



Conceptions of Giftedness

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What does it really mean to be gifted and how can schools or other institutions identify, teach, and evaluate the performance of gifted children? The second edition of Conceptions of Giftedness describes the major conceptions of what it means to be gifted, and how these conceptions apply to identification, instruction, and assessment of the gifted. It will provide specialists with a critical evaluation of various theories of giftedness, give practical advice to teachers and administrators on how to put theories of gifted education into practice, and to enable the major researchers in the field to compare and contrast the strengths of their theoretical models.



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