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Using Life-Story Research in Gifted Education: Part Three: Implications for Practice

Dr. Lori Flint is an Assistant Professor in the Department of Curriculum & Instruction at East Carolina University. Teaching both graduate and undergraduate students, she holds her doctorate from the University of Georgia in Educational Psychology/Gifted & Creative Education, and Master of Education from Ashland University in Talent Development. Dr. Flint serves on the boards of several national and local organizations related to improving schools and student experiences in them. An active advocate for children at the local, state, and national levels, she has experience teaching and parenting gifted and creative children and adults, understanding their needs from birth through adulthood. Research interests include those related to increasing student achievement and motivation, especially through the specific teaching of skills needed for school and real life survival; gender; social and emotional areas; and individual differences such as gifted students with learning disabilities.

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Effective Use of Secondary Data Analysis in Gifted Education Research: Opportunities and Challenges

Dr. Christian E. Mueller is Assistant Professor of Educational Psychology at the University of Memphis where he teaches courses in adolescent development, individual differences, and gifted students and talent development. He has published several empirical articles utilizing nationally archived datasets, and his current research is focused on understanding, from a longitudinal perspective, how theories of personality (e.g., identity and self-concept) and achievement motivation (e.g., achievement goal theory) interact to enhance or impede talent development in gifted students.

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Caroline O. Hart is a doctoral candidate in the Educational Psychology program at the University of Memphis where she is currently finishing her dissertation examining achievement motivation in college students. She originally became interested in achievement motivation and student learning through her work as a flight instructor, and later became interested in examining how these constructs manifest in classroom learning. Upon graduation, she plans to continue exploring achievement motivation in the classroom, particularly how it relates to learning in the digital age.

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Upcoming Meetings and Conferences

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<td>American Educational Research Association</td>
<td>April 8-12, 2011</td>
<td>New Orleans, LA</td>
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<tr>
<td>National Association for Gifted Children</td>
<td>November 3-6, 2011</td>
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