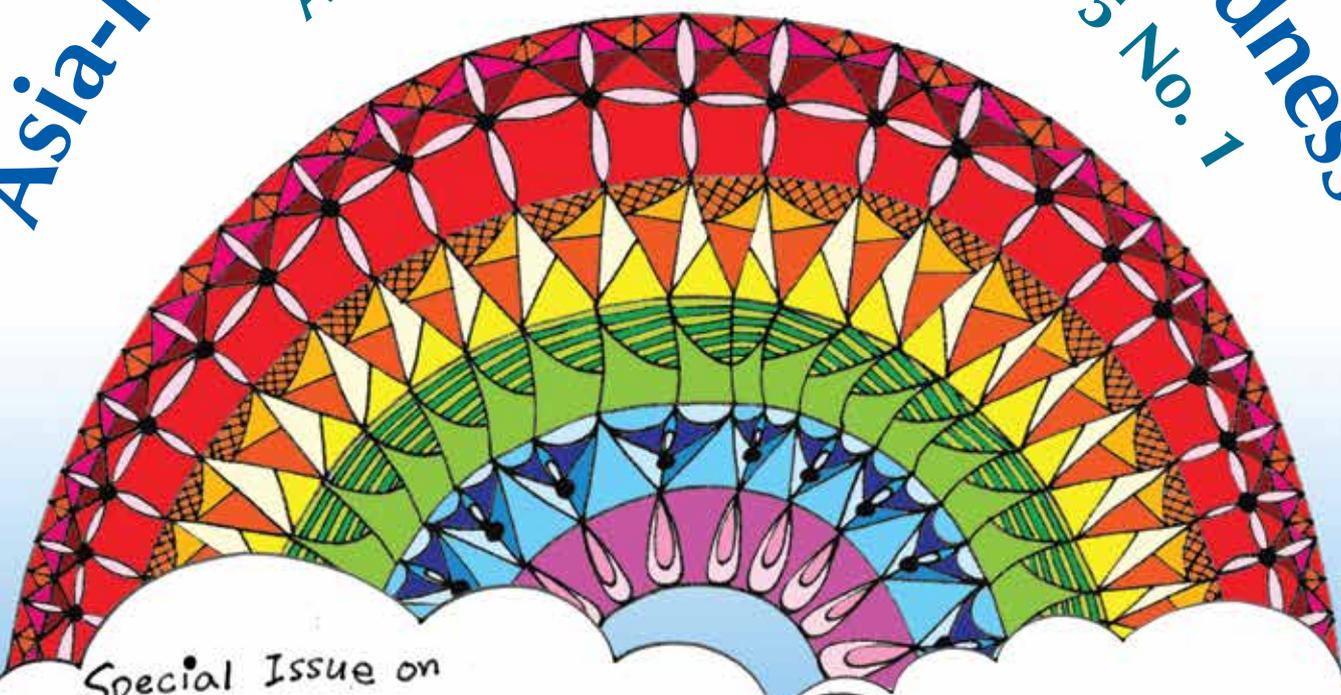




Nurturing Talents Asia-Pacific Federation on Giftedness

APFG Newsletter 2018 Issue 5 No. 1



Special Issue on
Creativity, Leadership and
Talent Development for
Gifted Students in Asia-Pacific

Published by Asia-Pacific Federation on Giftedness
Editors: Mantak Yuen, Suzannie Leung & Faisal Yahya Alamiri

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APFG President's Address

Kyungbin Park, PhD
Chair of Department
Professor, Dept. of Early Childhood Education
Gachon University, South Korea
President, Asia-Pacific Federation on Giftedness
Email: kbpark@gachon.ac.kr

Dear Members, Colleagues and Friends,

Greetings and warm regards to you and your beloved family and friends.

Despite the long and harsh winter, spring is inevitably around the corner; and after spring will come the summer. We are looking forward to the next APFG Conference to be held in Bangkok, Thailand, August 20 ~ 24, 2018. The conference theme is "Inspiration, Motivation, and Creativity: Leading the Way to Giftedness", an appropriate topic for this time and age.

While visiting Thailand for a pre-conference meeting I was very impressed by the richness and diversity of the culture in Thailand, and by the excellent organization and preparation being done by the local organizing committee. This is led by Chairman Chadamas Thuvasethakul PhD. The conference program, organization, accommodation, and site details seem very promising ... so start your preparations now! Send in your proposals, register early, and join with friends for a group trip. I am eager to meet you all and I look forward to seeing many new faces. Your attendance will help make APFG stronger and better able to fulfill the aims and purposes of APFG, namely to meet the needs of our gifted populations from all around the world.

I really hope that your membership and support for Asia-Pacific Federation on Giftedness will be a long lasting one. We do have many longtime friends and members, but I also want to warmly welcome new members. Please remember that we, the Executive Committee members, are always open to receive members' ideas and opinions.

I would like to take this opportunity to ask you to...

- * remember to renew your membership when the expiration date approaches
- * invite colleagues and friends to become members
- * stay in contact with your country's delegate and let them know what is happening in your area and fields
- * send your information and reports about activities, programs, and events in your country to our headquarters for publication in our newsletter
- * and last but not least, come and contribute your valuable insights at our next APFG Conference in Bangkok in August.

With my very best wishes to you
Kyungbin Park
President, Asia-Pacific Federation on Giftedness





Developing Creativity in Children

Usanee Anuruthwong
Secretary-General

Association for Developing Human Potential and Giftedness, Thailand
Email: usanee.anu@gmail.com

Creativity is an attribute of wide scope, important at both individual and social levels (Sternberg & Lubart, 2004). Creativity enters into all human innovations, and it can be a component of local wisdom. It is also an important aspect within many higher-order thinking skills (Figure 1). We need to foster creativity in all sectors of human activity in order to ensure a better world.

Although creativity is a common word used in all cultures it is actually difficult to devise a clear operational definition, or to know how best to measure or develop it. The difficulty in developing creativity raises important questions for teaching and training. How can we train young people to be more creative?

Studies on the development of creativity and creative attributes suggest that training is indeed possible (Lubart & Guignard, 2004); but can we train or teach people to be creative in the same way that we train people to read or to count? Surely the process of training for creativity must be different from what we do with the other types of learning and other forms of ability?

In order to develop creativity and creative thinking, we need to know the essence of it. The investigation of creativity should provide strategies that match with the characteristics of creative persons. The characteristics of people who are very creative are different from those of people who cannot 'think outside the box' or can only engage in routine work. Studying the differences between the characteristics of creative and non-creative persons can help us identify the significant components of creative behavior (Anuruthwong, 2013). What make people differ in creativity?

Amabile (1996) stated that there are three components involved in creative behavior: (1) domain-relevant skills, (2) creative-relevant processes, and (3) task motivation. Sternberg and Lubart (1995) suggest that personal resources required for creativity are intelligence, knowledge, cognitive style, personality, motivation, and a supportive environment. Much earlier, Guilford (1950) had divided creativity into four attributes: (1) sensitivity to a problem, (2) fluency, (3) flexibility, and (4) originality. His views on divergent thinking and creativity became the flame that kindled later attempts at measuring, teaching and training creativity. Developing strategies for encouraging creativity will enhance and empower children in their lifelong learning processes. It will also provide educators with practical information for improving teacher training. Persons who conduct training should themselves possess flexibility, originality, and an open-mind. Anuruthwong (2002) found that developing creativity was also associated with psycho-emotional traits such as self-confidence.

An example of intervention for creativity

Anuruthwong conducted summer camps for young children and adolescents which include subject domains (e.g., mathematics, language, science, art) and activities that ignite creative thinking. Group work was used in most of the activities, to encourage communication with others and to express ideas fluently and ‘think outside the box’. Various teaching strategies were used to encourage children’s thinking inside and outside classrooms.

The participants were assessed on their personality and creative thinking skills. The results from the pre-and post-assessments revealed that integrating other important factors, such as social interactions and discussions, into the training of creativity were effective. The scores increased from pre- to post-test on creative thinking for all groups. Significant changes in many participants were found in the descriptive reports derived from observation of their performance in three areas: (1) using their knowledge to solve problems or create new products, (2) psycho-social characteristics, and (3) creative thinking. In addition, there were many positive reports from staff members and parents about the students’ happiness and social skill development. Further studies were also suggested in the full report (Anuruthwong, 2011; Anuruthwong, 2012; Anuruthwong, 2013).



Figure 1: Four Components of Giftedness (Anuruthwong, 2002)



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Turkey : EPTS Center Finds its New Gifted and Talented Students

Professor Ugur Sak
Professor & Chair, Gifted Education Division
Director, Center for Research and Practice for High Ability Education
Editor, Turkish Journal of Giftedness and Education
Anadolu University, Eskisehir, Turkey

On January 20, 2018, the EPTS Center (Center for Research and Practice for High Ability Education) at Anadolu University in the City of Eskisehir, Turkey tested over 900 fifth-grade students for admission to its education programs for gifted students. The testing was conducted in two sessions carried out on a Saturday, starting at 9:00 am and ending at 1:30 pm. In the first session (80 minutes) general ability and mathematical ability tests were administered. In the second session (40 minutes) a scientific creativity test was used. The general ability and mathematical ability tests were multiple-choice, whereas the scientific ability test was open-ended. The scoring of the open-ended tests took more than two weeks, so the announcement of the results was made three weeks later.

The gifted and talented identification day of EPTS has become a tradition in the city. Every year hundreds of high-ability students apply to get admission for the education programs. A typical identification process starts with sending out brochures to over 100 middle schools within the city. The web pages of the EPTS Center and Anadolu University are used to make announcements about the identification and testing. Most students who apply for admission tests are referred by their teachers and parents. However, identification is not limited to these referred students, and any fifth-grade student who would like to participate in testing can apply for admission. Every year only 28 gifted and talented students are accepted for the education programs of the Center.



Parents are waiting for their children who are taking tests at the EPTS Center.



A group- testing environment

After students are accepted, they start a four-year program running from 5th grade to the end of 8th grade. They take courses in the Fall and Spring terms and in the Summer Institute. The Fall and Spring terms includes advanced and enriched mathematics and science courses and character education. In the EPTS Summer Institute more than 20 courses are offered, ranging from astronomy to typography. Courses are taught by university staff, mostly from faculties of sciences, engineering, and fine arts. The Summer Institute starts a week after K-12 schools are closed for summer holiday, and is offered for two weeks.

Founded in 2007 at Anadolu University, the EPTS has tested thousands of students for its education programs and has served hundreds of gifted students since that time.

The Top-notch Program in Mainland China

Wang Shao, Liu Chengke, PhD Candidate

Professor Kong Yan, Program Director

Lab for Gifted Education, University of Science and Technology of China

Email : kongyan@ustc.edu.cn

On 9 March, 2018 the strategic symposium on the Top-notch Program (The Program for Top Undergraduates in Basic Sciences) of the Ministry of Education in mainland China was held at the University of Science & Technology of China (USTC). The 2.0 edition of Top-notch Program was launched at this symposium, and it aims to continue to take the lead in accelerating the innovation of a nurturing model at universities. On 5 March, Cao Yuan, a graduate from Special Class for the Gifted Young (SCGY) at USTC, published as first author two papers about a great discovery in the field of graphene superconductivity in the international journal Nature. Cao Yuan once benefited from Yan Jici Talent Program in Physics.

This short article describes the Top-notch Program for basic sciences in mainland China, especially the USTC practice in gifted education.

Since its implementation in 2009, the Top-notch Program has proved quite effective and fruitful in talent selection, individualized instruction and international training. As many as 4,500 students in this program graduate from 20 pilot universities, including Tsinghua University, Peking University and USTC. Further, 97% of them continue to apply for master's degrees, of which 67% are enrolled in the world top 100 universities, and 10% are enrolled in the world top 10 universities.

As a large-scale strategic education program for gifted students in China, all the 20 pilot universities with the Top-notch Program are on the list of "Double First-Class" university project. Different platforms have already been established at these universities. Some of the platforms are listed in the following table.

University

Peking University

Tsinghua University

University of Science and Technology of China

Zhejiang University

Fudan University

Shanghai Jiaotong University

Platform

Yuanpei College

Tsinghua Xuetao Talent Program

Talent Program in Science & Technology

Pursuit Science Class

Wangdao Talent Program

Zhiyuan College



USTC does an excellent job with the help of its rich experiences in the SCGY and ranks second in the talent program assessment organized by the National Ministry of Education in October, 2013. The university has unremittingly explored the nurturing mode of the “Talent Program in Science & Technology (TPST)” as in the SCGY. As a result, 11 kinds of TPST are established for the better implementation of the Top-notch Program at USTC. Excellent students are selected to join the TPST within the university. Later, the program enrollment is mainly completed by way of the National College Entrance Examination (NCEE) and the TPST is divided into two main categories: Natural Science Experimental Class (Hua Loo-Keng Talent Program in Mathematics, Yan Jici Talent Program in Physics, Lu Jiayi Talent Program in Chemistry, Shitsan Pai Talent Program in Life Sciences) and Engineering Experimental Class (Hsue-Shen Tsien Talent Program in Mechanics, The Talent Program in Computer and Information Science and Technology). All the TPST s are set up in different departments at USTC and cooperated with different institutes from the Chinese Academy of Sciences (CAS). The running model of “Institute + Department” is highly beneficial to students’ scientific research and practice with a solid foundation of basic theoretical knowledge. Students in the programs can enjoy tuition-free and specialized courses by the best teachers at USTC.

About 95% of students in the TPST further their study after graduation and nearly 60% choose to go abroad for their graduate study. Both Yan Jici Talent Program and Hua Loo-Keng Talent Program in the SCGY have developed better than other programs at USTC. For example, more than 98% of students in Yan Jici Talent Program pursue further education. According to a graduate tracking survey conducted by USTC in 2016, 20 of the 33 students interviewed, published peer-reviewed journal articles. Those students published 53 papers, with 2.65 per capita, among which 12 students were the first authors, and 10 papers were published in the top academic journals such as Science, PRL, Nature Comm., JACS, PNAS, Angw.Chem. Besides Cao Yuan mentioned previously, He Yafei (a graduate from Yan Jici Talent Program in 2013) has currently published 7 papers in Nature Nanotech., Nature Comm., Phys. Rev. Lett. and other international top journals. Jia Dongya (a graduate from Shitsan Pai Talent Program in 2013) also published 7 papers in Phys Rev. E and J Clin Med and other international top journals.



The Top-notch Program is an innovation in gifted education after the success of SCGY. Its nurturing model gets much inspiration from the forty-year practice of SCGY and proves the feasibility and effectiveness of the SCGY in other gifted education exploration. Some studies have already focused on the “Mount Everest Plan” in China. The Top-notch Program is another successful gifted education project after the SCGY from the perspective of the admirable cultivation performances. On the occasion of the 40th anniversary of the SCGY, a bright future awaits the Top-notch Program.

For more information, please see University of Science and Technology of China website http://news.ustc.edu.cn/xwbl/201803/t20180312_291311.html

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The 15th Asia Pacific Conference on Giftedness, 20-24 August 2018, Thailand

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The following bodies, agencies and organizations would like to extend our warm welcome to invite you to participate in “The 15th Asia Pacific Conference on Giftedness (APCG2018)” which will be organized at the Queen Sirikit National Convention Center, Bangkok, Thailand during 20-24 August 2018: National Science and Technology Development Agency (NSTDA), Ministry of Science and Technology, Thailand, together with the Ministry of Education, the Office of the Basic Education Commission, the Institute for the Promotion of Teaching Science and Technology, the Promotion of Academic Olympiad and Development of Science Education Foundation, the National Science Technology and Innovation Policy Office, the Thai Academy of Science and Technology, the Thailand Convention and Exhibition Bureau and the Association for Developing Human Potentials and Giftedness.

The conference will bring leaders in gifted education from around the globe to share their knowledge, expertise, and practices. The program is designed with the objective to increase public awareness, generate enthusiasm among stakeholders in the government, academia, and private/non-government sector ... which hopefully will lead to the development of future knowledge in this field as well as suitable policies and strategies for the education of gifted and talented students.

The 15th Asia Pacific Conference on Giftedness

APCG 2018

Inspiration, Motivation, and Creativity:
Leading the Way to Giftedness

20-24 August 2018

Queen Sirikit National Convention Center, Bangkok, Thailand



Conference Topics

Policy and Management for Gifted Education
Identification, Assessment and Evaluation of Giftedness
Curriculum Development for Gifted Education & Teacher Training
Programming for Various Groups of Gifted Children
Neuroscience, Psychology and Counseling for Giftedness
Technology for Gifted Education
Gifted Education Trends in the 21st Century
Parenting and Families of Gifted Students

Keynote Speakers

Professor Geraldine L. Richmond, USA
Professor Jin Akiyama, Japan
Professor June Maker, USA
Mr. Mechai Viravaidya, Thailand
Professor Todd Lubart, France
Professor Wei-Hsin Sun, Taiwan

Organized by

National Science and Technology Development Agency (NSTDA)
Ministry of Science and Technology, Thailand
Please visit conference website for registration and more information.
<http://www.apcg2018.org/>
email: apcg2018@nstda.or.th



APCG2018 Youth Camp **“A memorable experience in Thailand”**

Supaporn Sornampon
Senior Division Director
Sirindhorn Science Home
National Science and Technology Development Agency, Thailand
Email : supaporn@nstda.or.th

National Science and Technology Development Agency (NSTDA, www.nstda.or.th), Ministry of Science and Technology, Thailand will organize “The 15th Asia Pacific Conference on Giftedness (APCG 2018)” during the period 20-24 August 2018 at the Queen Sirikit National Convention Center, Bangkok, Thailand. Besides the Conference, the APCG2018 Youth Camp will be organized in parallel at the Sirindhorn Science Home, located in Thailand Science Park. The APCG2018 Youth Camp will operate from 19 to 24 August 2018.

A range of activities in the Youth Camp will be designed to enable students to show and share their gifts and talents in science and the arts, and to promote international friendship and cooperation among high-ability and talented students of the next generation in the Asia Pacific region.

The theme of the Camp is “Inspiration, Motivation, and Creativity: Leading the Way to Giftedness”. The camp activities are conducted by high profile professionals who will encourage the students to express their curiosity and creativity.

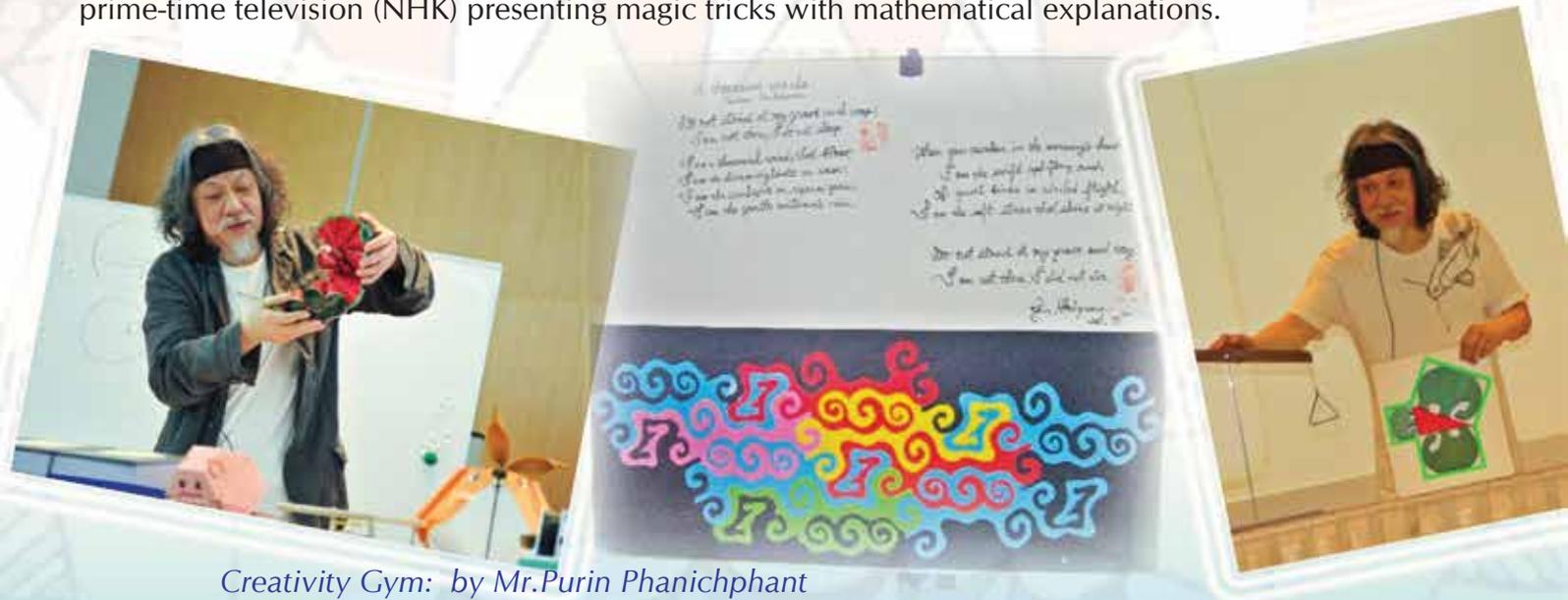
The camps are organized in two groups, as described below.

The major camps

The major camps are designed for the whole group of APCG2018 Youth Camp participants to join activities together. There are 3 major themes :

Create Art by Applying Math: by Professor Jin Akiyama

Professor Jin Akiyama is director of the Mathematical Education Research Center at the Tokyo University of Science, and professor emeritus at Tokai University. He is well known for his appearances on Japanese prime-time television (NHK) presenting magic tricks with mathematical explanations.



Creativity Gym: by Mr.Purin Phanichphant

Mr.Purin Phanichphant is a San Francisco, California-based interactive artist and designer, and a professor of Visual Communication and Sketching at University of California, Berkeley. Purin holds a BFA in Industrial Design and Human-Computer Interaction from Carnegie Mellon University, and an MFA in Product Design from Stanford University.



Creative in You: by Miss. Vararom Pachimsawat

Miss. Vararom Pachimsawat, a graduate of the Royal Ballet, is the first Thai national to perform with international companies. She is the founder of the Dance Centre School of Performing Arts, and Friends of the Arts Foundation, which stages the International Dance Festival every year.



The special camps

There are 6 special camps covering a wide range of activities. These camps will be run in parallel so each participant has to select only one special camp.

Learning by Drawing: by Dr. Sasivimon Swangpol

Dr. Sasivimon Swangpol is an assistant professor of the Department of Plant Science, Faculty of Science, Mahidol University, Thailand and Sci-Art Network of Thailand. In her session, participants will learn how drawing (the process of producing visual representations), could encourage learners to be more motivated to understand science.



Tie-Dye Tissue Paper STEAM Workshop : by Mr. Surat Intasang

Mr. Surat Intasang is Freelance Academic. In his session, participants will learn and play geometry with tie-dyeing.



Smart Entrepreneur : by Dr.Panwong Kuntanawat and team

Dr.Panwong Kuntanawat and team from Cell Engineering Research group, King Mongkut's University of Technology Thonburi, Thailand will encourage students' entrepreneurial thoughts in terms of the customer analysis and trading strategy. Students with different special talent/skills will also be encouraged to work in groups and realize the essence of collaboration in achieving the common goals.



Tiny Khon Mask: by Mr. Phongsathorn Rodjaktuk and team from Khon Village the Salaya

In this session, participants will learn the history of the Ramayana's actor and to be trained to make their own tiny and delicate Khon mask.



Design Thinking for Kids : by Mr.Noppadon Thuaksuban and Mr.Varut Luengwattanakit from KIDative: Design Lab for Kids

In this session, participants will learn to understand and practice 'Design thinking' process through the designing of the "Universal House".



Fun Thai Sweets: by Dr.Masubon Thongngam from the Department of Food Science and Technology, Faculty of Agro-Industry, Kasetsart University

In this session, participants will learn how to make Thai Sweets and to understand the technique of selecting proper ingredients to control the taste of the sweet scientifically.



Qualifications for participants

It is expected that participants will meet the following criteria:

- Currently studying in Grade 5 to Grade 12 in the academic year of 2018
- Age not less than 11 years
- Having outstanding portfolio or having special interest in the following areas:
 - o Science and Technology
 - o Arts
 - o Music
 - o Language Arts
- Having effective English communication skills
- Having good personality, leadership skill and interpersonal skill
- Having good health and no disease that may cause problem to others.

Organized by

National Science and Technology Development Agency (NSTDA)
Ministry of Science and Technology, Thailand

Please visit conference website for registration and more information.

<http://www.apcg2018.org/>

email : apcg2018@nstda.or.th



2019 IRATDE Biennial Conference, 12–16 April, Taipei

Ching-Chih Kuo, PhD,

**Professor, Department of Special Education, National Taiwan Normal University,
Chair, Organizing Committee,
2019 Biennial Conference of the International Research
Association for Talent Development and Excellence (IRATDE),
Chair, Organizing Committee, Asia-Pacific Forum for Science Talented (APFst), and
2016–2018 Immediate Past President, Asia-Pacific Federation on Giftedness
Email: kaykuo@ntnu.edu.tw**

The National Taiwan Normal University (NTNU) is pleased to announce that we will be hosting the 2019 Biennial Conference of the International Research Association for Talent Development and Excellence (IRATDE) from 12–16 April 2019 at Howard Civil Service International House Taipei. The conference theme is “Nurturing Potentiality into Full Bloom and into Excellence.”

The International Research Association for Talent Development and Excellence (IRATDE) is an international learned society of scientists working in the fields of talent development, creativity, excellence, and innovation. Founded in 2008 and currently headquartered at the University of Regensburg, in Germany, the IRATDE has about 200 members from 48 countries. The IRATDE keeps in touch with its members and encourages their ongoing collaboration with one another through regular conferences and symposia, the IRATDE newsletter, Talent Talks, and its own peer-reviewed scholarly journal, Talent Development and Excellence.

The biennial IRATDE conference has been developed to generate public awareness about talent development, excellence across domains, and innovation, as well as to promote greater understanding of emerging issues in talent development and excellence. Since 2009, IRATDE conferences have taken place in Xi’an (China), Beijing (China), Antalya (Turkey), Brisbane (Australia), and Dubai (UAE).



When Taiwan hosts the 2019 IRATDE Biennial Conference, the event will mark the first time the IRATDE's flagship conference will have taken place in Taiwan. The 2019 IRATDE Biennial Conference will be a collaborative effort of the three co-organizers, the Department of Education of the Taipei City Government, the University of Taipei, and the National Changhua University of Education. The co-organizers will also receive support from the K–12 Education Administration, the Ministry of Education (K–12 EA, MOE), and the Ministry of Science and Technology (MOST).

The 2019 IRATDE Biennial Conference will provide a platform for leading researchers, academic leaders, policymakers, teaching and learning practitioners, academic developers, and discipline-based academics to exchange and develop insights about emerging issues in talent development and excellence as well as to broaden the understanding of evidence-based talent development within the professional community of educators. Moreover, the conference will allow old friendships from around the world to be rekindled and new friendships to be made. It is expected that approximately 360 participants from around the world will attend the conference.

The program for the 2019 IRATDE Biennial Conference will feature six inspiring keynote speeches and two invited symposia from some of the world's foremost experts in gifted education and science education, as well as numerous paper and poster presentations by innovative education researchers. Proposals will be accepted for short talks (15-minute presentations) and a poster session. All proposals will be reviewed by a scientific committee. Each poster presenter will also prepare a 5-minute oral explanation of his/her poster and work that will encourage feedback and networking among the poster presenters in an interactive setting. Half-day pre-conference workshops are also planned for 12 April that will afford delegates a special opportunity to explore a selected topic in depth and through hands-on activities.



In addition to an extensive, rigorous scientific conference program, the conference organizers are planning several fantastic social events such as a gifted education exhibition, school visits, and a post-conference tour. The gifted education exhibition will take place on the afternoon of Monday, 15 April 2019 at the University of Taipei and allow local schools to showcase some of the best work and projects being done by their talented students. Six school visits will be arranged for after the closing ceremony. These visits will provide conference delegates with additional opportunities for professional development. The tentative schedule of school visits includes two senior high schools, two junior high schools, and two elementary schools in Taipei City. Interested conference registrants will choose one school visit per time slot. Finally, the two-day post conference tour will allow participants to discover, learn about, and enjoy the tapestry of rich Taiwanese cultures.

Further conference details are forthcoming and will be posted on the webpage of the 2019 IRATDE Biennial Conference (www.iratdetaipei.org/). Should you require further information in the meantime, please contact Professor Ching-Chih Kuo (kaykuo@ntnu.edu.tw). For now, please stay tuned for updates in the spring of 2018 and save the conference dates so you can be a part of this important meeting.

We look forward to welcoming you to Taipei for a great and inspiring 2019 IRATDE Biennial Conference!



IRATDE 2019

12 – 16 April
Taiwan

The 2019 Biennial Conference International Research Association for Talent Development and Excellence (IRATDE)

Theme: Nurturing Potentiality into Full Bloom and into Excellence

IRATDE



International Research Association
for Talent Development and Excellence



National Taiwan
Normal University

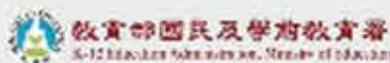
Under the Auspices of the IRATDE

Organizer: National Taiwan Normal University

Venue: Howard Civil Service International House Taipei

Conference Contact: kaykno@ntnu.edu.tw

Conference Website: <http://www.iratdetaipei.org>



教育部國民及學府教育署
Ministry of Education, Republic of China

科技獎



IRATDE 2019

Provisional Program Overview (subject to modification)

Date Time	Friday Apr. 12	Saturday Apr. 13				Sunday Apr. 14	Monday Apr. 15	Tuesday Apr. 16		
08:30 09:30		Registration								
09:30 10:30		Opening Ceremony		Keynote 2		Keynote 4	Keynote 6			
10:30 11:00		Coffee Break						Closing Ceremony		
11:00 12:00		Keynote 1		Keynote 3		Keynote 5				
12:00 14:00		Lunch								
14:00 15:20	Registration	Workshop 123	Symposium I	Paper 1-4	Poster I	Paper 9-12	Poster III	Paper 13-16	Poster IV	School Visit
15:20 15:40		Coffee Break						Transfer to University of Taipei		
15:40 17:00		Workshop 123	Symposium II	Paper 5-8	Poster II	IRATDE Annual General Meeting		Gifted Education Exhibition		
17:00 17:30	Break					Break				
17:30 19:00	Welcome Party		Free Time			Gala Dinner		Dinner		
19:00 20:30								Students' Performance		





Expanding Gifted Education for Economically Disadvantaged Students in Korea

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In Korea there are 109,266 students enrolled in 2,479 gifted classes of public schools. This is approximately 2 % of the whole student population in Korea. About 10% of students in gifted classes are from low-income families, and the Korean government plans to expand enrolment for this group.

Since 2015, the Ministry of Science and ICT has operated the academic mentoring programs for economically disadvantaged gifted students. The program is called KSOP, KAIST Science Outreach Program, and it provides encouragement, academic support, and career advice from Grade 7 to college entrance. Mentors and mentees spend 4 hours on alternate weekends over seven months. This occurs at 10 specialized science high schools nationwide to provide deeper study in mathematics and science. More than five hundred students are currently in KSOP, and this year more students will be selected for the program.

Beginning this year, the Ministry of Education is launching the “Raising gifted children project” with KAIST GIFTED (Global Institution For Talented Education). With a budget of one million US dollars every year, the Ministry will identify and educate 400 potentially gifted students nationwide, from Grade 4 to Grade 10, so the students will benefit from the project until they graduate high school. The project operates with 400 gifted teachers, each of whom will be the mentor for each gifted student. Career guidance with professionals, mentoring program with college students, visiting science labs and high-end companies; and STEAM projects (science, technology, engineering, arts, and mathematics) are provided every month. In addition, students are provided with the opportunity to participate in many cultural activities.

2018 Conference of Korean Society for the Gifted

The Korean Society for the Gifted (KSG) will host two conferences in 2018, in spring and fall. The 2018 Spring KSG conference will be held from June 1st to 2nd at Kyungnam University, Changwon, Korea. It is open to the Korean gifted community including gifted and talented teachers, researchers, parents and scientifically gifted students. Academic articles and action research will be presented. The main theme of the conference is: ‘How can we carry out gifted education for talent development in an intelligence information age?’ The schedule for keynote speakers and workshops are available online at www.ksg.or.kr.

The banner for The Korean Society for the Gifted (KSG) features a central image of a young boy sitting and reading a yellow book. Surrounding him are various scientific and educational icons: a flask, a microscope, a book, and the equation $E=MC^2$. The background is a light blue and white hexagonal pattern. At the top left, there is a logo for the Korean Society for the Gifted with the text "사단법인 한국영재학회" and the website "http://www.ksg.or.kr". To the right of the logo are navigation links: "학회소개", "학회소식", "간행물", "논문투고", "커뮤니티", and "자료실". Below the main image, there are two call-to-action buttons: "학회 가입하기" (Join the Society) and "논문투고하기" (Submit Paper), each with a corresponding icon.



Recent Research on Gifted Education in Singapore

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Since the inception of the Gifted Education Programme (GEP) in Singapore in 1984 there have been developments over the years to extend services to a larger group of primary level high-ability learners, beyond the top 1% catered for in the GEP. At the secondary level, students who are talented and academically inclined can choose to join school-based gifted education programmes, integrated programmes, or specialized independent schools that cater for talent in the areas of math, science, sports, and arts. These high-ability students who learn quickly and have an appetite for intellectual stimulus thus have multiple options. For further details refer to Neihart & Tan (2016).

Educators and members of the public frequently challenge whether such programmes are actually 'hot-housing' students, and whether the outcomes benefit the students and society. However, researchers and those who implement the programmes argue for the importance of the classroom context in developing students' creative potential. Instead of perceiving such programmes as divisive in nature, members of public and educators are urged to see that high-ability students have their own unique intellectual needs. Below, we share insights from two longitudinal studies of high-ability students, conducted in Singapore. These studies refer to curriculum development and integration, the learning environment, and teachers' capacity to facilitate critical and creative thinking.

Ponnusamy et. al. (2017) examined how school leaders could foster a culture of learning among teachers, and the interactions amongst school teachers and curriculum leaders in the midst of developing integrated curriculum. Using the socio-cultural entity and curriculum as praxis, the study found that the school-wide curriculum vision that anchored the curriculum integration process catalyzed teachers' negotiations and collaborations. Teachers began to question their personal connections to other disciplines, which prompted them to re-consider their routine instructional practices. Analysis of teacher exchanges and interviews pointed to meta-languages, an assemblage of abstract ideas and symbols that supported and sustained the process of curriculum integration. The study argued that understanding the ways that meta-languages tie together subject matter considerations, teachers' perspective of teaching the subject, and their desire to meet learners' needs inspires greater meaning and commitment for all stakeholders during curriculum integration.



It is a common belief that classrooms that emphasise performative learning culture do not favour creativity. How creative potential can be realised as one of the educational goals in the classrooms remains a key question. Tan et. al. (2016) measured creativity across 3 secondary schools using the Wallach-Kogan Creative Thinking Test (WKCT). A total of 283 students enrolled in the Express programme and 290 students enrolled in the Integrated Programme (IP) participated in the study. The same cohort of students took the 38-item WKCT twice; once at the beginning of Secondary One and then at the end of Secondary Three. Four aspects of creativity, namely fluency, flexibility, unusualness and uniqueness were investigated. The analyses showed that (1) IP students showed a greater increase in scores over time when compared to Express students, (2) when Programme and Primary School Leaving Examination (PSLE, a national examination) were used to predict creativity scores in a multiple regression, the predictive power of Programme increased from Sec 1 to Sec 3 while that of PSLE decreased, and (3) flexibility scores were more resistant to change than fluency scores. These findings suggest that the classroom context matters and that the removal of high-stakes examination can provide room for the development of creative potential.

On another note, Singapore's strong performance in international benchmarking studies – Trends in International Mathematics and Science Study (TIMSS) and Programme for International Student Assessment (PISA) – poses a conundrum to researchers who view Singapore's pedagogy as characterized by the teaching of facts and procedures, and is lacking in constructivist learning principles. In another study, Tan et. al. (2017) examined the impact of different curriculum innovations on critical thinking as measured by the Watson-Glaser Critical Thinking Assessment – UK (WGCTA-UK). This includes two innovations that are subject-specific and short-term, one that strongly infuses the arts into the curriculum throughout the whole course of study, and the innovation of the Integrated Programme (IP) which allows academically stronger students to skip the GCE "O" Levels (a national examination) and enter directly into the next level of education. The time previously allocated to exam preparation can now be spent on greater breadth in the academic and non-academic curriculum. The study took the sociocultural approach to investigate the contexts, process, and outcomes. It reported the state of critical thinking and shed light on how critical thinking was being promoted. The study found support for the claim that only curriculum that is rigorously designed to foster critical thinking competencies will reap the intended student outcome.



In summary, the above three studies show that, besides implementing structures within programmes that facilitate the learning needs of high ability students, it is very important for school leaders to foster a culture of collaborative learning among teachers. The use of meta-language is a key enabler in building a culture for curriculum innovation, which includes the practices of curriculum modification and differentiated instruction. The two studies that measured students' critical and creative capacity were attempts to associate student outcomes with the change of context in teaching and learning.

Acknowledgement

The article was put together with the help of Mr. Keith Tan (Assistant Researcher, Office of Education Research, NIE, Singapore).

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Implementation of acceleration in schools in New Zealand

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Editor's Note: When I wrote to invite Dr. Wardman to contribute news from New Zealand she informed me that she had recently broken her right arm and could only type with her left hand. I suggested she could contribute a video clip. Her 8-minute video clip is available at the APFG website.

http://www.apfgiftedness.org/apfg_www/video.php?c_id=15

See also :

Wardman, J. (2014). Full-year acceleration at high school: Parents support the social and emotional

challenges of their children. *Gifted and Talented International*, 29 (1-2),

49-62.10.1080/15332276.2014.11678429

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Gifted Awareness Week (GAW) Australia

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Gifted Awareness Week (GAW) Australia was founded by the Australian Association for the Education of the Gifted and Talented (AAEGT) to raise awareness of the identification, support and learning needs of gifted children. It also celebrates the dedication of individuals and educational bodies who are making a difference in the lives of gifted children and their families. The AAEGT has developed a three-year thematic strategy for GAW with the aim of expanding school and community awareness each year. In 2018, the second year of the strategy, the national theme was **Acceptance: Diversity & Equity**. States and territories throughout the nation celebrated the week through a variety of events and awareness-raising strategies, including seminars and presentations, family and children's events, workshop tours in regional areas, lunch and dinner events, and a book release. Furthermore, in order to expand our social media strategy two hashtags were developed and used through our Twitter feed. **#GAW2018** highlighted GAW events and reports, bringing together local activities on a national platform. **#acceptgifted** represented the 2018 theme and was used to discuss, highlight and identify information relating to the theme, with the intention of raising awareness of student diversity and the equity needs of gifted children.





Development of Education and Parents' Advisory Program for Gifted Students in Indonesia

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To optimize development of gifted students there should be a comprehensive program, including education, non-education content, and a parents' advisory program. This report describes programs that have been introduced in Indonesia. The Indonesian Government (hereinafter GOI) places considerable attention on gifted students' education program. This is reflected by the UU Sisdiknas No. 20 year 2003, which stated that all gifted students were entitled to have an education program suitable for them. Since 1970s, in adherence to the law GOI have strived to identify the education format which would be most suitable to meet the needs of gifted students in Indonesia.

The first effort was in the 1970s, with the emergence of Pioner Project II (Proyek Perintis II). The Project invited high school students with high academic performance to enter Institut Pertanian Bogor without an entrance test. As a follow up, in 1974 the GOI also provided scholarship for those students (Akbar-Hawadi, 2010). However, the scholarship was deemed to be not sufficient by Utami Munandar (Hawadi, 1993). While it was helping the students financially it did not fulfill gifted students' need for high quality education.

In 1979, Education and Culture Ministry formed a working group called Kelompok Kerja Pendidikan Luar Biasa (KKPLB). The duty of KKPLB was to conduct research and development in an education program for giftedness (Hawadi, 1993). In April 1982, the working group came up with a seven-year program. The activities consisted of (1) a science competition and innovation competition for high school and university students, at regional and national levels; (2) a gifted education program for private schools; (3) a Pilot School for gifted students in Jakarta and Cianjur. The Pilot School was at the level of primary and junior high school and was funded by the GOI in 1983 (Akbar-Hawadi, 2010). The students were selected through testing (academic and psychological) and non-test data (academic report card record and school recommendation) assessment. Upon joining the school, they were given an enrichment program and pull-out specialist programs. The teachers were selected based on certain criteria and were specifically trained. The learning module was developed by experts in gifted education, but due to limited funding and the GOI's prioritisation on other education programs, this program was stopped (Akbar-Hawadi, 2010).

In 1987, KKPLB held a workshop to develop a gifted education program in private schools, pioneered by SD Ade Irma Suryani Nasution, Jakarta and schools affiliated with the Al Azhar Kemang Syifa Budi. (Akbar-Hawadi, 2010). In 1994, School of Excellence was built by Wardiman to accommodate needs of gifted and other high-achieving students. (Akbar-Hawadi, 2010). A School of Excellence was built in each province; however, the implementation was not working as smoothly as expected and they were discontinued. The effort to develop an alternative program for gifted education in Indonesia continues.

At a meeting in 2000, the Minister of Education launched the Acceleration Class Program to meet the needs of gifted and high-achieving students (these students were later called CIBI (Cerdas Istimewa Berbakat Istimewa) (Akbar-Hawadi, 2010). The Acceleration Class Program continued to support the students, teachers and parents, in cooperation with universities in Indonesia. In 2004, The Indonesia School Psychologist Association (Asosiasi Psikolog Sekolah Indonesia, APSI) was formed to support schools with the acceleration program. However, in 2015 the Acceleration Class Program was discontinued.

The program was evaluated by Prof. Lydia Freyani, Haykal H. Arifin and Ahmad Fahrurrozi (2017). They found positive and negative aspects of the Acceleration Cass Program. On the positive side, the preparation of the class, funding, and facilitation were in accordance with the needs of the program. On the negative side, two major aspects of the program (the selection processes and the curriculum implementation) were considered weak. The selection process employed by most schools were based on the Renzulli criterion, but few schools selected gifted students based on their IQ. The implementation was therefore considered to be straying from original plan and intention.



The Acceleration Class Program study conducted by Prof. Lydia Freyani, Haykal H. Arifin and Ahmad Fahrurrozi (2017)

For the time being, education programs for gifted students are being performed with credit unit system and called Kelas Cerdas Istimewa (Kelas CI). To reassurance attention was still being given to an education program for gifted student, there was plan to build a gifted school. The Education and Culture Ministry have also held a seminar to discuss the results from studies related to need for gifted education programs in Indonesia. These activities are all intended to help develop programs which would best accommodate gifted students in indonesia.

In addition to the GOI education endeavors, other stakeholders (parents of gifted students, giftedness experts, and concerned people) also have program. One of the most active stakeholders is Indonesia Peduli Anak Gifted (hereinafter IPAG) founded in 2012 by Yeni Sahnaz. It holds an annual seminar and fosters Parent Support Groups in several big cities in Indonesia. In 2017, IPAG's seminar hosted by Parent Support Group in Jogjakarta addressed the topic of 'Assynchronous Development of Gifted Children'. This was led by Dr. Julia van Tiel. The seminar was attended by parents and academics in Indonesia. The seminar aimed to educate parents about their gifted children, and also provide better understanding to academics about the needs of gifted students who may develop more rapidly in some areas of ability and talent than in others.

Also in 2017, a workshop titled "Reversing the underachiever gifted student" was held to help parents with gifted students who may not be reaching their potential. The workshop was delivered by Fitriani Y. Lubis (psychologist). In the workshop, parents are helped to identify whether their children are underachievers or not. Then parents of gifted students are being educated about ways to help reverse any underachieving behaviour.



Reversing the underachiever gifted students workshop by Fitriani Y. Lubis

Consulting and advisory services for gifted students and parents' gifted students are also being provided via social media. Indonesia Forum for Gifted and Talented Education (INAGATE) is one fanpage that shows information about gifted education. As for the parents, IPAG is now hosting a fanpage initiated by parents to exchange information and to give moral support among parents with gifted children.

It is clear that there has been work on developing programs for gifted students, but a comprehensive program is still not yet completed. The GOI should cooperate with all stakeholders to build more comprehensive and lasting program.

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Seminar and Workshop Series on Differentiation: Professional Development Program on Gifted Education for Educators in Hong Kong

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Jockey Club “Giftedness Into Flourishing Talents” Project (Project GIFT), the 3-year initiative funded by the Hong Kong Jockey Club Charities Trust, has been reflecting strong and devoted endeavours in its close collaboration with 20 primary and secondary schools in promoting and implementing school-based talent development and gifted education in Hong Kong. As part of such endeavours, Project GIFT has taken active steps to understand the challenges faced by school teachers in implementing school-based gifted education. A questionnaire survey was conducted, and then an array of lectures, seminars, workshops and other professional activities were provided for teachers to enhance their professional competence. A series of seminars cum workshops on the topic of ‘differentiated education’ were successfully organized from 10 to 13 February 2018, with the generous support and participation from teachers and educators of schools across the territory.

The seminars and workshops were organized in view of the voiced concerns of teachers for how best to cater for learners’ diversity in the classroom, including meeting the special needs of gifted and talented students. Project GIFT, therefore, invited Professor Ching Chih KUO (Honorary Advisor of Project GIFT, and Professor of the Department of Special Education, National Taiwan Normal University) together with 4 teachers who have actively been involved in gifted education with rich experiences in Taiwan, to conduct this series of training sessions for educators and teachers in Hong Kong. The arrangement of the training was well planned to include knowledge-based seminars, subject-based hands-on practice workshops, and a sharing and presentation session.





Each and every student has the right to learn and develop successfully at school; and to respect this right, teachers should make efforts to devise a differentiated classroom, where diversity in learning is embraced through creating educational experiences that meet their individual needs, interests and learning styles. Differentiated education, with its learner-centered philosophy, is conducive to effective learning in any classroom with a wide diversity of learners.

During the two thematic seminars, teachers were given a clearer understanding of the methods and strategies used within differentiated education. They were exposed to its interrelated and dynamic processes of differentiation in curriculum (the design of appropriate content, activities and tasks), instruction (the use of appropriate pedagogical practices, including grouping strategies), and assessment (the selection and use of appropriate methods of assessment for learning). Teacher participants further explored various strategies to implement differentiation, with illustrations (videos and pictures) showing on-site classroom practice in Taiwan. Professor KUO also introduced teachers to several gifted education theories and models that support the concept of differentiation ... such as Renzulli's Enrichment Triad Model (Renzulli & Reis, 2014), and the Parallel Curriculum Model (Tomlison et al., 2009). Greater understanding of the essential components in differentiation was gained, and through such understanding, teachers were able to arrive at an enhanced perspective on how best to develop all students' potential and make use of their differences to enrich their learning episodes at school and beyond.

The practical components in the workshops formed an important part of the training series, with educators and teachers given the opportunity to consolidate the learned concepts and develop their confidence in putting knowledge into practice. With stimulation from the morning seminars, teachers were able to bring the new ideas into the workshops. Teachers were better able to understand the needs and characteristics of their students. They understood that the approach to students should be dynamic, addressing not only their academic ability but also their needs, interests, and learning styles. Teachers' knowledge of their students informs what students should learn (curriculum), how teachers should teach (instruction), and how the processes and outcomes of student learning should be evaluated (assessment).

To prepare for the last sharing and presentation session, teachers were given the opportunity to recall the characteristics of their own students, to revisit their own teaching practices at school and, working in groups, design a lesson plan based on the concepts, knowledge and skills acquired through the sessions. This helped to consolidate the professional development and enhanced competence of the participating teachers. The lesson had to embody a common learning objective, but with differentiation made in the contents, processes and products, based on differences among the learners. The subsequent presentation session allowed teachers to share with (and learn from) others through professional interchange. They were applying the same educational philosophy, but to different subject areas, school contexts, and student demographics. Given the reality of a classroom with age peers demonstrating significant variances in academic achievement, interests and learning styles, teachers saw the need to understand every student, and to use this knowledge to differentiate curricula, instruction and assessment to facilitate optimum learning.

This series of professional development activities helped to increase the expertise of the teachers from different schools and provided a focus for a learning community concerned with gifted education. The thematic seminars and workshops attracted more than 270 educators and teachers from across the territory, and there was very positive feedback. Participants recognized that their knowledge in differentiation and other related gifted education models was enhanced, and they treasured the hands-on experiences and sharing session to stimulate their thoughts in bringing differentiated education into Hong Kong schools.



Differentiated education is thus a worthy topic for teacher professional development. Its components and processes are essential and fundamental to strengthen teachers' response to the needs of all learners, including the gifted and talented. We hope that through the training provided, the teachers will continue to grow professionally and safeguard the basic principle that children have a right to learn in the most appropriate learning environment. To learn more about the event details and Project GIFT, please visit <http://www.fed.cuhk.edu.hk/gift/>.

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Affective Education and Leadership Development for Gifted Students at the Hong Kong Academy for Gifted Education

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Role-models for Gifted students – the Hong Kong Gifted Apprentices Program and the Senior Student Club

The Advanced Learning Experiences Division (ALED) of the Hong Kong Academy for Gifted Education (HKAGE) was set up to provide individualized and challenging learning opportunities for well-prepared high-ability gifted students (i.e. those students showing clear commitment and interest in specific areas) to lead them towards further advancement and/or development. Two of our programs are outlined below as illustrations.

The Hong Kong Gifted Apprentice Program (HKGAP) – Pilot Scheme

The Hong Kong Gifted Apprentice Program (HKGAP) Pilot Scheme is a mentorship program launched in 2017 to provide personalized opportunities for highly gifted students to facilitate their whole person development. The 14 mentors (called Masters) leading the program are well-established Hong Kong leaders in their respective areas, including university faculties, business sector leaders, industry/startup company leaders and politicians. The 14 mentees (apprentices) are secondary school students chosen through a very rigorous process to make sure that they are well prepared to work with these senior leaders in a field of their interest.

To prepare for the program, the Masters were invited to meetings to learn of the objectives and expectation of the program before they meet the students. A meeting was arranged between the Masters and apprentices to get to know and understand each other, and to lead to careful matching between Masters and apprentices. Later, the Masters and apprentices work for a year on a chosen area of mutual interest.

With this high level of commitment and expectation, ongoing affective support to students is essential. Regular meetings with the professional team from HKAGE and all apprentices were set up to let the apprentices share their learning experiences and voice their difficulties. This peer support group can help and encourage apprentices throughout the program. Briefing sessions for involved school principals and/or teachers and parents were also organized to enable them to understand and support the scheme. The school principals, teachers and parents were also invited to the official launching ceremony, together with the Masters and apprentices, so they have a chance to communicate and know each other. The scheme is going well so far and a rigorous evaluation process will be implemented to gather experience before the program is turned into a regular offering.

Senior Student Club

Realizing the importance of good modelling and peer support in the development of students' talents, the Senior Student Club (SSC) was set up at HKAGE in 2017. SSC is an alumni-led group to connect alumni with the current members through various programs.

At present there are more than 20 active SSC alumni who are keen on serving HKAGE and are involving in various working groups. These alumni from diverse disciplines and different universities have brought new ideas and inspiration to our programs. Through organizing various activities for our current members, the alumni demonstrate their leadership and skills and serve as good role models for our student members. They also enjoy mingling with like-minded peers for mutual understanding and support.

SSC has achieved an initial success in strengthening the bond among HKAGE alumni and current members. We believe that alumni are one of our valuable assets, and SSC provides a long-term and sustainable human resources as big-brother big-sister role-models for our young gifted students.

HKAGE Student Affective Education Programs

To develop programs on affective education, the Hong Kong Academy for Gifted Education (HKAGE) has combined its Parents and Teachers Support Division into an Affective Education Division (AED) in October 2015. AED aims to advocate affective development through a range of learning experiences and services for gifted students, parents and gifted education practitioners.

The AED has been developing affective programs for primary and secondary gifted students in forms of courses, seminars, workshops, sharing groups and parent-child groups. Over 3000 primary and secondary students have been benefited from AE programs and services since the establishment of AED in 2015.

AED has also been striving to facilitate different kinds of collaboration with tertiary institutions, non-governmental organizations and professional bodies. Our collaborating partners include City University of Hong Kong (CityU), Lingnan University (LU), and many NGOs. To cater for the affective needs of students who are living in North-West New Territories (Tuen Mun, Yuen Long and Tin Shui Wai), which is an area remote from HKAGE, AED collaborated with Lingnan University to organize student program/services on their campus.



Parent Education Programs

AED realizes the importance of parental involvement to nurture gifted students' whole person development. Parent Education Programs (PEPs) are developed to offer a wide range of programs for parents from varied backgrounds. Parents can acquire knowledge of the characteristics of gifted learners, emotion management skills, social and communication skills, and affective needs of the gifted, etc. Over 30000 parents have benefited from the PEPs and school outreach talks since 2008.



Teacher Professional Development Programs

Since its establishment, HKAGE has been actively providing professional development programs and outreach services for teachers and education professionals in schools and tertiary institutions. Over 20,000 teachers have benefited from the teacher professional training programs since 2008.

To strive for the cross-institutional collaboration in gifted education, in January 2017 HKAGE and The Education University of Hong Kong (EdUHK) has joined hands to launch a 'Pilot Scheme in Promoting Gifted Education to Education Sector'. This offers on-site teacher training programs to pre-service teachers. Through lesson observation and involvement in affective education programs at HKAGE, the participants will experience and understand the importance of affective education in nurturing gifted students.



Consultation and Assessment Centre

The Consultation and Assessment Centre of HKAGE was established in 2008 as the only unit in Hong Kong specialising in providing Gifted Education-specific consultation, counselling and assessment services for the general public. The Centre is staffed with a psychologist and other professionals to provide services to primary and secondary gifted students and their parents. Over 1000 individuals have benefited from the services of the Centre annually.

The 7th Annual Award of the Star Bright Scholarships for Talented Children in Hong Kong

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The Gifted Education Foundation (GEF) in Hong Kong was founded in 1994, and acquired charitable status in 2015. GEF is now pleased to report on the recent presentation of scholarships to 23 primary-school pupils who had been recommended by their schools and had then gone through an interview selection process.

The ceremony took place on 31 January 2018 at one of the local hotels. The officiating guests were the Undersecretary for Labour and Welfare, Mr Tsui Ying Wai Caspar JP (徐英偉) and the talented businessman Mr Chan Yik Hei (陳易希), known locally as 'Son of Star'.

Families of the successful pupils, and their teachers and principals, were among the happy attendees at the event. Reporters were also present and interviewed the successful candidates.

Three of the students acted as Emcees for the event and they performed their duties very well. Subsequent performances were led by six of the award recipients, and these included guzheng (古箏), recitation in Putonghua, kung fu, STEM displays, and rope skipping.

Enclosed is a photo of all attendees.





The University of Jeddah Model for Talent Development: A New Direction for Attracting and Nurturing Gifted Youth in Saudi Arabia's Higher Education

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"The University of Jeddah works toward empowering gifted and creative students to serve and lead the perceived change in the society in accordance with the University's vision that emerged from the Saudi Arabia's Vision 2030"

Dr. Adnan bin Salem Al-Homaidan

President of The University of Jeddah

Brief introduction to the University of Jeddah

The University of Jeddah (UJ) is a public university established in 2014 and recognized by the Ministry of Education in Saudi Arabia. The UJ is located in the city of Jeddah (western Saudi Arabia, Makkah Province). Primarily, the UJ commenced its vision by investing in human development, which is one of the major resources for the university's development and accomplishing its strategic plan. The UJ strategic plan is divided into seven themes: (1) Teaching and Learning; (2) Higher Education and Research; (3) Social Responsibility; (4) Information and Communication Technology; (5) Governance and Systemization; (6) Creativity and Innovation; and (7) Investment and Finance.

The UJ Vision

An attractive environment for education and research, and a cultural site reinforcing the human values.



The UJ Mission

Preparing a pioneering and qualified generation, providing skills for developing knowledge and experience, holding to the nation's heritage, opening to the world with stressing the values of research, innovation, and entrepreneurship.

The UJ Program of Attracting and Nurturing Gifted Youth: (Philosophical and Practical Foundations)

In accordance with its vision, the UJ adopts the education of gifted students as one of the major targets for investment and development. In 2017, the UJ launched the program of Attracting and Nurturing Gifted Youth (ANGY). This program brought a new direction for educating gifted youth in Saudi Arabia. The program was developed to meet the University's plan for empowering talent, creativity, and innovation. The underlying assumption of ANGY program is to provide an attractive learning environment with specialized education provisions for gifted and talented students, empowering them to pursue their talents they have developed during their school years and strengthen their future to become the vital resource of the kingdom's development and prosperity. The ANGY program revolves around two basic dimensions: (1) investing in young minds and talents (Human Capital); and (2) sustainability of learning products (Creative Productivity).

In terms of creative productivity, there is a need to move the pedagogy of gifted programs from focusing merely on learning and teaching experience (i.e., what/how students learn) towards a focus on students' products and creative productivity, questioning how they produce knowledge and how the knowledge be productive. In her valuable presentation about talent development, Subotnik (2016) surprisingly found that some students who were identified as gifted in childhood did not become creative productive in adulthood, whereas other students who were not identified as gifted in childhood became creative productive in adulthood. Many gifted education programs have been extensively devoted to the inputs of giftedness (i.e., definition, identification procedures and its standardized assessment), concerning more about the labeling issues (gifted, non-gifted, high achievers, talent, etc.). However, rather less attention has been given on the context of giftedness (i.e., the ways of interaction and growth) and the outcomes of giftedness (i.e., products and creative productivity).

A pioneering and most influential scholar in the field of gifted education, Renzulli (2015) defines the creative-productive-giftedness as:

those aspects of human activity and involvement in which a premium is placed on the development of original thought, solutions, material, and products that are purpose- fully designed to have an impact on one or more target audiences (p. 255).

As Renzulli (2015) argued, the purpose of creative productivity is to support students to become "producers of knowledge and art rather than mere consumers of existing information" (p. 249). As I have argued above, the most important aspect of creative productivity is not only to inform the production of knowledge, but also to determine what kind of knowledge is needed and how this knowledge could be productive. Having reviewed the relevant literature (e.g., Mota & Scott, 2014; Robinson & Aronica, 2015; Wagner, 2015), I developed a paradigm of creative productive knowledge (see Figure 1), which constructs the context of creative productivity and demonstrates its eight elements that shows how the knowledge be productive. A consequence of this is that the ways of creating knowledge, the kind of knowledge the students produce, and its productive elements will shape the type and level of giftedness.

Alamiri's Paradigm of Creative Productive Knowledge (2018)



*Figure 1: Alamiri's Paradigm of Creative Productive Knowledge**

One of the philosophical assumptions that underpin the ANGY is the participatory paradigm. In general, the participatory paradigm has been defined as the ways of creating knowledge that emerges from participants' interaction and their lived experience (Heron & Reason, 1997; Reason & Bradbury, 2001; Park, 2001). Within this paradigm, giftedness is defined as a participatory context through which human potential evolves toward the creative productivity and creating a productive knowledge that is valuable to the society's development (Alamiri, 2015a, 2015b). Following from the theories of Renzulli (2005) and Walberg and Paik (2005), the underlying assumption of the participatory definition is that giftedness cannot be merely defined by the individual's ability or interest. Human potential needs a context in which to interact and grow through, and this will shape the outcomes/products whereby giftedness can be viewed (Alamiri & Faulkner, 2011). This argument has been reinforced by Plucker and Barab's conception of giftedness (2005). In other words, giftedness is the outcomes of a participatory process that facilitates the person's ability to create a productive knowledge and enhances the creative productivity of human potential.

* The *Paradigm of Creative Productive Knowledge* is part of ongoing research project titled, "A Participatory Model of Giftedness", which was initially presented in the 21st Biennial World Conference of WCGTC in Denmark (Alamiri, 2015)

Context of Talent Development

The University of Jeddah through its ANGY program introduced the Holistic Model of Talent Development (HMTD). This brought a new conception and practice for designing talent development programs in Saudi Arabia. The HMTD defines talent development as the interactive context among five dimensions: (1) Country Development, (2) Society Development, (3) Pedagogy Development, (4) Knowledge Development, and (5) Personal Development. The main concept of this model is to achieve a balance between such dimensions in order to accomplish the synchronous development of gifted and talented students. For example, academic talent development cannot be separated from social, emotional, and cultural development of students on one hand, and the society's development on the other. Figure 2 illustrates the UJ's HMTD and its dimensions.

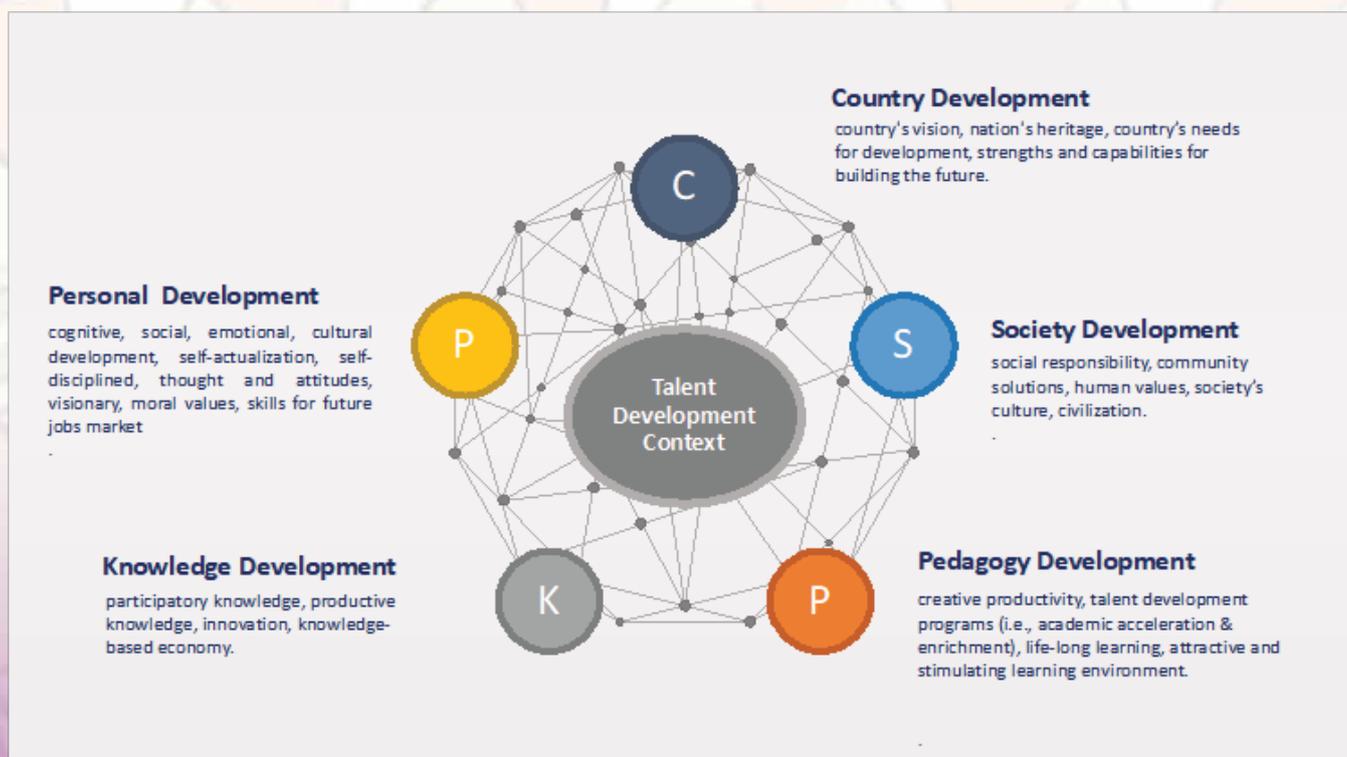


Figure 2: The UJ-Holistic Model of Talent Development (HMTD)

From Theory to Practice of the UJ-HIMTD: A New Direction for Designing Enrichment Programs

The UJ enrichment programs aims to provide gifted students with enriched and deep experience in different areas. The UJ transformed the structure of the enrichment program from a narrow perspective to an abroad perspective in which students' knowledge, experience, and skills are enriched and extended to serve the country's needs and its vision for building the future. To illustrate, the Saudi Arabia's vision 2030 and its developmental projects and initiatives underpin the ultimate goals of the enrichment programs, which prepare gifted students to have an active role in fulfilling the vision. Figure 3 demonstrates the different areas of UJ enrichment programs. A distinguished feature of the UJ enrichment programs is the inclusion of the social initiatives as the basic value for enhancing the social responsibility in gifted students. The enrichment programs ensure the balance between the educational and social experiences and personality development skills. Similarly, the enrichment programs aim to prepare gifted students to be the citizens of tomorrow, encouraging them to be aware of the future skills and future jobs market. Figure 4 shows an example of the UJ vision for designing the Future Experience Enrichment Program (FEEP).

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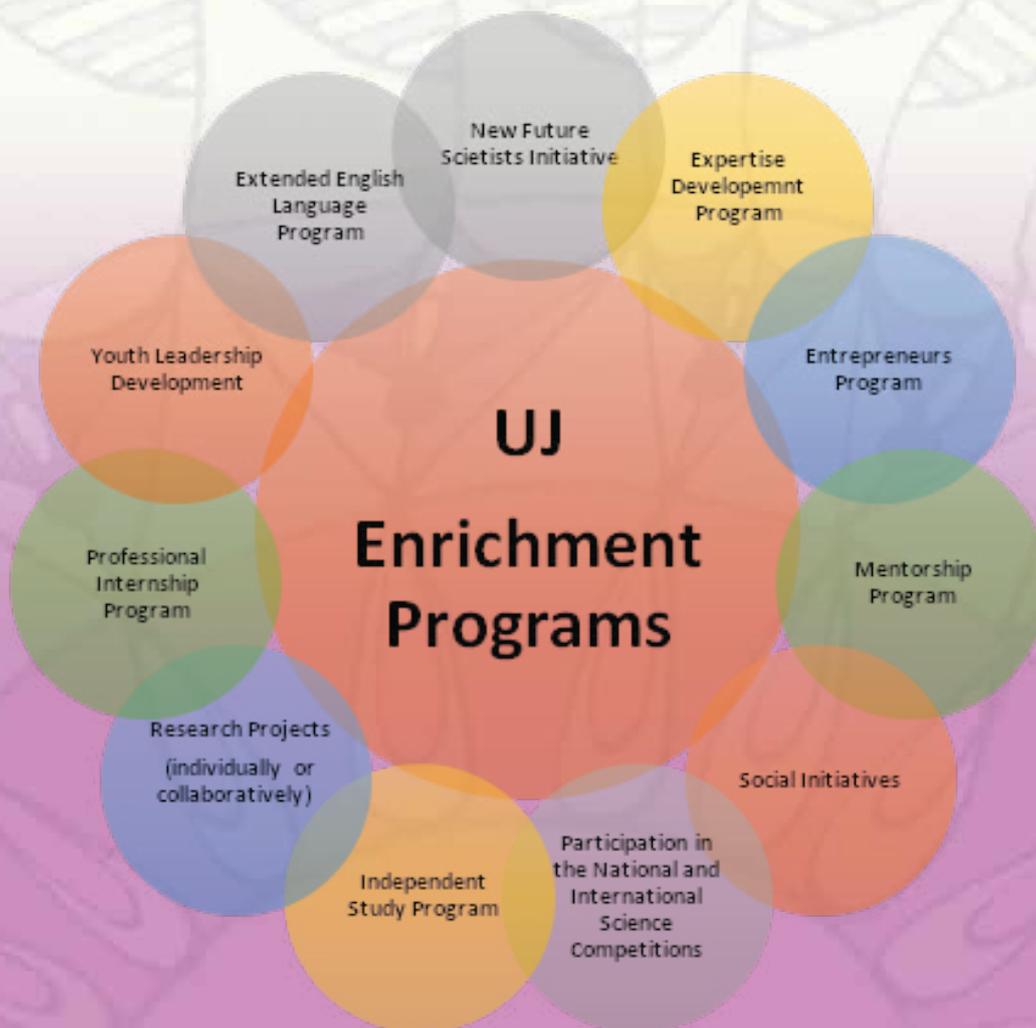


Figure 3: The UJ Enrichment Programs for Talent Development

The Initiative of New Future Scientists

Future Skills for in-demand Future Jobs Market



Figure 4: Example of the UJ vision for designing the Future Experience Enrichment Program(FEEP)

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Related Readings:

- Saudi Arabia's Vision 2030 (<http://vision2030.gov.sa/en>)
- NEOM (<http://discoverneom.com/>)



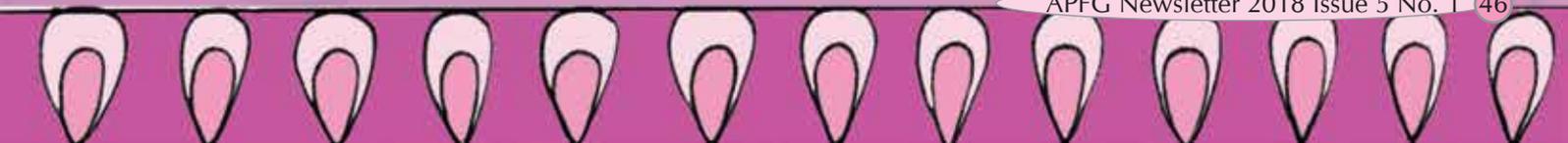
The UJ president and vice-president welcomed the gifted students after their successful completion of the 10 weeks training program (The Making Of a Champion[®]) delivered by Leadership Management International, INC., as part of the UJ inclusive enrichment program – Youth Leadership Development.



The UJ gifted students visited the Disabled's Children Association in the city of Jeddah as part of the social initiative (The Gift of Giftedness) for enhancing students' social responsibility.



The UJ gifted students participated in a two-day intensive Student Innovation Challenge (STEAM) at King Abdullah University of Science and Technology (KAUST).



Progressive Development of Gifted and Talented Education in Malaysia

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In developing human capital, education is regarded as the primary determinant of a country's growth, be it in the economic, technological or social sphere. Human capital grounded on creativity, innovation and quality can be achieved with appropriate educational planning. Malaysia has, for a very long time, been serious in providing education for a diverse population of students, including those with gifts and talents. However, the educational provision tailored for gifted and talented students – via various programs which started in the 1960s – slowly perished due to lack of training, funding and leadership. Nonetheless, the movement to reignite gifted and talented education took a new direction beginning in 2006. With full support from the federal government, Malaysia launched a pioneering program for gifted and talented education in 2009, with the setting up of PERMATApintar™ at Universiti Kebangsaan Malaysia (UKM). A second program was initiated in 2013 with the formation of PERMATA Insan at Universiti Sains Islam Malaysia (USIM). Both programs were developed with the specific objective to realign educational provision by systematically identifying and nurturing local learners with specific gifts and talents.

The PERMATApintar™ is a program developed to fulfil the unique learning needs of local gifted and talented students so that they can realise their optimum potential. It sets the learning path for the population of identified students through three continuous phases: (1) Summer Camp; (2) Residential College; and (3) Pre-University Program. It puts constant emphasis on critical, innovative and creative processes in teaching and learning in order to nurture the gifts and talents of identified students from the early stage through a comprehensive and systematic educational program. The PERMATA Insan, on the other hand, is a gifted education program which promotes the advancement of knowledge through the integration of aqli (intellectual based) and naqli (faith based) paradigms. The underlying holistic concept encompasses a balance of material, spiritual and mental development to produce an individual who realises both his or her worldly and spiritual responsibilities. The program has several objectives, among which are to optimise the potential of identified students, provide conducive surroundings for continuous learning and teaching, and make available a support system to enrich the students' learning experience. The ideology influences the development of these programs lies within these considerations:

- a) suitability of the screening tests used to identify the students
- b) enrichment that opens students' minds to be creative and innovative
- c) an accelerated program that boosts the students' ability to conduct research
- d) the integration of National Education Philosophy (NEP), which emphasises holistic self-development comprising physical, emotional, spiritual, intellectual and social domains



In a recent development, the PERMATA STEM Talent Centre was formed in October 2017 with a goal to ensure that gifted and talented students who have been identified in both programs continue to maintain and enhance their abilities to reach their potential as top performers in science, technology, engineering and mathematics (STEM). The centre was set up with a specific mission to enhance students' talents through mentoring that enhances their ability, engagement, aspirations, leadership, and entrepreneurship in the STEM fields. The mentoring program is set up in collaboration with the Academy of Sciences Malaysia (ASM). The program goals and objectives are to:

- a) help identify career paths
- b) share knowledge for research growth and experience
- c) provide professional guidance and assistance in developing professional networking
- d) support personal growth for leadership in research.

The mentoring program establishes a trusting relationship between mentors (experienced academicians and researchers from ASM and local research universities) and mentees (alumni of PERMATApintar™ and PERMATA Insan programs) which enables them to inspire, learn and experience together. The mentoring will cover areas such as goal setting, career planning, networking, and continuing educational and professional development.

Malaysian gifted and talented education has progressed quite extensively with the introduction of these programs. These initiatives are backed by federal government and are in line with the strategies implemented by developed nations such as the United States of America, Australia, China, Japan and Korea where educational programs for gifted and talented students have been in place since the 1930's. These initiatives will lay the foundation for Malaysia to transform itself into a developed nation, underpinned by a more innovative and creative population.

All in all, the human capital development paradigm must undergo a shift from receiving to finding or creating, from loyalty to commitment, from individual to sharing, from routine to innovative and creative, from reactive to proactive, and from passive to progressive. Such a shift is indeed closely related to the formation of human capital equipped with appropriate skills and with young generations who will become role models for the world. Malaysian education system is on a right track to do that, by starting to focus more on its' gifted and talented population of students.

Nurturing Creativity in Children with Language Talent : Workshops at HKU CAISE

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“One day, Lily, the most honest, kind, friendly and pretty fairy in Lily Road went out with her friend, Rose, who had the best grades in Fairywing...”

“Once upon a time in outer space, there lived a superhero named Flash Gordan. He is an adventurous boy and has a never-give-up spirit. Also he has the power to be invisible and can run as fast as lightning and fly as fast as a rocket...”

“Once upon a time, there was a wizard called Ellie. She had a twin sister called Chloe. They were very different. Ellie was very creative and helpful but Chloe was very lazy and told lies...”

So began three very creative stories by three talented young writers aged 7 to 9.

These young writers were part of a group of fourteen children who came together in the summer of 2017 for a workshop entitled: “Fantastic Creatures: Explorations in English Stories”. This was one of the courses provided within the HKU CAISE Summer Programmes for Creativity and Talent Development 2017*.

Story-telling is a means of revealing creative performance in children (Hennessey and Amabile, 1988; Hoffman and Russ, 2012). The objectives of “Fantastic Creatures: Explorations in English Stories” were to develop creative thinking skills, personal-social competence, an appreciation for literature, and also to produce creative outputs. Children’s stories were used as input and a springboard for creative ideas, and participants working in groups were expected to produce a creative story by the end of the course. During sessions, participants explored the qualities of a good story, a story lead, character description, and the central message of a story. Participants were also taught to use various creative thinking techniques such as “what if...?”, brainstorming (Osborn, 1953), and SCAMPER (Eberle, 1987) to develop their own stories.



Participants who were enrolled in the course had a high level of English proficiency and had reading ability beyond their age level. Before the enrollment, a pre-course assessment involving a creative task and an interview was conducted to ascertain the children's level of English and creativity as well as their interest in reading. Class size was limited to allow for optimal interaction and to ensure that the instructor could give individual attention to each participant's writing.

Even though there was limited time in the course, participants were still able to finish their unique stories. In the final session of the course, participants presented their completed stories to parents and family members. The children chose their format of presentation, and there were slideshows, role plays, and even picture books. It was a celebration of hard work, cooperation, and creativity.

*The HKU CAISE "Summer Programmes for Creativity and Talent Development" have been offered every year at the University of Hong Kong since 2013. The courses are facilitated by staff from the University of Hong Kong, teachers, and guidance practitioners and counselors. The aim of the courses is to motivate and challenge the intellect and creativity of talented students. Courses are available to kindergarten, primary, and secondary school students. The courses cover not only academic areas of sciences, mathematics, arts, language, and humanities, but they may also address contemporary issues or problems, future needs, career pathways, personal and social development, and other areas. For more information and enrollment, please visit: <http://caise.edu.hku.hk/talent/>

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Note. 29 delegates can vote excluding alternate delegates.

Meetings and Conferences in Brief

The 15th Asia Pacific Conference on Giftedness

20-24 August 2018, Bangkok, Thailand

<http://www.apcg2018.org/>

hosted by The National Science and Technology Development Agency (NSTDA) and Asia-Pacific Federation on Giftedness (APFG)

The 16th Conference of the European Council for High Ability

8 –11 August 2018 at Croke Park, Dublin, Ireland

<http://echa2018.info/>

hosted by The Irish Centre for Talented Youth (CTYI) at Dublin City University

2019 IRATDE Biennial Conference

12-16 April 2019 Taipei

<http://www.iratdetaipei.org/>

Hosted by Department of Education of the Taipei City Government, the University of Taipei, and the National Changhua University of Education

World Council for Gifted and Talented Children (WCGTC) World Conference

24-29 July 2019 at Nashville, Tennessee, USA

<https://worldgifted2019.com/>

hosted by World Council for Gifted and Talented Children

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If you are already a member we thank you for your support.

If you are not yet a member, we invite you to become part of APFG.

Membership is open to individuals who support the aims and purposes of the APFG.

An individual seeking membership will be accepted as a member upon submission of the required application form and fees. The application process and materials can be found on the APFG website at http://www.apfggiftedness.org/apfg_www/static.php?p_id=5

If your membership has expired(or is soon to expire) please remember to renew.

By joining the APFG you will benefit from :

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- opportunities to expand your expertise and broaden your horizons
- preferential member rates for a biennial APFG conference comprising keynote speeches, parallel presentations and workshops
- a voice within the organization
- an interactive website.