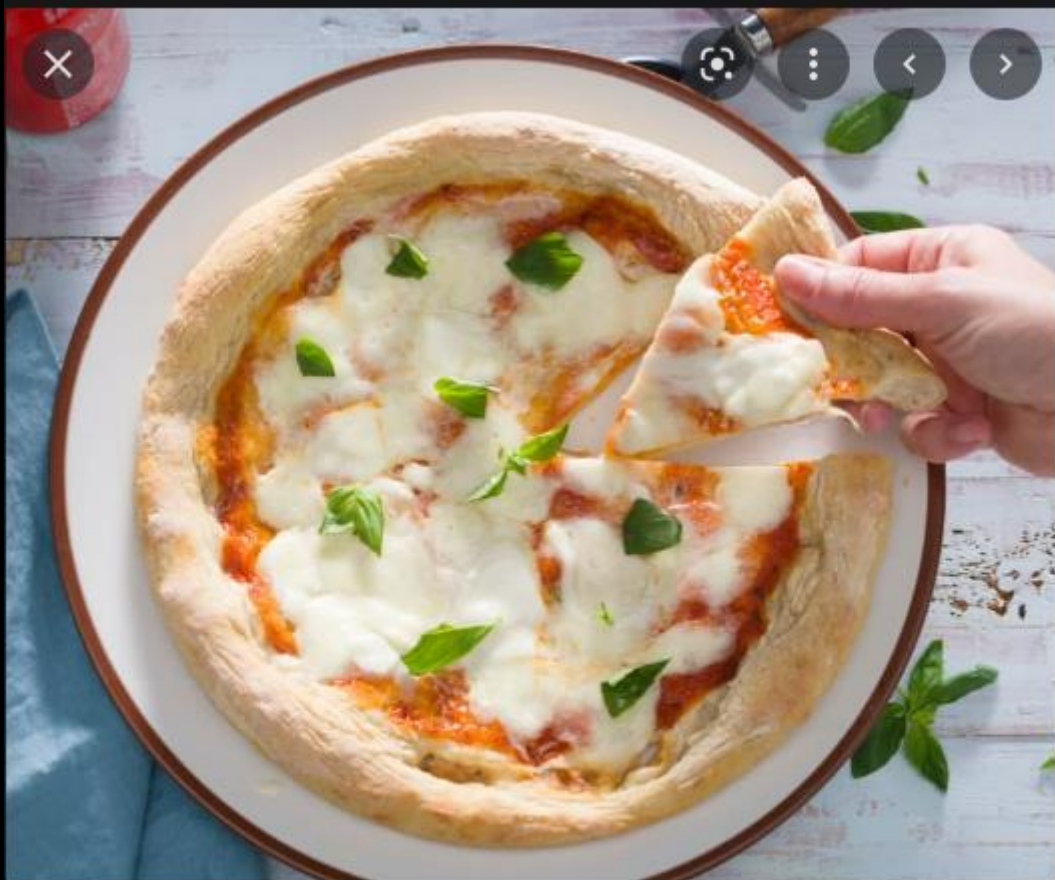



A STORY OF ANGELS AND DEVILS

Gifted Education –a northern perspective

Europa – Universität Flensburg
Supported by: KSU.LT &
Ufficio Scolastico Regionale per il PIEMONTE





 Cookidoo

Pizza al estilo napolitana (Come, reza, ama)

4,8 ★★★★★ (768) · 50 min. · Antal portioner: 8 raciones

Un mondo di ricette Bimby® - Cookidoo® ti fa conoscere cibo delizioso proveniente da tutto il

Besög

Folk spørger også om

What are the basic ingredients of a pizza? ▼

How pizza is made step by step? ▼

What is needed to make pizza at home? ▼

How do you make pizza taste good at home? ▼

Feedback



Outline

Gifts and Giftedness

Denmark and the Nordic Countries

Emergence of the Welfare State in the North

”What not everyone can learn, no-one should learn”

Organizational dogma

Examples on what is being done (nevertheless) – practical approaches.

Gift and Giftedness

160 + Genius

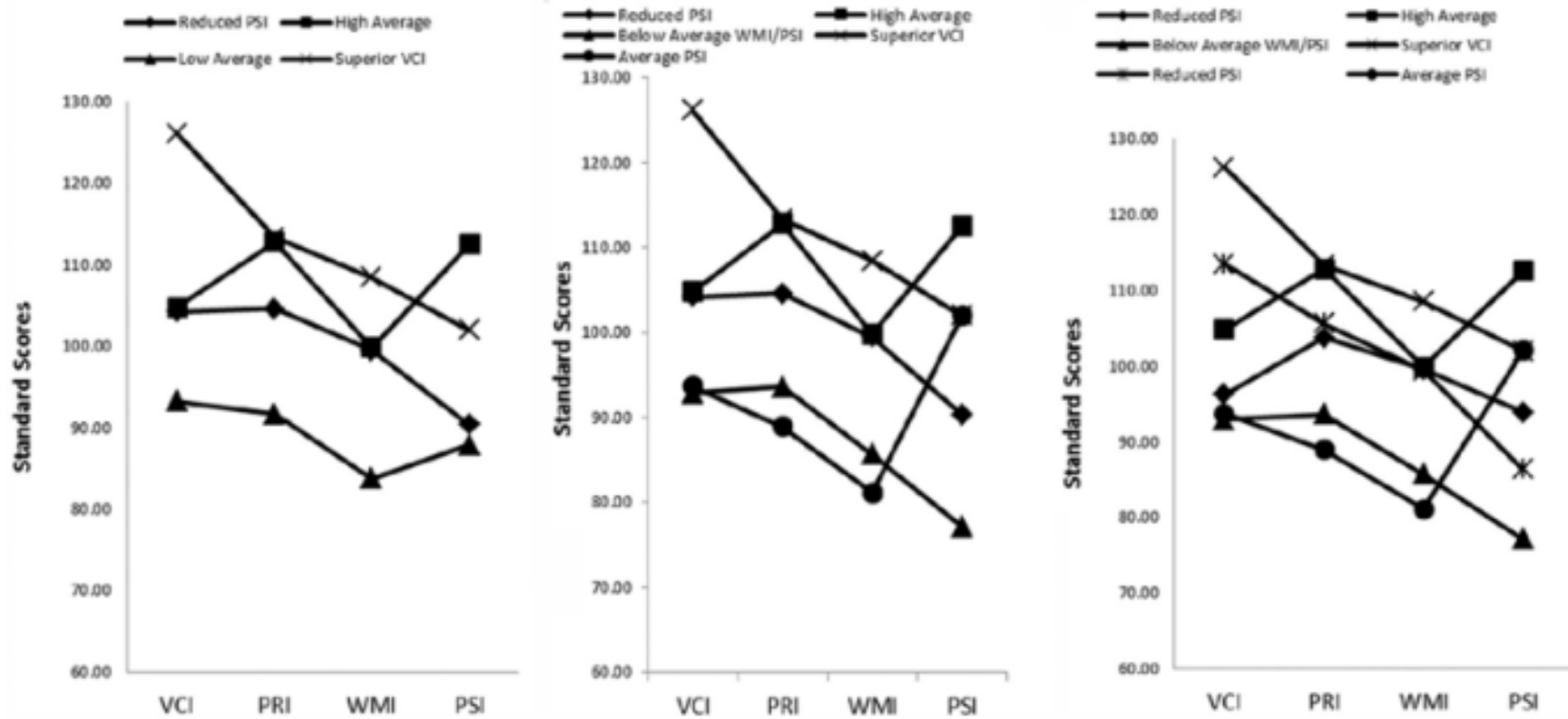
145 - 159 High

116-144 Above Average

85 - 115 Average

71 - 84 Below Average

1 - 70 Low



WISC-IV four-, five-, and six-cluster solutions Note: WISC-IV = Wechsler Intelligence Scale for Children–Fourth Edition; VCI = WISC-IV Verbal Comprehension Index; PRI = WISC-IV Perceptual Reasoning Index; WMI = WISC-IV Working Memory Index; PSI = WISC-IV Processing Speed Index.

Thaler, Nicholas & Danielle, Tchepkap & Etcoff, Lewis. (2012). WISC-IV Profiles Are Associated With Differences in Symptomatology and Outcome in Children With ADHD. *Journal of attention disorders*. 17. 10.1177/1087054711428806.

Flying an airplane

"Our findings overall suggest operators would be less likely to interrupt tasks during periods of task instability, and memory overload, perhaps especially so in the face of more difficult interrupting task events. (...) [T]hese findings suggest we are on the right track to explaining, and eventually predicting "tunneling" types of effects, when switching may be precluded altogether"

Gutzwitzer, et al.: The Role of Time in Task in Multi-task Management, Journal of Applied Research in Memory and Cognition 5, (2+16): 183



EF: Task-management, tunneling and working memory

160 + Genius

145 - 159 High

116-144 Above Average

85 - 115 Average

71 - 84 Below Average

1 - 70 Low

Renzulli's 3-Ring Conception of Giftedness



Sources Cited: (Kaufman & Sternberg, 2008; Missett & McCormick, 2013).

GAGNE'S MODEL OF GIFTEDNESS & TALENT

Giftedness

Aptitude domains

- Intellectual
- Creative
- Socioaffective
- Sensorimotor
- Other

Motivation

Temperament/
Personality

Development Process
Learning - Training - Practising

Surroundings
Persons
Undertakings
Events

Chance

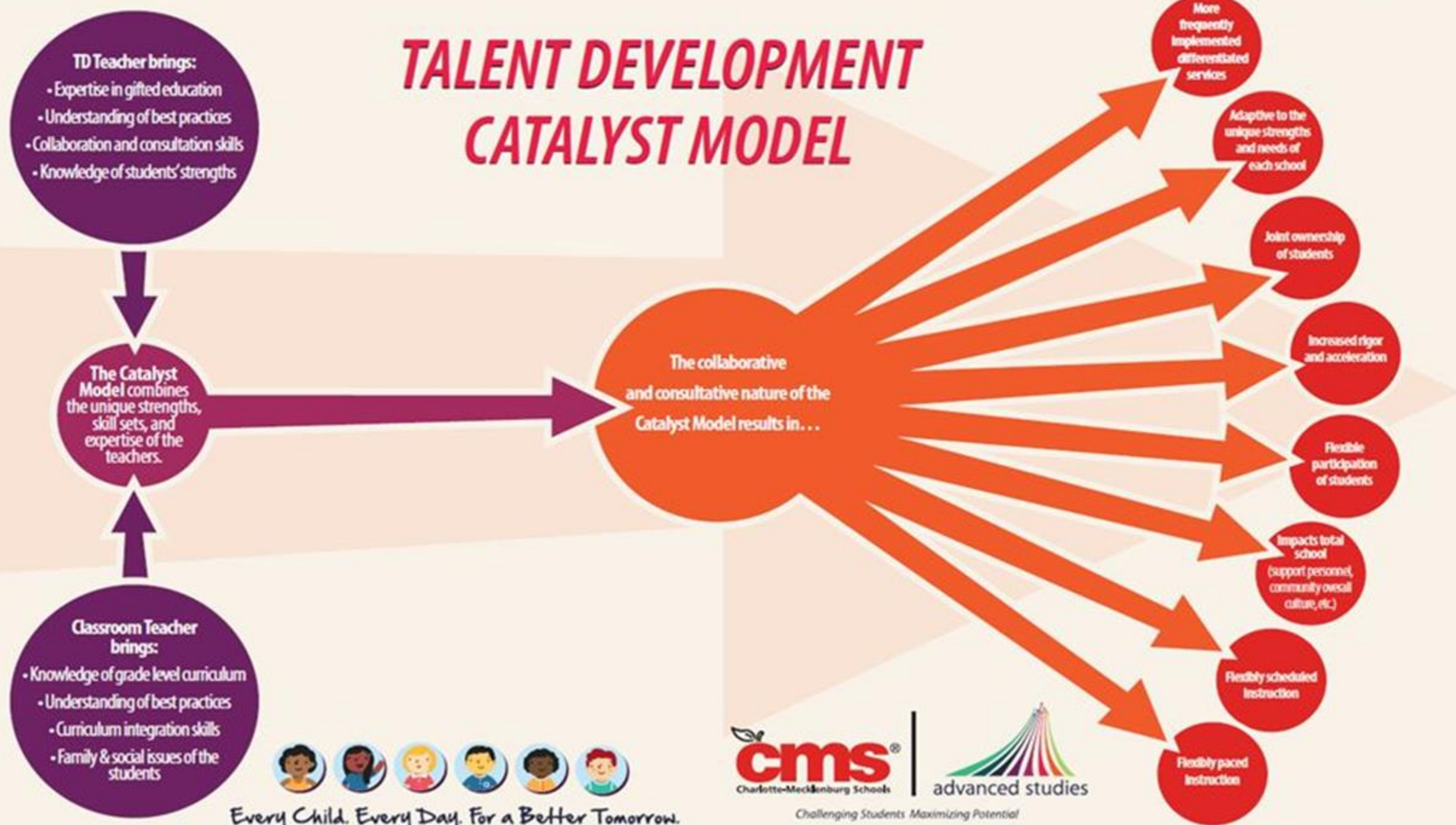
Talents

Fields of Talent

- Academics
- Games of Strategy
- Technology
- Arts
- Social Action
- Business
- Athletics and Sports



TALENT DEVELOPMENT CATALYST MODEL



**Rammesætning
og forberedelse**

Arbejds- og kvalificering

- FAGLIGE LOOPS

- EVALUERINGSLOOPS

**Produkt og
evaluering**

Denmark and the Nordic Countries



Since the end of the last Ice Age - approximately 10,000 BC - people have migrated from the Eastern and Southern parts of Europe to the Northern area we now know to be Denmark. The flat terrain, rich soil, close proximity to water and at times harsh climate, has shaped Danish history and culture ever since.



VIKING TRAVELS

9TH - 11TH CENTURY



Viking trading/raiding routes



Viking homelands



Viking settlements

c. 865 Initial viking presence






The Northern Kingdom

dsøen

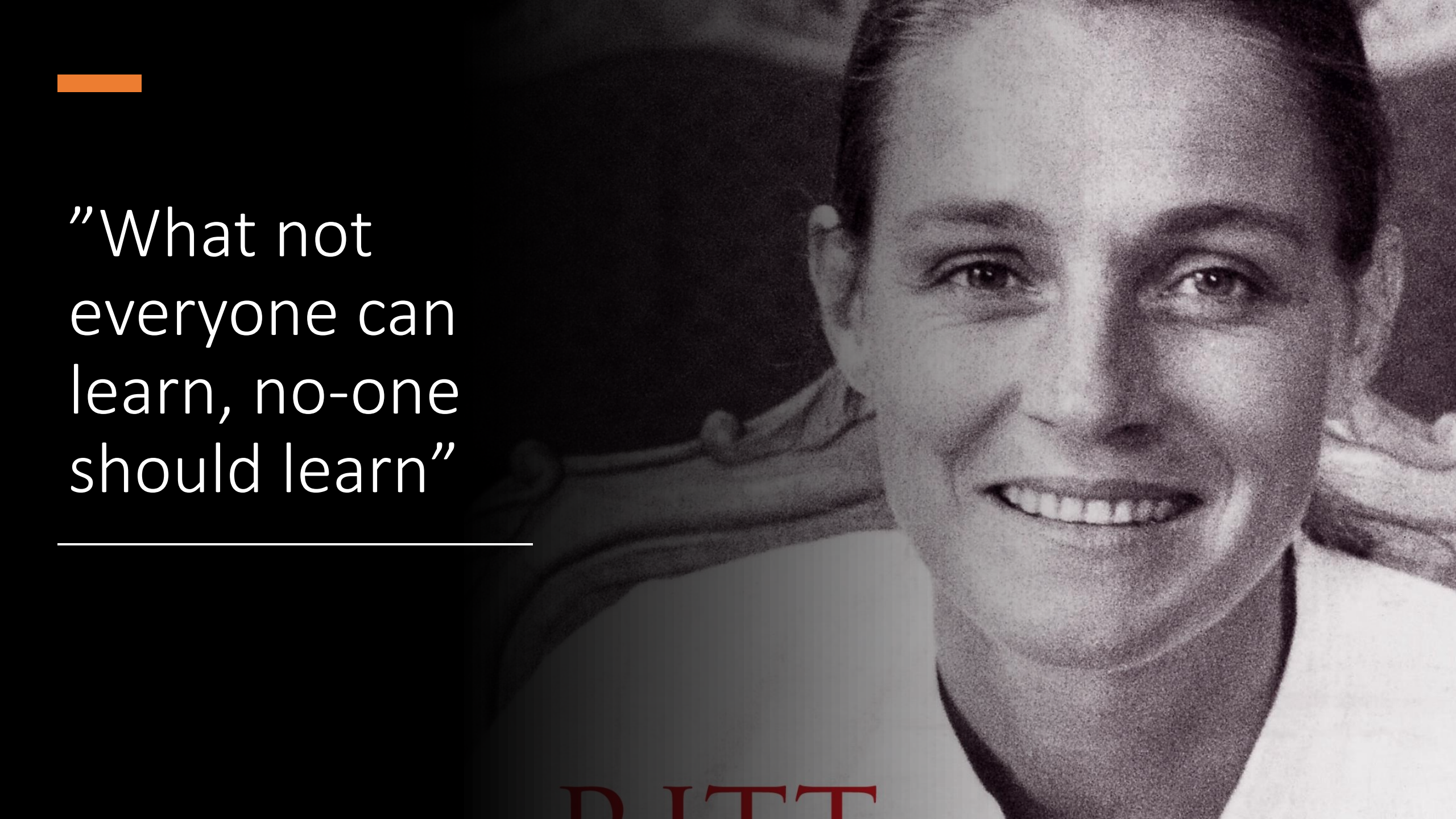
Denmark proper



Emergence of the Welfare State in the North



“What not
everyone can
learn, no-one
should learn”



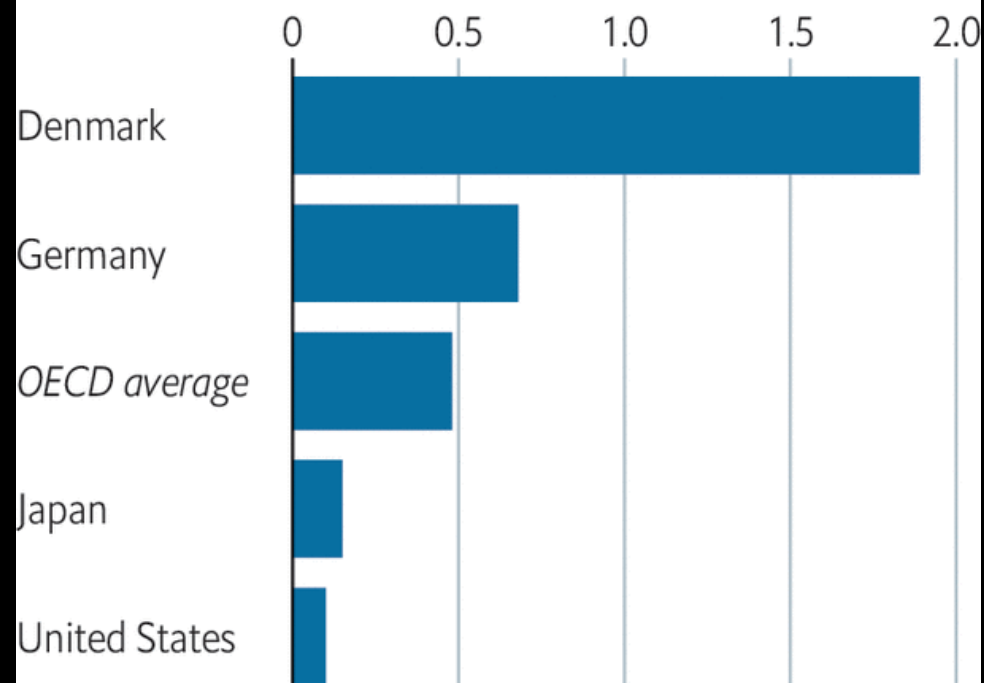
DUTT

Organizational Dogma



It's expensive

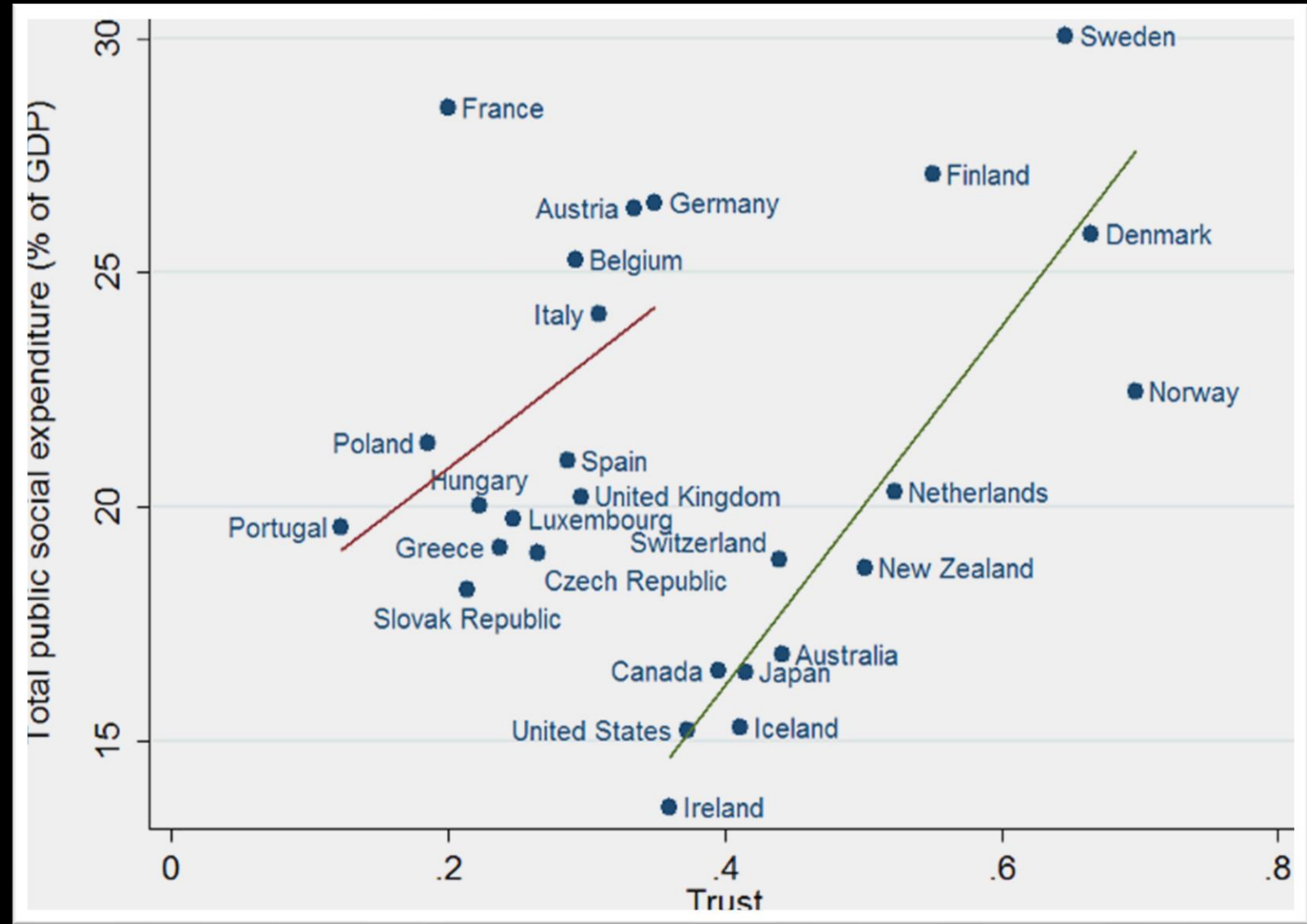
Public spending on active labour-market policies
2018, % of GDP



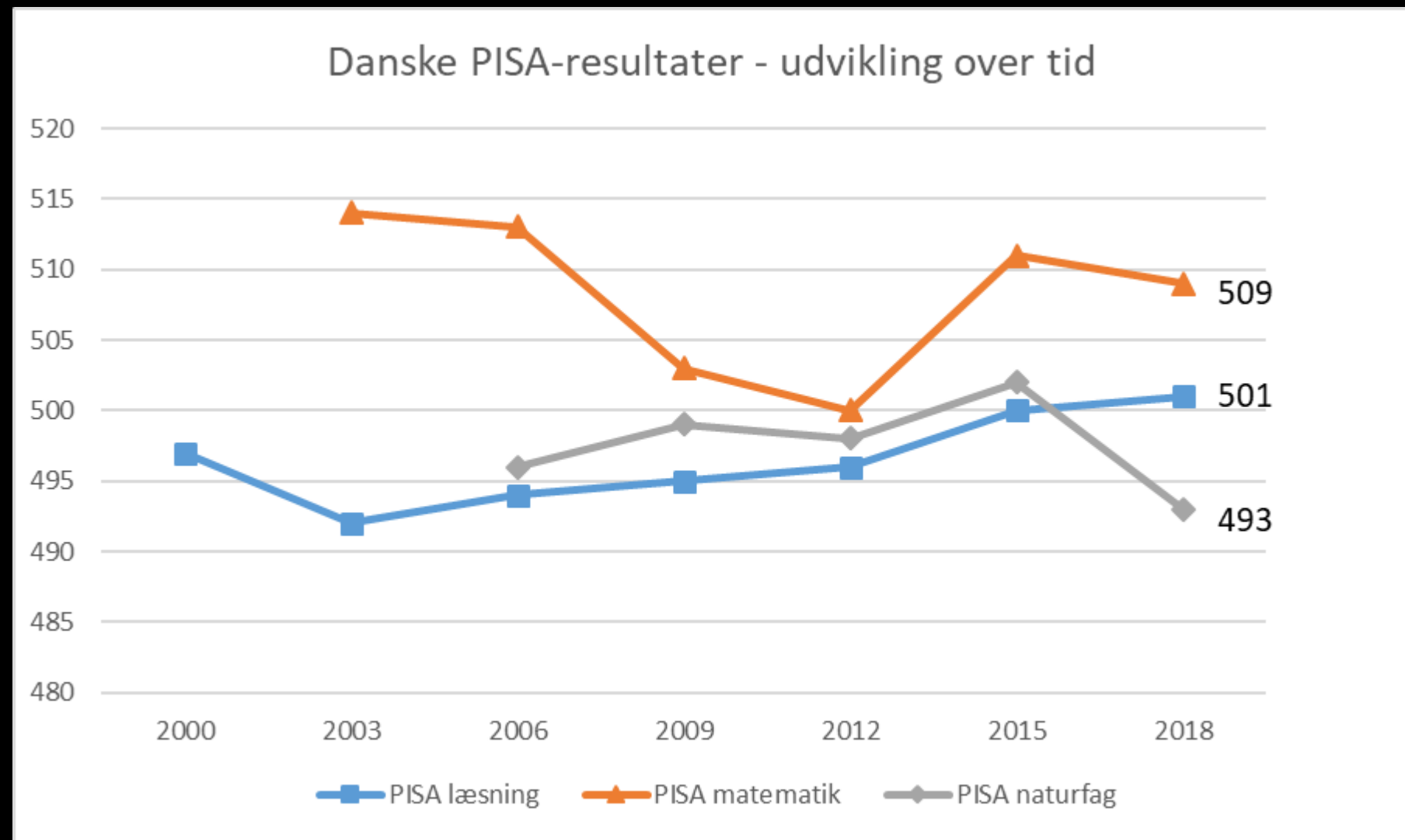
Source: OECD

The Economist

TRUST

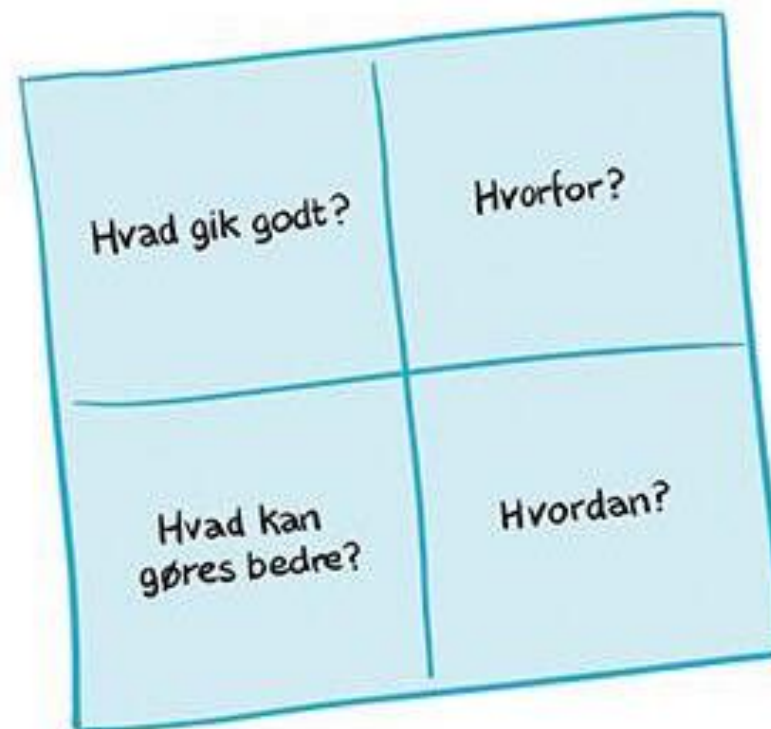


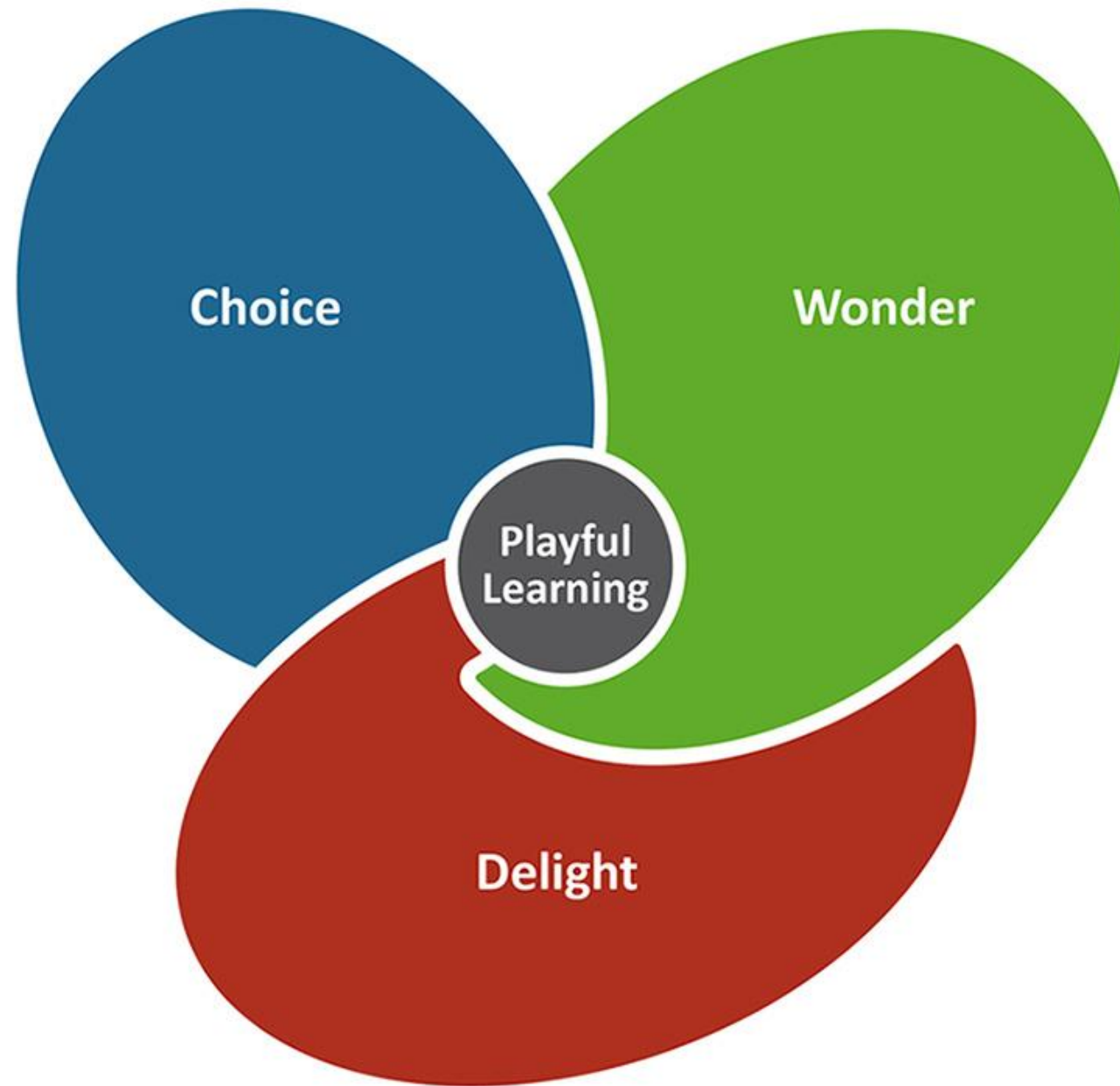
Success?



Examples on what is being done
(nevertheless).

Vurderingskrydset









Multiverksted



The
Detective

Simple Assumptions
One Reality



The
Captain

Past-Oriented
Simple
Questions

Future - Oriented
Simple
Questions

Past

Future

Past-Oriented
Complex
Questions

Future - Oriented
Complex
Questions



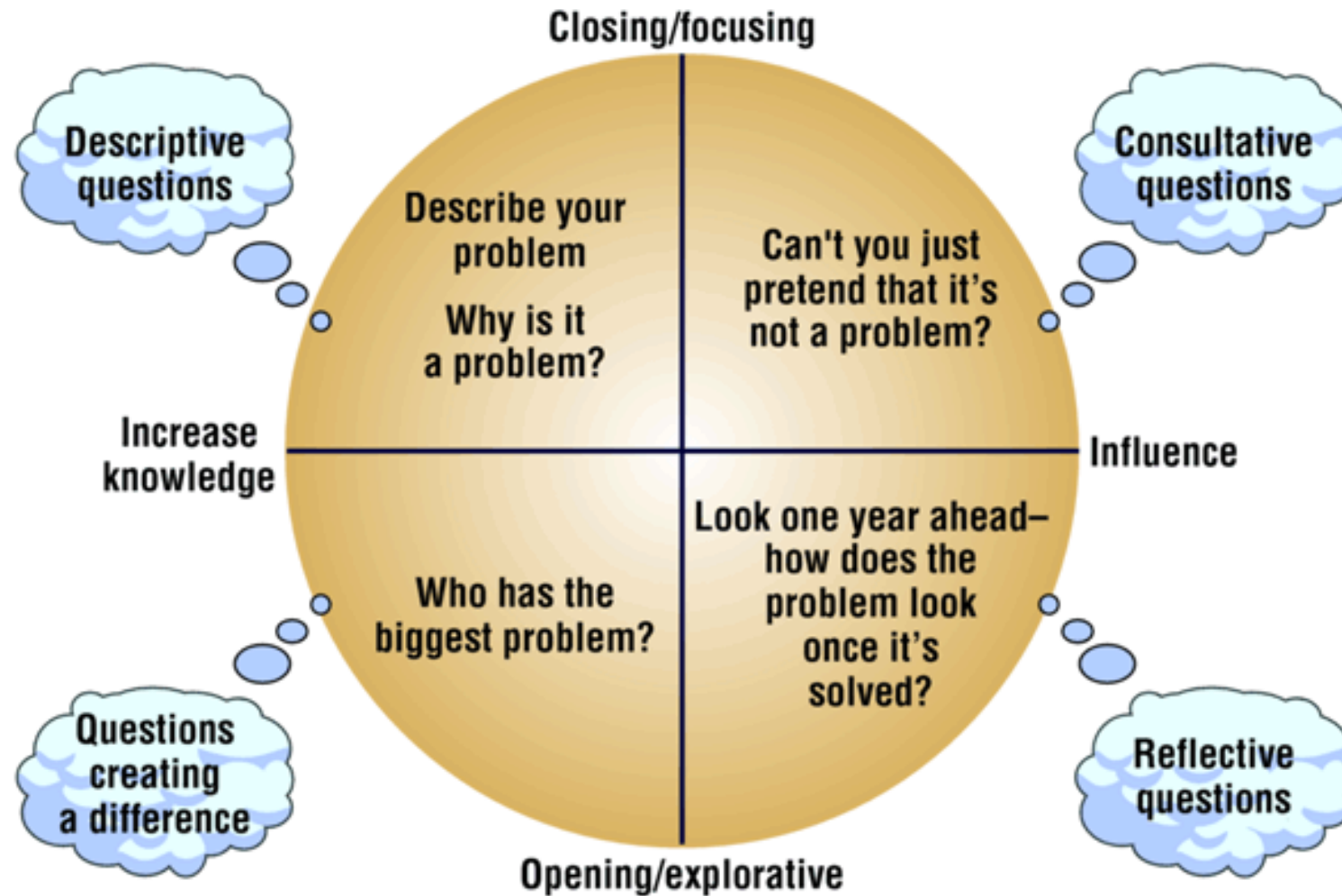
The
Anthropologist

Complex Assumptions
Many Realities



The Future
Researcher

What is a good question?
What is the question aiming at achieving?



Source. IEEE Computer Society

Knowledge

Recall / *regurgitate* facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Comprehension

To show understanding *finding information* from the text. Demonstrating basic understanding of facts and ideas.

Application

To use in a *new situation*. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Analysis

To *examine* in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Synthesis

To *change or create* into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Evaluation

To *justify*. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Choose
Copy
Define
Duplicate
Find
How
Identify
Label
List
Listen
Locate
Match
Memorise
Name

Observe
Omit
Quote
Read
Recall
Rede
Recognise
Record
Relate
Remember
Repeat
Reproduce
Retail
Select

Show
Spell
State
Tell
Trace
What
When
Where
Which
Who
Why
Write

Key words:

Ask
Cite
Classify
Compare
Contrast
Demonstrate
Discuss
Estimate
Explain
Express

Extend
Generalise
Give examples
Illustrate
Indicate
Interpret
Match
Observe

Outline
Predict
Purpose
Relate
Rephrase
Report
Restate
Review
Show
Summarise
Translate

Key words:

Act
Administer
Apply
Associate
Build
Calculate
Categorise
Choose
Classify
Connect
Construct
Correlation
Demonstrate
Develop
Dramatise

Employ
Experiment
Group
Identify
Illustrate
Interpret
Interview
Link
Make use of
Manipulate
Model
Organise
Perform
Plan

Practice
Relate
Represent
Select
Show
Simulate
Solve
Summarise
Teach
Transfer
Translate
Use

Key words:

Analyse
Appraise
Arrange
Assumption
Breakdown
Categorise
Cause and effect
Choose
Classify
Differences
Discover
Discriminate
Dissect
Distinction
Distinguish
Divide
Establish

Examine
Find
Focus
Function
Group
Highlight
In-depth
discussion
Inference
Inspect
Investigate
Isolate
List
Motive
Omit
Order
Organise
Point out

Prioritise
Question
Rank
Reason
Relationships
Reorganise
Research
See
Select
Separate
Similar to
Simplify
Survey
Take part in
Test for
Theme
Comparing

Key words:

Adapt
Add to
Build
Change
Choose
Combine
Compile
Compose
Construct
Convert
Create
Delete
Design
Develop
Devise
Discover
Discuss
Elaborate

Estimate
Experiment
Extend
Formulate
Happen
Hypothesise
Imagine
Improve
Innovate
Integrate
Invent
Make up
Maximise
Minimise
Model
Modify
Original
Originate

Plan
Predict
Produce
Propose
Reframe
Revise
Rewrite
Simplify
Solve
Speculate
Substitute
Suppose
Tabulate
Test
Theorise
Think
Transform
Visualise

Key words:

Agree
Appraise
Argue
Assess
Award
Bad
Choose
Compare
Conclude
Consider
Convince
Criteria
Criticise
Debate
Decide
Deduct
Defend
Determine

Disprove
Dispute
Effective
Estimate
Evaluate
Explain
Give reasons
Good
Grade
How do we know?
Importance
Infer
Influence
Interpret
Judge
Mark

Measure
Opinion
Perceive
Persuade
Prioritise
Prove
Rate
Recommend
Rule on
Select
Support
Test
Useful
Validate
Value
Why

Actions:

Describing
Finding
Identifying
Listing
Locating
Naming
Recognising
Retrieving

Outcomes:

Definition
Fact
Label
List
Quiz
Reproduction
Text
Workbook
Worksheet

Actions:

Classifying
Comparing
Exemplifying
Explaining
Inferring
Interpreting
Paraphrasing
Summarising

Outcomes:

Collection
Examples
Explanation
Label
List
Outline
Quiz
Show and tell
Summary

Actions:

Carrying out
Executing
Implementing
Using

Outcomes:

Demonstration
Diary
Illustrations
Interview
Journal
Performance
Presentation
Sculpture
Simulation

Actions:

Attributing
Deconstructing
Integrating
Organising
Outlining
Structuring

Outcomes:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

Actions:

Constructing
Designing
Devising
Inventing
Making
Planning
Producing

Outcomes:

Advertisement
Film
Media product
New game
Painting
Plan
Project
Song
Story

Actions:

Attributing
Checking
Deconstructing
Integrating
Organising
Outlining
Structuring

Outcomes:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

Questions:

Can you list three ...?
Can you recall ...?
Can you select ...?
How did ... happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ...?
When did ... happen?
Where is ...?
Which one ...?
Who was ...?
Who were the main ...?
Why did ...?

Questions:

Can you explain what is happening ... what is meant ...?
How would you classify the type of ...?
How would you compare ... contrast ...?
How would you rephrase the meaning ...?
How would you summarise ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea of ...?
Which is the best answer ...?
Which statements support ...?
Will you state or interpret in your own words ...?

Questions:

How would you use ...?
What examples can you find to ...?
How would you solve ... using what you have learned ...?
How would you organise ... to show ...?
How would you show your understanding of ...?
What approach would you use to ...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?

Questions:

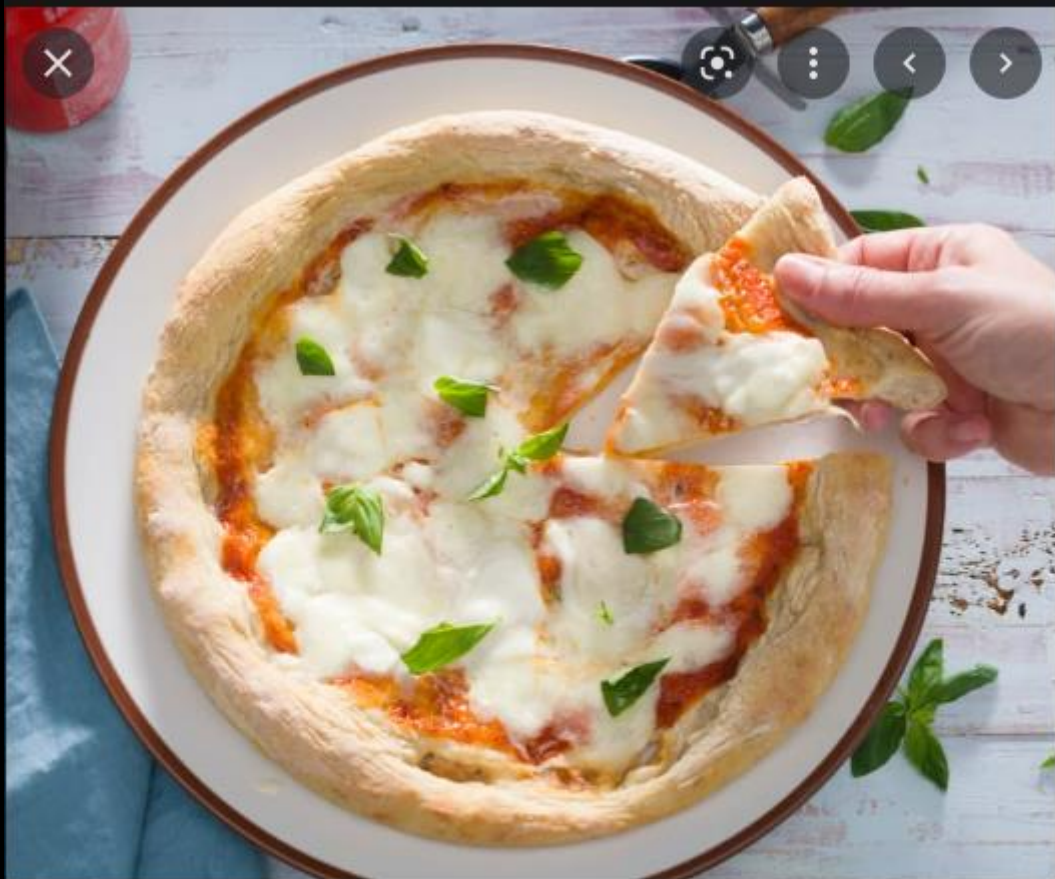
What are the parts or features of ...?
How is ... related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?
What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you categorise ...?
Can you identify the difference parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you make a distinction between ...?
What is the function of ...?
What ideas justify ...?

Questions:

What changes would you make to solve ...?
How would you improve ...?
What would happen if ...?
Can you elaborate on the reason ...?
Can you propose an alternative ...?
Can you invent ...?
How would you adapt ... to create a different ...?
How could you change (modify) the plot (plan) ...?
What could be done to minimise (maximise) ...?
What way would you design ...?
Suppose you could ... what would you do ...?
How would you test ...?
Can you formulate a theory for ...?
Can you predict the outcome if ...?
How would you estimate the results for ...?
What facts can you compile ...?
Can you construct a model that would change ...?
Can you think of an original way for the ...?

Questions:

Do you agree with the actions/outcomes ...?
What is your opinion of ...?
How would you prove/disprove ...?
Can you assess the value/importance of ...?
Would it be better if ...?
Why did they (the character) choose ...?
What would you recommend ...?
How would you rate the ...?
What would you cite to defend the actions ...?
How would you evaluate ...?
How could you determine ...?
What choice would you have made ...?
What would you select ...?
How would you prioritise ...?
What judgement would you make about ...?
Based on what you know, how would you explain ...?
What information would you use to support the view ...?
How would you justify ...?
What data was used to make the conclusion ...?



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Pizza al estilo napolitana (Come, reza, ama)

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Besøg

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Conclusion