

Did You Know? Conceptions of Giftedness

National Association for Gifted Children

Research and Evaluation Network

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Hatt, B. (2011). Smartness as cultural practice in schools. *American Educational Research Journal*, 49, 438.

Hatt focused on Sternberg's ideas related to the implicit theories of intelligence. This publication was very direct in stating, "The practice of smartness is tied to notions of academic identity." She also states, "we have come to understand ourselves within and in relation to the institution of schooling and how this identity shapes our self-perception and achievement".

This line of thinking places a powerful responsibility on gifted education if we associate "smartness" as giftedness. Using Sternberg's perception of implicit theories of intelligence, the author also identifies "smartness as a tool of social positioning, authoritatively used to denote which students have social power and social control." In the current educational system, we identify the gifted students as some of the smartest and brightest. Using this model, "smartness" is not biological but a cultural practice that our society may use to invest meaning in others and ourselves with our schools setting the standard for smartness.

Are the gifted students the "smartest or is gifted possibly one aspect of "smart" that can contribute to the success of a child?

Additional Articles

Hymer, B. J. (2013). An act of grace? What do contemporary understandings in psychology have to contribute to the future of gifted education. *Gifted Education International*, 29, 108-124.

Hymer, B. (2014). Constructing and deconstructing giftedness: A reflective conversation between Tim Dracup, architect of England's National Gifted and Talented Education Programme from 1996-2009 and Barry Hymer, Professor of Psychology in Education, University of Cumbria, UK. *Gifted Education International*, 30, 5-23.

Sekowski, A., & Lubianka, B. (2014). Education of gifted students—an axiological perspective. *Gifted Education International*, 30, 58-73.

Mounter, J. (2013). How can I work within the government's perspective of "Gifted and Talented" but still remain true to my own living values? *Gifted Education International*, 29, 227-239.

Dai, D. Y., & Chen, F. (2013). Three paradigms of gifted education: In search of conceptual clarity in research and practice. *Gifted Child Quarterly*, 57, 151-168.

Olthouse, J. (2014) How do preservice teachers conceptualize giftedness? A metaphor analysis. *Roeper Review*, 36, 122-132.

Further Reading

Peters, S., Matthews, M. S., McBee, M. T., & McCoach, D. B. (2014). *Beyond gifted education: Designing and implementing advanced academic programs*. Waco, TX: Prufrock Press.

Sternberg, R. J. (Ed). (2004). *Definitions and conceptions of giftedness*. Thousand Oaks, CA: Corwin Press.

