



## First Call for Papers

### 21<sup>st</sup> Round Table on Giftedness

Preschool Teacher Training College “Mihailo Palov”, Vrsac in cooperation with the University “Aurel Vlaicu”, Arad, Pedagogical Faculty, Ljubljana, Manchester Metropolitan University, UK and University “Saint Kliment Ohridski”, Bitola invites you to participate and give your scientific contribution to the **21<sup>th</sup> Round Table** to be organized in Vrsac

**Conference theme: THE GIFTED AND DIDACTIC CULTURE**

**Time and place:** 5 Jun 2015, Vrsac

**Organization:**

- Preschool Teacher Training College “Mihailo Palov”, Vrsac, Serbia
- University “Aurel Vlaicu”, Arad, Romania
- University of Ljubljana, Pedagogical Faculty, Ljubljana, Slovenia
- Manchester Metropolitan University, UK
- University “Saint Kliment Ohridski”, Pedagogical Faculty, Bitola, Macedonia

**Gathering character:** international scientific conference

**Keynote speaker:**

**Dr Ante Kolak, Philosophical Faculty, Zagreb, Croatia**  
Keynote speech: The Gifted and Didactic School Culture



## Conference Registration

### The registration deadline: 10 April 2015

A potential presenter at the Round Table can apply with only one paper (author, co-author).

Along with the paper title, please send an abstract of the paper and the key words (up to 5) in B5 format (900 to 1000 characters) in mother tongue, as well as in the English language.

### The application should contain:

the title, name and surname of the author

institution and place

e-mail

the title of the paper

paper abstract in mother tongue and in the English language, key words.

Please send your abstracts and papers by e-mail [vsvasbiblioteka@hemo.net](mailto:vsvasbiblioteka@hemo.net) or post to the following address:

Preschool Teacher Training College (**for the Round Table**)

Visoka škola strukovnih studija za obrazovanje vaspitača „Mihailo Palov“,

Omladinski trg 1

26300 Vršac

Serbia

### Contact person:

**Snežana Prtljaga**

**e-mail:** [vsvasbiblioteka@hemo.net](mailto:vsvasbiblioteka@hemo.net)

**phone:** +381 13 836 615

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The conference is organized for those invited, while the abstracts and paper will be reviewed by a panel of experts from the country and abroad who are appointed by the Conference Committee and who have exclusive and binding authority to accept or reject any paper. You will be informed whether your paper has been selected until **5 May 2015**. The book of abstract will be printed and distributed to Conference participants before the conference.

Please send your full paper to [vsvasbiblioteka@hemo.net](mailto:vsvasbiblioteka@hemo.net) until 01 September 2015 paying special attention to the following paper requirements:

- **Microsoft Word B5 format**, font **Times New Roman, 10 points** letter size, **single** spacing, **standard** Windows margins.
- The maximum acceptable length of a submitted scientific paper is 15 pages (30 000 signs), a review article is up to 6 pages (10 000 signs) and professional article is up to 3 pages (5000 signs).
- citations should follow the standard (standard APA convention) guidelines.
- Papers should be sent in both mother tongue and English language.

Selected papers will be published in the Book of Collected Articles 21.

For those participants who need accommodation the organizers recommend the following hotels:

Hotel *Srbija*: [www.hotelsrbija.rs](http://www.hotelsrbija.rs)

Hotel *Vila Breg*: [www.villabreg.com](http://www.villabreg.com)

Motel *Vetrenjaca*: [www.vetrenjaca.co.rs](http://www.vetrenjaca.co.rs)

Tourist organization Vrsac: <http://www.to.vrsac.com>

In Vrsac, March 2015

On behalf of the Conference Organization Committee

Jelena Prtljaga

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## THE GIFTED AND DIDACTIC CULTURE

### Discussion Impulses for 21<sup>st</sup> Round Table

Current issues regarding changes in education from the angle of philosophy of education, pedagogical-didactic theories and socio-political context of postmodern societies dominated by neoliberal ideology, boiling through its economic rationality an individual down to an addict of “economic success” as a fundamental criterion of behaviour of a man of “consuming society”, insensible to moral norms in the sense of Kant’s categorical imperative, have imposed the need for didactic approaches to encourage emancipation in teaching and learning within new reflections on neo-humanistic view on education of young people, especially gifted ones, in order to consider the ways to overcome ambiguities and search for the possibilities to provide more secure and better encouragement of the gifted in didactic culture, i.e. in upbringing-educational institutions.

Upbringing-educational institutions have their own culture influencing their efficacy, quality, actions and realization of pre-established goals. As a set of values, norms, beliefs, attitudes, behaviours and traditions, school culture is relatively continuous quality of school setting which has its effects on behaviour of its members. One of pedagogically oriented classifications of school culture refers to pedagogic culture, didactic culture, culture of relationships and culture of organization. As a component of school culture, didactic culture has always been in the centre of attention of pedagogy. Special attention has been paid to didactic culture, having in mind that learning and thinking are closely related to the ways of learning and teaching, with a step further positioning them in a cultural setting and treating them as significant effects of school work. Didactic culture refers to values, beliefs and attitudes held by the agents of teaching process in view of subjects and certain segments of teaching. One of the most significant indicators of didactic culture is a position of gifted students. The position of gifted students in teaching implies a relation between a teacher and a learner as most important factors within upbringing-teaching process in teaching structure and within learner-oriented teaching.

In the segment of gifted education the challenges of didactic culture have nowadays been trying to provide answers to numerous questions. Some of them are offered in the thesis for discourse of the 21<sup>st</sup> Round Table. In other words, the thesis below do not pretend to be as complex as necessary, its intention is not to round reflections and frames for consideration of the topic of didactic culture of school or any other upbringing-educational institutions and they remain open for other aspects, as well. Contribution to considerations of the complex topic of didactic culture and the place of the gifted within it will try and offer ways to cast light on certain questions, presenting research findings and reflections on the current state in the field and guidelines for more efficient dealing with encouragement of development of the gifted.

- Importance of didactic culture for giftedness development;
- Didactic strategies as indicators of didactic culture suitable for giftedness development;
- Factors of making didactic culture suitable for the gifted;
- Characteristics of education philosophy as didactic culture foundations favourable to giftedness development;
- Characteristics of efficient didactic culture quality for the angle of the gifted;
- Quality of education and the gifted;
- Indicators of intellectual autonomy in didactic culture favourable to giftedness development;
- The position of the gifted in the current didactic paradigms;
- Gifted in postmodern didactics;
- Modern teaching and encouragement of critical thinking as a feature of intellectual autonomy of the gifted;
- Pluralism in the didactic scene of Europe and the place of the gifted;
- Didactic approaches to encouragement of the autonomy of the gifted;
- The influence of moral nihilism and indulging reduced, technocratic principles as a life concept and characteristic of value disorientation of everyday life – the context of challenges facing development of human and creative potentials of the gifted;
- Communication relations and the gifted in teaching as indicators of didactic culture;
- Importance of alternative didactic movements for encouragement of development of the gifted;
- Didactic orientations dominating in didactic concepts of teachers;
- Reaches and limitations of didactic pluralism in current didactic scene (theory and practice) in Europe from the angle of giftedness encouragement;
- The flood of technocratic principles as imperatives of life and behaviour; imitation and reproduction as replacements for individual and group creativity and imagination; mediocrity as a norm and characteristic of

- prevailing context and concept of education in which creativity and reflexivity have lost the battle in the race for dissemination of populism – the challenges of general and subject specific didactics in the need for empowerment of emancipatory potentials of the gifted;
- Reaches and limitations of competence approach to teaching and giftedness development;
  - Pluralistic didactic scene from the standpoint of abstract negations and uncritical adaptations and possibilities and intellectual autonomy;
  - Didactic role of teachers in the process of teaching and learning of the gifted from the angle of contribution to the development of intellectual autonomy;
  - Neo-humanistic concept of education and the place of the gifted;
  - The influence of disappearance of functionally equal values of polarisation between utility and non-utility knowledge on reconceptualization of structure and contents of programs for didactic support of the gifted;
  - Teaching as facilitation and teaching as technology and the place of the gifted;
  - Advantages and disadvantages of transmission teaching model;
  - Reflections on standardization of education at global level and its influence on the status of a gifted student;
  - Current school policies and their attitudes towards the gifted.
  - Interconnectedness between culture capital and giftedness development;
  - Competence approach in education as the main orientation in gifted education;
  - Influence of pedo-centric and socio-centric standpoints on upbringing-educational treatment of gifted students;
  - Theoretical approaches to gifted students from the aspect of didactic culture;
  - Monitoring and evaluation of gifted students in teaching process, as indicators of didactic culture of a school;
  - Meta-components of intellectual autonomy in didactic culture and the gifted;
  - The concept of general education in neo-humanism from the angle of the gifted; neoliberal reconceptualization of the contents and function of education from the standpoint of the gifted;
  - Modern reform currents in didactics and the place of the gifted;
  - The relation between postmodern theories on knowledge and emancipatory didactics from the angle of didactic culture and the place of the gifted;
  - Pluralistic concepts and encouragement of emancipatory potential of the gifted;
  - Function of the media in self-regulated learning of the gifted;
  - New conceptions of learning as grounds of changes in didactic theories, didactic climate and strategies of giftedness encouragement;
  - European qualification framework as guidelines for the development of giftedness and didactic culture of upbringing-education institutions – reaches and limitations;
  - Mentorship as a method of teaching the gifted;
  - Didactics of meta-cognition, critical thinking and intellectual autonomy in subject specific didactics;
  - Modern philosophy of science and knowledge as basis for pluralistic concepts in emancipatory didactics of the gifted;
  - Meta-theoretical grounds of emancipatory didactics of the gifted;
  - Epistemology of conceptual changes in didactics of the gifted;

