

GIFTED EDUCATION IN THE CONTEXT OF COMPARATIVE INTERNATIONAL EDUCATION

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By Kathleen Stone, Ph.D.

Gifted Education is viewed as an integral part of education in the U.S., yet there are variances in terms of the construct of giftedness and the perceived need for education of the gifted in other countries of the world. In the field of Comparative International Education, there is little reference to Gifted Education. This presentation will share comparative data related to Gifted and Comparative International Education, and suggest how a bridge of global awareness might be developed across these two domains through transnational collaboration and research related to gifted education.

Cross-Cultural Research

- Heller (1996) – Extensive content analysis – Cross-cultural studies continue to play a limited role in the field of giftedness and gifted education.
- Cross-Cultural research in any domain of education is very limited.
- Rogoff & Chavajay (1995) – Extensive search – Journal of Cross-Cultural Psychology – Only 18 cross-cultural studies.
- Sternberg & Zhang (1998) - Pentagonal Implicit of Giftedness – U.S. and Hong Kong – Implicit theories give rise to explicit theories.

Range of Cultural Dichotomies

- | | |
|-------------------|-----------------------|
| • Western Culture | • Non-Western Culture |
| • Individualistic | • Collectivist |
| • Universalism | • Particularism |
| • Achievement | • Ascription |
| • Secular | • Religious |

The Clash of Civilizations and the Remaking of World Order

By Samuel Huntington c. 1996

- | | |
|---------------------|-----------|
| • 1. Sinic | • China |
| • 2. Japanese | • Japan |
| • 3. Hindu | • India |
| • 4. Islamic | • Iran |
| • 5. Orthodox | • Russia |
| • 6. Western | • USA |
| • 7. Latin American | • Brazil |
| • 8. African | • Nigeria |

CIVILIZATION COMPARISON

COUNTRY	POPULATION	SQ. MILES
China	1,284,211,000	3,696,100
Japan	127,347,000	145,884
India	1,047,671,000	1,222,559
Iran	65,457,000	629,315
Russia	143,673,000	6,592,800
USA	287,602,000	3,675,031
Brazil	174,619,000	3,300,171
Nigeria	129,935,000	356,669

CIVILIZATION COMPARISON

COUNTRY	RELIGION	LITERACY	DENSITY	URBAN
China	42.1% Non-Rel.	81.5%	347.5	33%
Japan	93.1% Shinto	100%	872.8	78.6%
India	73.72% Hindu	65.4%	856.9	27.8%
Iran	95.6% Muslim	73.4%	104.0	64.7%
Russia	72.6% Non-Rel	89%	21/7	73.1%
USA	85.3% Christian	97%	78.3	77.2%
Brazil	96.5% Christian	85.3%	53.1	79.7%
Nigeria	45.9% Christian 43.9% Muslim	64.1%	364.4	44.9%

Comparative & International Education Society (CIES)

Founded in 1956, the Comparative and International Education Society (CIES) has been committed to a yearly conference, an assembly of major thinkers in the field of Comparative and International Education. The annual meeting has established a 48 year tradition of scholarly and practical exchange, debate, and networking. Today's CIES membership includes more than 1200 academics, practitioners, and students from around the world. They bring to the society a wealth of cross-disciplinary expertise and interests as historians, sociologists, economists, psychologists, anthropologists, and educators. The society also includes approximately 1300 institutional members, primarily academic libraries and international organizations. The CIES was founded to foster cross-cultural understanding, scholarship, academic achievement, and societal development through the international study of educational ideas, systems, and practices.

COMPARATIVE & INTERNATIONAL EDUCATION – COURSE TOPICS

Adult Ed.	Economic	Multicultural	Reform
Assessment	Education	National	Religion
Case Study	Environment	Non-Form.Ed	Research
Childhood	Equity	Organization	Sec. Educ.
Classical	Gender	Patterns	Society
Colonialism	Globalization	Peace	Systems
Culture	Intl. Educ.	Planning	Teaching
Debates	Linguistics	Policy	Theory
Development	Literacy	Political	Trends

World Council for Gifted & Talented Children

Holds biennial conferences, alternating among European, Asian and North American locations. On the year between conferences, there are separate conferences held in Europe by ECHA (European Council for High Ability), and in Asia (Asian-Pacific Conference on Giftedness).

www.worldgifted.org

WCGTC World Gifted Conferences

1975	London	1991	The Hague
1977	San Francisco	1993	Toronto
1979	Jerusalem	1995	Hong Kong
1981	Montreal	1997	Seattle
1983	Manila	1999	Istanbul
1985	Hamburg	2001	Barcelona
1987	Salt Lake City	2003	Adelaide
1989	Sydney	2005	New Orleans

WCGTC Membership

USA	Austria	Greece	Bahrain	China
Canada	Belgium	Kazakhstan	Iran	Hong Kong
Mexico	Denmark	Russia	Israel	Indonesia
Jamaica	Finland	Slovenia	Kuwait	India
Argentina	France	Scotland	Jordan	Japan
Brazil	Germany	Switzerland	Qatar	Philippines
Colombia	Ireland	United King.	Saudi Arabia	Singapore
Peru	Netherlands	Nigeria	Turkey	South Korea
Australia	Portugal	South Africa	UAE	Taiwan
New Zealand	Spain	Sudan		Thailand

ECHA – European Council of High Ability - Correspondents

Australia	Denmark	Ireland	Slovenia
Belgium	England	Jordan	Spain
Brasil	Finland	Netherlands	Sweden
Canada	France	Peru	Switzerland
Chile	Germany	Poland	
Croatia	Greece	Portugal	
Czech & Slovak Rep.	Hungary	Romania	

Journal Publications WCGTC Gifted & Talented International

Published Semiannually – Spring, Fall
World Council for Gifted & Talented
Children

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Northridge, CA 91326 USA

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www.WorldGifted.org

Journal Publications ECHA – High Ability Studies

Published Twice a Year – June, December

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Bonn, Germany

<http://www.ECHA.ws>

Journal Publications Roeper Review

January 2000 Roberta M. Milgram, Guest Editor

The planning and implementation of cross-cultural research is a formidable challenge. In the call for manuscripts for this International Issue, we particularly encouraged the submission of cross-cultural research projects. Not a single such article was submitted. To the best of my knowledge, very little cross-cultural research has been conducted in the field of giftedness.

Journal Publications Roeper Review

I conclude with a call to the readers to initiate cross-cultural research projects. The results of such cooperation and collaboration will bring professional productivity and personal satisfaction to those who make the effort and bring great benefit to gifted and talented learners throughout the world.....

Cross-cultural research that identify similarities and differences, and positive and negative aspects of different approaches would be of benefit to all concerned.

Roberta M. Milgram

Journal Publications Comparative Education Review

Comparative & International Education Society
www.cies.ws

Quarterly: February, May, August, November
University of Chicago Press

Journals Division

P. O. Box 37005

Chicago, IL 60637

<http://www.journals.uchicago.edu/CER>

Transnational Survey Research

- Use survey format that would lend itself to translation.
- Needs to be translated into home language.
- Language translation needs back translation.
- Maintain same layout of form to facilitate scoring despite language differences.
- Collaboration with foreign universities.

A Cross-Cultural Comparison of the Perceived Traits of Gifted Behavior

By Kathleen Stone, Ph.D.

COLLABORATION WITH 22 UNIVERSITIES

- USA
- Western: United Kingdom, France, Germany, Italy, Spain
- Non-Western: Japan, Korea, Taiwan, Thailand

1,965 Survey Respondents

Cross-Cultural Perceived Traits of Gifted Behavior

10 Country Grand Mean (Out of 5.0)

- | | | | |
|-------------------|------|---------------|------|
| ● Reasoning | 4.20 | ● Insight | 4.08 |
| ● Learning | 4.21 | ● High IQ | 4.03 |
| ● Problem Solving | 4.19 | ● Interest | 4.02 |
| ● Memory | 4.18 | ● Theoretical | 3.90 |
| ● Inquiry | 4.17 | ● Creativity | 3.89 |

Most Highly Rated Cross-Cultural Terms for Gifted Across 10 Countries

High IQ	8 Countries
Gifted	7 Countries
High Intelligence	5 Countries
Exceptional Ability, Genius	3 Countries
Intelligent, Child Prodigy	2 Countries

Gifted Education Across Cultures

- There are variances across cultures in the *terms* used to describe the gifted.
- There are variances across cultures in the *perceived traits* of gifted behavior.
- *Perceived traits* of gifted do not vary across cultures according to high, medium, and low levels of participation in gifted education. *Provisions* for gifted do vary.

I.N.S.T.E.A.D., International International Network Supporting Transnational Exchange & Diversity

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