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## President's Message

Dear Members and Colleagues,

Welcome to the second issue of the APFG newsletter. In this edition, you will find reports on significant events and achievements, interesting links, information about upcoming conferences, book releases and general call for papers from journals. We hope you enjoy this short summary of these news and activities during 2015.

We also want to announce the 14th Asia-Pacific Conference on Giftedness from the 12th July (Tuesday) to 15th July (Friday), 2016 at University of Macau, Macao SAR, China. This conference provides an opportunity for Members, Delegates, guests or other community members from around the world to achieve our Mission, meet and interact with each other, re-connect with old friends, share ideas and join conversations about recent developments in gifted and talented education. Please mark your calendar and make plans to join us as we hope to see you there.

Kindly share this newsletter with your respective networks. We thank you for your continued support and involvement with APFG, and we wish you good health and happiness always.

Sincerely,

2014-2016 APFG President

Frank Km

# First Announcement of the 14th Asia-Pacific Conference on Giftedness, 2016



First Announcement 14th Asia Pacific Conference on Giftedness 12-15 July 2016, Macao SAR, China

#### Invitation

"Maximizing Potential, Lighting up the Future", the 14th Asia Pacific Conference on Giftedness (APCG), is proudly hosted by University of Macau (UM) and Macao Convention & Exhibition Association (MCEA) on 12-15 July 2016.

APCG is a biennial event in the summer, usually July or August providing opportunity to contribute to the global conversation about gifted and talented education. Every two years the event is held at a different location and brings together hundreds of members and attendees and numerous presentations covering latest trends in the education of gifted and talented children.

14th APCG will include 6 keynote speeches sessions, overall presentation, poster sessions, oral presentations and symposiums. Prospective authors are invited to present your latest research on giftedness in regards to the following topics:

- Assessment and identification of gifted and talented children
- Acceleration, enrichment and alternatives of gifted children
- Creativity and creative programs
- Self-regulation and emotional development of giftedness
- Socialization and pro-social behaviour of gifted and talented children
- Family and school environment of gifted and talented children
- Various educational programs for gifted and talented children
- Teacher and teacher training for gifted education
- Evaluation of gifted programs
- Gifted underachievers and gifted children with low social and economic background
- Cognitive and neural mechanism of giftedness
- Brain plasticity and early education of giftedness
- Curriculum development for gifted education

#### Proposal Submission Policies

- (1) On-line submission of proposals will be the only accepted form. No e-mailed, mailed, or faxed proposals will be accepted.
- (2) The presentation title may be a maximum of 12 words and the abstract must be less than 250 words
- (3) Prospective presenters may make only one proposal and presentation for which they are first author and only one other in which they are not first author but in the list of authors.
- (4) Pre-conference and keynote presentations do not add to the presentation limit.
- [5] All proposals and papers must be submitted in English.
- [6] Proposals will be received on or before February 28, 2016.
- (7) All proposal abstracts will be reviewed by a panel of experts who are appointed by the Conference Program Committee and who have exclusive and binding authority to accept or reject any proposal.
- (8) Notification of acceptance of proposals will be issued on or before March 28th, 2016.
- (9) Potential presenters will receive only a conditional acceptance of their proposal until they have registered for the conference.

- (10) All presenters, whether individual or group, must have registered for the conference by May 1, 2016; otherwise, their conference presentation will be cancelled, automatically, and not included in the program.
- (11) The Conference Program Committee reserves the right to edit all abstracts for length and clarity before they are published.
- (12) Expenses for travel and attendance, including the conference registration fee, are the responsibility of each presenter.

#### —— Paper Submission for Proceedings Policies –

- (1) Contributions to be considered for publication in the Conference Proceedings must be original.
- (2) Papers must be submitted in Microsoft Word format according to the style conventions of the American Psychological Association (APA), except that 12-point Times New Roman font and single spacing with 1-inch margins must be used. Abstracts and author information must be included.
- (3) The maximum acceptable length of a submitted paper is 3000 words, including references and illustrations.
- (4) Papers will be received on or before June 1, 2016.
- (5) All papers will be reviewed by a panel of experts, who are appointed by the Proceedings Editor and have exclusive and binding authority to accept or reject any paper.
- (6) Any papers accepted for publication will become copyright of the APFG.
- (7) The Conference Program Committee reserves the right to edit all papers for length and clarity before they are published.

### ----Organized by ----- Supported by ----

- X University of Macau
- Macao Convention & Exhibition Association
- X Asia Pacific Federation on Giftedness
- Macao Trade & Investment Promotion Institute
- Macao Government Education and Youth Affairs Bureau
- Chinese Educators Association of Macau

#### APFG Executive Committee:

- Professor Ching-Chih Kuo, National Taiwan Normal University, Taiwan
- X Professor Kyungbin Park, Gachon University, South Korea
- Dr. Usanee Anuruthwong, Association for Developing Human Potentials and Giftedness, Thailand
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- X Dr. Quek Chwee Geok, Ministry of Education, Singapore
- X Professor Jiannong Shi, Chinese Academy of Sciences, China
- X Dr. Faisal Yahya Alamiri, Jeddah University, Saudi Arabia

#### Local Organizing Committee:

- X Professor Xitao Fan, University of Macau (Chair)
- Mr. Alan Ho, Macao Convention & Exhibition Association (Co-Chair)
- X Professor Hoi Yan Cheung, University of Macau
- 🔀 Professor Kwok Cheung Cheung, University of Macau
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- 🔀 Dr. Chao Peng, University of Macau
- Mr. Andrew Jiang, Macao Convention & Exhibition Association (Conference Manager)
- 💢 Mr. Jack Chan, Macao Convention & Exhibition Association
- X Mr. Missy Cong, Macao Convention & Exhibition Association

Venue ?

Language 35

University of Macau, Macao SAR, China

English is the official language of this conference.

## Deadline for

abstract	28	February	2016
early bird registration		1 May	2016
full paper submission		1 June	2016

#### Registration

Registration is through online platform on the websites, the fees include:

- X Access to all sessions during the conference
- Conference program books & delegate bag
- X Welcome dinner
- X All lunches during the conference
- X Coffee breaks & snacks
- X Shuttle bus service between official hotel and UM

All fees are quoted in US Dollars. Registrations made after Monday 30 June 2014 must be made onsite at the conference

	Early Bird Rate (before 1 May2016)	Standard Rate (1 May to 30 June 2016)
Member*	\$300	\$400
Non-Member	\$350	\$450
Student**	\$210	\$260
Group(five or more)	\$280	\$350

<sup>\*</sup>Member of Asia Pacific Federation of Giftedness.

<sup>\*\*</sup>Valid student ID must be presented at the conference registration desk. Full registration fee will apply if current student ID is not provided.

#### Social Program

Welcome Reception (include in registration fee)

Registration fee not covered the following expenses:
Networking Cocktail
Full Day World Heritage Tour
Hong Kong City Tour
Bungy jump & sky walk at Macau Tower
House of Dancing Water at City of Dreams

#### Official Hotels

Holiday Inn Macao Cotai Central Guest House, University of Macau

#### About Macao

Macao is the first and last European outpost in Asia. The Portuguese ruled over 450 years, which ceased in 1999. Because of its unique history, a number of properties were designated as UNESCO World Heritage Sites in 2005. Macao celebrates a variety of festivals and events throughout the year to reflect its colonial and cultural roots, such as Catholic processions and Chinese Taoist worshiping ceremonies, food festival and fireworks display contests, marathons, and the Macau Grand Prix which has run for over 60 years! Macao is also famous for its beautiful resorts, casinos and nightlife. Macao makes about 7 times more gaming revenues than the whole Las Vegas strip on its gaming

#### Keep in touch!

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### News in Korean Gifted Education

Kyungbin Park
Gachon University, South Korea

#### 1. Academy of Science and Arts founded in Korea

Department of Education in Korea focuses on educating scientifically gifted students. One of their efforts, several schools for gifted students in science were founded.

Sejong Academy of Science and Arts was founded in March, 2015, with the vision to provide STEAM education to scientifically gifted students. Incheon Academy of Science and Arts will open the doors to scientifically gifted students in 2016. The goals of these two schools are to promote and facilitate students learning in STEAM to fully develop their abilities.

Besides, there are 4 gifted high schools in science which recruit students from nationwide, and 20 specialized science high schools for local scientifically gifted students. In fact, 4 gifted high schools are very competitive schools with 18.41 vs 1 competitive rate entering in 2015.









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(지역사회\_멘토링)\_2









(금강인문자연탐사) 1

(금강인문자연탐사) 2

## 2. World Creativity Festival will be open on October 16-19, Daejeon, Korea.

The 2015 World Creativity Festival (WCF-2015) will take place at the Korea Advanced Institute of Science And Technology (KAIST) in Daejeon, Republic of Korea from October 16 to 19. The main goal of the WCF is to stimulate interest in creativity and science technology by bringing talented students together from various countries and providing them a chance of scientific and cultural experiences. WCF-2015 provides opportunities for students/adults to foster their creative future-oriented mind as well as to build an amicable relationship between Korean and international students.

WCF competes in teams having an advisor and two students, and try to maximize their scores by solving a set of problems through team creativity during two days of competition. Cultural and recreational events are organized on the remaining days.

## 3. Korean Society for the Gifted bi-annual Conference in Gacheon University, Korea 2015

Korean Society for the Gifted bi-annual conference will be held on 28th of November, 2015, at Gacheon University. This conference is an important national gathering of scholars, educators and graduate students and covers a range of research on gifted educations, creativity, STEAM, and any issue in gifted education.

# Report of the Asia-Pacific Forum for Science Talented in Taiwan

Ching-Chih Kuo, I-Ming Li, May Wu, Pei-Jung Chou

-National Taiwan Normal University

Hosted by K-12 Education Administration, Taiwan Ministry of Education (K-12 EA, MOE) and organized by National Taiwan Normal University (NTNU), the first Asia-Pacific Forum for Science Talented invited 50 middle high school talented students from eight countries/regions in the Asia-Pacific region to compete with each other and foster their social literacy.

This Forum was held from 20th to 24th July 2015 at Chientan Overseas Youth Activity Center, Taiwan. Focused on the theme "Social Literacy and Future Scientists", the Forum aimed to encourage students to demonstrate care for society, expand their multicultural horizons, and make new friends. During the 5-day activity through cross-national group discussions and sharing, the student delegates brainstormed together to come up with ideas about how technology can advantageously put to use in daily life and society.

On Tuesday the 21st July, the Forum began with the Opening Ceremony and multicultural show by the attending students, where Kate Hsu, Executive Director of Taiwan Youth Creative Action Association and Curator of Design for Change Taiwan, gave an invited lecture. She encouraged the students to care about their society and surrounding environment, using their creativity to solve problems they face to affect positive change in their community and the world.

After the multicultural show and lecture, there were student forum, team project, and teacher forum sessions that were the highlights during the Forum. The student forum was done by each country/region and provided student delegates with a chance to engage in discussion related to science for social concern and familiarize them with the roles of global citizens. Almost every group mentioned core issues like global warming, rubbish pollution, energy and food crisis, and aging populations. Some teams sought to solve universal problems in localized ways, and some tried improving life conditions by the latest experiment results and techniques. The whole session involves presentations and discussion at global, regional and national levels.





The team project session provided students with great opportunity for transnational collaboration. In this session, each group had 5 members from at least three different countries/regions and cultures. They learned how to overcome language obstacles, collaborate with others, think creatively and teamwork. Stationaries, tools, green and electronic materials were given, hoping that they would come up with a "social product" in the scientific and technological knowledge base.

Topics of concern to social project they presented included using and recycling of water resources, family and daily-life problems, e.g. home safety. Most of the groups valued energy saving and renewal; some raised practical concerns about cost, benefits, and discounts.

This hand-on team project session was challenging but it was fun and enjoyable for most students. As a Singapore student said, "I think the most unforgettable part in this camp is the team project. My team's project was the countries of China, Taiwan, Indonesia and Thailand, so initially we know many places because the Taiwanese and Chinese have a lot of people who can't speak English very well, and the Thailand people have people who can't speak Chinese so it was a big hassle to get to understand each other. But eventually we found a way to communicate with each other, we spoke the common language English, and we tried to interpret each other and explain to each other what we were trying to say, so in the end we managed to get together as one and so it was a very enchanting experience for me."

"The team project is a good chance to learn science and language", said a Vietnam student, "Through this kind of activity like Forum, we met everybody and had wonderful experiences. We love it. It was really great."



Hands-on team project course

The teacher forum session on Thursday morning provided teacher delegates with a chance to share ideas and show how incorporate social concerns into teaching practices. It is done by each country/region. Topics presented included environment education, sustainable development, international cooperation, interdisciplinary integration, and locality identification. All the attendees agreed on the importance of analytical and critical thinking to deliver future innovation, "Let them lead the way!"

Besides the academic activities, there was great opportunity for all attendees to make new friends of different countries/regions and understand their cultures as well. Most attendees loved it. As a Taiwan student said, "The most interesting was to learn about different languages and cultures from people around Asia. We worked and chatted with them, and learn a lot from that. It was a good experience to practice English. We worked with people from other countries, and shared different ideas and opinions."

Visit to Taipei 101 was an interesting way to experience the culture, hospitality and friendliness of the Taiwan people.

"I think that the most unforgettable part of the Forum was the visit to the Taipei 101, because it was my first time I went to the top. I felt that being able to get a view of the world is certainly a memory that I will not forget", said a Singapore student delegate.

Another highlight of the Forum was the cultural tour guided services by the Taiwan summer camp participants. All the participants gave a very positive feedback as this tour provided enjoyable and unique experiences through meaningful connections with local students of a similar age, and a great understanding of local culture, history and natural environment.







Cultural tour with Taiwan summer camp students

Friday the 24th of July was the last day of the Forum. Professor Ng Tai Kai, Executive Director of the Hong Kong Academy for Gifted Education gave an inspiring overview, affirming the students for their hard work and noting that science is experiment in nature. It is very easy to come up with fancy ideas, but it is a challenge to put it realistically. He brought an example like robotics and artificial intelligence and encouraged the students to imagine working with robots in future laboratories and how to solve the problem the human race have to fact it in the future.

Dr. Finarya Legoh, Principal Engineer of the Agency for Assessment & Application of Technology agreed with Professor Ng. She asserted again the importance of "focusing on the present and looking beyond future." Daydreaming is OK because one has to be creative. At the same time, one should not only be a scientist, but a communicator as well, so that good ideas can be spread and accepted by people.

Professor Manabu Sumida of Faculty of Education at Ehime University emphasized the importance of international and interdisciplinary cooperation and encouraged the students to embrace new challenges and keep moving forward.

Division Chief Chun-Cheng Wang of K-12 EA, MOE concluded and thanked all attendees for taking the time to attend and contribute to a very well-run and wonderful event. He thought the first Asia-Pacific Forum was successful and wanted to continue to offer this event every year. It is expected that the future events will draw more teams from more countries/regions together to meet and interact with each other inside and outside their own region as well as enhance future more expansive cooperation.

It was really exciting to see the attendees present and enjoy making new friends and getting to experience different cultures, said Professor Ching-Chih Kuo, Co-Chair of the Asia-Pacific Forum for Science Talented. She encouraged all the attendees to stay in touch with each other after this Forum end. A great way to continue those friendships and hold on to their memories is to join the Facebook fan page at https://goo.gl/xSzxKX, where they can leave feedback or upload photos. Future events will be available at this Facebook fan page as well.



Facebook fan page of the Asia-Pacific Forum for Science Talented

## The Bright Minds Project-Curriculum for Socioeconomic Disadvantaged Gifted Students

Chien-Hong Yu

Chinese Association of Gifted Education



#### Introduction

The latest revisions to the Special Education Law (2009) and the Gifted Education White Paper (2008) in Taiwan both emphasized the importance of identifying and counseling of gifted students from underrepresented populations. However, for socioeconomic disadvantaged gifted students, the phenomena of limited economic and educational resources are all too real. Low socioeconomic status (SES), cultural differences and even living in a rural area are all factors that lead to the limitation of early learning experiences and language development of such pupils (Kuo, 2011a). Students usually experience more challenges under these disadvantaged conditions and are even unable to realize their potential. Additionally, their learning needs are easily overlooked.

Socioeconomic status (SES) remains a topic of great interest to those who study children's development. SES disadvantaged children lack access to enough resources and experiences that results putting them at risk for developmental problems (Brooks-Gunn & Duncan, 1997; Callahan, 2005). There has been a tremendous amount of research done that shows that low SES is associated with lower levels of cognitive ability, IQ and academic achievement (Alexander et al., 1993; Bracey, 1996; Bradley & Corwyn, 2002; Duncan, Yeung, Brooks-Gunn, & Smith, 1998; Milne & Plourde, 2006; Sirin, 2005). Many studies have shown that low SES children lack access to cognitively stimulating materials and experiences, which not only limits their cognitive growth but reduces their chances of benefiting from school(Bloom, 1964; Vail, 2004). It has also been found that SES seems to affect the consistency of a student's attendance, as well as how many years of education he/she ultimately completes (Bradley & Corwyn, 2002).

Reis (2009) summarized previous research and concluded that gifted education programs and strategies are effective at serving gifted and high ability students in a variety of educational settings and from diverse ethnic and socioeconomic populations. Gifted education pedagogy can also reverse underachievement in these students. However, SES disadvantaged students are often underrepresented in gifted education programs (Chen, Wang, & Huang, 2013; Cheng, 2009; Huang, Chang, & Wang, 2010). Patton, Prillaman, and Van Tassel-Baska (1990) conducted a survey and reported that the paucity of programs serving disadvantaged gifted learners. In addition to their wholesale exclusion from G/T programs, the families and peers of minority and economically disadvantaged children also often do not reinforce the development of their intellectual or creative talents. Thus, SES disadvantaged students are in need of strong supports (Davis, Rimm, & Siegle, 2010).

The Bright Minds Project, which began in 2004 and established jointly by Morgan Stanley and the Chinese Association of Gifted Education (CAGE), has been a particular type of grant rarely seen in Taiwan (Kuo, 2011b). Once students are selected as Bright Minds scholars, they received 3 years of services, including but not limited to camp programs, financial support, and mentorship counseling.

## B.Identification

The Project aimed to assist SES disadvantaged gifted students, making them break through their family's economic burden and successfully complete high school and further studies.

Twenty Five students are selected per session to participate in this project, and are provided assistances to learning and financial support throughout the three years of high school. SES disadvantaged gifted students are not easily identified. The process of identification must provide the opportunity for educators to bring forth the best in students, to recognize and the help the student capitalize on the talents identified. Many researchers advocate the use of multiple criteria and methods for the identification of gifted students (Callahan, 2005; Davis, Rimm, & Siegle, 2010). Thus, the selection modules of Bright Minds Project are:

- 1. Primary Selections: The criteria are outstanding performance in junior high school (IQ, academic achievement, competition results), and the students must come from low-income families.
- 2. Secondary Selections: Identify the scholars from the comprehen sive evaluation results from group intelligence tests, aptitude tests, and interviews.

# . The enrichment programs

During the three year's support, the Bright Minds Scholars are offered funding, learning counseling, life care and other assistance throughout the three years of high school. The contents of program are introduced as follow:

- 1. Curriculum Planning
  - There are four camp activities trailer-made for the Bright Minds Scholars in both the summer and winter vacations in their first two years of high school. The themes of the camps are as follows:
  - (1) Life Education: Team cohesion enhancement by programs to recognize their potential, career development, family and interpersonal relationship.
  - (2) Learning Strategies: Through the sharing of experiences and learning strategies from learning models that can result in the enhancement and effectiveness of learning and self-learning attitude
  - (3) Creative Thinking: The use of creative strategies and teamwork in completing a task together to foster creative thinking and problem-solving abilities.

(4) Leadership: Actual tasks and real training for leadership to develop interpersonal communication, coordination, cooperation and leadership capabilities.

This course plan has been implemented five times and each course has been constantly adjusted and revised under these four themes in order to be enriched and appropriate, targeting the growth and harvesting of students throughout the learning sessions.

#### 2. Content modification

For socioeconomic disadvantaged gifted students, Kuo (2008) recommends the following teaching points: (1) the development of students' interests and strengths; (2) promote the development of social and emotional education; (3) facilitate the integration of strengths and weaknesses; (4) provide guidance of learning strategies to enhance self-efficacy; (5) the use of creativity and problem solving skills towards difficult challenges; (6) strengthen the capacity of the pressure adjustment; (7) provide leadership training.

After the planning and adjusting of the five events, we gradually shaped the course and added several new characteristics. Besides reaching the above teaching points, we also included the following ideas:

- (1) From strangers to acquaintances, from passive to active (Yu, 2013): Through long-term counseling and camp programs, we constructed a team that had chemistry and trust. The team's culture was also transformed from passive to active through group task solving activities.
- (2) Various learning styles: In correspondence to students' different learning styles and habits, the camp planned a series of learning approaches which included lectures, field tournaments, experience sharing, visits, and exploration activities so that the students could receive adequate learning, to fully show their potential.

- (3) Integration of parent education: For Socioeconomic disadvan taged gifted students, the family environment is often more limited and economically strained. The circumstances of single parent families and households led by grandparents often cause problems of generation gaps in communication. Therefore, in addition to the camp for students, we also provide the parents with parent-child communication lectures in order to promote family education.
- (4) Cross-disciplinary collaboration: The camp program combines the different fields of gifted education teachers. Besides plan ning enriched courses, they also actively look at other areas such as exploration education and creativity education to provide students with more learning opportunities.
- (5) Role model sharing: Considering the socio-economic and cultural status of such students, the successful experiences of role models are rather important. Successful role models of the same or different backgrounds are invited to the course to share their experiences of growth. Through the role models' sharing of their experiences, we believe the enhancement of their self-confidence and attitude towards life can be achieved.
- (6) Alumni Participation: The plan has been carried out for ten years. The previous participants are either now studying in a university or working. They have achieved success in various fields and have organized a platform for all the alumni to exchange information. There have even been students who have come back to actively participate in the activities during the camp. The association has been inviting alumni to come back for experience sharing and instructions. For instance, we invited some alumni to come back for university introductions and to provide the Bright Minds scholars with suggestions on college entrance, as well as share their experiences and comment on the "Yes, we can." activity.

(7) For students who need special help: Some of the Bright Minds scholars have learning and living difficulties such as osteogenesis imperfects and Asperger's syndrome. However, the staff offered help with every student's curriculum, transportation and accommodation concerns under the scope of special education. For instance, special arrangements were made to provide appropriate routes and vehicles for them and they were offered special help from team leaders and members during active activities.

## D. Mentorship

In addition to the camps that were held for students during summer and winter vacations, we also provide counselors to offer solicitude for daily and academic lives. The purposes of mentor counseling include:

- 1. Providing support and encouragement.
- 2. Providing opportunities for social interaction with adult role models.
- 3. Expanding students' career interests and horizons.
- 4. Allowing students to have access to the adult world and real life experiences.
- 5. Sharing their personal values, special interests, time, knowledge, experiences, talents and skills with students.

To achieve the above purposes, the association arranges experienced teachers as mentors. Each teacher is responsible for counseling 5-6 students. When students are in the camp, their mentors have specially allotted periods to interact with them. For the remainder of their time in the program, mentors will keep contact with students through telephone conversations, lunch meetings or home visits, etc., in order to understand the impediments to learning in the students' families and to provide advice and assistance.

# E. "Yes, we can" award

The aim of the "Yes, we can" was to give an opportunity for students to apply what they've learned in the camp and the spirit of group work. At the end of the camp, there are operational tasks that last from one semester to a school year. During the period of the camp program, we introduced the "Yes, we can." contest theme, and offered experiences and methods of creative thinking. This allowed students to brainstorm and come up with an implementation plan, and in the end, review the comments provided by the association and our Morgan Stanley partners. After the end of the camp, the mentors provide ongoing guidance and advice to keep up the enthusiasm of the students to perform. Besides, we invited some alumni to come and share the experiences of what they've done during the "Yes, we can"

Table 1 The introduction of "Yes, we can" award

Edition	Introduction	Traits
2	<ul> <li>Team formation: Voluntarily formed by students, 2-5 people on a team.</li> <li>Missions: <ol> <li>Comments: Watch videos of lectures by Barack Obama and Steve Jobs, then comment on the videos.</li> <li>Planning: The team brainstorms a plan for helping others or completing a meaningful</li> <li>mission. <ul> <li>Acting: The team takes action and records. Try</li> <li>to use the methods learned during the four camps.</li> </ul> </li> <li>Evaluating: Assess the turn out and value. <ul> <li>Reporting: Turn out for the implementation plan with words and images.</li> </ul> </li> </ol></li></ul>	This was the first time this activity was held. The expectation was for students to be encouraged and develop the mindset of contributing to society.
3	<ul> <li>Team formation : Voluntarily formed by students, 2-5 people in a team.</li> <li>Missions :</li> </ul>	Following the model of the World Creativity Festival,

- 1. Planning: The teams brainstorm a plan for creating the "Value of 500NTD" (e.g. Helping out, Overcoming difficulty, Investment)
- Acting: The team takes action and records. Try to use the methods learned during the previous classes.
- 3. Evaluating: Assess the turn out and value.
- 4. Reporting: Turn out for the implementation plan with words and images.

we encouraged students to brainstorm and come up with their most creative ideas and to work collaboratively as a team.

 Team formation: Voluntarily formed by students, 2-5 people in a team.

#### • Mission :

- 1. Find problems: Group members find the problems that affect them the most.
- 2. Define problems: Search data to understand the problems' significance and importance.
- 3. Plans: Propose action plans that include a statement on the status of a problem and a solution to the problem.
- 4. Action: Take appropriate actions and assess turnouts and values afterward.
- 5. Reports: Combine the plan, record, turn it into a paper report and present it at the last campaign.

We didn't set up a theme for this year's project with hope that students would discover problems from their lives and overcome them.

 Illustrate the idea that many people are labeled and stereotyped daily.

- 1. Some minority groups are labelled and receive unfair treatment: http://bit.do/ref-1
- 2. Labelling of criminals during social cases:

□ ## □ % 1 2 3 □ ## ₹

http://bit.do/ref-2

- Voluntarily formed by students, 2-5 people on a team.
- Mission:
  - 1. Naming: Come up with the most creative name for the team.
  - 2. Finding the label: By observing the society around them, the team finds stereotypes and labels.
  - Proposing a plan: To propose a plan that includes the labelling of people/event, to state the truth, and the ways to break the stereotypes.

Setting the theme of this year was very special. We invited the champion of the World Creativity Festival (2011) to be involved in the designing and discussions. We hoped students would approach the task with not only creativity

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- 4. Action: Take action, prove the results and analyze the space for improvement.
- 5. Report: To record the process in all manner for presentation at the next camp.

and
application,
but also with
social concerns

Through such activities and after the end of the camp, we discovered there are more opportunities for students to conduct actual implementation and interaction. The mentors could also provide appropriate supervision. Below, we elaborate on our discovery of the turnouts and limitations.

#### 1. Turnout:

- (1) Although SES disadvantaged students usually get help from others, the difference with this plan is that it allows the students to also exhibit their abilities and enhance their self-confidence, self-esteem and sense of contribution to society.
- (2) Students can extend and apply what they've learned in real life, which means what you learn in the camp is not only knowledge, but also, ability.
- (3) Through the implementation of the project, the interactions be tween students and mentors were enhanced and a special bind among them was developed.
- (4) The project in conjunction with the camp program helped to lead students' learning towards a more focused direction.

#### 2. Limitations:

- (1) Participants are from different counties and distances prevented students from discussing and performing tasks. Discussions were only possible through a computer or over the phone, and the lack of necessary equipment owing to the poverty of those families set obstacles for the continuation of the program.
- (2) Many students are quite motivated at the outset, but it was difficult to keep the enthusiasm up.
- (3) The activity is based on the concept of encouragement. Although we hoped for the participation of all the students, there were a few students who were passive and lacked responsibility which led to the overall delay of the process.
- (4) Although instructions were offered, the limitations caused by location and time made it difficult to offer up-to-date instructions.

# F. Conclusion

This project has been in existence for a decade and has consumed a lot of manpower and time. Its success must be attributed to the careful planning by the association, as well as the support provided by and the feedback from Morgan Stanley. The input of experts from different specialties which facilitated brainstorming, modifications, innovation and adjustments, truly led to favorable results and the advancement to the project. We are slowly forming a program that truly meets the needs of the students while offering preparation for their future challenges. From the feedback of students and the fact that half of them enter national universities, we believe these socioeconomic disadvantaged gifted students are really worthy of our investment.

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## Conferences and Events

The 11th World Creativity Festival (WCF 2015)

(http://www.wcfestival.or.kr/eng/index.html)

16-18 October 2015 | Daejeon, Korea

Host: Daejeon Metropolitan City & Daejeon Metropolitan Office of Education

Organizers: Korea Advanced Institute of Science and Technology (KAIST) & the Korean Society for the Gifted (KSG)

Theme: Sharing Talent

#### 15th International ECHA Conference

(http://www.echa2016.info/)



#### 2-5 March 2016 | Vienna, Austria

Organizers: European Council for High Ability (ECHA), & the Institute TIBI-Thomasianum Department for Gifted Education and Innovation, Vienna

Theme: Talents in Motion

End of "Call for Abstracts": 30 September 2015 (grace period: 31 October 2015)

End of early booking discount: 2 December 2015 End of registration period: 2 March 2016

## 14th Asia-Pacific Conference on Giftedness (www.apcg2016.org) 12-15 July 2016 | Macau, China

Organizers: University of Macau, Macau Convention & Exhibition Association, & Asia-Pacific Federation on Giftedness

Theme: Maximizing Potential, Lighting up the Future

End of call for abstract:28 February 2016

End of early bird registration:1 May 2016

End of full paper submission:1 June 2016



#### 2016 Asia-Pacific Forum for Science Talented

(https://goo.gl/xSzxKX)



#### 19-25 July 2016 | Taipei, Taiwan

Host:K-12 Education Administration, Taiwan Ministry of Education Organizer: National Taiwan Normal University

Theme: Bright Mind, Better Society: Asia-Pacific Forum for Tomorrow Leaders

#### Gifted Education in Asia: Problems and Prospects

Edited by David Yun Dai and Ching-Chih Kuo

The book "Gifted Education in Asia: Problems and Prospects" is the first of its kind in terms of providing a critical assessment of the state of gifted education in nine representative countries or regions in Asia (Hong Kong, India, Japan, Mainland China, Saudi Arabia, Singapore, South Korea, Taiwan, and Turkey), five commentaries that put gifted education in a global context, and a conclusion chapter that provides a long-term projection of future developments in gifted education in an information age and knowledge economy in the 21st century, and what challenges and opportunities lie ahead for Asian countries. As Asia has become an economic powerhouse globally, and its education has also gained global attention (e.g., its stellar performance in international comparisons such as PISA), gifted education gearing toward the cultivation of the most precious human capital gains added importance.

Authors of the 15-Chapter volume come from Asia, Europe, and North America, and they represent top experts in the field of education. The book is an authoritative source of knowledge for anyone interested in gifted education, talent development, and creativity in this region. Policy makers, business and school leaders, teachers, educational researchers, and parents will find this book informative and thought-provoking.

Published 30 September 2015

International Perspective on Science Education for the Gifted: Key issues and challenges (Routledge Research in Achievement and Gifted Education)

Edited by Keith S Taber and Manabu Sumida

In the spirit of encouraging international dialogue between researchers and practitioners, often working within isolated tradition, this book discusses perspectives on science education for the gifted informed by up-to-date research findings from a number of related fields. The book reviews philosophy, culture and programmes in science education for the gifted in diverse national contexts,

and includes scholarly reviews of significant perspectives and up-to-date research methods and findings. The book is written in a straight-forward style for students studying international perspective modules on undergraduate, but especially masters and doctoral degrees in Science Education and Gifted Education. Gifted education has come to be regarded as a key national programme in many countries, and gifted education in science disciplines is now of major importance to economic and technological development. Despite these national initiatives and developments, there are very few discussions on gifted education in science from international perspectives. This will be a valued addition to the scholarship in this emergent field.

To Be Published May 2016

# General Calls for Papers from Journals

Australasian Journal of Gifted Education: The Australasian Journal of Gifted Education is the official scholarly peer-reviewed publication of the Australian Association for the Education of the Gifted and Talented (AAEGT). Two issues of the journal are published each year. For more information about submission guidelines, please visit the website at:



http://www.aaegt.net.au/?page\_id=736.

Turkish Journal of Giftedness and Education: Turkish Journal of Gifted and Education (TJGE) is a refereed journal which publishes original research articles, literature and book reviews in Turkish and English. Articles submitted to the TJGE undergo rigorous peer review process. The TJGE is an open-access online journal and published twice a year. Please visit:



http://www.tuzed.org/ for more information.

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