

Gifted Children

Volume 3 | Issue 1

From the Editor

Michael S. Matthews
UNC Charlotte

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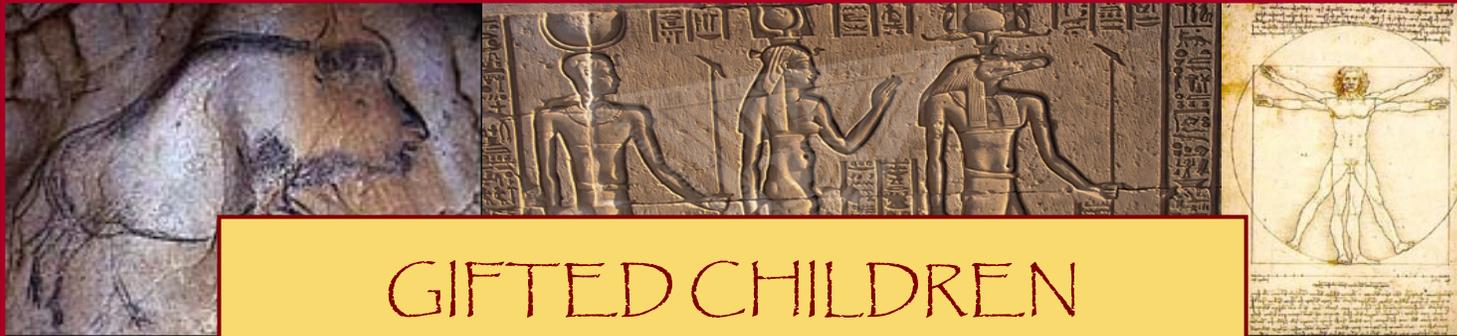
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Recommended Citation

Matthews, Michael S. (2009) "From the Editor," *Gifted Children*: Vol. 3 : Iss. 1 , Article 1.
Available at: <http://docs.lib.purdue.edu/giftedchildren/vol3/iss1/1>

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GIFTED CHILDREN

An Electronic Journal of the AERA SIG Research on Giftedness and Talent.

Volume 3 Number 1 Summer 2009

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From the Editor

Michael S. Matthews, Ph.D., UNC Charlotte

Welcome to the first issue of Volume 3 of *Gifted Children*, the electronic journal of the AERA Special Interest Group, Research on Giftedness and Talent. With this issue I am pleased to continue during 2009 the tradition established that began with the editorial leadership of Jonathan Plucker, and continued under the thoughtful guidance of Dona Matthews.

This year following tradition, I plan to produce two issues of *Gifted Children*. This will include this issue in summer 2009 and a second issue planned for fall 2009, after which I will pass along the mantle to a new editor for 2010. Because we chose the first three editors back when the e-journal was first conceptualized, we have not yet selected an editor to succeed me. If you are reading this and are interested in this opportunity, please email me a paragraph expressing your qualifications, and I will bring nominations to the SIG executive committee for discussion at our next face-to-face meeting.

Gifted Children was established to provide the field with concise and up-to-date reports of research in progress in gifted education and related fields. In the area of empirical studies, in this issue I am pleased to be able to share two interesting papers related to teachers of the gifted. Because teacher education is what many of us in gifted education do, I believe studies in this area are vital in informing our efforts to improve the education our K-12 students receive.

Kristen Stephens has provided a preliminary report detailing efforts to nurture empathy for gifted learners among teachers in the AIG licensure program at Duke University. Her study uses multiple methods, and I found it particularly engaging how she was able to use drawings to identify changes in teachers' affect.

Authors Vicky Morgan, Nancy Latham, and Rena Shifflet offer a report that informs the ongoing question of how teachers perceive creativity among their students. Their findings suggest that teachers' ratings of their students' divergent thinking abilities were less accurate for students who had strengths in this area, yet more accurate for students who did not score as highly in divergent thinking.

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The path of least resistance and least trouble is a mental rut already made. It requires troublesome work to undertake the alternation of old beliefs. Self-conceit often regards it as a sign of weakness to admit that a belief to which we have once committed ourselves is wrong. We get so identified with an idea that it is literally a "pet" notion and we rise to its defense and stop our eyes and ears to anything different.

- John Dewey

divergent thinking behavior is not encouraged or even acknowledged, students may be compliant to the expected, accepted behaviors and choose to suppress their divergent

tendencies. Whatever the cause, the result is the same. We risk losing our solvers of the unique problems of tomorrow by what is mislabeled or suppressed today. ♦

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(From the Editor – continued from page 1)

This issue also features a review of an important work in our field. Scott Peters, who very recently received his Ph.D. from Purdue (congratulations Scott!), has contributed a review of David Lohman's (2006) monograph on the topic of identifying minority students. Scott says he thinks every GT researcher should read the monograph, and I agree; promoting a widespread understanding of the nuts and bolts of how our identification processes work will be vital to the future of our field.

Please be sure to submit your proposals by AERA's new deadline of July 15, now only a few days away!

Finally, please consider submitting a brief report about your current research-in-progress for our fall issue of *Gifted Children*. Reports should be approximately 1,500 to 2,500 words in length, although I'm willing to consider manuscripts of other lengths. I also would be interested in reviews of important new books or other works that are relevant to gifted education. I look forward to receiving submissions by August 31, 2009 via email to michael.matthews@uncc.edu.

Michael S. Matthews, Ph.D.

Editor