

Newsletter: April 2022

Welcome to the inaugural edition of the monthly Jasneath Education newsletter. Through the regular sharing of information I hope that we can, together, increase the understanding of giftedness. There will be regular sections within the newsletter, which I hope will provide something a little 'different'. In addition to sharing upcoming events/conferences and other pertinent information, there will be highlights from the new literature, where I will provide some of the key 'take-aways' from recent publications. Usually one article will provide a focus each month, and over the year will cover an array of elements relating to gifted education.

I will share information on new Jasneath Education initiatives. This will include updates on the website and release dates of new courses. If there are other items that you'd find useful, please let me know, as this newsletter is about providing a service and information, so it really needs to be what you're wanting/interested in. If you have any ideas or requests, please email me at jasneath.education@outlook.com



Dr Amanda J. Harper

Gifted Awareness Week (GAW): 22-29 May 2022

GAW has been running in Australia since 2005, coordinated by the Australian Association for the Education of the Gifted (AAEGT). This year, GAW's theme is 'Like Minds' and shared across Australia, New Zealand, Fiji, and Malaysia. It's incredibly exciting for a collaboration such as this to be happening.

To coincide with GAW, I will be launching **Jasneath Education's** second online course:

Understanding Giftedness: Social & Emotional needs, Tall Poppies & Wisdom

on the 22nd May. Course cost is normally \$110. Pre-registrations are now available and will attract a 30% discount if you use the code GAWAUS at the checkout. This code is valid until May 29th. As with all Jasneath Education courses, there are no assessments, around 10 hours of learning, and rolling enrolments with access to course materials for 165 days.

Asia-Pacific Conference on Giftedness (APCG): 7-10 July 2022

Taipei is hosting the 2022 APCG, with both face to face and virtual registrations—which are **FREE!** The list of keynote speakers is fabulous, being headlined by Prof. Robert Sternberg. For further information and registration, see <https://www.apcgtaipei2022.org/home.php>





Insights from the Literature:

Phelps, V. A. (2022). Motivating gifted adolescents through the power of PIE: Preparedness, Innovation, and Effort. *Roeper Review*, 44(1), 35-48. <https://doi.org/10.1080/02783193.2021.2005204>

Phelps presents a small, but rigorous, study of gifted adolescents and their motivational responses to learning, noting that curricula “design, extracurricular interests, and socioeconomic status have all been found to impact gifted adolescent motivation” (p.35). The literature review identifies that autonomous learning, where the focus shifts from teaching to student-centred learning, provided the greatest motivation, supporting the long-held understanding that conventional teaching and a standard curriculum is unlikely to meet the learning needs of a gifted learner. Further, gifted adolescents “reported teachers’ content knowledge, involvement, and empathy were precursors to their heightened levels of motivation” (p.36). Phelps points to the place of motivation within Gagné’s Differentiated Model of Giftedness and Talent (DMGT) (Gagné, 2008, 2010) and Expectancy-Value Theory (Wigfield & Eccles, 2002); and uses these to guide the research.

In the results, Phelps shares directly from the raw student data (p. 39):

“They [the teacher] should put the same effort into teaching the student as what I should be learning. I mean, like, yes, I’m going for a grade, and yes, you’re going for a paycheck; we’re both doing this for quantitative purposes, but if I’m not learning and you’re not teaching me, then neither one of us is doing our job . . . If you teach just by how you or the world or social constructs would tell you to interpret it, then you’re not inspiring these people, especially if they’re gifted, to put those gifts into interpreting things on their own. Because if they’re interpreting them on their own, then that’s what leads to actual innovation as opposed to the same invention being done 30,000 times (Interview, March 27, 2018).

Janelle shared similar feelings when she referred to the lack of PIE when a teacher “just sat at her desk all the time. I want the teacher to be aware of what is going on” (Interview, March 30, 2018). Chris concurred that a teacher was lacking “innovation when they use the regular teaching style” (Interview, March 31, 2018)”.

Phelps finds for both educators and students to be inspired, where learning is valued and has real-world relevance, “gifted educator training through the lens of PIE is needed to not only provide greater insights on various models and strategies proven effective with gifted adolescents, but also meaningful and innovative ways to connect with gifted adolescents to provide respectful, constructive feedback and guidance as a means to increase motivation...Without question, the gifted adolescents in this study were emphatic about their need for learning to be flexible, active, autonomous, and creative. Unfortunately, much of the basal, mass-produced curricula utilized by schools are not formatted in this manner” (p. 44).

Thus, “the need for specialized gifted curricula, gifted educator training, and valuation of learning were...necessary precursors to gifted adolescent motivation. From [which], deeper levels of student engagement were reflected, as well as an increase in student achievement” (p. 46).