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Advances in Creativity and Giftedness

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Aims and Scope

Advances in Creativity and Giftedness is the first internationally established book series that focuses exclusively on the constructs of creativity and giftedness as pertaining to the psychology, philosophy, pedagogy and ecology of talent development across the milieu of family, school, institutions, organizations and society. ACG strives to synthesize both domain specific and domain general efforts at developing creativity, giftedness and talent. The books in the series are international in scope and include the efforts of researchers, clinicians and practitioners across the globe.

Books in development in the series

The Elements of Creativity and Giftedness in Mathematics (anticipated release in November 2010)

Edited by

Bharath Sriraman, The University of Montana, USA

Kyeonghwa Lee, Seoul National University, Korea

This book is the outcome of the topics group on creativity, giftedness and talent development at the first joint meeting of the Korean and American Mathematical Societies in Seoul in 2009. The book includes contributions from Korea and the U.S from participants in the topics group, in addition to perspectives on mathematical creativity and giftedness from Canada, Russia, Israel, Turkey, Iran, and Sweden.

The Roeper School - A Model for Holistic Development of High Ability (anticipated release in July 2011)

Edited by

Bharath Sriraman, The University of Montana

Don Ambrose, Rider University

Tracy L. Cross, College of William & Mary

This book focuses on various facets of The Roeper School which make it a unique school for the development of high ability. The contributions in this book emphasize the history and philosophy of the school, its programming and curricula, and its holistic approach to talent development by attending to the whole child. The school has a number of distinctive positive attributes, which include the ways in which it values and emphasizes the following:

- 1. an atmosphere of caring and respect with a balance between individual and community needs, and a balance between individual rights and responsibilities; students generally feel emotionally, physically, socially, and intellectually safe*
- 2. diversity in points of view, ethnicity, socioeconomic status, and religion.*
- 3. equity and justice, ethics and altruism; service to, and integration with, the community and the world.*
- 4. attention to the whole child; integration of the cognitive, social, emotional, motivational, and physical aspects of the student.*
- 5. special attention to the social and emotional development of students.*
- 6. a collaborative, democratic approach to governance and innovation; a collaborative spirit among faculty, staff, and administration; curriculum development and delivery of instruction influenced by relationship-based partnerships among students and teachers.*
- 7. intrapersonal intelligence: learning one's own strengths, weaknesses, and motivations and then using that self-knowledge to guide one's own future development; students' individual interests as driving forces for motivation and learning.*

8. *engagement of families in the learning process.*
9. *lifelong learning.*
10. *low student-faculty ratio.*
11. *personalized learning and creative exploration; flexible curriculum that adjusts for varying ability and skill levels while responding to students' interests. (e.g., independent study and online course offerings...).*
12. *faculty autonomy in curriculum design, to the extent possible.*
13. *a prominent place for the arts in the curriculum*
14. *inquiry-based and lab-based approaches to science teaching.*
15. *a balance between product and process emphases in curriculum and instruction.*

Contributors to this book include researchers in gifted education, current and former editorial board members of The Roeper Review, in addition to school personnel collaborating as co-authors and/or as field-based partners in empirical projects.

Creatively Gifted Students Are Not Like Other Gifted Students: Research, Theory, and Practice (anticipated releases in December 2011)

Edited by

Kyung Hee Kim, College of William and Mary

James C. Kaufman, California State University at San Bernardino

John Baer, Rider University

Bharath Sriraman, The University of Montana

This book will focus on the needs of creatively gifted students and how schools can meet those needs. Creatively gifted students are those who show exceptional levels of creativity. These students may or may not have other talents and abilities (such as high academic potential or musical talent). The needs of creatively gifted students may not be recognized by current gifted education programs, even when creatively gifted students are included in those programs, and schools often do not know what they can do to meet these students' special needs. The goal of this book is to share cutting-edge research about the attributes and needs of creatively gifted students and the kinds of programs that best meet the special needs of creatively gifted students.

The problem is not that creativity is ignored by gifted education programs. That may be the case in some schools, but most gifted education programs have the promotion of creativity as one of their goals, and many include creativity in their screening process. Once students have entered gifted/talented programs, there is often (although not always) some effort made to nurture the creativity of the students in the program, whatever their particular gifts or talents or abilities. The importance of creativity is therefore often explicitly endorsed and creative-thinking skills are often promoted.

Despite this attention to the need to promote and nurture creativity of students in gifted education programs, there is an almost invisible lacuna in the way gifted education treats creatively gifted students. Exhibiting creativity may help a student in the selection process and creative-thinking activities may be part of the program itself. The special and important needs of

creatively gifted students, however, are often overlooked. In contrast, a student in a gifted education program with extreme math or science or language abilities will likely be given opportunities to accelerate her math or science or language arts studies, work with a mentor in that area, or be given other opportunities related to her special area of ability and interest. Similarly, a student with outstanding music or art abilities will often be given opportunities to develop the domain-specific skills and acquire the domain-specific knowledge important in her area of special talent. But there is a rarely any program, or provision within a broader gifted/talented program, for a student who is extremely creative, but not necessarily (at least yet) highly accomplished in one particular area.

This book will address the following topics:

- *cultural influences on the kinds of constraints that influence creative performance, both positively and negatively*
- *social needs of creatively gifted students*
- *assessment for student selection - aligning program goals with selection procedures*
- *developing teachers' skills and comfort in teaching creatively gifted students*
- *applying a dual process (conscious/unconscious vs. explicit/implicit) model to understanding creative giftedness*
- *career development for creatively gifted students*
- *making gifted programs work for creatively gifted minority students*
- *engaging creatively gifted but underachieving students*
- *the interplay of nature and nurture in the development of creatively gifted students' thinking*
- *the complex relationship between intelligence and creativity*
- *techniques that increase and utilize creativity in play*
- *how to improve the critical and evaluative thinking skills of creatively gifted students in ways that enhance both idea generation and selection in the writing process*

The overarching goal of this book is to share with scholars, educators, and practitioners the latest research on creatively gifted students and the kinds of programs that best meet their often unique needs. The book will be rooted in empirical research, but will show how this research can be put into practice in schools and gifted education programs.

Creativity, Mathematics and Climbing: "Higher" Views of Embodiment

Authored by

Anne Birgitte Fyhn, University of Tromsø, Norway

Bharath Sriraman, The University of Montana

This book explores new frontiers in embodied mathematics in the interfaces of climbing and mathematics. The constructs of creativity and giftedness take on a new life in the voices of novice and expert climbers as well as visually impaired climbers descriptions of problem-solving and problem posing in the context of route making. In addition the intricate connections of climbing with mathematical visualization in geometry and vector algebra are explored. This book pushes the frontiers of what is currently understood as embodied mathematics.