was an incredible opportunity to learn and make new friends, and I feel deeply honoured to have been invited to participate in it by HKAGE.

MY EXPERIENCE AT THE 18TH APCG 2024 IN TAKAMATSU, JAPAN

By Sofiya Wan Mohd Nor (PhD Candidate, Universiti Putra, Malaysia)

Participating in the 18th Asia-Pacific Conference on Giftedness (APCG) 2024, hosted by Kagawa University in Takamatsu, Japan, was an incredible experience for me as a PhD candidate. The theme,"Educational Environments for Transforming Gifted Minds, Lives, and Communities," deeply resonated with me, aligning closely with my research on resilience among Malaysian gifted students. Presenting my pilot study allowed me to share my findings with a diverse international audience of researchers, educators, and professionals dedicated to gifted education.

One of the most rewarding aspects of the conference was engaging in meaningful discussions with peers from various countries. For instance, the workshop I attended on the role of peers for gifted students provided a platform to discuss with academics and practitioners why peers are important and how students can connect with like-minded peers. Attending various presentations and lectures also offered me valuable insight into what different countries and regions prioritize in gifted and special education and how we can learn from one another.

Beyond the academic discussions, I found the conference atmosphere to be incredibly welcoming. The exchange of ideas, diversity of perspectives, and shared commitment to enhancing educational environments for gifted learners created an intellectually stimulating setting. I'm especially grateful for the chance to form new friendships with people from across the globe. Overall, my experience at the APCG 2024 was not only professionally enriching but also personally fulfilling, reaffirming the importance of international collaboration in advancing the field of gifted education.

Sofiya is second from left

UNCOVERING THE HIDDEN TALENTS: RECOGNIZING GIFTEDNESS IN UNDERPRIVILEGED STUDENTS

by Jiyoung Ryu, Korea Advanced Institute of Science & Technology (KAIST), South Korea

The Asia-Pacific Conference on Giftedness (APCG) is an academic festival for experts and educators in gifted education across the Asia-Pacific region. It serves as a vital platform where researchers from various countries come together to share their findings, discuss educational outcomes, and exchange innovative ideas. In 2024, APCG introduced its first-ever '*Best Research Award*' and I am profoundly honored to be its inaugural recipient.

In this article, I would like to share the journey of my research and express my heartfelt gratitude to those who have supported me along the way. From the very beginning, I must emphasize that this achievement is not solely mine but the result of a collaborative effort involving many students, mentors, and fellow researchers.

After earning my doctorate, my research journey focused on a group of students often overlooked in the realm of gifted education—those from socioeconomically and culturally disadvantaged backgrounds. These underserved students frequently face systemic barriers to accessing gifted education, despite their significant potential and talents.

South Korea boasts a well-developed system of gifted education, encompassing specialized classes and schools from elementary to high school levels. However, like many countries, participation in these programs is predominantly limited to

students from middle- or upper-class families, leaving disadvantaged students significantly underrepresented. Recognizing this disparity, I dedicated my research to understanding the challenges faced by underserved gifted students and developing strategies to identify and support them. My efforts aligned with the Korean government's initiative to ensure equitable educational opportunities, culminating in the establishment of the *KAIST Science Outreach Program* (KSOP).

Launched as a pilot program in 2014 and expanded nationwide in 2015, KSOP is a mentoring initiative aimed at supporting gifted students from underserved backgrounds with an aptitude for mathematics and science. Starting with 250 students from grades 7 to 10, the program has grown to include 1,000 participants annually, spanning grades 7 to 12. KSOP offers a comprehensive framework in which students receive biweekly instruction in mathematics and science during the academic year. Additionally, they attend three-day university campus camps during school breaks, fostering academic growth and exposure to higher education environments. The program's mentors – KAIST college students, play dual roles, providing both academic guidance and emotional support. Notably, many KSOP graduates return to the program as mentors, contributing to a sustainable cycle of mentorship and empowering the next generation of gifted learners.

Over the years, my research on KSOP and underprivileged students has addressed several key areas, including:

- **Identifying the talents and potential of underserved gifted students.**
- **Supporting their psychological and emotional adaptation.**
- **Developing effective academic and mentorship strategies.**
- **Evaluating the broader gifted education policy and systems in Korea.**
- **Understanding perceptions among parents, teachers, and policymakers regarding gifted education.**

The findings from these studies have been widely presented at national and international conferences and published in academic journals. At the 18th APCG, my research attracted significant interest from researchers across the globe, highlighting a shared commitment to supporting underserved gifted students. While my research has primarily focused on students in South Korea, my interactions at APCG have inspired me to expand my work to address similar challenges in other countries. I have come to appreciate the profound importance of sustained and focused research in driving meaningful progress and recognition, as evidenced by this award.

As I reflect on this achievement, I am reminded that it represents the collective efforts of many: my colleagues who. helped lead the

program, the mentors who guided the students, the participants who inspired us, and the government and school officials who supported our underserved students. I remain committed to advancing research that provides meaningful solutions and opportunities for gifted learners facing systemic barriers, ensuring that they can thrive through education and mentorship.

In closing, I extend my deepest gratitude to the APCG community for this honor and to everyone who has supported me throughout this journey. Together, I believe we can make a lasting impact by making gifted education accessible, equitable, and inclusive for all.

TRANSFORMING SCIENCE LEARNING ENVIRONMENTS FOR GIFTED STUDENTS THROUGH IMPLEMENTATION OF COMMUNITY-BASED PROJECTS

Dr. Kerrie McDaniel, Department of Biology, Western Kentucky University
Dr. Tyler Clark, The Center for Gifted Studies at Western Kentucky University
Dr. Julia Link Roberts, The Center for Gifted Studies at Western Kentucky University

Abstract

Engaging students in authentic science experiences is pivotal for cultivating interest and promoting learning in science. However, educators often face challenges in creating such educational environments due to limited support, financial constraints, and low self-efficacy. Furthermore, there is limited research on the specific impact of these experiences on gifted learners. To address these issues and support middle school teachers in inspiring the next generation of scientists, the National STEM Scholar Program was established. The program annually selects ten middle school science teachers (referred to as scholars) from across the United States to participate in a week of professional learning, develop a challenge project, and present their work at the National Science Teacher Association. To date, 89 middle school teachers have participated in the program. The implementation of challenge projects is a key driver of classroom transformation, providing opportunities for community engagement and differentiation for gifted students. Scholars receive funding and mentorship to execute their projects, which must include data collection and employ innovative pedagogies, such as storytelling or addressing community problems. In a mixed-methods study examining the effects of challenge project in the classroom, results point towards high engagement of gifted students in science as a result of the challenge project, with community aspects serving as a high motivator. Findings underscore the transformative potential of funded, mentored challenge projects in creating a positive learning environment for gifted students.

Introduction/Review of Literature

Project-based and hands-on learning strategies are effective in fostering interest in science among learners, including gifted students (Hans et al., 2015; Hanif et al., 2019; Makkonen et al., 2021). For gifted students, collaborative project-based learning has been shown to significantly enhance inquiry attitude and self-efficacy (Kaldi et al., 2011; Kiliçkiran & Korkmaz, 2021). Such approaches

increase student interest and creativity, harness the interdisciplinary nature of real-world problems, and provide authentic learning experien-ces (Bybee, 2010; Hanif et al., 2019).

Despite strong evidence supporting the efficacy of authentic science lessons in increasing student interest, implementing these approaches for gifted students poses challenges. Many educators struggle to incorpora-te real-world science projects into their classrooms, not due to a lack of willingness, but because of barriers such as insufficient funding, inadequ-ate support, and a lack of confidence in their own abilities (Fitzgerald et al., 2019; Penuel et al., 2019).

The National STEM Scholar Program in the USA was established to enhance middle school students' interest in science by focusing on the middle school teachers who inspire them.

This initiative is a collaboration between the National Stem Cell Foundation, The Center for Gifted Studies at Western Kentucky University (WKU), and WKU's Ogden College of Science and Engineering. Each year, the program selects 10 middle school science teachers from across the United States to participate. Since its inception nine years ago, 89 teachers from 36 states have been selected for the program, impacting more than 146,000 middle school students. Scholars participate in a week- long intensive and innovative professional learning at WKU, where they are mentored by content specialists to develop and refine challenge projects.

Requirements of the challenge projects include: 1) collection and analysis of data by students, 2) sustainability beyond the funding period, and 3) incorporation of engaging teaching methods (storylines, problem-based learning, etc.). This support helps them overcome common barriers associated with implementing authentic science projects by providing funding, mentorship, and content expertise that helps boost self-efficacy. After completing their projects, scholars present their findings at a poster session at the National Science Teacher Association (NSTA) meeting.

Ties to the Community

Although the topics of the challenge project varied, there were many scholars who chose projects that were project-based and tied to the community. In alignment with the 18th annual Asia-Pacific Conference on Giftedness (APCG) theme, "Educational Environments for Transforming Gifted Minds, Lives and Communities," this presentation focuses on projects.

Examples of community-based challenge projects include "Students as Bee-Keepers" in Georgia, where funding supported the purchase of beehives, cameras and protective gear, enabling students to monitor the beehives, collect honey, and

learn about bees' roles in ecosystems. Students collaborated with local apiarists and produced honey for their community.

In Virginia, a scholar's project integrated engineering design processes with building the local oyster beds in Virginia. Students designed submersible watercraft to study marine ecosystems, obtained permits from government agencies such as the Wildlife Commission and partnered with local restaurants to source oyster shells to build natural oyster beds. Other projects helped with natural disasters.

One such project involved students experimenting with growing conditions for mangroves and then collaborated with local officials to restore mangrove stands after a hurricane in Florida. While these are just a sample of the projects supported, mentored and funded by the National STEM Scholar Program, they represent how teachers and students can engage in authentic science that affects the community. While authentic science projects and problem-based learning supports the benefits of problem-based learning and authentic science projects for student interest and achievement, the specific impact on gifted students warrants further exploration (Hans et al., 2015).

Methodology

A mixed-methods study, incorporating semi-structured interviews and open-ended surveys, was conducted to explore teacher perceptions of the effects of mentored challenge project on gifted learners (WKU IRB Approval: IRB 17-456 IRB 24-079). Pre-and post-interviews (30 minutes each) and surveys administered through Qualtrics were utilized to gather insights, adhering to established protocols (Campbell et al., 2013; Lawshe, 1975). A study cohort consisted of 30 middle school science teachers (n=30) who participated in the National STEM Scholar program.

Hypothesis

The mentored, funded challenge project would engage gifted students and provide a positive learning experience.

Results

Sixty-one percent of scholars reported incorporating some form of community involvement in their challenge projects. Among these teachers, 36% indicated that the community aspect highly motivated gifted students. While students at all levels benefited from the implementation of challenge projects, 83% of respondents noted that gifted students exhibited substantially higher levels of engagement (See Fig. 1). Overall, the projects enhanced student engagement in science across all performance levels.

Analysis of interview responses and open-ended Qualtrics surveys highlighted six primary ways in which challenge projects enhanced engagement among gifted students:

Analysis of interview responses and open-ended Qualtrics. surveys highlighted. six primary ways. in which challenge projects enhanced engagement among gifted students:

1. **Authentic Science**: Provided interest, engagement, and a sense of purpose in learning science.
2. **Creativity and Innovation**: Encouraged creative, "out-of-the-box" thinking.
3. **Personalized Learning/ Differentiation:** Enabled personalized and differentiated learning tailored to the needs of gifted students.
4. **Problem-Solving:** Required students to address meaningful, complex problems, often without a single, correct answer, fostering critical thinking.
5. **Teamwork and Collaboration:** Promoted collaboration and teamwork among students.
6. **Future STEM Aspirations:** Inspired students to pursue further STEM-related endeavors.

Supporting quotes from participants illustrate the positive impact of these projects. Examples of scholar quotes included, “My advanced students felt that the data they collected and work they were doing was meaningful. They thought of themselves as real scientists.” Another separate teacher wrote “It has excited and motivated them. They had to decide what variables they wanted to test and now they are recording data. They are hypothesizing and thinking out of the box. Some students are not having success, so they have to rethink and change their hypothesis.” And finally, “My Challenge Project involved using oyster reef restoration in our community as a nature-based solution to climate-change driven issues. I had a group of students become highly passionate about recycling oyster shells in order to save them for future reef restoration projects, and this group presented their idea for a community shell recycling program to the city council. The program is now up and running and these

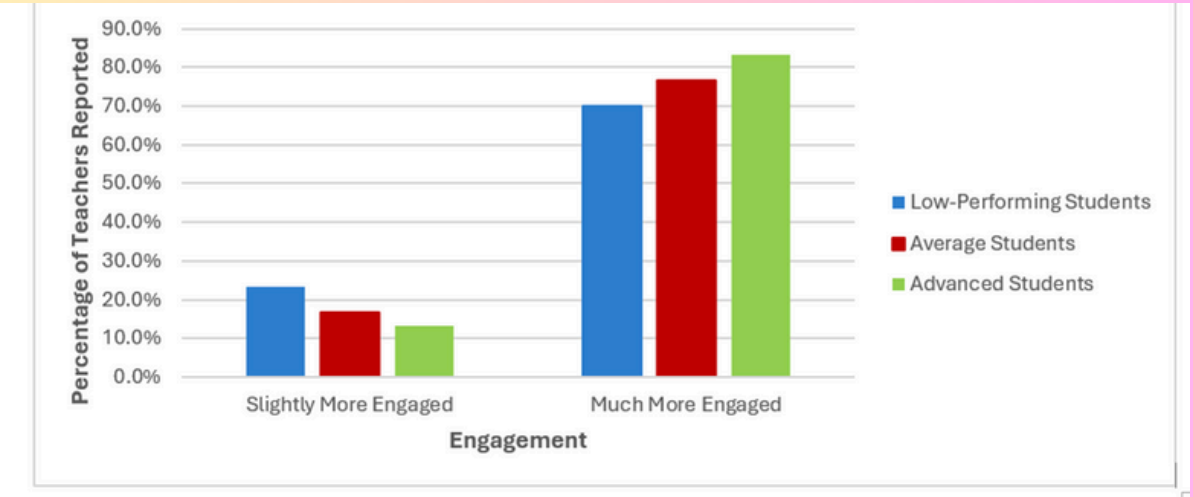


Figure 1: The extent to which implementing a Challenge project impacted the engagement of low, average, and high-performing students.

students are still working on the project even though they are no longer in my class!" These testimonials highlight the powerful impact of authentic, community-based science projects in fostering engagement and motivation among gifted students. These testimonials highlight the powerful impact of authentic, community-based science. projects. in fostering engagement and motivation among gifted students.

Conclusion

The mentored Challenge Project engaged students in authentic science that often involved and affected the local community. The Challenge Project provided a platform for extension and differentiation, particularly benefiting gifted students. Through these projects, gifted students formulated hypotheses, collected and analyzed data and used critical thinking skills to address real-world problems. The projects also inspired many students to continue pursuing STEM-related activities and aspirations. Overall, the mentored and funded Challenge Project created a positive learning environment for gifted students.

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Kerrie McDaneil

Tyler Clark

Julia Link Roberts

A CONTEXT-SPECIFIC EMERGENCE OF CHILDREN'S DIFFICULTIES AND TALENTS ACROSS FORMAL AND NONFORMAL LEARNING CONTEXTS

Shinobu Arai[1], Manabu Sumida[2]
[1]Fukuoka, Japan, Nakamura Gakuen University
[2]Ehime, Japan, Ehime University

Abstract

This study investigates how children's specific talents and difficulties manifest differently in formal and nonformal learning contexts. Using Sumida's checklist (Sumida, 2010), we conducted a case study of a fourth-grade girl. While she struggled with writing, social interactions, and class participation in formal school science, she excelled in nonformal science activities, demonstrating creativity, scientific knowledge, and leadership. These findings highlight the context-specific nature of talent, revealing that children facing challenges in one environment may display exceptional talent in another. In Japan, nonformal learning programs play a vital role in identifying and nurturing talent.

Introduction

Gifted students often demonstrate a strong curiosity about how things occur, preference for independence and autonomy, and an exceptional ability to connect seemingly unrelated ideas (Tzuriel et al., 2011). However, identifying giftedness is not always straightforward, as it is neither fixed nor solely defined by an intelligence quotient (Kahn, 2023). Giftedness is a dynamic attribute influenced by a child's environment, experiences, and the interplay of cognitive and socio-emotional development. Furthermore, giftedness may be expressed in specific domains (Sumida, 2010).

Children with extraordinary abilities frequently encounter significant challenges in traditional classrooms. They often experience asynchronous development in which their intellectual potential surpasses their social- emotional maturity leading to difficulties in adjusting to conventional learning environments. Twice-exceptional (2e) children, for example, may excel in abstract thinking but struggle with tasks requiring fine motor skills, social interactions, or sustained attention. This asynchronous development can obscure their potential, resulting in their talents being overlooked or misunderstood.

This challenge is particulary prono-nounced in Japan, where formal systems for gifted education are not well-established, and where schools prioritize group harmony and standardized curricula. This raises a crucial question: How can we create environments that nurture diverse

forms of giftedness?

The current study addresses this issue through the case study of a remarkable girl whose talent was revealed in an unexpected setting- a nonformal science activity. Despite her exceptional abilities, her elementary school teacher perceived her as a student with learning and social difficulties. For the first time, the teacher unexpectedly discovered her unique talents during nonformal science activities, highlighting how nonformal learning contexts can reveal hidden potential that formal education settings often fail to recognize.

Method

A case study was conducted with a fourth-grade girl, comparing her behaviors in formal and nonformal learning environments. Observations were made by her homeroom teacher and a researcher leading the nonformal science program, employing science program, employing a checklist developed by Sumida (Sumida, 2010).

The nonformal science activities, conducted in March 2024 with ten children, included observing and experimenting with plant seed forms and nutrition. The final activity required students to collect information and present their hypotheses. The girl's engagement and contributions in these activities were closely monitored and compared with her performance in her school classroom.

Results

A stark contrast emerged between the girl's behaviors in formal and nonformal learning contexts. In her primary school classroom, she faced significant challenges, including difficulty with writing, limited participation in class presentations, and struggles with social interactions. These issues led her teacher to perceive her as a student with learning and social difficulties, even in science classes.

However, during the nonformal science activities, she exhibited remarkable talent and curiosity. For example, in an activity involving microscopic observation of cocklebur and pinecone seeds, she spontaneously asked, "What does it look like inside?" and "How do the seeds turn in the wind outside?" These unexpected questions demonstrated her curiosity and deep engagement. In response, the researchers promptly adapted the activity to explore her questions, enriching the group discussion. On the final day of the program, she presented detailed hypotheses on the topic, "Why do children resemble their parents?" to a large audience. She incorporated knowledge of DNA and scientific reasoning, astonishing her homeroom teacher, who had never observed such abilities in the formal school setting.

Analyses using Sumida's checklist highlighted the context-specific nature of her talent. While her formal school environment failed to foster her potential, the nonformal learning

setting allowed her to thrive through flexibility, positive peer interactions, and encouragement from adults.

peers. Her homeroom teacher observed that she struggled with conversations at school and lacked

Table 1

A Profile of the Girl's Characteristics in Formal and Nonformal Contexts

Points to Consider	Formal	Nonformal
Children's Strength	• Demonstrates interest in unique topics different from those of others.	• Promptly understands the knowledge she has learned. • Can express her own ideas using the knowledge and information she has. • Adequately suggests unique ideas that have not been considered. • Able to articulate thoughts of adults. • Able to provide logical explanations.
Point of Difficulty	• Demonstrates difficulties in interpersonal relationships. • Difficulty with writing (almost no writing without teacher support). • Does not engage with friends during breaks. • Absorbed in reading or origami for long periods of time. • Performs activities different from what is going on around her in class, such as humming while everyone else is solving problems.	• None
Effective Educational Support	• In interpersonal relationships, the children are encouraged to develop friendships through origami. • In essay writing, the content and format of the essay should be clearly stated.	• The worksheet needs to be devised so that students can write properly if they are provided clear instructions on what to write. • Teachers should translate their ideas into careful explanations so that other children can understand them.
Points Requiring Special Consideration	• Interpersonal relationships, particularly because she speaks one-sidedly about what she likes to talk about, and sometimes has difficulty in participating in a conversation. • It is highly likely that she is able to formulate thoughts in her head; as she cannot adequately articulate her thoughts into writing, it is advisable to consider support for this.	• None

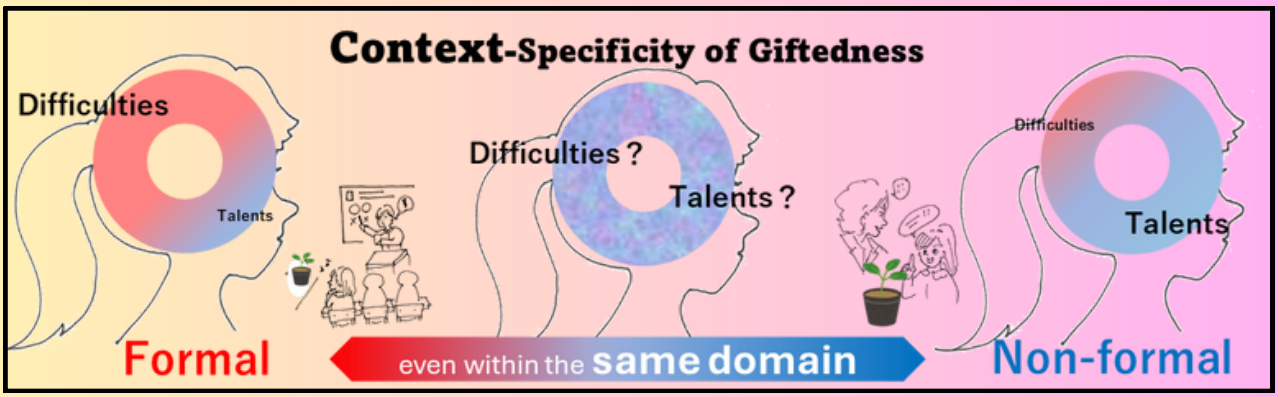
Conclusion

This study highlights the context-specific nature of giftedness. The girl's talent, overlooked in formal schooling, emerged vividly in the nonformal setting, where she received praise and support. Peers' positive reactions and a flexible learning environment contributed to her confidence and engagement.

This raises an important question: Why did she demonstrate her talent only in a nonformal setting? One possibility lies in the responses of her

confidence in her ideas. The homeroom teacher observed the girl talking to her friends in class. While she possessed substantial knowledge and spoke at length when she started talking, her classmates often did not listen. In contrast, the nonformal setting, where professional instructors and other children shared a strong interest, provided her with praise and encouragement, allowing her to gain confidence in expressing her thoughts.

Another possibility is that her difficul-



ties with writing in elementary school may have undermined her motivation to learn. While she struggled to put her ideas into writing, she articulated them in detail and demonstrated a strong knowledge base. This suggests that providing targeted guidance on the essential points to include writing assignments could serve as an effective form of support.

Based on these considerations, participation in nonformal activities helped the school teacher identify an effective approach to supporting her during daily school life. This study highlights the importance of recognizing context-specific giftedness, as a child facing challenges in one environment, such as a school, may demonstrate talent in nonformal learning settings, even within the same domain. This exemplifies how context-specific talents can emerge. In countries like Japan, where a formal gifted education system does not exist within the school system, collaboration between schools and out-of-school educational institutions to address children's talents and difficulties is necessary.

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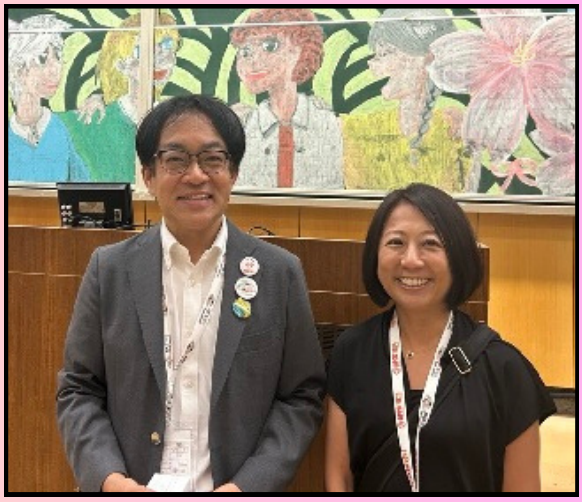

A SELF-COACHING APP FOR THE CAREER ORIENTATION OF GIFTED STUDENTS

Dr. Tillmann Grüneberg, University of Applied Labour Studies-Schwerin/Germany

Abstract

The concept of multipotentiality in gifted individuals is widely discussed. The author introduces a new theoretical framework, "Begabungsvielfalt" (diversity of talents), to address the career choice challenges faced by some highly gifted youth. Building on existing models of giftedness, the author develops the DEFINE model (Decision-Focused and Interactive Enablers), which integrates ability, motivation, and environmental factors to conceptualize talent development. The model distinguishes between early domain specialization and multipotentiality as distinct paths to achievement, emphasizing the role of individual learning decisions. Bridging theoretical insights with practical applications, the article presents the DEEP! app — a digital self-coaching tool designed to guide students through career exploration and decision-making. The app employs interactive methods such as feedback tools, decision matrices, and creative exercises to help students assess their abilities, interests, and goals. User feedback highlights the app's value in fostering deep reflection and informed career choices, while also identifying areas for improvement, such as text length and the need for supplemental counseling.

Introduction and Theoretical Background

Imagine the following example from a counseling center for highly gifted young people:

"Lisa-Marie is 17 years old and is about to graduate from high school. Her grades are very good (1.0-1.2). She achieves top scores in her math and biology classes. Her friends describe her as active in sports and very talented. Her hobbies are vaulting and gymnastics. She enjoys dancing and is active in the church volunteer group. Lisa-Marie loves planning and structuring things just as much as practical activities. She cites laying laminate flooring as an example. Her favorite subjects besides math (which she doesn't want to study) are German and English. She enjoys traveling and foreign languages and aspires to study abroad."

Lisa-Marie exemplifies the concept of *multipotentiality*. Excelling academically, athletically, and in community involvement, she repre-sents individuals who can achieve high competence across diverse domains when supported by appropriate environments, *Multipotentiality*, first defined by Fredrickson (1979), is often associated with career decision-making challenges due to their wide range of abilities and

interests (Achter et al., 1997; Rysiew et al., 1999). However, its broad definition has led to theoretical and empirical ambiguities, necessitating a refined concept (Grüneberg, 2024): *Begabungsvielfalt* (diversity of talents or multiple giftedness).

To address these complexities, the DEFINE model *(DEcision-Focused and INteractive Enablers)* integrates ability, volition, and environmental factors as foundational components of talent development. Unlike traditional giftedness models that focus on domain-specific performance (e.g. Gagné, 2004; Ziegler & Phillipson, 2012) or monofactorial intelligence measures (Gottfredson, 1997), the DEFINE model highlights learning decisions as pivotal in shaping an individual's gifted trajectory. It recognizes two paths: early specialization, often linked to optimization challenges, and multipotentiality, which presents broader decision-making challenges.

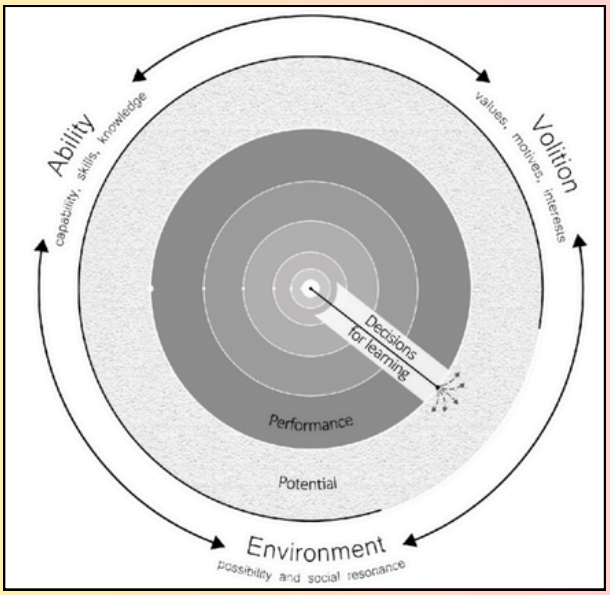

Fig. 1: DEFINE model (Source: Own development, graphic by Paula Carstens)

The model aligns with career choice research by bridging fit models, which focus on aligning personality and environment (e.g. Holland, 1997), with development models that both emphasize skill evolution and self-directed professional growth (e.g. Savickas, 2004). The DEFINE model repositions multipotentiality as a viable and dynamic option within educational and career paths, enabling students like Lisa-Marie to explore and integrate their diverse talents.

This conceptual framework redefines the intersection of giftedness and career guidance, offering a structu-red yet flexible approach to support individuals transitioning to higher education and beyond. It advocates for a nuanced understan-ding of giftedness, embracing both specialization and versatility as valid paths to fulfillment and success.

From Theory to Practice

To apply the DEFINE model of giftedness to career orientation and counseling, a comprehensive frame-work was developed, which includes a guidebook (Grüneberg, 2019) and an app named DEEP! (German acronym translated as *The development of your own potential).* Both the app and the guidebook integrate the model's three factors-ability, volition, and environment — into a structured, ten-step process for career decision-making. These steps incorporate practical recommendations derived from research and counseling experience, addressing values (Kerr & Erb, 1991),

life goals, and emotional decision-making methods. Key features include tools for interest identification (e.g., RIASEC types and alternative approaches), a critical analysis of abilities (e.g., intelligence diagnostics, grades), and exercises that examine environmental influences such as family traditions and gender roles. The app enables systematic self-assessment and feedback collection via a 360-degree tool, facilitating the creation of a talent profile that integrates abilities, interests, and values. This profile assists users in evaluating career options through a decision matrix.

The app promotes *self-coaching*, a self-directed process where users reflect on their skills, interests, motivations, and aspirations. Inspired by traditional counseling methods, self-coaching fosters self-awareness and decision-making skills (Greif, 2008). Exercises address key questions such as "What am I capable of?" and "What do I want to achieve?" Drawing from established counseling frameworks (international example: Bolles et al., 2013), DEEP! equips users with structured guidance and tools for self-discovery to navigate career choices effectively.

Recognizing the limitations of traditional print-based career guidance, the DEEP! app was developed as a modern alternative tailored to the digital preferences of younger genera-tions. Designed as a progressive web app, it integrates diverse media formats, including text, videos, and interactive tools to facilitate career exploration and decision-making. The app automates test evaluations, summarizes exercise results, and provides opportunities for interaction with feedback providers, incorporating elements of gamification. Furthermore, prioritizing data protection, it adheres to "privacy by default" principles, ensuring compliance with strict EU data protection standards.

Brief Introduction to the DEEP! App

The app consists of three areas (see Fig. 2): Steps (steps with texts, audio books, learning videos and exercises), Profile (presentation of results of exercises, decision exercises, pool of ideas) and To-Do (task planner, appointment planner and notes area).

Fig.2: Starting page of the DEEP! app (Source: Own illustration)

The homepage includes information about counseling services and links to various topics within the app. The following table shows the ten steps that pupils are encouraged to follow when making a career decision. These steps were derived from the coaching process typically conducted during face-to-face counseling sessions. In particular, the areas of "will" (goals, values, interest):

→ step 2, "ability" (skills, abilities, knowledge)

→ step 3 and "environment" (social resonance and opportunity)

→ steps 4-7 are based on the DEFINE-model. In the following table (see Table 1), examples of concrete implementation for each step are provided, clearly illustrating their connections to established concepts and exercises in career guidance.

10 steps to choosing a career	Examples of implementation in the app
Clarify questions and concerns	Clarification of concerns with systemic questions, ideal decision schedule, project management with smart goals -> implementation in project management tool in the app (To-Do area)
Explore own goals, values and interests (VOLITION)	Confrontation with existential questions, assessment scales for RIASEC and motives, values questionnaires -> among other creative implementation — see gummy bear exercise for priorities (picture on the right side of the Poster)
Analyze strengths and weaknesses (ABILITY)	Self-assessment of competencies (subject, methodological, personal and social competencies); external assessment via 360-degree feedback tool -> generate links to collect feedback from friends, relatives and teachers
Conduct orientation interviews and develop ideas (ENVIRONMENT)	Interview guidelines; profile export as a basis for discussion; -> Reflection questions for generating ideas with the help of the profile (profile area)
Review of the self-assessment (ENVIRONMENT)	Reflection exercises on societal and family influences -> Creative task — Drawing of a "Me as a startup" logo or family crest
Collect and evaluate information (ENVIRONMENT)	Instructions for collecting information and summarized basic information on vocational training, dual studies and university studies -> Video on researching the databases of the German Rectors' Conference (Hochschulrektorenkonferenz) and the Federal Employment Agency (Bundesagentur für Arbeit)
Clarify framework conditions (ENVIRONMENT)	Information on admission requirements and study financing (public aid and scholarships) -> Study cost calculator

Make a decision	Rational decision making -> decision matrix based on the profile (picture on the right) Thematization and guidance on the inclusion of emotional decision-making methods -> Referral counselling tool (overview of counselling services sorted by possible concerns)
Implement decision	Instructions on how to apply for vocational training or universities, special focus: scholarships for gifted students -> longer texts available as audio book
Reflect decision	Self-reflection on the overall process, advice on how to deal with doubts about the decision and possible career change

User Feedback and Critical Discussion

The design and user experience of the DEEP! app were developed as part of a bachelor's thesis (Jürgensen, 2020) and underwent extensive testing during its development. The first significant trial took place in December 2020 at a Braunschweig grammar school, where Year 11 students evaluated the app. It received positive feedback for its depth, individuality, and thought-provoking approach. Students appreciated its comprehensive career guidance compared to simpler internet-based tools. However, some criticisms emerged, such as the length of the texts and a preference for shorter explanations or videos. Workshops conducted with high achieving, socially disadvantaged students (January- March 2021) under-
scored the importance of external advice for interpreting the app's profile results. Despite this, both test groups consistently praised the app's appealing design and comprehensible structure.

The app facilitates self-coaching by encouraging reflection, integrating feedback, and addressing the Johari window's (Luft & Ingham, 1955) dimensions of known and unknown aspects of the self. While the app supports informed career decision-making, it does not aim to replace personalized counseling or provide prescriptive career advice. Instead, it serves as a supplemental tool for motivated students, particularly those without fixed career plans. However, its requirement for a high level of commitment may make it less suitable for all users.

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Access to the app for tests and feedback

Direct link to the demo version of the app. Access via browser (automatic translation in your language possible).
For more information:
tillmann@begabungsvielfalt.de

BUDDHIMAAN TO *PRADNYAWANT*: CONCEPT OF GIFTEDNESS FROM A NURTURING PERSPECTIVE IN INDIA

Devasena Desai[1], Sameena Manasawala[2]
[1]Associate Director, Kaveri Counselling, Empowerment and Gifted Center (KCEGC)
[2] Head, Nurturing Domain, Kaveri Gifted Education and Research Center (KGERC)

Abstract

This article elucidates the concept of giftedness in the Indian context from a practitioner's perspective. The authors, who have designed nurture programs for gifted school students for over ten years, present a concept of giftedness that has emerged from interactions with Indian educators, parents, and students. As giftedness is a social construct, several researchers, both western and eastern have delved into the cultural context to conceptualize the varying degrees of potential among gifted individuals (Simonton, 2021; Pathak &; Muralidharan, 2021; Sak, 2020). *Buddhimaan* and *pradnyawant* are concepts with origins in the ancient Indian language-Sanskrit. The word *buddhimaan* refers to an individual with high intelligence. *Pradnyawant,* on the other hand is a person who embodies knowledge and wisdom and functions from higher levels of consciousness. The term '*pradnyawant*' propounds an equal balance of both performance and potential. Such a conceptualization which was presented at APCG 2024 in several presentations from India, would redirect the mindset of educators towards the whole individual rather than mere academic excellence. Embracing '*pradnyawant'* as a future holistic reference of an individual with advanced intellect and wisdom will help it contextualize in the Indian context and develop culturally relevant models for nurturing.

Introduction

Giftedness is perceived differently across countries, and its identification depends on these contextual conceptualizations. In India, gifted children are often identified based on academic aptitude or outstanding achievements. The education system primarily aims to provide advanced-level programs for these children, focusing on conceptual knowledge, critical thinking skills, and success-oriented outcomes with material gains. In contrast, the ancient Indian gurukul system of education emphasized the importance of inner growth and transcendental wisdom through higher levels of consciousness. This divergence is explored in this article through a conceptualization of giftedness from a nurturing perspective. In India, gifted children are often referred

to as *buddhimaan*, meaning individuals with high intelligence, the ability to think beyond conventional boundaries, reason effectively, create innovative solutions, and maintain emotional stability.

A *buddhimaan* individual who aspires to evolve to higher consciousness progresses to another plane of self-realization, becoming a *pradnyawant*. The integration of spirituality with cognitive dimensions makes the concept holistic and developmental. The ideas proposed in this model resonate with concepts such as transformational giftedness or transformational creativity (Sternberg, 2021; Subotnik, et al., 2021). Furthermore, this concept underscores the need for an indigenous model to nurture *buddhimaan* children effectively which was presented at the APCG 2024.

The Concept of '*Buddhi*'

The word *buddhi* is derived from Sanskrit, an ancient Indian language. *Buddhi* (intelligence) encompasses not only intellectual processes such as knowledge, discrimination, and decision making, but also determination, mental effort, emotions, and opinions (Das, 1994). A person with *buddhi* demonstrates the capacity to discern the intention of others, exhibits kindness, refrains from self-praise, takes initiative, and maintains flexibility. Such individuals are alert, respond appropriately to emerging conditions, remain undisturbed by difficult situations, and are ready to stand for righteous causes. '*Buddhi*'. is. a developmental construct with multiple layers, including understanding concepts, reasoning, discerning right from wrong, critical thinking, problem solving, taking decisive action and potentially leading social change.

While *Buddhi* aids in acquiring worldly knowledge, when nurtured, it can also enable individuals to gain transcendental knowledge (beyond worldly knowledge) and reach higher levels of consciousness. According to Khire (2013), *buddhi* helps individuals perceive beyond immediate realities, facilitating a deeper understanding of eternity and the truth of divinity. Persons embodying these attributes are known as *buddhimaan*.

Nurturing *Buddhimaan* Children

Srivastava and Misra (1996) highlighted that Indian scriptures have focused deeply on human abilities and potential and that Indian philosophy emphasizes the integration of cognitive, socio-emotional, and spiritual aspects as vital for holistic development. In the West, Howard Gardner's theory of multiple intelligences (Gardner, 2003) includes spiritual or existential intelligence, which he described as the ability to ponder deeply the meaning, scope, and purpose of human existence. Similarly, Zohar and Marshall (2000) identified spiritual intelligence as the pinnacle

of human intelligence, enabling individuals to make ethical judgments on events and act accordingly. It allows people to analyze conditions in order to figure out how to change them, rather than reacting to them.

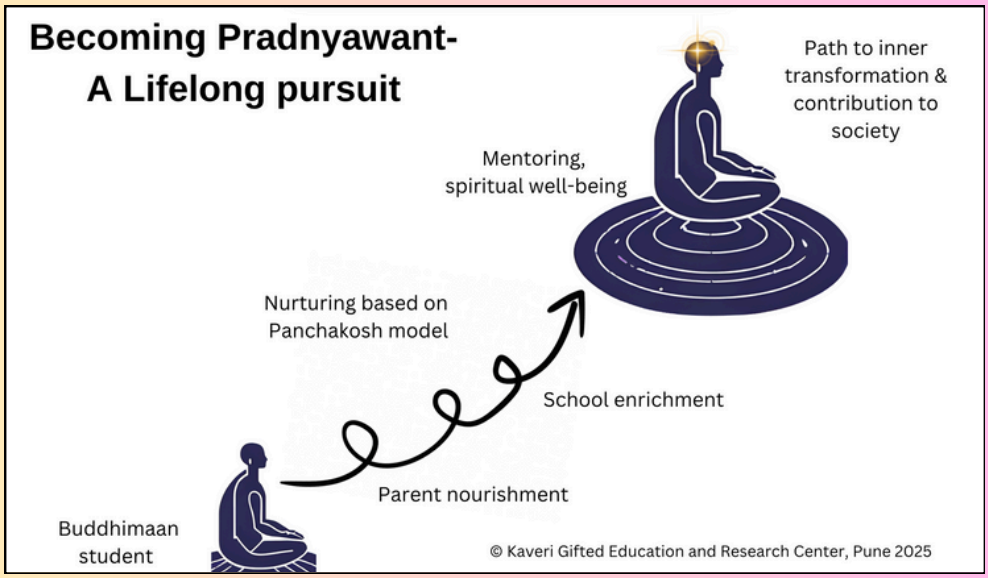
Generally, schools nurture the intelligence of the *buddhimaan* by enhancing their knowledge of concepts. These students possess limitless intellectual energy and master new concepts rapidly, such that they run out of new avenues to explore and reach a ceiling in learning. Thus, nurturing their potential is essential to help them expand beyond their limits. Indian philosophy posits that the ultimate goal of an individual's life is to attain higher consciousness, bringing us to the term *Pradnyawant*.

The *Taittiriya Upanishad,* an ancient Indian text, describes the *Panchakosh* (five layers) model of human development as a meaningful framework for Gifted Nurturing Model derived from the *Panchakosh* (Desai et al., 2024; Manasawala & Desai, 2023) is particularly suitable for nurturing *buddhimaan* children. The purpose of such program is to guide *buddhimaan* children towards becoming *Pradnyawant* – individuals who achieve higher states of consciousness through personal transformation and contribute to humanity's well-being. This model emphasizes holistic development, integrating all aspects of an individual.

Concept of *Pradnyawant*

In ancient Indian scriptures, the journey from *buddhimaan* to *pradnyawant* is described as an unceasing process of raising one's consciousness, offering limitless potential for growth. As Sridhar (2015) notes, a *pradnyawant* individual attains higher consciousness, true wisdom, compassion, and a sense of oneness with all beings. This term, originating from Marathi (a regional language of the state of Maharashtra, India) with roots in Sanskrit, refers to individuals who understand cosmic principles and possess transcendental knowledge, which includes understanding of interconnectedness of all existence. As children evolve through nurture, they can aspire to the limitless possibilities of inward growth.

A *Pradnyawant* individual transcends academic, cognitive, and non-cognitive aspects, embarking a journey of spiritual self-discovery. Any path can be used, be it western or eastern philosophy, or a certain religious ideology and practice; the buddhimaan individual delves deeper into questioning the self, encouraging existential intelligence and raising consciousness. Such individuals contribute to society and leave behind valuable insights and wisdom for others.



Scope of the Concept

This concept, which highlights the journey of a *buddhimaan* to a *pradnyawant* individual, appears similar in some respects to the proposed idea of transformational giftedness. Sternberg (2021) refers to individuals who seek to make the world a better place and create positive, meaningful, and hopefully, enduring change as a way to use their intelligence transformationally. Sternberg (2021) has extended this to two types of transformation – self and other. The latter refers to making a transformative difference contributing to the lives of others, while self-transformation is about self-actualizing and finding a higher purpose in life which is similar to the concept of becoming *pradnyawant*. Similarly, Subotnik et al.'s (2021) Talent Development Mega Model (TDMM) highlights giftedness as a dynamic construct shaped by biological, pedagogical, psychological, and psychosocial factors. It is relative not just to the ordinary but to the extraordinary. The concept of *pradnyawant*, rooted in the Indian cultural traditions, aligns with these frameworks by envisioning giftedness as a transformative and holistic process.

Conclusion

Giftedness is a social construct, and gifted education has seen paradigm shifts in its conceptualization over the last four decades. Globally, the focus has shifted from intelligence and high achievement to talent and transformational giftedness. The Indian National Education Policy (NEP) 2020 has initiated steps to support gifted and talented students, providing a timely opportunity to establish a culturally relevant framework. By adopting *'Pradnyawant'* as a holistic reference, India can redefine giftedness to encompass advanced intellect, wisdom, and the capacity for self and societal transformation.

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The Executive Committee 2024-2026

The Asia-Pacific Federation on Giftedness (APFG) affiliated with The World Council for Gifted and Talented Children (WCGTC).

The APFG consists of a President, a Vice-President, a Secretary, a Treasurer, the immediate past President and 2 more Delegates. The following Executive Committee Members were elected by the delegates on August 18, 2024 for a two-year term from 2024 to 2026.

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THE ASIA-PACIFIC FEDERATION ON GIFTEDNESS EXECUTIVE COMMITTEE 2024- 2026

KYUNGBIN PARK

Kyungbin Park is an honorary professor at Gachon University, Korea. She serves as the Senior Advisor at the Gachon Center for Science Gifted. She is also the Director for Sopia Odyessey Institute (SOI). She has worked to implement the law for gifted education in Korea, and is a member of the advisory committees to several national organizations in Korea on gifted education. Her main interest areas are in creativity, intelligence, socio-emotional development and gifted education in early childhood. She was elected as the President of the Asia- Pacific Federation for Giftedness (2012-2014 and 2016-2018). She also served as the President for Korean Society for the Gifted (2012-2015). She has written articles and books on identification, evaluation, trends of research on gifted education, and characteristics of gifted students in Korea, as well as intercultural comparisons in gifted education. She has also developed assessment tools to aid in identification and instruction for gifted learners.

CHING-CHI KUO

Dr. Ching-Chi Kuo is a professor at National Taiwan Normal University, contributing to the field since 1977. Her research encompasses education policy, twice exceptionality, brain studies, and the cognitive and emotional development of individuals with special needs. Dr. Kuo has led international initiatives, organized the 2006 and 2022 Asia-Pacific Conferences on Giftedness and hosting the Asia-Pacific Forum for Science Talented from 2015-2019.

THE ASIA-PACIFIC FEDERATION ON GIFTEDNESS EXECUTIVE COMMITTEE 2024- 2026

JAE YUP JARED JUNG

Jae Yup Jung, PhD, is a Professor in the School of Education and the Director of the Gifted Education Research, Resource and Information Centre (GERRIC) at The University of New South Wales, Australia. His research program, which incorporates various topics relating to gifted adolescents (with a particular focus on their education and career-related decisions) has been published or presented on more than 100 occasions. He is the current editor of the Australasian Journal of Gifted Education, Vice President of the Asia-Pacific Federation on Giftedness, and the President of the Australian Association for the Education of the Gifted and Talented.

LETCHMI DEVI PONNUSAMY

Dr. Letchmi is a Senior Lecturer specializing in gifted education and inclusive teaching practices. Her research focuses on effective pedagogy for diverse learners and has investigated instructional differentiation strategies for challenges faced by teachers in mixed-ability classrooms in schools, as well as studies about gifted learners in specialized programmes. She is the co-editor of the "Curriculum for High Ability Learners" and is the Associate Editor of the "Pedagogies" journal. She has also authored chapters and articles on curriculum innovation, concept-based curriculum, and differentiation.

THE ASIA-PACIFIC FEDERATION ON GIFTEDNESS EXECUTIVE COMMITTEE 2024- 2026

VARAROM PACHIMSAWAT

Vararom is an artistic director of Dance Centre school of performing arts established since 1985, where she still teaches / choreograph and stage productions and has been working with gifted youth in the artistic field. She was invited to be the main speaker at the APCG 2018. Presently she is a president of Friends of the Arts foundation which is a public charity foundation promotes dance education and movement to improve the brain functions in Thailand.

MANABU SUMIDA

A Professor of Science Education in the Faculty of Education at Ehime University Manabu Sumida has been a visiting researcher at the University of Georgia, USA, and a visiting scholar at the University of Cambridge, UK. His area of research interest is STEAM education for gifted learners. He is a founder and director of Kids Science Academy, a special science program for gifted young children. He was an international committee member of the TIMSS 2003 and the OECD PISA 2015. He received the Academic Award from the Japan Society for Science Education in 2018 and the Ryoji Noyori (Nobel Laureate in Chemistry in 2001) Education Award in 2013.He is a delegate of the Japan to the World Council for Gifted and Talented Children and has been an executive committee member of the Asia-Pacific Federation on Giftedness for the term 2022 to present. He is the President of the Japan Society for Science Education and the Asia and a regional Representative of the International Council of Associations for Science Education.

THE ASIA-PACIFIC FEDERATION ON GIFTEDNESS EXECUTIVE COMMITTEE 2024- 2026

PAROMITA ROY

Paromita Roy, PhD, is the Deputy Director of Jagadis Bose National Science Talent Search (JBNSTS)in Kolkata, India. She has more than 30 years of experience working with high ability students of science and is involved in program development and teacher training. Her research interests include talent identification and nurture, developing concepts of giftedness and gender in STEM. She has been involved in longitudinal studies with gifted students, and collaborated with global colleagues for cross nation studies with University of Erlangen-Nuremberg, Germany, College of William and Mary, Virginia, USA and Center for Talented Youth Dublin City University, Ireland. She is the author of two chapters in international books on gifted education and STEM education. Her book released in 2024, is “Nurturing Buddhimaan (gifted) Students: A Practitioners’ Guide. She has been an international referee for the Asia-Pacific Forum for the Science Talented (APFST) for 2017 and 2018 and is an executive member of the Asia-Pacific Federation for Giftedness. She is presently the editor of the APFG Newsletter.

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If you are already a member we thank you for your support. If your membership has expired (or is soon to expire) please remember to renew. If you are not yet a member, we invite you to become part of APFG. Membership is open to individuals who support the purpose of the APFG. An individual seeking membership will be accepted as a member upon submission of the required application and fees.

To apply for membership, please send the completed application form to Dr Letchmi Devi Ponnuswamy (letchmidevi@gmail.com), Secretary, APFG, who will update the membership list with a copy to Dr Vararom Pachimsawat (vararom.pachimsawat@gmail.com), Treasurer, APFG, who will prepare the receipts to be issued on payment of membership fees. Kindly pay the membership fee at the APFG Conference. If you are unable to attend, you may ask a friend attending the conference to pay your membership fee on your behalf. By joining or renewing your APFG membership, you will enjoy benefits such as: - A biannual newsletter - Opportunities to expand your expertise and broaden your horizons - Preferential member rates for our biennial APFG conference, featuring keynote speeches, parallel presentations, and workshops - A voice within the organization We deeply appreciate your continued support and look forward to seeing you at the APFG conference.

Contacting APFG

President, **Professor Kyungbin Park**
Asia-Pacific Federation on Giftedness
Email: kbpark@gachon.ac.kr
APFG website https://www.apfggiftedness.org/
APFG Email apfg2014gifted@gmail.com

Asia-Pacific Federation on Giftedness

APFG Membership Application

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Organization:

Organization

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Position ☐ Professor. ☐ Assoc. Professor. ☐ Assist. Professor

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☐ Administer ☐ Coordinator ☐ Consultant ☐ Counselor

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Membership: ☐ New ☐ Renewal

☐ 2 year- individual (USD 40.00) **2024–2026**

☐ 4 year- individual (USD 80.00) **2024–2028**

Signature of Applicant	Date

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19th Asia-Pacific Conference on Giftedness (APCG) 2026

"Fast Forward: Building a Better Future for Gifted Education 2050"

The Asia-Pacific Conference on Giftedness (APCG) 2026 is a transformative gathering of global educators, researchers, and practitioners. Under the overarching theme **Fast Forward: Building a Better Future for Gifted Education 2050** we aim to collaboratively envision the future of gifted education and identify actionable steps to ensure a brighter future for gifted learners. Paper and abstract submissions may include but are not limited to the following key topics:

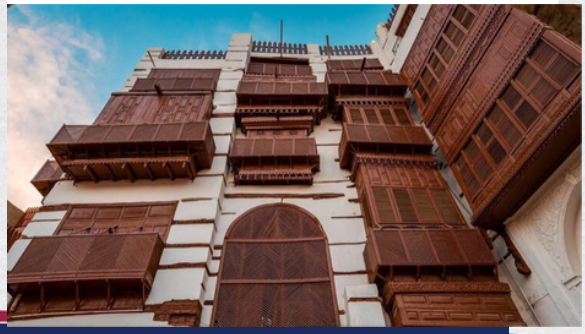
1. Increased Diversity in Gifted Education
2. Personalized Learning for Gifted Learners
3. Supporting Gifted Students with Disabilities
4. Preparing Gifted Students for 21st-Century Workforce
5. Vision for 2050: Shaping the Future of Gifted Education

Whether you're presenting a paper, attending workshops, or networking with experts, this is your chance to engage in a truly landmark event & explore the beauty of Jeddah!

Don't miss this opportunity to be part of shaping the future of gifted education.

***Dates**: 7th to 11th February 2026*

***Venue:** University of Business & Technology, Jeddah, Saudi Arabia*



التعليم من أجل العمل وريادة الأعمال
Education for Job Opportunities and Entrepreneurship

Education for Job Opportunities and Entrepreneurship

ANNOUNCEMENTS

CALL FOR NOMINATIONS FOR THE 2026 ASIA-PACIFIC FEDERATION ON GIFTEDNESS AWARDS

The Executive Committee of the Asia-Pacific Federation on Giftedness is excited to announce a call for nominations for the biennial 2026 Asia-Pacific Federation on Giftedness Awards.

The purpose of the awards is to promote high quality research, teaching, and related activities in gifted education in the Asia-Pacific region.

The awards will be conferred in the following four categories:

- Outstanding research (student category): An outstanding piece of research that has been published in any outlet (e.g., a thesis, peer-reviewed journal article, book chapter, book) by a student (i.e., bachelor, masters or doctoral student) who has undertaken studies at a tertiary institution in the Asia-Pacific region in the past three years.
- Outstanding research (researcher/academic category): An outstanding piece of research that has been published in any outlet (e.g., peer-reviewed journal article, book chapter, book) by a researcher or academic based in the Asia-Pacific region.
- Outstanding gifted education program: An outstanding gifted education program developed by anyone based in the Asia-Pacific region.
- Outstanding impact in gifted education: Outstanding impact in the field of gifted education by anyone based in the Asia-Pacific region.

The Asia-Pacific Federation on Giftedness awards committee will confer the awards on the basis of the following criteria:

- Research awards: Relevance to gifted education, significance of findings, innovation of ideas and/or method, and quality of writing
- Gifted program awards: Innovation of program, accessibility of program, and outcomes of the program
- Impact awards: Significance of activity, outcomes of activity, and reach of activity.

The Awards Committee will also have the discretion to use any other criteria that they deem fit in their determination of award recipients.
Awards may be conferred to individuals or groups of individuals. Awardees may be conferred awards in more than one category in any one year.
If you wish to make a nomination (including a self-nomination), please wait for us to get back to you with more details shortly.

During the completion of the online survey, you will be asked to upload the following:

- An electronic copy of one research publication (for research awards)
- A detailed description of the gifted education program (for gifted program awards)
- A detailed description of one's impact in gifted education (for impact awards)

ANNOUNCEMENTS

Bid to Host APCG Conference 2028

The Asia-Pacific Federation on Giftedness (APFG) is now accepting bid proposals to host the 2028 Asia-Pacific Conference on Giftedness (APCG).

The APCG is a biennial event in the summer, usually in July or August, providing the opportunity to contribute to the global conversation about gifted and talented education. Past conferences have been held in Manila (1990), Taipei (1992), Seoul (1994), Jakarta (1996), New Delhi (1998), Beijing (2000), Bangkok (2002), Daejeon (2004), Taipei (2006), Singapore (2008), Sydney (2010), Dubai (2012), Beijing (2014), Macau (2016), Bangkok (2018), Daegu (2020/1), Taipei (2022) and Takamatsu (2024). Jeddah will be hosting the 19th APCG Conference in 2026.

The deadline for bid will be 31 July 2025. Please submit your bid by e-mail to APFG Secretary Dr Letchmi Devi at letchmi.p@nie.edu.sg. The APFG Executive Committee Members will review bids. Potential bidders are also encouraged to participate in the 2026 APCG Conference in Jeddah, Saudi Arabia. The successful bidder will be announced during the 2026 Jeddah conference.

The following information should be included in the proposal:

- Hosting university/government institution(s)
- Planned dates
- Venue (city, information on conference facilities, number and size of conference rooms, travel/transportation considerations)
- Conference organization
- Tentative program for Main Conference
- Tentative program for the Youth Summit
- Conference budget
- A suggested conference theme and related sub-themes focusing on current and future trends and issues in gifted and talented education
- Tourist information

The APCG Conference usually attracts more than 500 participants for the Main Conference and 300 students for the Youth Summit. As such, a conference site with an auditorium/hall for this projected number of people should be considered.

Please feel free to contact us if you have any queries at letchmi.p@nie.edu.sg.

About APFG

Asia-Pacific Federation on Giftedness (APFG) was founded in 1990 in Manila, Philippines as the Asia-Pacific Federation (APF) and became affiliated to World Council for Gifted and Talented Children (WCGTC) in 1994. In 2010, APF changed its name to APFG and has become an independent organization. The purpose of APFG is to focus Asia-Pacific attention on gifted and talented children or individuals and their valuable potential contribution to the benefit of humankind. Special education administrators, scholars and teachers in gifted and talented education, special education, psychology, and other fields join together with dedicated parents and graduate students to support the mission of the APFG. Over the years, we have been diligently fulfilling the commitments registered at the Bangkok Declaration approved on August 16, 2002 and working on the development and education of gifted and talented individuals in Asia-Pacific region.

Asia-Pacific Federation on Giftedness
Department of Special Education, National Taiwan Normal University
162, Heping East Road, Section 1, Taipei 10610, Taiwan
TEL: 886-2-77345008 FAX: 886-2-23413061
Email: apfg2014gifted@gmail.com, kbpark@gachon.ac.kr