

15TH INTERNATIONAL ECHA CONFERENCE

Talents in Motion

Encouraging the Gifted
in the Context of Migration
and Intercultural Exchange

PROGRAMME 2 – 5 March 2016 Vienna, Austria www.echa2016.info

BOOKLET

TIBI
Thomasiatum
Institut für
Begabungsförderung
und Integration

KPH
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The conference is planned,
organised and hosted by:



It is our great pleasure to welcome you to the 15th LCIA Conference!

"Giftedness and Migration", this year's conference theme, has gained enormous momentum in Europe and around the globe. Talent, High Ability, Potential – none of these concepts halts at national borders, age levels or religious groups and must therefore be specially developed in children and youth with a migrant background. Nurturing the talents and gifts of young adults today will be vital for peace and wealth tomorrow. At the same time it seems evident that progress and social advancement hinge crucially on cooperation, understanding and mutual appreciation across cultures.

The ECHA Conference 2016 not only highlights intellectual abilities but also addresses the many faces of intelligences and talents and that make a society thrive. The conference's scope is inter-disciplinary: experts from education, psychology, society, religion, economics, philosophy, culture and many more convene in Vienna to present their research findings and propose practical ideas. The conference attracts over 500 participants from more than 50 countries, making the meeting a truly international event and Vienna a hub of dialogue, exchange, personal encounter and – perhaps – the place to indulge in Austrian culture, music and art.

We wish you exciting lectures, rewarding presentations, and interesting networking opportunities.

Enjoy your stay in Vienna!

Andrea Pinz and Thomas Köhler

On behalf of the Organizing Committee

Conference participants per country

Albania	1	Luxembourg	2
Armenia	1	Mexico	5
Australia	6	Netherlands	49
Austria	231	Nigeria	1
Belgium	7	Norway	5
Bosnia and Herzogowina	2	Oman	1
Brazil	13	Peru	1
Canada	3	Poland	3
Chile	4	Portugal	1
Croatia	2	Romania	3
Czech Republic	10	Russian Federation	7
Denmark	5	Saudi Arabia	4
Estonia	3	Serbia	2
Finland	1	Sierra Leone	1
Gambia	1	Singapore	3
Germany	72	Slovakia (Slovak Republic)	7
Greece	4	Slovenia	18
Hungary	12	Spain	11
India	1	Sweden	1
Ireland	4	Switzerland	26
Israel	7	Thailand	2
Italy	7	Turkey	11
Kazakhstan	1	United Arab Emirates	1
Korea, Republic of	9	United Kingdom	8
Latvia	1	United States	28

- Conference Venue** The 15th International ECHA Conference is held at the Hall of Sciences, Wallzeile 27A, 1010 Vienna.
A small number of presentations and workshops will be located in buildings in the nearby area (please see map p. 93).
- Coffee break** During the breaks in the morning and in the afternoon, coffee, tea, water, soft drinks and snacks will be provided in the foyer.
- Lunch** You can find a wide range of restaurants and cafés in a walking distance to the conference venue. For more details please see information paper in your conference bag.

Wine Tasting: Thursday, 3 March 2016, 17:30

Venue: Hall of Sciences, ground floor
Follow us into the world of wine. Smell, taste and enjoy high quality wine with distinction under the tutelage of experts. The wine is produced in one of the most known wineries in the "Traisental" (famous wine region in Lower Austria, www.weingut-haimel.at).

Conference in Motion: Friday, 4 March 2016

for more information see p. 20

- Programme 1: Cruise to Krems/Danube University and conference programme in Krems
Snacks and a light lunch will be served.
- Programme 2: **Guided City Tour in Vienna**, bus ride to Krems at 12:20 to join the conference programme (packed lunch)
Evening programme: Gala Dinner and Music on board (only for participants who have booked this programme in advance)

Please register for programmes 1 and 2 at the respective registration desks.

Vienna City Library Exhibition: Vienna as a hub of gifts and talents

Examples of historic talents from the fields of science and art that either (most often involuntarily) emigrated from Vienna or (most often voluntarily) migrated to the city Vienna – assisted by a virtual exhibition by Christian Mertens

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WEDNESDAY, 2 MARCH 2016

Time 18:00 – 21:00
Venue Hall of Sciences, Wollzeile 27A, 1010 Vienna

15.00 Start of Registration

18.00 Opening Ceremony

Andrea Pinz, Head of the Organisational Committee:

Peter Csérmely, President of ECHA, European Council for High Ability

Martine Reicherts, EU General Director for Education and Culture

Sebastian Kurz, Federal Minister for Europe, Integration and Foreign Affairs (Video address)

Reinhold Mitterlehner, Vice Chancellor and Federal Minister of Science, Research and Economy

Cardinal **Christoph Schönborn**, Archbishop of Vienna

Keynote: *Giftedness in the 21st century – How to make this world a better place*

Robert Sternberg

Chair: **Victor Müller-Opplinger**

Language: English

When we identify children as gifted, we often fail to ask: Gifted for what? Children may have the abilities and talents to be gifted students, but will they have the gifts and talents to make the world a better place?

I suggest that, in identifying gifted children, we tend to place a great deal of emphasis on the kinds of gifts that can lead to extraordinarily high levels of success in school without fully considering the skills needed to change the world in a positive way. I suggest, therefore, that we consider giftedness not only in the memory and analytical kinds of skills that are so important in school, but also in the creative, practical, wisdom-based, and ethical skills that are needed to save the world from its own stupidity.

Meeting Robert Sternberg – Robert Sternberg talking to students **Sophia Elalamy & Tim Tomic**

of Sir-Karl-Popper School, the Austrian school for the highly gifted

Language: English

Opening of the Vienna City Library exhibition:

Vienna as a hub of gifts and talents by **Christian Mertens**

Presentation/moderation: **Claudia Stöckl**

20.30 Music:

Young Talents meet Pros – Highlights from the musical Lstella

Director: *Helmut Karmann*

Wiener Kabinett Orchester: *Silvester Janiba* (accordion & voice), *Gerald Etzler* (contrabass),

Wolfgang Lhotka (violina)

Meet and Greet – Cold Buffet (ground floor)

Catering & service during the conference:

Sodexo – Quality of Life Services

Supported by students of Sir-Karl-Popper-School/Wiedner Gymnasium, Vienna

THURSDAY, 3 MARCH 2016

Time 9:00 – 12:00

Venue Hall of Sciences, Wallzeile 27A, 1010 Vienna and St. Stephan's Square 3, 1010 Vienna

Moderation and Presentation: **Golriz Gilak** and **Marcus Harris** (Thursday – Saturday)

8:30–9:00

Preparation of the poster presentations

Hall of Sciences, Hall 2 / Pillared Hall (1st floor)

Posters can be viewed throughout the entire conference, also in all breaks.

9:00–9:45

Keynote: *Immigration Country Austria – Development, Structures and Political Recommendations*

Heinz Fassmann

Chair: **Aljoscha Neubauer**

Language: English and German

Venue: Hall of Sciences – Hall 1 / Jesuit Hall (2nd floor)

Mr Fassmann describes the development of Austria as an immigration country. There will be a focus on socioeconomic structures, illustrating the bipolar distribution of income, school years and to some extent life chances. Finally he will give a short overview of the newly emerged integration policy including the difficult question of the recognition of formal education.

9:45–9:55

Young Caritas

Venue: Hall of Sciences – Hall 1 / Jesuit Hall (2nd floor)

9:55

Change of halls for workshop participants

10:00 10:45

Keynote: *Gifts – Between Identity and Duties*

Clemens Sedmak

Chair: **Andrea Pinz**

Language: English and German

Venue: Hall of Sciences – Hall 1 / Jesuit Hall (2nd floor)

A person who is highly gifted has gifts at her/his disposal - these gifts are not fully private but are to be embedded in a common good orientation. It takes a community of comparisons to identify and realize the capabilities connected with special talents. Given the social nature of the human person we could argue that there is also a responsibility to make use of one's gifts for the benefit of the community. However, in order to be able to do that, these gifts have to be fully appropriated, they have to become identity-conferring, 'personal capabilities', even though no human person is to be defined by the kinds of gifts we mean when we talk about the highly gifted.

- 10:00–10:45** Workshop: Developing Motivational and Self-Regulation Skills in Gifted Students with Learning Difficulties – From an Individual Training to a Group Training
Christiane Fischer-Ontrup
Language: English
Venue: Hall of Sciences, Hall 2 / Pillared Hall (1st floor)

This workshop relates to the topic of giftedness and high ability in general among students. Not all gifted students are able to transform their potential into performance. This workshop presents strategies to support the so called gifted underachievers to perform up to their potential.

- 10:00–10:45** Workshop: The Power of Products: A Protocol for Developing and Assessing Products
Tracy Inman
Language: English
Venue: Hall of Sciences, Hall 4 / Aula Lounge (ground floor)

Educators want to engage high ability students in high-level learning where students think critically and creatively. Product development is a powerful way to develop those skills in authentic, real-world ways. The Developing and Assessing Product (DAP) Tool revolutionizes the assessment for those products. This protocol ensures ease, consistency, and clarity. It guides students in product development, facilitates differentiation, simplifies assessment and removes the learning ceiling. With consistent components, innovative scale, and varying tiers with levels of expectation based on pre-assessment, DAP Tools are one strategy to promote high-level learning.

- 10:45–11:15** Coffee break

THURSDAY, 3 MARCH 2016

Time 9:00 – 12:15

Venue Hall of Sciences, Wollzeile 27a, 1010 Vienna and other buildings in the city centre

11:15–12:00 Parallel lectures & workshop

 Lecture: *New findings from psychometric research and neuro sciences*
Roland Grabner

 Chair: **Thomas Köhler**

Language: English

Venue: Hall of Sciences, Hall 1 / Jesuit Hall (2nd floor)

Although the general cognitive potential (intelligence) plays a fundamental role in current concepts of giftedness and excellence, the significance of intelligence in order to perform outstanding domain-specific achievements is often not sufficiently taken into consideration by experts in the field of excellence research. In this speech, new findings concerning the relation between intelligence and expertise and their interaction with behaviour patterns and neuronal processes will be presented and discussed.

 Lecture: *Creativity and executive functions as predictors of gifted students' achievements*
Evelyn Kroesbergen

 Chair: **Georg Aufhauser**

Language: English

Venue: Hall of Sciences, Hall 2 / Pillared Hall (1st floor)

Creativity plays an important role in models of giftedness. Furthermore, creative skills are important in contemporary society in which innovation is crucial. However, children with high creative potential do not necessarily get high grades in school. Highly creative children are good at divergent thinking, but these skills are not measured in math or reading tests at school. In contrast, standard academic tests appeal to convergent thinking and focused attention. In this presentation, a series of recent studies will be presented that show how creative skills are related to academic performance, especially in the domain of mathematics. This relation will be explained by focusing on executive functions, in specific inhibition. Although good inhibitory skills are thought to be beneficial for learning, low inhibition can be linked to high creative skills, because a certain degree of distractibility (i.e. low inhibition) may increase the ability to recombine information in novel ways. Still, both executive functions and creativity are necessary to reach excellent academic performance. This topic is especially interesting in the group of bilingual children, because their potential is often underestimated by standard achievement tests, while, in general, bilingual children show higher levels of both executive functions and creativity. The question thus is how we should design our educational systems to better develop the potential of highly creative children.

Lecture: *Hochbegabte Zuwanderinnen und Zuwanderer: Warum ihre Talente nicht (angerechnet) erkannt werden*

Haci-Halil Uslucan

Chair: **Elisabeth Halmer**

Language: German

Venue: Hall of Sciences, Hall 3 / Science Café (ground floor)

Im Vortrag sollen einige systematisch wirkende Verkennungsmechanismen aufgezeigt werden, die zu einer Unterrepräsentation von Schülerinnen und Schülern mit Zuwanderungsgeschichte in Begabtenprogrammen sowie in der Öffentlichkeit führen. Darüber hinaus werden Hinweise für eine stärkere Förderung im Bildungskontext sowie für eine bessere Identifikation dieser Gruppe gegeben.

Lecture: *Kultursensible Potenzialanalyse und Potenzialförderung im Übergang von der Schule in die Berufsausbildung*

Ursula Boos-Nünning

Chair: **Ulrike Kempter**

Language: German

Venue: Hall of Sciences, Hall 4 / Aula Lounge (ground floor)

Es fehlt nicht an Hinweisen in Wissenschaft und Praxis, Kinder und Jugendliche mit Migrationshintergrund nicht in ihren Defiziten zu beschreiben, sondern ihre spezifischen Potenziale bzw. Kompetenzen zu benennen und zu fördern. Genannt werden dann vor allem die Zwei- (oder Mehr-)Sprachigkeit, die interkulturellen Kompetenzen und die Entwicklung einer „hybriden Persönlichkeit“, die es erlaubt, sich in verschiedenen Kulturen und Ländern zu bewegen. Alle diese Kompetenzen erlauben es jungen Menschen, sich auf die Veränderungen einzustellen, die ein Leben in einer multiethnischen Vielfalt, Öffnungen innerhalb der europäischen Gemeinschaft und die Globalisierung von allen Menschen verlangen. Nach begrifflichen Klärungen sollen auf der Grundlage von Ansätzen zur Messung von Potenzialen oder Kompetenzen bei Jugendlichen im Übergang zu einer beruflichen Ausbildung allgemein unter Einbeziehung spezifischer Ansätze für Jugendliche mit Migrationshintergrund (Messverfahren, die allerdings erst rudimentär entwickelt sind) vorgestellt und kritisch bewertet werden. Des Weiteren sollen Ansätze aufgezeigt werden, erkannte Potenziale im Bereich der Bildungssysteme unter Einbeziehung der Eltern und in der vorberuflichen Bildung zu stärken und auszubauen.

THURSDAY, 3 MARCH 2016

Time 9:00 – 12:15

Venue Hall of Sciences, Wollzeile 27a, 1010 Vienna and other buildings in the city centre

11:15–12:00 Workshop: *Cultural Relevance in the Adolescent Classroom: Promoting Higher Order Thinking Through Popular Culture*

Kimberley Chandler

Language: English

Venue: St. Stephan's Square, Stephansaal (3-minute-walk from the Hall of Sciences; a guide will take you there)

Meeting point: Entrance of Hall of Sciences at 11am

This session is an example of "Methods and didactics of teaching gifted students: Theory, research, and practices." In the workshop, the presenter will focus on the conference's stated purpose of how "cooperation and appreciation of the different cultural backgrounds can guarantee a prosperous social development." Through describing how to make a better match between school culture better and students' home culture, the presenter will share how the achievement of highly able students from culturally and linguistically diverse backgrounds can be improved.

12:00–13:30 Individual lunch break
/14:00

THURSDAY, 3 MARCH 2016

Time 13:30/14:00 – 21:00
Venue Hall of Sciences and other buildings in the city centre

- 13:30–15:00** *Symposium: Top 20 Principles from Psychology for Kindergarten through Pre-University Teachers: An Exploration of their Relevance to the Development of Gifted Children in the U.S. and in Europe.*
Rena Subotnik, Jonathan Plucker, Mojca Jurisevic, Marta Fülöp
Language: English
Venue: St. Stephen's Square 3, Stephanisaal (ground floor)

Psychological science has much to contribute to enhancing teaching and learning in the classroom for all children, including social and behavioral factors such as cognition, motivation, social interaction, and communication. This session will present what we argue are the most important principles from psychology, the "Top Twenty," that would be of greatest use in the context of PreK-12 classroom teaching and learning with a special focus on implications of as applied to practice for gifted children.

These "Top Twenty" were identified by a diverse group of experts who comprised the Coalition for Psychology in Schools and Education, supported by the American Psychological Association. The 20 principles were placed into five areas of psychological functioning. The first eight (1-8) relate to cognition and learning and address the question of, "How do students think and learn?" The next four principles (9-12) discuss motivation and address the question, "What motivates students to learn?" The following three (13-15) pertain to the social context and emotional dimensions that affect learning and address the query, "Why are social context, interpersonal relationships, and emotional well-being important to student learning?" The next two principles (16-17) relate to how context can affect learning and address the query, "How can the classroom best be managed?" Finally, the last three principles (18-20) discuss assessment and address the question, "How can teachers assess student progress?"

Psychologists from around the world have responded to the document by translating it and discussing it in their courses. We invite three to join a panel sharing their thoughts and experiences on the Top 20 Principles as applied to gifted learners.

- 13:30 14:00** **Poster presentations** (Posters Nr 1 – Nr 57 – for details see Appendix 1)

Venue: Hall of Sciences, Hall 2 / Pillared Hall (1st floor)

Posters can be viewed throughout the entire conference, also in all breaks.

THURSDAY, 3 MARCH 2016

Time 13:30/14:00 – 21:00

Venue Hall of Sciences and other buildings in the city centre

14:00–14:45 Parallel lectures

Lecture: *Forty Years Later: What Happens to Mathematically Precocious Youth Identified at Age 12?*

Camilla Persson Benbow

Chair: **Peter Csermely**

Language: English

Venue: Hall of Sciences, Hall 1 / Jesuit Hall (2nd floor)

Findings from the first midlife follow-up of 1,650 participants from the Study of Mathematically Precocious Youth's (SMPY's) will be presented. During 1972-1974 and 1976-1978, participants were identified and characterized at age 12 as in the top 1% in mathematical reasoning ability. They were surveyed at ages 18, 23, mid 30's, and now at about age 50. The just completed survey covered their accomplishments, family, life-style, and personal (medical & psychological) well-being. Particular attention will be devoted to their occupational status, creative accomplishments, and spouse/partner preferences, as well as how they invest their time currently and plan to in the future. Sex differences in occupational preferences, personal views, and life values will be reviewed and placed in a broader context. The presentation will conclude with a discussion of participants' satisfaction with their careers, personal relationships, and lives in general, as well as the impact of educational interventions in adolescence on these outcomes.

Lecture: *Motivational, emotional and learning-related characteristics of primary-school children with and without an immigration background in their families*

Heidrun Stöger

Chair: **Claudia Resch**

Language: English

Venue: Hall of Sciences, Hall 2 / Pillared Hall (1st floor)

The talk will consider whether and to which extent primary-school children with and without an immigration background in their families differ with respect to various motivational, emotional, and learning-related characteristics. There will be a presentation of the results of an interview study of students with and without an immigration background and who were grouped as achieving at below-average, average, and above-average levels. Then Ms Stöger will focus on the motivational, emotional, and learning-related characteristics of highly intelligent and high-achieving students with and without an immigration background (in a sample of about one thousand primary-school children). Among a number of points to be discussed here are the following: First, we will discuss whether the students differ according to the learning strategies they use and the learning styles they prefer. Second, we will consider how learning behaviour, motivation, and emotional experience coalesce and affect achievements. Third, we will share results about aspects of family support for children's learning activities. In concluding, options for scholastic support as suggested by the research findings will be discussed.

Lecture: *Begabte Minoritäten: Mythen und empirische Fakten aus entwicklungspsychologischer Perspektive*

Margrit Stamm

Chair: **Christian Fischer**

Language: German

Venue: Hall of Sciences, Hall 3 / Science Café (ground floor)

Vor dem Hintergrund des Mythos rund um Begabtenförderung und die Erhöhung der Chancengleichheit untersucht der Vortrag den Zusammenhang von Minoritäten und ihrem Potenzial, als Begabungsreserven zu dienen. Ausgehend von der Frage, wie es kommt, dass so wenig Kinder und Jugendliche mit Minoritätshintergrund schulerfolgreich sind, wird die These zu beantworten versucht, dass sie die zahlenmäßig größte Gruppe von Minderleistern darstellt und dass der Begabtenförderung deshalb die Gefahr droht, bestehende soziale Ungleichheiten zu verstärken. Vor dem Hintergrund der bildungs- und sozialpolitisch bedeutsamen Frage nach Chancengerechtigkeit wird aufgezeigt, weshalb und wie solche Kinder und Jugendlichen gefördert werden sollten, damit ihre Begabungsreserven entsprechend genutzt werden können.

Lecture: *Bermudadreieck im Kopf? - Von Überfliegern, Untertauchern und hoch begabten Migrantinnen und Migranten*

Thomas Trautmann

Chair: **Elisabeth Schweiger**

Language: German

Venue: Hall of Sciences, Hall 4 / Aula Lounge (ground floor)

Viele der aktuell geführten Diskussionen in Politik, Gesellschaft und Erziehung drehen sich um Zugewanderte, vielfach jedoch unter dem Fokus Problemfeld und Förderbedürftigkeit. Das Projekt „Vital Analyse talentierter Migrant/innen“ (ViAMin) dreht diese Diskussion um. Es spürt jenen anthropologischen Dreh- und Angelpunkten in der Biografie begabter Zugewandeter nach, die Leistung erzeugen, motivieren und/oder die Selbstentwicklung befördert (heben). Das Projekt wird skizziert und erste Früchte vorgestellt. An vielen Beispielen wird die Unverwechselbarkeit von Begabungssignalen dargestellt und um eine sensible Diagnostik seitens der Lehrpersonen geworben.

14:45–15:15 Break & change of rooms/buildings

THURSDAY, 3 MARCH 2016

Time 13:30/14:00 – 21:00

Venue Hall of Sciences and other buildings in the city centre

15:15–16:45 Symposium: Begabungsförderung inklusiv denken und gestalten

Gabriele Weigand, Corinna Maulbetsch, Edwin Scheiber

Language: German

Venue: St. Stephen's Square 3, Stephanisaal (ground floor)

Gabriele Weigand:

Aus Forschungsperspektive wird die Entwicklung eines Weiterbildungsprogramms für begabungsfördernde Lehrpersonen dargestellt, das auf der personorientierten Pädagogik beruht. Es werden die zentralen Grundlagen der Personorientierung sowie die darauf aufbauenden zentralen Elemente der Weiterbildung beschrieben und mit den Teilnehmerinnen und Teilnehmern erörtert. Ziel ist es, pädagogische Expertinnen und Experten in allen Bildungsbereichen darin weiterzubilden, Begabungen von Heranwachsenden zu erkennen und anzuerkennen, sie zu fördern und zu begleiten. Es wird argumentiert, dass dabei sowohl verschiedene Kompetenzen als insbesondere auch entsprechende Einstellungen und Haltungen sowie eine ausgeprägte Werteorientierung erforderlich sind. Es wird die kritische Frage gestellt, inwieweit Kinder und Heranwachsende möglicherweise aus der Begabungsförderung ausgeschlossen sind und was zu tun ist, damit alle Schülerinnen und Schüler darin unterstützt werden können, ihre Begabungen zu entfalten und – damit zusammenhängend – ein Leben als Personen führen zu können.

Corinna Maulbetsch:

Versteht man Begabungsförderung als Kernaufgabe von Schule, dann ist bei einer zunehmenden kulturellen, ethnischen, religiösen Heterogenität und sprachlichen Vielfalt der Schülerinnen und Schüler auch in Gymnasien von einer Diversität der Begabungen auszugehen.

Im Projekt Karg Campus Schule Bayern (Laufzeit: 09/2014 - 08/2016) werden 8 Gymnasien mit Hochbegabtenklassen auf ihrem Weg zu Kompetenzzentren begleitet. Das Projekt wird mit seinen Zielsetzungen und Inhalten kurz vorgestellt und erste Erfahrungen werden zur Diskussion gestellt. Ein Ziel des Projektes ist es, dass diese Schulen als Zentren ihre Kompetenzen in der Förderung Hochbegabter und besonders leistungsfähiger Schülernnen und Schüler nachhaltig in der Region sichtbar machen. Die Lehrerfortbildungen beruhen auf einer personorientierten Pädagogik und sind thematisch eng angegliedert an das Curriculum des internationalen eVOC/ICQI-Weiterbildungsinstituts.

Edwin Scheiber:

Es wird anhand von zwei konkreten Beispiele von pädagogischen Maßnahmen an der Sir Karl Popper Schule/ Wiedner Gymnasium erörtert, welchen Stellenwert Dialog und Einbindung der Lernenden zur Entwicklung von deren Begabungen haben: Labsystem und Contracting.

Weiters wird auf die Bedeutung und Möglichkeiten der Begleitung der Lehrpersonen im Rahmen von Schulentwicklungsmaßnahmen hingewiesen.

15:15–16:45 Parallel Paper Sessions

For details see Appendix 2 (premises, rooms, topics and presenters) and for the description of each paper presentation see Appendix 3 (abstracts in alphabetical order by presenters)

16:45–17:30 Coffee break & change of rooms

16:45–17:30 Poster presentations: Nr 1 – 57: for details (titel, presenter) see Appendix 1

Venue: Hall of Sciences, Hall 2 / Pillared Hall (1st floor)

Posters can be viewed throughout the entire conference, also in all breaks

16:45–17:30 Workshop: *The Effect of Modelling in Teacher Training Courses on Educating the Gifted*

Eleonoor van Gerven

Language: English

Venue: Hall of Sciences, Hall 4 / Aula Lounge (ground floor)

In the Netherlands, for primary schools an inclusive approach toward educating the gifted is the main perspective. The overall overwhelming development towards Response to Intervention Strategies, Solution Focussed Teaching and 21st Century Skills faces teachers as well with opportunities for educating the gifted as with challenging situations that are not easy to overcome. If we want to prevent resistance towards gifted students, we have to reach out to teachers. We have to show them and let them experience how they can teach the gifted within their personal professional context as best as possible!

17:30–20:30 Wine tasting and chance to buy wine - meet & greet

Presentation: Andreas Haimel

Languages: German and English

Venue: Hall of Sciences (ground floor)

Follow us into the world of wine. Smell, taste and enjoy high quality wine with distinction under the tutelage of experts. The wine is produced in one of the most known wineries in the "Traisental" (famous wine region in Lower Austria, www.waingut-haimel.at) Worldwide shipping!

THURSDAY, 3 MARCH 2016

Time 13:30/14:00 – 21:00

Venue Hall of Sciences and other buildings in the city centre

17:30–19:00

Symposium: *Development on intelligence and intellectual functioning in school children*

Christoph Perleth, Ana Altaras Dimitrijevic, Daniela Hoese, Sylvia Sastre-Riba, Antoni Castelló-Torrada

Language: English

Venue: Hall of Sciences, Hall 2 / Pillared Hall (1st floor)

The participants of the international symposium will discuss central aspects of giftedness/ high ability in general. The starting point of the discussion will be the fact that the intelligence measures (IQ, intelligence profiles) of many students who are included in fostering programs for gifted seem to vary or change in the course of a school year or more. The contributions of the symposium show different approaches for interpreting or explaining these finding. Methodologically they cover a broad range from the study of individual cases to large-scale analysis, from test and questionnaires data to detailed analysis of cognitive functioning.

17:30–18:30

International Meeting

Rena Subotnik, Peter Csermely

Language: English

Venue: Hall of Sciences, Hall 1 / Jesuit Hall (2nd floor)

The meeting will be for both European, and non-European conference participants to compare views and best practices of talent support in various continents. We ask more European (and non-European) participants come to this meeting and share/add their views and opinions!

Topic 1: *What are the missions of gifted programs in different nations? Does the answer depend on whether the educational system is centralized or not? Does it depend on whether the programs are focused on talent in domains or general giftedness?*

Intro statements: Maafak Alabdullatif (Saudi Arabia), Aranza Blackburn (Australia), Denise Leith (Brasil), Sule Guyceter (Turkey), Natalia Shumakova (Russia)

Topic 2: *The under representation of certain groups of children in gifted programs in each of our countries (e.g. low income, immigrants in other countries). How prominent is the concern? How is it being addressed, if at all? Are these programs working to close gaps in identification and successful participation?*

Intro statements: Eunice Soriano de Afencar (Brasil), Tyler Clark (USA), Edlyn Lee (Singapore), H. James Mc Laughlin (USA), Sal Mendaglio (Canada), Paramita Roy (India), Valerie Tan (Singapore)

- 18:30–18:50** International / European Youth Summit: A reading of the gifted students' right to education in the light of the equality principle: problems and prospects
Jacopo Lorenzetti
 Language: English
 Venue: Hall of Sciences, Hall 1 / Jesuit Hall (2nd floor)
- 19:00–20:00** Reception for non-European visitors to ECHA
Calm O'Reilly
 Language: English
 Wine & snacks
 Venue: Hall of Sciences, Hall 1 / Jesuit Hall (2nd floor)
- 19:00–20:00** ECHA General Assembly (members and invited guests)
 Language: English
 Venue: Hall of Sciences, Hall 2 / Pillared Hall (1st floor)
- 18:30–19:45** Kaminesgespräch:
 „Talente auf Stand-by?“
 Begabungen sehen und Chancen nutzen vor dem Hintergrund der Flüchtlingssituation
 Es diskutieren: **Georg Kapsch, Michael Landau, Farhad Mohamadi & Andrea Pinz**
 Moderation: **Alexandra Föderl-Schmid**, Der Standard
 Language: German
 Venue: Hall of Sciences, Hall 4 / Aula Lounge (ground floor)

Der Präsident der Industriellenvereinigung Dr. Georg Kapsch, der Caritas-Präsident Dr. Michael Landau, der Integrationsbotschafter Farhad Mohamadi und die Leiterin des Schulamts der Erzdiözese /l/ Mag. Andrea Pinz reflektieren und diskutieren: Für eine pluralistische Gesellschaft ist es eine wichtige Aufgabe und gleichzeitig eine große Chance, die Verschiedenheit der einzelnen Individuen zu leben, ihre Begabungen zu erkennen, ihre Talente zu fördern und überdurchschnittlich begabte und motivierte Kinder und Jugendliche durch gezielte Exzellenzstrategien in ihrer Entwicklung zu stärken.

Diese Potenziale sind wichtig für die Wettbewerbsfähigkeit eines Landes und bereichern die Gesellschaft. Migration und Inklusion werden dabei unter dem Blickwinkel von Exzellenz, Leistung und Kompetenz betrachtet, um die Stärken von begabten Migrantinnen und Migranten sichtbar zu machen. Kulturelle, ethnische, religiöse und sprachliche Vielfalt erfordert erhöhte Verantwortung, fördert die Integration und stärkt die Innovationskraft Europas. So werden die Voraussetzungen geschaffen für ein friedliches und solidarisches Zusammenleben im Europa des 21. Jahrhunderts.

FRIDAY, 4 MARCH 2016 – MORNING**Programme 1: Conference in Motion**

- Time** 8:00 (boarding!) – 14:00; then afternoon programme at Danube University Krems
Venue Road trip: Vienna to Krems on board of the **MS Admiral Tegetthoff**

Meeting point & boarding:

8:00 at DDSG Station, Handelskar 265, 1020 Vienna
Underground-line: U1, Stop: Vorgartenstraße + 10 min walk

Programme 2: Cultural programme in Vienna and conference programme in Krems

- Time** 10:00 – 12:15 **Guided City Tour in Vienna**

Meeting point at 10:00:

In front of the Main Gate of St. Stephen's Cathedral, St Stephen's Square

Meeting point at 12:20: Schwedenplatz Nightline Busstop

(Underground-lines U1 and U4, Stop Schwedenplatz), 1010 Vienna
Bus ride to Krems to join the conference programme in Krems

- 18:00** **Getting back to Vienna by bus or cruise** (only if pre-booked, not included in the regular registration fee)

Registration for programmes 1 and 2 at the conference registration desk (tickets)
Thursday noon by the latest!

Programme 1

Venue On board of the MS Admiral Tegetthoff

8:00–8:30 Boarding and Departure

9:00–9:45 Lecture: *Gifted Education and Cultural Diversity, viewed from a personalist perspective*

Gabriele Weigand

Chair: **Victor Müller-Opliger**

Language: English

The presentation discusses the main theme of the congress – giftedness and migration – from a personalist perspective. Firstly, the personalist approach is outlined. Although this is usually considered as a philosophical school, it has a fundamental significance regarding the fields of educational theory and practice in general as well as of gifted education and migration in particular. Secondly, it is shown that – from a personalist perspective – fostering giftedness is seen as supporting the abilities of all children and youngsters. It is argued that the development of potential and abilities is conceived as a dialectical, dialogical und dynamic process which each unique person undergoes, regardless of having a migration background or not. Thirdly, some critical aspects are addressed, e. g. the need to analyze whether social differences might have positive or negative effects on fostering giftedness. We emphasize that giftedness research has to examine critically how we deal positively with heterogeneity and diversity and that it has to contribute to a sensitive treatment of difference in order to realize an optimal support of giftedness for all adolescents. Finally, we present some school-based implications for concepts of gifted education, seen from a personalist perspective.

9:45–10:15 Interview: *Looking back: Gifted people leaving their home countries and realizing their talents*

Ari Rath interviewed by **Golriz Gilak**

Language: English

The following questions will be raised and discussed: What intellectual potential did Austria and Europe lose after 1938? How could people like Ari Rath manage to develop their potentials despite what happened in and after 1938? How did re-integration in Austria work after WW II? Which personal gifts are required to stand the burden of forced migration?

10:15–10:45 Coffee break

FRIDAY, 4 MARCH 2016 – MORNING

Programme 1

Venue On board of the MS Admiral Tegetthoff

10:45–11:30

Lecture: *Creativity - How to find it and how to foster it*

Aljoscha Neubauer

Chair: **Elisabeth Schweiger**

Language: English

In a globalized world innovation becomes increasingly important. A key ingredient to innovation is creativity. In psychology and neuroscience many new findings have been gained in recent years on what makes individuals creative. I will present a selection of key issues in modern creativity research with a special focus on the educational context, especially what can be done in schools to find and to foster creativity.

11:30–11:50

ECHA Session

Peter Csermely and Petra Wolfsberger

Chair: **Ulrike Kempter** (member of ECHA General Committee)

Language: English

ECHA Austria (Petra Wolfsberger, president): ECHA Austria is a subdivision of ECHA International. Its main goal is the support of pedagogues who dedicate themselves to high ability issues. The focus is on gifted children and youngsters who need teachers aware of the sometimes problematic situation of this group of people in and out of school. Therefore – in accordance with ECHA International – ECHA Austria is very active in offering teacher trainings in collaboration with Pedagogical Universities/Schools of Education. And this is why Austria has the highest number of ECHA teachers of Europe in relation to the size of the country and its total population.

ECHA International (Peter Csermely, president): ECHA was established as a European NGO 28 years ago. The major goal of ECHA is to act as a communications network to promote the exchange of information among people interested in high ability – educators, researchers, psychologists, parents and the highly able themselves in whole Europe. As the ECHA network grows, provision for highly able people improves and these improvements are beneficial to all members of society. ECHA serves these goals by publishing its scientific journal, High Ability Studies, spring and autumn ECHA News, maintaining a web-site and a Facebook Group, and recently by helping the development of the European Talent Support Network. Though ECHA is primarily for its members (key experts of gifted education and talent development from all Europe), directly and indirectly it mobilizes a lot of efforts to help the development of the highly able people in Europe.

- 12:00–12:45 **Poster presentations** (Posters 58 - 65 – for details see Appendix 1)
- 12:45–13:45 Lunchtime snack
- 14:00 Leaving the MS Admiral Tegetthoff in Krems

Programme 2

- 10:00–12:15 Guided city tour with a focus on **Vienna as a city of emigration and immigration** – Get to know the marvellous historic and modern places and sights of Vienna
Meeting point: Main gate of St Stephen's Cathedral at St. Stephen's Square
- 12:20 Bus ride to Krems to join the afternoon conference programme in Krems
Meeting point: Schwedenplatz, Nightline Busstop, 1010 Vienna (Underground-lines U1 and U4)
- 13:45 Arrival at Krems to take part in the conference in Krems

FRIDAY, 4 MARCH 2016 – AFTERNOON PROGRAMME IN KREMS

Rural Regions between Economical Challenges and High Potentials - Recognition Culture and Lifelong Learning
Venue Danube University Krems

14:00 14:45 Walk via "Kunstmile Krems" / "Art Mile" to the Danube University (different stations)

15:00 15:10 Welcome address by the Rector of the Danube University Krems

Friedrich Faulhammer

Language: English

15:10–15:35 Lecture: *Is Migration Driving Innovation?*

Gudrun Biffl

Language: English

Economic research into the impact of migration on innovation is a relatively new phenomenon in Europe. Empirical studies suggest that cultural and ethnic diversity of the workforce tend to have a positive effect on economic performance. The innovative potential of a society is, however, largely dependent upon highly skilled labour. The empirical evidence indicates that differences in knowledge and capabilities of workers from diverse cultural backgrounds enhance the performance of the R&D sectors. The cultural diversity of highly skilled labour may promote cross-fertilization of ideas, particularly in urban areas, where more ideas are produced and turned into innovative outputs.

15:35–16:00 Lecture: *Giftedness in the territory of adulthood: Moving into lifelong conceptualization of giftedness*

Monika Kil

Language: English

Unfortunately, too many people miss out in lifelong learning, so that in their highly productive years between 30 and 40 they lose the chance and readiness to learn. In older age groups, a reduction in mental flexibility and the danger of losing writing and reading skills has been shown. Therefore, working environments with the chance and stimulation to learn are needed for adults from all age groups as well as for gifted persons (see Salamanca declaration of the UNESCO 1994). It is important that the adults need to take the lifelong learning and continuing education seriously for the benefit of the individual, the family, and the society as well as for the economy. Therefore, Danube University implements a concept of permeability and validation of non-formal and informal qualifications for admittance within the framework of subject-specific acceptance. The university meets the recommendations of the EU Council from 20. December, 2012.

- 16:00–17:15** Dialogues
"Voices of talent" – What makes us move?
 Gifted young people (from Talentehaus NÖ and Kreativakademie NÖ) present their special talents and get into conversation with representatives of the field of Gifted Education and Adult Education / Lifelong Learning.
- Voices of Talent
Manzar Ahmad, Art School (Kunst HBLA), Linz
 Participants of Talentehaus NÖ and Kreativakademie NÖ
- Panel
Petra Wolfsberger (President of ECHA Austria / Staff member of Regional Education Board of Lower Austria, Department for Gifted Education)
Gabriela Peterschofsky-Orange (Advocate of Children and Youth)
Therese Reinel (Team Leader at NÖ Landesakademie)
Viktoria Weber (Vice-Rector for Research at Danube University Krems)
Andreas Hartl (Chairman of the Association of Lower Austrian Adult Education Institutes)
Markus Hengstschläger (Geneticist, Patron of NÖ Talentehaus)
- Audience creates "A message in a bottle"
- 17:15–17:30** Outlook and Farewell Address
Manika Kil with message from **Johannes Hahn**, the Commissioner for European Neighbourhood Policy and Enlargement Negotiations
- 17:30–18:00** Back to busses or the boat (boat only for participants who have booked gala dinner and boat trip back to Vienna, not included in the regular registration fee)
- 18:00–19:20** Bus ride back to Vienna
- 18:00–22:30** Boat cruise back to Vienna (only for participants who have pre-booked the cruise)
 Bringing together the different perspectives
 Gala dinner and dancing
- Music: Wiener Kabinett Orchester:
Silvester Janiba (accordion & voice), **Gerald Etzler** (contrabass), **Wolfgang Lhorko** (violine)

SATURDAY, 5 MARCH 2016

Time 9:00 – 13:30

Venue Hall of Sciences and other buildings in the city centre

9:00 9:45 Parallel lectures

Lecture: *Novel pedagogical steps – migration and school in France*

Béatrice Mabilon-Bonfils

Chair: **Silvia Heinisch**

Language: English

Venue: Hall of Sciences, Hall 1 / Jesuit Hall (2nd floor)

The presentation will pose an iconoclastic question: *Is the French Republic School islamophobic?* Ms Mabilon-Bonfils will propose a synthesis of scientific works on reports between school and Islam, given that students of second and third generations of immigration are numerous in the French school and that they are referred repeatedly to their practice - real or perceived - of Islam.

We have to trace the outlines of an inclusive secularism and rehabilitate the „membership citizenship“ giving themselves the means to rebuild the Common. The development of this Common crucible passes through the rewriting of what we are, and implies, paradoxically, that we make place to the diversity of our heritages. It also implies a real work of updating and treatment of ethnic discrimination. Particularly at school, this benevolent secularism requires us to advance all students and not leave any on the roadside!

Lecture: *Kann es Begabungsförderung für „Migrantinnen und Migranten“ geben?*

Claudia Resch

Chair: **Astrid Fritz**

Language: German

Venue: Hall of Sciences, Hall 2 / Pillared Hall (1st floor)

Die „Gruppe der Migrantinnen/Migranten“, sofern diese Workgruppe in defizitärem Kontext verwendet wird, ist letztlich eine undefinierbare Gruppe, die in sich so heterogen ist, dass es nicht Sinn macht, einzelne Risikofaktoren (z.B. Lehrer/innenbiographie, sozio-ökonomischer Hintergrund usw.) isoliert zu betrachten. Diese Risikofaktoren sind allesamt auch bei Menschen ohne Migrationshintergrund zu finden.

Die verschiedenen Begabungsmodelle (z.B. Münchner Hochbegabungs-Modell) können hier wichtige Anhaltspunkte liefern, lösen sie doch den Begriff „Begabung“ in oben diese einzelnen Faktoren auf. Anhand letztgenannter soll aufgezeigt werden, wie Begabungen von Menschen mit Migrationshintergrund sowohl über die Person als auch über das System – exemplarisch gezeigt am System in Österreich – gefördert werden können.

9:00 –10:00 Parallel symposiums

Symposium: *The Competition and the Highly Gifted*

Rena Subotnik, Jurisevic Mojca, Frank C. Worrell, Marta Fülöp

Language: English

Venue: Hall of Sciences, Hall 3 / Science Café (ground floor)

The symposium connects the topic of competition with the highly gifted students. What role does competition play in pushing the envelope of those who are high in ability in a particular domain? Would fewer records be broken if competitions were replaced by personal striving to improve one's past performance? The goal of this session is to explore how competition contributes to new discoveries and new world records in the context of competitors pacing each other on the road to excellence. It is our contention that competitions against individuals, especially those who are close in ability, facilitates outstanding performance.

Symposium: *Intervention Perspectives in the International Network of Research, Intervention and Evaluation of High Abilities (REINEVA)*

Ana Pereira-Antunes, Africa Borges, Maria Cadenas, Natalia Herranz, Gabriela Lopez-Aymes

Language: English

Venue: Hall of Sciences, Hall 4 / Aula Lounge (ground floor)

In this symposium is presented the International Network of Research, Intervention and Evaluation of High Abilities (REINEVA), which was created in 2012 and that includes professionals in the field of high abilities from different countries, like Spain, The Netherlands, Portugal, Italy, Mexico, Argentina and Brazil. Furthermore, here will be shared the results obtained in some of the investigations and interventions developed by the different groups that are involved in the International Network.

**9:45–
10:00/10:15** Changing rooms & buildings

SATURDAY, 5 MARCH 2016

Time 9:00 – 13:30

Venue Hall of Sciences and other buildings in the city centre

- 10:15–11:30** Symposium: *LCMA-Training - Present Situation and Future Perspectives of Further Education in Europe*
Lianne Hoogeveen, Christian Fischer, Petra Wolfsberger, Victor Müller-Oppliger
 Language: English
 Venue: Hall of Sciences, Hall 1 / Jesuit Hall (2nd floor)

Teaching able children is a very responsible assignment and even a more challenging when giftedness occurs in combination with minority backgrounds. Considering the teacher as the most important factor in gifted education, the ECHA training was developed at the University of Nijmegen in cooperation with ECHA. In this symposium four presenters will show how they – offering the ECHA training and similar programs – qualify teachers in various European countries, to become “Specialists in Gifted Education”. In addition to the present situation, the participants also focus on future perspectives concerning the great challenge to deal with diversity (e.g. gifted migrants) now and in the future, adequately.

- 10:15–11:25** **Parallel Paper Sessions**
 For details (premises, rooms, topics and presenters) see Appendix 4 and for the description of each paper presentation see Appendix 5 (abstracts in alphabetical order by presenters)

- 11:30–12:00** Coffee break in the Hall of Sciences

- 12:00–12:45** Keynote: *Shaping gifted programs to meet the need of living in an intercultural era*
Abdullah Aljughaiman
 Chair: **Heidrun Stöger**
 Language: English
 Venue: Hall of Sciences, Hall 1 / Jesuit Hall (2nd floor)

We live in a changing world and we are witnessing a new era in history. One of the major changes is the breakdown of cultural boundaries and the need of all nations to be in contact with each other. This presentation aims to describe the overall research efforts in developing a unique approach to provide services for gifted children and to meet the need of gifted children to work with and understand other students from different cultural backgrounds. A special focus will be on the modifications that have been made on traditional enrichment programs to meet the needs of promoting long-term excellence with reference to the educational and cultural system in Saudi Arabia.

- 12:00-12:45** *Workshop: Education for sustainability in the gifted classroom: The role of culture and migration*
Leticia Hahn
Language: English
Venue: Hall of Sciences, Hall 2 / Pillared Hall (1st floor)

Sustainable development is not a context-free domain but a complex issue that has cultural roots in the current environmental crisis and migration trends. Therefore, sustainability education calls for the creation of talented and socially responsible leaders who are capable of solving problems from an interdisciplinary and multicultural perspective. To forge a more sustainable world we need talented leaders who see connections among different fields and view cultural diversity and migration as a driving force rather than a barrier. In this session, practical examples of interdisciplinary activities in the context of gifted education for sustainable development are presented and discussed.

- 12:50-13:10** *Concluding Remarks*
Monika Kil and **Aljoscha Neubauer**
Language: English
Venue: Hall of Sciences, Hall 1 / Jesuit Hall (2nd floor)

- 13:10-13:30** *Closing Ceremony*
Elisabeth Halmer and **Thomas Köhler**
Languages: German and English
Venue: Hall of Sciences, Hall 1 / Jesuit Hall (2nd floor)

Music: **Petaw Band**: Mansour (Principal voice and electronic guitar, Senegal), Iba (percussion, djembe, Senegal), Sineia (guitar, Croatia), Byron (bass, Columbia) Sulman (drums, Senegal), Georg (saxophone, Austria)

We are happy to announce the 16th International ECHA Conference:

8-11 August 2018, Dublin, Ireland,
„Working with Gifted Students in the 21st Century“

Conference Team

Overall Coordination

Andrea Pinz, FI Mag. (Institute TIBI/Board of Education, Archdiocese of Vienna)
 Thomas Köhler, Min.-Rat Dr. (Federal Ministry of Science, Research and Economy)
 Elisabeth Halmer, Mag. (Institute TIBI/Board of Education, Archdiocese of Vienna)
 Elisabeth Schweiger, MMag. (Institute TIBI)

Programme Committee

Ullrike Kempter, Mag. (ECHA Austria)
 Barbara Feichtl, Mag. (Caritas Austria)
 Alexandra Schöngrundner, Dr. (Federation of Austrian Industries)
 Florian Schmid, Mag. (Austrian Research and Support Center for the Gifted and Talented- ÖZBF)
 Andreas Weißenböck, Vice Rector, Dr. (Private University College of Teacher Education Wien/Krems)
 Madelein Geibel, MA (Austrian Integration Fund)

Scientific Committee

Roland Grabner, Univ.-Prof. Dr. (University of Graz)
 Monika Kil, Vice Rector, Univ.-Prof. Dr. (Danube University Krems)
 Aljoscha Neubauer, Univ.-Prof. Dr. (University of Graz)

ECHA Committee

Peter Csermely, Univ.-Prof. Dr., President (Semmelweis University Budapest)
 Christian Fischer, Univ.-Prof. Dr., Vice-President (University of Münster)
 Lianne Hoogeveen, Dr. (University of Nijmegen)
 Tessa Kieboom (Antwerpen)
 Victor Müller-Opplinger, Prof. (PH of FH North-West Switzerland)

Conference Management

Institute TIBI, Vienna:
 Georg Aufhauser
 Tanja Grill
 Silvia Heinisch, Mag.

Local Conference Management, Krems:

Judith Bauer, Dr.
 Barbara Gruber-Rotheneder, Mag.
 Cora Hietzger
 Therese Rainel

KPH Vienna/Krems

Located in five places in Vienna and Lower Austria the KPH WIEN/KREMS is the biggest private University College for Teacher Education of Christian Churches founded in 2007.

The institution is unique in Europe in its ecumenically oriented approach. Moreover, with its five campuses in Vienna and Lower Austria it is Austria's largest private university college of teacher education. Based on a balanced curriculum of initial teacher training, in-service teacher training and further education, the KPH offers opportunities for teachers to acquire qualifications and professionalization in order to be able to meet the challenges in the fields of general pedagogy and religious education.

The profound effort to link teacher training with courses in further and continuous education boosts professionalism in teacher training. From an ecumenical perspective the KPH Wien/Krems supports cooperation amongst the seven churches represented at the KPH (Roman Catholic, Protestant: Lutheran and Reformed, Greek Oriental, Old Catholic, Armenian Apostolic, Coptic and Syrian Orthodox). It is the KPH's prime objective to respect and acknowledge the respective identities of the churches.

Institute TIBI

Department for Gifted Education and Innovation

The Institute TIBI provides a variety of offers for students, parents and teachers. The team initiate and support concepts, ideas and projects which are dedicated to the development of the many gifts and potentials of young people. Our main objective is to make every child's education a personal success in order to pave the way into an autonomous and responsible life.

In all our programmes pedagogy and anthropological issues interact. TIBI integrates value discourse as a relevant aspect in an ethically responsible education of the gifted. Due to national and international cooperation with researchers and practitioners TIBI can combine scientific expertise and practical knowledge.

- We support gifted programmes and projects at schools.
- We offer various teacher training seminars and courses focusing on gifted education (e.g. master programmes and ECHA courses).
- We offer counselling for students, parents and teachers concerning giftedness, specific questions of gifted education and the needs of gifted children. Our offers include: diagnosis of talents/gifts, analysis of potentials, coaching and mentoring, academic career counselling, counselling with regard to specific questions of gifted education.
- We organize conferences: ECHA Austria Conference 2010, TIBI-Symposium 2013, ECHA-Conference 2016.
- We work on various national and international (research) projects.

The Federal Ministry of Science, Research and Economy

The Federal Ministry of Science, Research and Economy (BMWFW) creates the best possible framework for enterprises and represents at international levels the interests of Austria as a business location. One of the main objectives is to accelerate structural change by actively supporting research, technology and innovation.

It supports Austria's science and research entities in developing their strategic location-specific expertise and individual profiles. In addition to universities, the field of research and development constitutes the second major area of responsibility of the Ministry. For countries as small as Austria knowledge is all the more important an asset. Numerous projects, collaboration and particularly close cooperation with other Member States of the EU have provided a major impetus to the Austrian research sector in recent years.

A key economic policy objective is to reinforce Austria's position as an attractive business location. Investments in research, development and innovation need to be enhanced to ensure continued competitiveness.

Austria is one of the world's leading export countries. External trade policy aims to strengthen the Austrian export sector by ensuring sustainable growth, improved access to new markets and international cooperation. For this purpose the BMWFW and the Austrian Economic Chamber (WKO) have jointly launched the 'go international' campaign. Other portfolios based within this Centre include export control, import licenses, EU coordination, export and investment policy, international regional policy and funding, as well as multilateral trade policy.

The BMWFW seeks to provide an enterprise-friendly framework and environment, which nurture the growth of businesses, facilitate business start-ups and ensure open market access.

LECTURERS (IN ALPHABETICAL ORDER)

Abdullah Aljughaiman

Abdullah Aljughaiman is a full professor at the Education College in King Faisal University, Saudi Arabia. He is currently a Member of the Saudi Parliament and the President of the International Research Association for Talent Development and Excellence (IRATDE). He was the Dean of the Research and Consulting Institute, the Director of the National Research Center for Giftedness and Creativity at King Faisal University, Saudi Arabia. The primary focus of Prof. Aljughaiman's professional activities is the development and education of gifted and talented students. He has published books, book sections, and peer reviewed articles on the identification of and services for gifted children. Prof. Aljughaiman has received multiple awards for his professional and administrative work in Saudi Arabia, United Arab Emirates, and the USA.

Camilla P. Benbow

Camilla P. Benbow earned her Doctor of Education from Johns Hopkins University in 1981 and subsequently taught at Iowa State University before becoming Patricia and Rodes Hart Dean of Education and Human Development at Vanderbilt University's Peabody College in 1998. A scholar of talent identification and development, she also co-directs the Study of Mathematically Precocious Youth (SMPY), a longitudinal study examining the developmental trajectories of over 5,000 individuals throughout the life-span. She is particularly interested in identifying the educational experiences and interventions most conducive to developing intellectual talent and excellence in careers in science, technology, engineering, and mathematics. Camilla P. Benbow has authored over 100 publications, she is a Fellow of the American Psychological Association and the American Psychological Society as well as a member of the Johns Hopkins Society of Scholars.

Godrun Biff

Godrun Biff obtained the Ph.D. in Economics from the University of Newcastle/Tyne, United Kingdom, in 1975. She then was Senior researcher in the Austrian Institute of Economic Research in Vienna, Austria (1975-2009). In 1993, she became associate professor of the University of Economics and Business Administration in Vienna (habilitation in labour economics). In 2008, she took up a chair in the Danube University Krems and became head of the Department for Migration and Globalisation, 2010 also of the Department Knowledge and Communication Management; from 2010-2015 she was Dean of the Faculty Business and Globalisation. Biff is a labour economist and business cycle analyst; her research focus is on various aspects of labour markets, education and migration, institutional change and industrial relations. She is consultant to the OECD on migration since 1977 (SOPEMI correspondent, expert group on migration). She is peer-reviewer of EU labour market policies for the European Commission, advisor to the EC on migration as the national expert of the national contact point of the European Network on Migration (emn), policy advisor to various Austrian Ministries, in particular the Ministry of the Interior (Migration), The Ministry of Europe, Integration and Foreign Affairs (Integration of migrants), the Ministry of Economic Affairs and Labour and the Ministry of Education and Science (member of the advisory council on gender issues). She is also chair of the board of the Federal Austrian Statistical Office (appointment by the prime minister).

Ursula Boos-Nünning

Ursula Boos-Nünning studied Sociology at the University of Cologne and at the Faculty of Social Sciences, Economics and Business in Linz (Austria). She earned her Doctor of Sociology in 1971. In 1980 she habilitated at the University of Düsseldorf. Then she became Professor for Pedagogic of Migration at the University of Essen (nowadays Duisburg). Ursula Boos-Nünning headed numerous research projects on migration, especially concerning the situation of children and their families and the living circumstances of girls and young women with a migration background.

Peter Csermely

Peter Csermely is a professor of the Semmelweis University in Budapest, Hungary. His major field of study is the adaptation of complex networks (www.linkgroup.hu). In 1995 Dr. Csermely launched a highly successful initiative, which provided research opportunities for more than 10,000 gifted high school students so far (www.nyex.de). In 2006 he established the Hungarian Talent Support Council (www.tehetseg.hu/en) running a talent support network involving approx. 200,000 people. In 2012 he became the president of the European Council of High Ability, which started a European Talent Support Network in 2015 now spanning to more than 20 European countries. He wrote and edited 13 books (including the *Weak Links* at Springer) and published 270 research papers with a cumulative impact over 750 and total citations over 7,000. Dr. Csermely was the member of the Wise Persons' Council of the president of Hungary, is a member of the Hungarian Academy of Sciences and Academia Europaea and an Ashoka Fellow, was a Fogarty, a Howard Hughes and a Rockefeller Scholar, and received several other national and international honors and awards including the 2004 Descartes Award of the European Union.

Heinz Fassmann

Heinz Fassmann is Full Professor of Applied Geography, Spatial Research and Spatial Planning at the University of Vienna and Vice Rector for Human Resources Development and International Relations. He is the Managing Director of the Institute of Urban and Regional Research at the Austrian Academy of Sciences and the Chairman of the Expert Council for Integration of the Austrian Government. Prior to his current position he held a Chair at the Technical University of Munich, Germany and he was a Fulbright professor at the Louisiana State University, Baton Rouge USA. His main fields of research include the linkages between spatial development, the societal change and the influence of the political system. He is specialized in the field of Demography, especially Migration, in Urban Geography and in Spatial Planning. Moreover, he has extensive experience in the spatial impacts of the transformation process in the Central European region. Heinz Fassmann is the author and co-author of more than 280 scientific articles and around 68 books, monographs or project reports. He is member of the Academia Europaea and Full Member of the Austrian Academy of Sciences.

Roland Grabner

Roland Grabner studied Psychology at the University of Graz and earned his doctor's degree in 2005. He worked as a scientific assistant and assistant lecturer at different departments of the University of Graz and at the Max-Planck-Institute for educational research in Berlin. In 2012 he habilitated at the ETH Zürich and became Professor for Pedagogical Psychology at the University of Göttingen. Since 2014 Roland Grabner has been Professor for Research on Giftedness at the Karl-Franzens-University of Graz. His main research topics are individual differences in cognitive giftedness in general (intelligence, creativity) and especially in mathematics, bilingual learning and teacher training.

Monika Kil

Monika Kil earned her doctor's degree at the Dortmund University in 1999 and habilitated at the Bremen University in 2006. She is Vice-Rector for Teaching/Scientific Continuing Education at Danube University Krems. Monika Kil was appointed as a university professor for Continuing Education Research and Educational Management and she heads the Department for Continuing Education Research and Educational Management. Her research interests are: empirical educational research in the areas of learning, organizational and professional research and research-based interdisciplinary analysis of different needs for continuing education.

Evelyn Kroesbergen

Evelyn Kroesbergen received her PhD in 2002 at Utrecht University, where she studied interventions for children with mathematical learning disabilities. The focus of her research shifted to the mathematical development of all children, including typically developing children, children with learning disabilities and gifted children by using behavioural and neuro-cognitive methods to understand how children develop mathematical abilities and why there are individual differences in mathematical learning. She has a special interest in the early identification and education of gifted children and children with learning disabilities. A recent line of research focuses on the assessment and stimulation of creativity.

Béatrice Mabilon-Bonfils

Béatrice Mabilon-Bonfils graduated at the Institute of Studies of Aix-en-Provence. She holds a political science thesis, a political science PhD in educational science. She is a full professor of sociology, a French specialist in education and the Head of the Research Unit LMA – Ecole, Mutations, Apprentissages (School, Changes, Learnings) of the University of Cergy-Pontoise. This is an educational research unit created in 2010 with 78 members, whose scholars belong to several academic disciplines: geography, philosophy, language sciences and French philology, educational sciences, social and political studies. In her work of educational science Béatrice Mabilon-Bonfils deals with school as a social institution and organization of power, juvenile sociability in and out of school, school violence and suffering as well as teacher training, citizenship and ethnicity issues, group membership, art as means of political mediation and the concept of diversity.

Aljoscha C. Neubauer

Aljoscha C. Neubauer, born in Kassel, studied psychology and sociology at the University of Graz (Austria), where he received his PhD. After a short period of work in applied psychology (traffic psychology) he became assistant professor in Graz and habilitated with a thesis on 'Intelligence and speed of information processing' (Springer). In 1997 he received the William Stern Award for outstanding contributions to Differential Psychology. Since 1998 he is professor of Differential Psychology at the department of psychology at the University of Graz and was head of department from 2007 to 2009. He is associate editor of the Journal of Individual Differences and was associate editor/on the editorial board of several other journals devoted to the study of individual differences. He served as president of the International Society for the Study of Individual Differences (ISSID) from 2009 to 2011; currently he is president of the International Society of Intelligence Research (ISIR). He has published many articles in „Intelligence, Personality and Individual Differences“ and in several neuroscience journals. His main focus of research lies all aspects of human giftedness (intelligence, creativity, social and emotional skills, practical intelligence), neuroscience, leadership and selection of personnel.

Ari Rath

Ari Rath is one of Israel's veteran journalists, whose views and commentaries are frequently sought by international media and conferences. He worked for 31 years with Israel's well-known English-language daily newspaper The Jerusalem Post, having been its Editor and Managing Director for over 15 years, until the end of 1989.

Born in Vienna in 1925, he had to leave his home and family in November 1938, eight months after the "Anschluss" of Austria to Nazi Germany, and went to Palestine with a group of the "Youth Aliya" organization. He worked and studied for three years in the "Ahavah" school near Haifa and became one of the founding members of Kibbutz Hamadiya in the Jordan valley, where he lived until 1957. He was active in the Labor-Zionist youth movement, both in Israel and in the U.S.A. While studying history and economics at the Hebrew University in Jerusalem, he joined The Jerusalem Post in 1958 as political reporter. During those years he witnessed many historic events, such as the meeting in New York in March 1960 of Prime Minister David Ben-Gurion with the German Chancellor Konrad Adenauer and the visit to Jerusalem of Egyptian President Anwar Sadat in November 1977.

After his retirement from The Jerusalem Post at the end of 1989, he continued to be a regular lecturer on the Israeli-Palestinian peace process, Israel-U.S. relations and the complex relations between Israel, Germany and Austria. He is of the generation of Israel's former President Shimon Peres and the late Prime Minister Yitzhak Rabin. At different periods he worked closely with David Ben-Gurion and Jerusalem's legendary Mayor Teddy Kollek. He was awarded several high decorations of merit by the Presidents of Austria and Germany. His book „Ari heisst Löwe“ – Ari means Lion – that he wrote with his co-author Stefanie Oswald, was published 2012 by Zsolnay and is also a Fischer paper-back.

Claudia Resch

Claudia Resch studied History and English (teacher accreditation program) at the University of Salzburg as well as BA English Studies at the University of Portsmouth (UK). In 2007 she obtained her Ph.D. in History (dissertation „The Emergence of the Thinking Skills Movement“). Claudia Resch has been teaching at the University of Salzburg, in teacher training and in adult education institutions. In 2006 she joined the Austrian Research and Support Centre for the Gifted and Talented (ÖZBT), of which she became executive manager in 2012. MMag. Dr. Claudia Resch is executive manager of the expert group iPLGL (International Panel of Experts for Gifted Education) and a member of the Task Force Giftedness Research and Gifted Education.

Clemens Sedmak

Clemens Sedmak was born in 1971. The philosopher and theologian has been FD Maurice Professor for Moral Theology and Social Theology at the King's College London since 2005 and from 2015 until 2017 he is visiting professor at the University of Notre Dame (Indiana). As a visiting professor for social ethics, he currently holds the Franz Martin Schmöglz OP Chair at Salzburg University. During the academic year 2009/2010, he held the Johann Gottfried Herder Chair for Eastern European Studies at Jena University. Since its foundation in 2005, Prof. DDDr. Clemens Sedmak has been head of the Centre for Ethics and Poverty Research, a research institution at Salzburg University's Faculty of Philosophy. Furthermore, he has been president of the Salzburg Ethics Initiative since 2006, as well as president of the ifz Salzburg (internationales forschungszentrum für soziale und ethische fragen), an international research centre for social ethics since 2009. Clemens Sedmak's research interests include poverty research and social ethics (world hunger, work environments and unemployment), epistemology and the philosophy of science, religious philosophy and religious studies, as well as the ethics of leadership. He is the author of numerous books and other publications.

Margrit Stamm

Margrit Stamm has been a skilled primary school teacher in Switzerland, before studying Pedagogy, Psychology and Sociology at the University of Fribourg (CH). In 1992 she received her PhD from the University of Zurich. In the following years Margrit Stamm taught at the Universities of Zurich and Bern as well as at the nowadays "Pädagogische Hochschule Nordwestschweiz" and habilitated 2003 at the University of Fribourg. From 2009 to 2011 she was president of the Department of Educational Sciences at the University of Fribourg (CH). 2012 Margrit Stamm got retired to focus on the Swiss Institute for Educational Issues in Bern (SWISS EDUCATION), of which she became director. She is still visiting professor at Universities in Switzerland and abroad and member of various scientific advisory councils. Her main research topics are educational research of early infancy, educational careers from pre-school to entry into work life, talent research / highly gifted students, deviant behaviour in adolescence (school absenteeism and dropout from school) and research on vocational training and migration.

Robert Sternberg

Robert Sternberg (born in 1949) studied psychology at Yale University (B.A.) and at Stanford University (Ph.D.) and received 13 honorary doctorates from 12 different countries. For three decades, Robert Sternberg was working at Yale University, eventually became the Professor of Psychology and Education and was the founder and director of the Center for the Psychology of Abilities, Competencies and Expertise. During the next years, he worked and lectured at different universities. In 2013 he joined the faculty of Cornell University. Sternberg's main research interests are in intelligence, creativity, wisdom, thinking styles, leadership, ethics, close relationship, love and hate. He has taught courses in most of these areas as well as in cognitive psychology, educational psychology, introductory psychology, and professional socialization. His current research projects in cooperation with his colleagues are on graduate, medical-school admissions, ethics, and implicit theories of abilities across different groups. According to Sternberg (2003), giftedness should be examined in a broader way incorporating other parts of intelligence than measurable mental abilities that can be seen in "school smart" people. There are also creative people, also called "street smart" people, who score poorly on intelligence tests but are able to adapt very well to their environment.

Robert Sternberg has authored over 1500 publications and has won more than two dozen awards for his work. According to an APA Monitor report Sternberg has been rated as one of the top 100 psychologists of the 20th century.

Heidrun Stöger

Heidrun Stöger completed her PhD in psychology at the University of Munich in 2001. She habilitated with a thesis on "Giftedness Research and Gifted Education". After professorships at the universities in Ulm and Koblenz (Germany) and at the University of British Columbia (Vancouver, Canada), she took over the Chair Professorship of School Research, School Development, and Evaluation at the University of Regensburg (Germany). Heidrun Stöger is vice-president of the International Research Association for Talent Development and Excellence and Chairperson of the University of Regensburg Taskforce for Education Research. Her research interests span the fields of giftedness research and learning and instruction with studies focusing on topics such as self-regulated learning, mentoring, identification, and teacher professional development. She has published more than 200 articles, chapters, and books. She was editor-in-chief of *High Ability Studies* (2007-2014), and is a member of the editorial board of the German-language gifted education journal *Journal für Begabtenförderung*.

Rena F. Subotnik

Rena F. Subotnik was Professor of Educational Psychology and Gifted Education at Hunter College, where she coordinated the secondary education program and served as research and curriculum liaison to the Hunter College laboratory schools for gifted children (grades PreK-12). Then she became Director of the Center for Psychology in Schools and Education at the American Psychological Association. One of the Center's missions is to generate public awareness, advocacy, clinical applications, and cutting-edge research ideas that enhance

the achievement and performance of children and adolescents with gifts and talents in all domains. Her recent publications reflect her scholarship on applications of psychological science to gifted education, talent development in specific domains, and psychological strength training for academically gifted children and youth. She has been supported in this work by the National Science Foundation, the American Psychological Foundation, and the Association for Psychological Sciences.

Thomas Trautmann

Thomas Trautmann finished his studies in Chemistry and Biology, before working as a teacher of secondary education. In 1990 he received his PhD with the distinction "summa cum laude", he became Assistant Professor at "Pedagogical University College Erfurt" and habilitated in 1997. In 2001 he became Professor at the University of Hamburg for School Pedagogics, Social Pedagogy, Pedagogy of Handicapped People and Psychology in Education and Teaching. His main research topics are education of early infancy, school entry, didactics in primary school and integration of highly skilled people. One of his current research projects is "VitaMin", in which he focuses on the biographies of talented migrants.

Haci-Halil Uslucan

Haci-Halil Uslucan (born in Kayseri, Turkey) studied Psychology, Philosophy and Literature at the Free University of Berlin. In 1999 he received his PhD and in 2006 he habilitated in Psychology. He was substitute professor for pedagogical psychology at the University of Potsdam and at the Helmut-Schmidt-University in Hamburg and visiting professor at the University of Vienna. Since 2010 Haci-Halil Uslucan has been head of the "Zentrum für Türkeistudien und Integrationsforschung" (the Centre of Turkey studies and research of integration) and Professor for Modern Turkey Studies and Research of Integration at the University of Duisburg-Essen. His main research topics are intellectual development in infancy, intercultural families and education and social, cultural and political research concerning prejudices, stereotypes, values, Islam, health and integration of minorities.

Gabriele Weigand

After her studies in German language and literature, history and political sciences, Gabriele Weigand became a teacher. In 1983 she received her PhD in Pedagogy and in 2003 she habilitated at the University of Würzburg. She had lectureships at the University of Kiel and the University of Würzburg and was visiting professor at the Sorbonne. Since 2004 Gabriele Weigand is professor for Pedagogy and is Deputy Rector for Research and Development, both at the University College for Teacher Education Karlsruhe. Her main research topics are anthropology and theories of person, history and theories of school, research on giftedness, biography research and intercultural pedagogy. Gabriele Weigand assisted in organizing a pilot project for gifted students. She is the academic head of the "Arbeitsstelle Hochbegabung" at the Pädagogischen Hochschule Karlsruhe and head of the department for further education called eVOCATION.

FURTHER SPEAKERS & PRESENTERS

Altraras-Dimitrijevic, Ana, Dr.: Professor at the University of Belgrad, Serbia

Aufhauser, Georg: Institute TIBI at the KPH Vienna, Austria; Student of International Management

Borges, Alicia, PhD.: Professor at the University of La Laguna, Spain; Director of the Work and Research Group of Giftedness and several other institutions; Member of the European Association of Methodology and the European Council for High Ability

Cadenas, Maria: Psychologist and PhD student, University of La Laguna, Spain

Castelló-Tarriá, Antoni, Dr.: Psychologist; Autonomous University of Barcelona, Spain

Chandler, Kimberley, Dr.: Curriculum Director at the Center for Gifted Education at the College of William and Mary and a Clinical Assistant Professor in Virginia, USA; authored and co-authored several publications; Network Representative on the National Association for Gifted Children (NAGC) Board of Directors

Farhad, Mohamadi: Integration messenger/ambassador at "ZUSAMMEN : ÖSTERREICH" ("together:Austria")

Faulhammer, Friedrich, Dr.: Rector of the Danube University Krems, Austria

Fischer, Christian, Dr.: Professor for Research in Giftedness at the Westfälische Wilhelms University Münster, Germany; Chairman of the International Centre for the Study of Giftedness (ICBF)

Fischer-Ontrup, Christiane, Dr.: Academic Councillor at the International Center for the Study of Giftedness (ICBF) and the Institute for Educational Science at the University of Muenster, Germany

Fülöp, Marta, PhD.: Head of Social and Cultural Psychology Department, Institute for Cognitive Neuroscience and Psychology of the Hungarian Academy of Sciences in Budapest; Professor of Social Psychology; European Representative: International Association of Cross-Cultural Psychology

Fritz, Astrid, Dr.: Austrian Research and Support Centre for the Gifted and Talented (ÖZBF/Salzburg), Accompanying Research

Gerven, Leonoor van, Dr.: Director of "Slim!Leducatief", an institute specialising in post graduate training courses (post bachelor & post master) on educating the gifted

Gilak, Goltz, Dr.: Institute TIBI/KPH Vienna; Teacher of French and Geography

Hahn, Loretta, Dr.: Associate Professor (Department of Education) at Niagara University, USA; works in collaboration with the National Research Center on the Gifted and Talented at the University of Connecticut

Halmer, Elisabeth, Mag.: Head of Institute TIBI at the KPH Vienna, Austria; Life-coach; Teacher of English, Psychology, Philosophy; Expert in Gifted Education (ECHA); author and co-author of several articles

- Hartl, Andreas, Mag.:** Chairman of the Association of Lower Austrian Adult Education Institutes
- Heinisch, Silvia, Mag.:** Institute TIBI at the KPH Vienna, Austria; Life coach; Teacher of English and Music
- Hengstschläger, Markus, Dr.:** Head of the Institute of Medical Genetics and Director of the Centre of Pathobiochemistry and Genetics at the Medical University of Vienna; Patron of NÖ TalenteHaus
- Herranz, Natalia:** PhD student at the University of La Laguna, Spain
- Hoese, Daniela, Dipl.-EW.:** University of Rostock, Germany
- Hoogeveen, Lianna, Dr.:** Developmental psychologist; Head of the Center for the Study of Giftedness (CBO) of the Radboud University Nijmegen, the Netherlands; Board member of the International Centre of Gifted Research (ICGR) at the Westfälische Wilhelms-University Münster, Germany; Member of the Executive Committee of the European Council for High Ability (ECHA) as the Secretary of ECHA
- Inman, Tracy, Dr.:** Associate Director of The Center for Gifted Studies at Western Kentucky University, USA; active on the state, national and international levels in gifted education; author and co-author of several prize-winning books
- Jurisevic, Mojca, Dr.:** Associate Professor of Educational Psychology at University of Ljubljana, Slovenia; Faculty of Education
- Kapsch, Georg, Mag.:** President of the Federation of Austrian Industries
- Kempter, Ulrike, Mag.:** University College for Teacher Education Upper Austria, Vice-President ECHA Austria
- Köhler, Thomas, Dr. phil.:** Expert for Promotion of Excellence at the Austrian Ministry of Science; Secretary General of the Interministerial Task Force for Talent Research; Member of the Scientific Board for Talent Management and Lecturer at Danube University; author and co-author of several publications; together with Andrea Pinz head of the Steering Committee of the congress
- Landau, Michael, Dr.:** Priest, Head of the Caritas of the Archdiocese Vienna since 1995, President of the Caritas Austria since 2013
- Lopez-Aymes, Gabriela, PhD:** Research Professor at the Faculty of Human Communication of Autonomous University of Morelos State, Mexico
- Lorenzatti, Jacopo, Dr.:** Psychologist; Secretariat of the European Youth Summit 2016
- Maulbetsch, Corinna, Dr.:** University of Education in Karlsruhe, Germany
- Mertens, Christian, Mag.:** Vienna City Library, Austria

- Müller-Opliger**, Victor: Professor of Educational Psychology; Head of the International Master Program in Gifted Education of the Pedagogical University NW-Switzerland; among others Member of the General Committee of the European Council for High Ability and the International Panel of Experts for Gifted Education (IPEGE)
- O'Reilly**, Colm, Dr.: Director CTY Ireland, Dublin City University
- Plucker**, Jonathan, Dr.: Professor of Neag School of Education, University of Connecticut, USA; His work focuses on education policy and talent development; published over 200 articles, chapters and reports; a fellow of the American Psychological Association
- Pereira-Antunes**, Ana, PhD: Assistant Professor in the Faculty of Arts and Humanities at the University of Madeira, Portugal; Psychologist
- Perleth**, Christoph, Dr.: Chair for Educational Psychology at the Institute of Educational Psychology "Rosa and David Katz" of the University of Rostock, Germany; Member of the Austrian Research and Support Centre for the Gifted and Talented (ÖZBF/Salzburg) and other initiatives of gifted education
- Peterschafsky-Orange**, Gabriela, Mag.: Lawyer; Advocate of Children and Youth; Coach
- Pinz** Andrea, Mag.: Head of the Board of Education of the Archdiocese of Vienna, Austria; Chair of the Supervisory Council of the Private University College KPH Vienna/Krems; Teacher of Latin and Religious Education; Expert in Gifted Education (ECHA); author and co-author of several publications; together with Andrea Pinz head of the Steering Committee of the congress
- Reinell**, Therese: Team Leader at NÖ Landesakademie
- Sastre-Riba**, Sylvia, Dr.: University of La Rioja, Spain; Professor on Cognitive Development Psychology
- Scheiber**, Edwin, Dr.: Headmaster of Sir-Karl-Popper School (school for highly gifted teenagers in Vienna, Austria) and Wiedner Gymnasium; Research in didactics at the Technical University Vienna and at the Austrian Education Competence Centre (AECC) Chemistry; Member of institute eVOCATION
- Schweiger**, Elisabeth, MMag.: Institute TIBI at the KPH Vienna, Austria; Teacher of Physical Education and German as a Foreign Language; Expert in Gifted Education (ECHA)
- Weber**, Viktoria, Univ. Prof. Dr.: Vice Rector for Research at Danube University Krems; Deputy Head of the Department for Health Science and Biomedicine and Deputy Head of the Center for Biomedical Technology at the Danube University Krems
- Wolfsberger**, Petra, MSc: President of ECHA Austria; School Board of Lower Austria; Coordinator of Gifted Education in Lower Austria; Teacher
- Worrell**, Frank C., Dr.: Professor at the University of California, Berkeley; Faculty Director of the Academic Talent Development Program, the California College Preparatory Academy, and the School Psychology Program; editor of Review of Educational Research 2016

APPENDIX 1

Nr	Posters Research
1	Facultancies of intellectual development in gifted preschool children: Belova Liena PhD (Russia)
2	Pilot study: Is early giftedness of Czech gifted preschoolers well identified by the UNIT? Mag. Juhová Dana, Portesová Sárka PhD (Czech Republic)
3	Preschooler's Ability Rating Scale (PARS): Searching for the most appropriate form of parent rating scale for assessing giftedness: Mag. Jaburek Michal, Portesova Sarka PhD (Czech Republic)
4	Gifted students and their teachers: Tatevik Abrahamyan MA (Armenia)
5	An attempt at insight into the structure of teacher's talents: Dr. Dockal Vladimir PhD (Slovakia)
6	Relationship between intellectual abilities of students and perception of work efficiency of teachers: Krneta Ljiljana PhD (Bosnia-Herzegovina)
7	Attitudes in concept of giftedness and teaching the gifted students among Hungarian teachers: Fuszek Csilla, Dr (Hungary)
8	Identification of musical talents in the mirror of music competitions: Hornýák Balázs (Hungary)
9	Musical talents in the world of migration: Dr. Sierszenska-Leraczyk Malgorzata (Poland)
10	Inhibitors to creativity in higher education classes according to Brazilian professors: Soriano de Alencar Eunice M.L. PhD, Fleith Denise PhD (Brazil)
11	Are creatively gifted students more at risk for underachievement than other gifted or non gifted students?: Desmet Ophelie MSc. (Belgium)
12	Young artists' development of creative identity: Shin Jongho PhD, Cho Lunbyul (Korea)
13	Effects of Mathematics enrichments program and task commitment on creative problem solving of mathematically promising English language learners: Dr. Mandracchia Marcello, Dr. Cho Seckhee (USA)
14	EPaC Science Pilot Study: The influence of ambiguity/uncertainty on scientific creativity: de Vries Henderika MA (France)
15	Motivational orientations in the classroom and divergent creativity in the intellectually gifted junior adolescents: Dr. Shumakova Natalia (Russia)

Posters Research

Nr	
16	Assessment of giftedness using the Rasch Model: Test for identifying gifted students in mathematics (TIM): Mag. Cigler Hejnek, Mag. Straka Ondrej (Czech Republic)
17	Language aptitude of monolingual and plurilingual year 5 students as English language learners: Dr. Pizorn Karmen (Slovenia)
18	The classroom experience: barriers and opportunities from Chilean gifted students perspectives: Gomez-Arizaga Maria PhD, Truffelo Palau Alicia MEd (Chile)
19	Interrelationship of adjustment problems with cognitive and personality variables in high ability adolescents: Shcheblanova Elena PhD (Russia)
20	Temperament of intellectually gifted adolescents: Wieslawa Limont PhD (Poland)
21	Strong heart, strong mind: A review of character strength interventions for youth: Yarnell Jordy (USA)
22	The basics of psychological counseling on intelligence and giftedness development: Dr. Suvorova Galina, Suvorova Svetlana (Russia)
23	How do gifted students deal with opposites in problem solving?: Branchini Erika, Dr. Roncoroni Anna Maria (Italy)
24	The integration conclusion in Austria and the support system for Syrians refugees in Austria since September 2015: Dr. Stadler Sabine (Austria)
25	The effects of stereotypes on self-concepts of females in STEM subjects: Dr. Ertl Bernhard (Austria)
26	Primary school teachers attitudes towards a pull-out program for gifted pupils - the „Discoverer’s Day“: Dr. Endepohls-Ulpe Martina (Germany)
27	Musical talent development and self-concept of Chinese and Swiss music students: Dr. Petersen Suse (Switzerland)
28	Die Bedeutung von „Begabung“ für die Bildungsbiographie. Eine rekonstruktive Studie: Mag. Schmidtbauer Karin MSc (Austria)

Nr	Posters Best Practice
29	A Brazilian program for gifted students: historical roots and current practices: Porto-Ribeiro Marina, Alencar Funic PhD (Brazil)
30	Gifted education and research on giftedness in Brazil: Trends and challenges: Fleith Denise PhD, Alencar Funic PhD (Brazil)
31	Gifted education projects and initiatives of the Institute TIBI / KPH Vienna: Mag. Halmer Elisabeth; MMag. Schweiger Elisabeth (Austria)
32	Counseling parents of gifted children: A Brazilian psychoeducational service: Fleith Denise PhD (Brazil)
33	The flourishing of the potentialities even in dry lands: Cavalcante Saron (Brazil)
34	Preparing high-ability students from disadvantaged backgrounds for academic achievement, college, and careers: Dr. Mihyeon Kim, Robins Jennifer PhD (USA)
35	Multicultural day centres for gifted students in Israel: Arab and Hebrew speakers together: Nadler Menachem MA (Israel)
36	Enrichment program: DIY Microscopes - Mentoring gifted children through family activity: Cheiwchamngij Tawinon PhD, Suwan Atiporn (Thailand)
37	The self of gifted children, adolescents and (young) adults: Dr. Frumou-van Pinxten Mia (The Netherlands)
38	Laboratory for talented education: Sakijeva Laili MSc. (Latvia)
39	Education of teachers of intellectually gifted children in Slovakia: Dr. Farkasová Eva PhD, Dr. Dockal Vladimír PhD (Slovakia)
40	Broad talent identification fosters the peak: Mag. Diedrich Jennifer (Austria)
41	Turning gifted children into creative leaders: Dr. Rachmel Shlomit (Israel)
42	SCICHTALLINGL - Project presentation: Gary Chris (Austria)
43	The Leiden Approach 2.0: Snijders Lilian, van Tricht Lineke (The Netherlands)
44	Gifted children creating ebooks: promoting reading and technology: Dr. Lorenzetti Jacopo, Roncoroni Anna Maria PhD (Italy)
45	A project of inclusion: personalized activities in Italian primary schools: Dr. Lorenzetti Jacopo, Roncoroni Anna Maria PhD (Italy)

Posters Best Practice

Nr	Posters Best Practice
46	Giftedness as integration of abilities in relation to activities in primary school: Dr. Makarova Karina (Russia)
47	Creativity of three- and four-year-olds in science activities: Dr. Torkan Gregor (Slovenia)
48	Decreasing medical diagnosis in gifted children: Zirbes-Damke Suzana, Rosenboom Martina (Germany)
49	CARITAS-LLRNCAIÉS: Starting aid into a better future: Mag. Pollerer Martina, Mag. Peichl Barbara (Austria)
50	Talents in Motion – Three languages on the move: Dr. Collins-Tracey Silke Msc (Switzerland)
51	Master of Arts- Universitätslehrgang Talentmanagement und Begabungsförderung: Mag. Schlager Andrea, Dr. Ertl Bernhard (Austria)
52	Begabung entwickelt Schule und Unterricht: Schulentwicklung für begabungs- und exzellenzförderndes Lernen: Dr. Fritz Astrid, Mag. Rogl Silke (Austria)
53	Talents in motion – Jahrgangsmischung & visible learning als Talentschmiede: Dorner Monika M.A., M.A. (Vorarlberg – Freie Montessori Schule Altsch)
54	High ability and social disorder in rural areas of Salzburg: Dr. Hasenauer-Chagnaud Eva (Salzburg – School department Zell am See)
55	Begabungsförderung als Beitrag zu personaler, soziokultureller und wirtschaftlicher Entwicklung: Mag. Seitz Martin, Mag. Wurzer Dagmar (Niederösterreich - BG/ BrG Mödling, Keimgasse)
56	YEDAC - Schlüsselkompetenzvermittlung und Entrepreneurship: Mag. Bauer Christa (Steiermark – Pädagogische Hochschule Steiermark)
57	BRF – Aktivitäten in der Steiermark: Mag. Bauer Christa (Steiermark – Pädagogische Hochschule Steiermark)

Nr	Posters on board of the MS Admiral Tegetthoff
58	Creative talent development learned from successful architects: Dr. Lee Seon-Young (South Korea)
59	Twice exceptional students: Challenges in the identification process: Dr. Conejeros Solar Maria Leonor, Gómez-Arizaga Maria Paz PhD, Sandoval Katia MLd (Chile)
60	Club IQ – a community’s initiative for highly talented youngsters in the context of global economic and social changes: Dr. Chihaiia Diana Catalina (Romania)
61	Standing out or fitting in? : Dr. Kamans Elanor (The Netherlands)
62	An awareness activity with gifted students about disabilities: Demirel Gurbuz Sule (Turkey)
63	Wise on your way: Sypré Sabine (Belgium)
64	„View side by side“: Overexcitability and openness to experience as characteristics of (creatively) gifted students: Altaras Dimitrijevic Ana PhD (Serbia)
65	The Reliability and Validity of a Turkish- Translated Version of the Gifted Rating Scale Preschool/Kindergarten Form: Karadag Filiz MA, Dr. Karabey Burak (Turkey)

APPENDIX 2

Parallel Paper Sessions

Thursday 3 March – 15:15–16:45

Language: Topic

R... Research, P... Practice

Venue: Hall of Sciences		Name (Country)
Hall 1 Jesuit Hall (2nd floor)	English: Current research in gifted education	
	What about gifted education in Norway? A study on Norwegian teachers' beliefs about gifted children and their education (R)	Idsoe Ella Cosmovici (Norway)
	Differences in conceptions of giftedness and talent in East Asia and the United States (R)	Balestrini Daniel Patrick, Stoeger Heidrun (Germany)
	How intelligent, popular and nice are high achieving students according to the perceptions of their secondary school teachers? Results of a cross-cultural study with teachers from nine countries (R)	Leana Tasolar Marilena Z., Blumen Sheyla, Roy Paromita, Sak Ugur, Junsevic Mojca, Vialle Wilma, Ziegler Albert (international)
	Canadian First Nations' Elders' Conceptions of Giftedness (R)	Mendaglio Sol (Canada)
Hall 2 Pillared Hall (1st floor)	English: Underachievement – Trends in research and practice	
	The Matrix of Giftedness – make visible what is invisible (R)	Kierboom Tessa, Venderickx Kathleen, Vreys Carla (Belgium)
	Dealing with underachieving students (P)	Govaert Tania (Belgium)
	Effective identification of underachievers; "finding rough diamonds" (P)	Polman Mariska (The Netherlands)
	Treating highly gifted underachievers with music psychotherapy: An evaluation study based on a sequential research design (R)	Schiltz Lony (Luxembourg)

Hall 3 Science Café (ground floor)	English: Socio-emotional needs of gifted children and youngsters	Different types of students – highly able high school students in Denmark (P)	Atzelius Nynne, Chrstensen Dorte (Denmark)
		How high schoolers who are gifted in chemistry relate to achievement and competition? (P)	Iokai Dalma, I Gülöp Marta (Hungary)
		Professional programs to help gifted children to deal with the challenges of life (P)	Gyselincx Jani, Vreys Carla, Venderickx Kathleen, Kieboom Tessa (Belgium)
		Exploring the emotional and behavioural strenghts of high-achieving students in Oman (R)	Mohamed Ahmed (Oman)
Hall 4 Aula Lounge (ground floor)	English: Talents – Gifted students in motion	Away from home: Trajectories of Indian high ability students – Some case studies (P)	Roy Faromita (India)
		Mapping the movement of our gifted students in various countries and their success as gifted adults (R)	Laznibatova Jolana (Slovakia)
		The dynamic of study mobility motivation among highly able students from high schools and universities (R)	Cretu Carmen Mihaela, Rogoz Nicoleta (Romania)
		Highly able children and young people transitioning in a global context (R)	Sutherland Margaret (Great Britain)
Hall 5 (1st floor)	English: Socio-emotional needs of gifted children and youngsters	Expertise in Scrabble: The role of social interactions (R)	Vialle Wilma (Australia)
		Building confidence in high ability learners through visible thinking in History (P)	Syazwani Amrun (Singapore)
		High ability students family and class dynamics as emerged through family and class drawings (R)	Papakonstantinou Athina (Greece)
		Giftedness and teamwork: are the strenghts of giftedness useful in teamwork? (R)	Venderickx Kathleen, Kieboom Tessa, Vreys Carla (Belgium)

Hall 6
(2nd floor)

English: Intercultural exchange concerning gifted education

Challenging high achieving deprived young people in the 21th century (P)

Giftedness acceptance in egalitarian cultures: examples from Fiji and Norway (R)

Leadership, It's about the IQ, Intercultural Quotient (P)

Cultural variability in the Educational and Learning Capitals of Australian families and its relationship with children's educational outcomes (R)

Blumen Sheyla (Peru)

Schläppy Mane-Lise (Great Britain)

Cheney Christopher (Slovakia)

Phillipson Sivanis, Phillipson Shane (Australia)

Venue: St. Stephen's Square 3

 Seminarraum 1
S1 (3rd floor)

German: Begabungsförderung im Kindergarten und in der Elementarpädagogik

Forschendes und entdeckendes Lernen im Elementarbereich im Projekt "Robotik für die Grundschule und Kita" – für Kinder mit Migrationshintergrund eine Chance (P)

Junge Talente in Wiener Kindergärten. Welche Rolle spielt der Migrationshintergrund? (R)

NÖ begabt 5-7: Merkmale bildnerischer Kreativität im Kindergarten (R)

Nelles Michael (Germany)

Hartel Birgit (Austria)

Edtstadler Konstanze, Kremser Gregor (Austria)

 Seminarraum 2
S2 (3rd floor)

German: Schule und Vielfalt

Begabungsförderung und inklusive Bildung: zwei Seiten einer Medaille? – Erste Ergebnisse einer Delphi-Studie zum individuell fördernden Umgang mit Diversität am Gymnasium (R)

Talentförderung und Fachdidaktik – Chancen für inklusive Bildung (R)

Herbig Christian (Germany)

Pfitzner Michael, Veber Marcel (Germany)

	Heterogenität im oberen Leistungsbereich – Wie homogen sind Fähigkeitsgruppierungen? (R)	Möhringer Jutta (Germany)
	#chancengleich – Chancengerechtigkeit in der Begabungsförderung (R)	Leikhauf Ulrike (Germany)
HS 58 (3rd floor)	German: Aktuelle Befunde zur Begabungs- und Expertiseforschung	
	Exit Underachievement: Ein dynamischer Ansatz zur (Wieder-)Anbahnung des Schulerfolges bei hoch begabten Kindern (P)	Saring Barbara (Germany)
	Strategien selbstregulierten Lernens für "Twice Exceptional Children" (R)	Fischer Christian, Fischer-Ontrup Christiane (Germany)
	"Rasch-homogeneity": Begabungstests als Möglichkeit Minoritäten zu fördern (P)	Diedrich Jennifer (Austria)
	WU Top League – das Förderprogramm der WU Wien für hochqualifizierte Studienanfänger/innen der Bachelorstudien (P)	Angermeyer Herbert (Austria)
Clemensaal (ground floor)	English: Creativity – Trends in research and practice	
	What I see, where I live (P)	McLaughlin H. James (USA)
	The effects of culture on creativity (R)	Han Ki Saan, Tao Jill L. (Korea)
	The creative process in writers (R)	Pirto Jane (USA)
	Intercultural programs for gifted students in Israel (P)	Zeltser Prina, Nadler Menachem (Israel)
Klarosaal (ground floor)	English: Gifted education as a contribution to personal, social and cultural development	
	Teaching multi cultural awareness using the Multidimensional Curriculum Model (P)	Videngor Hava (Israel)
	Effectiveness of the Multidimensional Curriculum Model in developing HOTS and future thinking in able and regular students (R)	Videngor Hava (Israel)
	The theory of triarchic intelligence: the theory in educational practice (R)	Gubbels Joyce (The Netherlands)

Leosaal
(4th floor)

English: Needs of gifted children and youngsters

Is talent always enough? (P)

Gerden Maja (Slovenia)

A differentiated classroom application: Project Puzzle (P)

Agooglu Onur, Can-Agooglu Fatma (Turkey)

Personal, interpersonal, transpersonal – an integrative development model and its applications in talent nurturing process (P)

Orasz Robert (Hungary)

Acceleration and its impact on students – school and health problems (P)

Leinigen Petra (Germany)

 Eckzimmer
(4th floor)

English: Teaching gifted students – Trends in theory and research

Acceleration in gifted education as teacher's role: Acting, no drama (R)

Racki Zeljko, Mikulic Matea (Croatia)

Detecting skills and abilities in teachers when working with gifted students in class (R)

Rienda Juan Jose (Spain)

The role of school – gifted education coordinators in establishing a supportive learning environment at primary school (R)

Vogrinc Janez (Slovenia)

Educational concerns and opportunities of high-ability Palestinian elementary students in East Jerusalem (R)

Elyan Fatima (Israel)

Venue: Singerstraße 7/4

 Room 1
(1st floor)

English: Teachers' attitudes towards gifted students – Trends in research

Are teachers biased when nominating students for gifted programs? Evidence from Eurasia (R)

Hernandez-Toranzo Daniel (Kazakhstan)

Evolving competences in teaching the gifted for university students (R)

Rott David (Germany)

Impact of participating in university lecture-based courses about giftedness on attitudes toward differentiation (R)

Al Gami Ayidh (Saudi Arabia)

Which children are assumed as being gifted by teachers in an egalitarian culture? (R)

Kolberg Kari (Norway)

Room 2 (1st floor)	English: Trends in research and theory of giftedness	
	Psychosocial profiles of Irish gifted secondary students (R)	Cross Riedl Jennifer, O'Reilly Colm (USA, Ireland)
	Giftedness and poverty in South Korea: From an atlas of inequality to a new ecology of gifted programming for urban poor students (R)	Kim Sung Do (South Korea)
	A language genius? Different types of linguistic and literary talent in highly gifted students and other learners (R)	Larkas Katanna (Switzerland)
	Mindfulness, learning styles and self-perception: A study among gifted adolescents (R)	Kostouli Maria Elena (Greece)

Venue: University of Applied Arts, Stubenring / Oskar-Kokoschka-Platz 2

Room 1 (top floor)	English: Exchange on value-based education and concepts of teaching the gifted	
	Student self-coaching training program (SSCTP): A study on university and gifted high school students' self-coaching and communication skills (R)	Umar Cigdem Nilüfer (Turkey)
	Mentoring the gifted – value based mentoring in a higher education institution in Poland (P)	Lock Ute, Fritz Astrid (Austria)
	Creating a program for students with high ability potential in an internationally diverse environment (P)	Bolton Cynthia (Germany)
	Experiential learning: The hallmark of the Gattano Academy (P)	Roberts Julia Link, Clark Tyler, Inman Tracy Furd (USA)

Room 2
(top floor)

**English: Methods and didactics of teaching gifted students:
Best Practice**

Negative emotions in the Theory of Positive Disintegration : Application to teaching gifted students (P)	Peebles Judi, Mendaglio Sal (Canada)
Characteristics of effective teachers for gifted students in Greece: A qualitative study (P)	Apostolou Antonis (Greece)
Prometheus – a program for gifted students and their teachers (P)	Zelenda Stanislav (Czech Republic)
A practical implementation of an talent profile into an honours programme curriculum (P)	Van Heugten Petra, Gemma Nijdam (The Netherlands)

 Room 3
(top floor)

**English: Identification of giftedness and the methodology of
teaching the gifted**

Strengths Based Instruction: Best practices for all; Including gifted and talented children from diverse cultural and linguistic background (P)	Chakraborti-Gosh Sumita (USA)
The Hungarian Junior Templeton program: support to exceptional cognitive talents (P)	Peter-Szarka Szilvia (Hungary)
The applications of computerised adaptive intelligence-testing in identifying talents (P)	Kovacs Kristof (Hungary)
Words don't come easy (advances in the measurement of vocabulary) (P)	Klein Balazs (Hungary)

APPENDIX 3

PARALLEL PAPER SESSION, March 3

Language: English

Afzelius Nymne, MAs; **Christensen** Dorthe, PhD (Denmark): Different Types of Students – Highly Able High School Students in Denmark

Working with high ability students is still fairly new in Denmark. But at the Academy for Talented Youth we have had this focus since 2007, and we are the largest program in Denmark. During the years we have gained insights into, which kind of programs are most beneficial for the student, the typology of the highly abled students and how to create a socially beneficially environment for the students. All the aspects are important, when working with highly able students, and we find it important to disseminate our findings.

Agaoğlu Onur; **Can-Agaoğlu** Fatma (Turkey): A Differentiated Classroom Application: Project Puzzle

Tic-Tac-Toe is a modest but quite efficient well-known strategy serving for differentiation in classroom applications. It makes it possible to keep track of the individual interests, skills and talents of the highly-able students. This study examines a sample classroom application using Tic-Tac-Toe method under the theme of ICT and Language Games. It has been instructed for students with high ability, aged 8-10, within the Supportive Education Programme since 2013-2014.

Al Garni Ayidh (Saudi Arabia): Impact of Participating in University Lecture-Based Course about Giftedness on Attitudes toward Differentiation

It has been known for a long time that all young people have different abilities for learning. Teachers are then challenged to adapt the learning environment to meet the needs of all students in the classroom. Pre-service teachers' attitudes are important because they will influence what occurs in the classroom. However, there are some concerns emanating from the international literature that pre-service teachers have negative attitudes, especially those in Special Education courses, toward differentiation for gifted students. Hence, the purpose of this study is to investigate the attitudes of Saudi Arabian special education preservice teachers toward differentiation for gifted students, and to examine whether participating in a gifted course has any impact on their attitudes.

Amrun Syazwani, B.A. Hons (Singapur): Building Confidence in High Ability Learners through Visible Thinking in History

This is a sharing of Visible Thinking Routines adopted in the History classroom at Raffles Girls' [Secondary] School. 'Visible Thinking' is an approach developed by researchers at Harvard Project Zero that makes thinking an explicit and overt part of classroom discourse. Besides deepening students' subject-matter learning, Visible Thinking routines also help cultivate students' dispositions toward thinking. By making the high ability learners aware of the development in their thinking, they also develop social and emotional competencies whereby these learners grow to become less critical of themselves, more confident of their content mastery, and are interested to find out more about the subject-matter.

Apostolou Antonis, MS (Greece): Characteristics of Effective Teachers for Gifted Students in Greece: A Qualitative Study

The aim of the present study is to explore characteristics of effective teachers from the perspective of gifted students in Greece, in order to enhance the teachers' work and to promote talent development in our country. The sample included 110 students from 7th to 10th grade and 37 students from 5th and 6th grade, who were all selected and enrolled at the Johns Hopkins Center for Talented Youth-Greece Summer Program.

Balestrini Daniel Patrick, MA; Ströger Heidrun, PhD (Germany): Differences in Conceptions of Giftedness and Talent in East Asia and the United States

We consider how cultural differences in education outlooks shape how the terms gifted and talented are used in two different cultural regions. This is helpful for understanding existing cultural differences in beliefs about giftedness and talent and for encouraging objective cross-cultural discourse on gifted education.

Blumen Sheyla, Dr. (Peru): Challenging High Achieving Deprived Young People in the 21st Century

The current status of high achieving deprived young people in Latin America and the Caribbean region is discussed (Akeru et al., 2008; Belko, 2015; Blumen, 2012). The main goals are: (a) to describe the challenges of gifted education in Latin America and the Caribbean region, underlining the advocacy efforts towards the indigenous population facing socioeconomic inequity based on scientific and government reports (Crea Talentum, 2015); and (b) to analyse the case of Peru in regards of the 15 nationwide high schools for the high achievers, promoted by the Ministry of Education (Blumen, 2013; Cross, 2013; Gladwell, 2008; IMO, 2015; Klare, 2012), that based on an developmental & cross-cultural approach, optimizing health and education, constitute an example of a promising attempt with results that will be worth monitoring in the near future (Ministry of Education, 2014; Oh, et al., 2015; Pranabec, 2015). The challenges for the indigenous gifted in the future are also discussed, taking into consideration the needs of a multicultural society (BTI, 2015; World Bank, 2015).

Bolton Cynthia, MEd. (Germany): Creating a Program for Students with High Ability Potential in an Internationally Diverse Environment

The International School of Stuttgart, Germany is creating an environment that meets the unique academic, social and emotional needs of international gifted children. The program is being developed to meet the demands of a student population consisting of over 800 student from 45 different countries. Many aspects have been taken into consideration during the program development process including identification of students from multilingual/multicultural backgrounds, providing appropriate enrichment opportunities within a multicultural context, helping educators develop differentiation opportunities while considering linguistic differences and providing parents with support within this transient population.

Chakraborti-Gosh Sumita, PhD (USA): Strengths Based Instruction: Best Practices for All; Including Gifted and Talented Children from Diverse Cultural and Linguistic Background

Strength Based Instruction (SBI) is a systematic approach of an instructional training model with a primary focus on identification of a child's strengths (Chakraborti-Ghosh 2013). The purpose of this approach is to emphasize the strengths of children in order to improve their academic, social and behavioral performances. Resiliency initiatives (Hammond, 2010) described strength-based approach as a positive psychology perspective that emphasizes on the strengths, capabilities and resources of a youth. This approach assists in establishing self, confidence in giftedness and high ability of each immigrant children in the process of acculturation and assimilation to the dominant culture.

Cheney Christopher, MEd (Slovakia): Leadership, It's about the IQ, Intercultural Quotient

Talent and Intercultural competencies are essential for 21st century learning and leading. The world despite a vastly increasing population, continues to become a more interconnected and global society. For those who hope to solve complex problems and lead positive change, it will require greater cultural fluency which can only truly be learned through intercultural exchanges.

Crețu Carmen Mihaela, PhD; **Rogoz** Nicoleta, PhD (Romania): The Dynamic of Study Mobility Motivation among Highly Able Students from High Schools and Universities

In the future Europe will face a much higher level of circular and permanent migration. The progress of globalization, and in particular given the human labour mobility, gifted students mobility for study reasons are bound to become an interesting subject of research. The purposed conference presentation deals with the issues of motivational factors of study mobility abroad for gifted students, 16-24 years old. Finding the specific gifted students' needs of personal and professional development is important for designing a more integrated European environment, especially at the higher education level. The research outcomes are relevant for European educational policies and strategies.

Cross Riedl Jennifer PhD, O'Reilly Colm, PhD (USA, Ireland): Psychosocial Profiles of Irish Gifted Secondary Students

Those who know them recognize that gifted students are not all the same. The stereotype of the brainy, poorly adjusted, socially isolated gifted student defies the experience many of us have. In an effort to better understand who gifted students are, this study of Irish secondary students challenges the stereotype, but indicates that some students may come closer to fitting it than we would like. Students who lack confidence and are ostracized by their peers need support from counselors, teachers, and parents. This study has implications for adults from around the world who wish to provide support to gifted students.

Elyan Fatima, PhD (Israel): Educational Concerns and Opportunities of High-Ability Palestinian Elementary Students in East Jerusalem

The purpose of this paper is to explore the reality of the educational experience and concerns of high-ability Palestinian elementary students. High-ability Palestinian elementary students in East Jerusalem schools live in complex social, political, and economic situations and are marginalized by the public education and social system. Public schools are not equipped with skills to identify nor deal with high-ability students and families do not understand their special needs.

Farkas Katarina, MA (Switzerland): A Language Genius? Different Types of Linguistic and Literary talent in Highly Gifted Students and Other Learners

Strong learners with a migration background often can – due to a lack of language competence – not show their achievements in the second language. This applies for linguistic as well as other skills. We want to show that all strong learners can have excellent achievements in their first language and discuss opportunities to support them in their second language.

Gerden Maja, (Slovenia): Is Talent Always Enough?

Regarding individualization Ms. Gerden is trying to participate in the students' development of strengths and talents by providing a variety of activities, possibly connected with other subjects (e.g. Biology). In the last few years she has mentored students who were particularly interested in research work and innovation. It turned out that the combination of different skills and knowledge must be developed. Besides content (e.g. The production of biogas using simple unicellular green algae), the use of the appropriate language is equally important. So Ms Gerden focused on the knowledge of professional vocabulary as well as communication skills. The final goal was the participation on the international level.

Gevaert Tania (Belgium): Dealing with Underachieving Students

This workshop will show you how we make a difference with underachievers in education. You will learn to work with our model (Gevaert & Desmet, 2015) which has been designed not only to recognize what type of underachiever you are dealing with, but shows you the learning needs of the student in order to change the behavior.

Gubbels Joyce, MSc (The Netherlands): The Theory of Triarchic Intelligence: The Theory in Educational Practice

According to the theory of successful intelligence, the identification of giftedness should not be solely based on analytical, but also on creative and practical assessments. In our research project, we studied possibilities to assess triarchic intellectual abilities in upper elementary school children and identify gifted children based on their scores. Secondly, we examined the development of intellectual abilities in typically developing and gifted children. Moreover, half of the gifted children were involved in an enrichment program to enhance the development of these abilities. Results of these three studies will be discussed.

Gyselincx Joni, MAS; **Vreys** Carla, PhD; **Venderickx** Kathleen; **Kieboom** Tessa (Belgium): Professional Programs to Help Gifted Children to Deal with the Challenges of Life

In our part-time educational programs, we help children to deal with the barriers they are confronted with. We do this by giving them more challenging exercises and strengthen the personality traits they need to cope with these challenges. The details of the programs that we offer at our Belgian expertise center Exentra will be presented during the conference and the preventative and curative effects will be discussed.

Han Ki Soan, Dr. Tao Jill L., Dr. (Korea): The Effects of Culture on Creativity

In this study we examine the impact of cultural norms on conceptions of creativity, and the perceptions of barriers to creative behaviour in students. Some studies have suggested that creativity can be constrained and/or increased by certain cultural environment, but there has not been much specific evidences on this issue. Thus, it was the main interest of this study to find out some qualitative data on how culture shapes creativity and perceptions of creativity, especially in educational environment.

Hernandez-Torrano Daniel, Dr. (Kazakhstan): *Are Teachers Biased When Nominating Students for Gifted Programs? Evidence from Eurasia*

Talents are equally distributed across genders and among all cultural, ethnic, and socio-economic groups. However, there is scientific evidence that teachers tend to nominate more frequently students belonging to the cultural, linguistic, and ethnic dominant group for gifted programs. This study aims to analyze whether this trend is also true in Kazakhstan, an Eurasian country with a great cultural, ethnic and linguistic diversity which recently launched an ambitious education reform that greatly emphasizes the role of gifted education as a key element for developing human capital and increasing competitiveness of education.

Idsoe Ello Cosmovici, Dr. (Norway): *What about Gifted Education in Norway? A Study on Norwegian Teachers' Beliefs about Gifted Children and their Education*

The aim of the present study is to investigate teachers' beliefs about gifted children, what kind of possibilities for differentiation there are in the Norwegian classrooms, and what teachers need in order to better serve these children. We will also investigate whether teachers' beliefs are associated with variables like age, education, and experience with gifted education. About 90 teachers from two different Norwegian counties participate in the survey. Results will be presented and discussed. The results of this study may be of high importance for the Norwegian educational policies and teacher training.

Kieboom Tessa, Dr., **Venderickx** Kathleen, Dr.; **Vreys** Carla, Dr. (Belgium): *The Matrix of Giftedness – Make Visible What is Invisible*

Within the domain of giftedness, countless studies have been executed on the specific needs of gifted children and youngsters in educational settings. These needs are definitely different from the needs of age mates with lesser (cognitive) abilities. Research also shows that giftedness could be a risk factor as far as the development of one's potential is concerned. In this research study, we performed in-depth interviews with more than 5000 gifted children and adults.

Kim Sung Do, Dr. (South Korea): *Giftedness and Poverty in South Korea: From an Atlas of Inequality to a New Ecology of Gifted Programming for Urban Poor Students*

In this presentation, there will be a focus on one of the most universal problems in the discipline of gifted education: the gaps of the achievement between low-income children and those from middle or upper class backgrounds. Recent findings show that the relationship between poverty and educational achievement is complex and mediated by a number of variables. It is still controversial to make conclusive statements, regarding the nature of impact of poverty on children's cognitive development. In the case of Korea, there has been no empirical research study, which could demonstrate how poverty may influence giftedness.

Klein Balázs, Dr. (Hungary): Words Don't Come Easy (Advances in the Measurement of Vocabulary)

This study is based on a large scale project carried out by the Hungarian Templeton Programme sponsored by the Templeton World Charity Foundation, Inc. in which roughly 20 000 youngsters were tested. The Programme wished to identify talented Hungarians between 10 and 20 years old that will be included in a complex talent nurturing programme. The programme used several tests one of which was an online vocabulary scale.

Kolberg Kari, MEd (Norway): Which Children are Assumed as Being Gifted by Teachers in an Egalitarian Culture?

Survey data originating from 97 schools in 14 different rural and urban municipalities in southern Norway have been analysed. In total, the data represents 15.000 pupils from grades 1 through 10 and their teachers. Kari Kolberg's analyses have been conducted under the research topic "Which children are assumed as being gifted/high ability pupils by Norwegian teachers?"

Kostouli Marialena, MS (Greece): Mindfulness, Learning Styles and Self-Perception: A Study among Gifted Adolescents

The last decade research has shed light on the contribution of mindfulness to the underlying cognitive processes related to learning, such as attention, memory and decision making (Langer & Moldoveanu, 2000), emotion regulation (Semple, Lee, Rosa & Miller, 2010) and self-acceptance (Carson & Langer, 2006). There is still a gap in the literature concerning mindfulness in gifted. The aim of the present study is to explore the relationship between mindfulness, learning styles and self-perception in gifted students.

Kovacs Kristof, PhD (Hungary): The Applications of Computerised Adaptive Intelligence-Testing in Identifying Talents

The application of Computerised Adaptive Testing for high cognitive ability (fluid reasoning) will be presented, as a method to screen a large number of students. The purpose of the screening is to identify gifted students between 10 and 19, in order to provide them with individual support – including mentoring – that is ideal for their personal needs and goals.

Loznibatová Jolana, PhD, CSc (Slovakia): Mapping the Movement of our Gifted Students in Various Countries and their Success as Gifted Adults

During the existence of the educational program for gifted students in Slovakia (APROGEN) we have annually recorded significant movements of our students. Firstly, it is because of the existing network of 23 primary schools with classes for gifted children, where there is some movement of children, particularly because parents change jobs, so their movements and activities vary mainly within the territory of Slovakia. The second level of movement of talented and gifted students is evident after graduating from high school, when choosing a university course. We also look at the subsequent stages of life of our graduates.

Leiningen Petra (Germany): Acceleration and Its Impact on Students School and Health Problems

For gifted students with migration background it is more than hard to accelerate. Focus is more on things students do not yet know or can't do than on their needs. To discover giftedness among children with migration background language skills, acceptance of the different ethnical background and a teacher with a brief understanding of giftedness is necessary. When parents fight for their child to skip a full term, parents with migration background fight several times harder to reach the same understanding.

Lock Ute, Mag.; **Fritz Astrid, Mag. Dr.** (Austria): Mentoring the Gifted – Value Based Mentoring in a Higher Education Institution in Poland

This presentation is about a mentoring program in gifted education in the tertiary level. Moreover the mentoring program was designed to transfer the experiences gained at Austrian secondary level on a national basis to the tertiary level of education and thus provides the opportunity of an international transfer of knowledge.

Leona-Tascilar Marielena, Dr.; **Blumen** Sheyla, PhD.; **Roy** Paramita, Dr.; **Sak** Ugur, Dr., **Jurisevic** Mojca, Dr., **Vialle** Wilma, PhD; **Ziegler** Albert, Dr. (international): How Intelligent, Popular and Nice are High Achieving Students According to the Perceptions of their Secondary School Teachers? Results of a Cross-Cultural Study with Teachers from Nine Countries

The current cross-cultural study investigates the expectations of teachers in relation to low, average and high achieving secondary school students in nine countries (Australia, China, Germany, India, Korea, Mexico, Peru, Slovenia, Turkey; N in each country = 240). Teachers were asked to indicate their expectations about a fictitious new student in their class with respect to three categories: intellectual abilities, popularity, and niceness. Besides cultural effects, differences concerning the gender of the participating teachers, the gender and the ability level of the target students, and interaction effects were investigated. Preliminary data analyses show inconsistent and negligible gender and target gender effects, but significant cultural differences and effects of the students' ability level. The results are discussed with regard to possible explanations and educational consequences.

McLaughlin H. James, PhD. (USA): "What I See, Where I Live"

This presentation will engage the audience in considering how we might view immigrant or migrant students' gifts and talents – not from a test given to the students, but from seeing how they perform on a creative Photo Documentary project. Dutch students in immigrant neighborhoods are often placed at an early age into the less academic tracks. Rethinking their gifts and talents might offer a way either to offer more openings for them into "higher" academic tracks, or to reconsider the curriculum in the "lower" tracks.

Mendaglio Sol, PhD (Canada): Canadian First Nations' Elders' Conceptions of Giftedness

The field of gifted education accepts in principle that giftedness is universal, evident in all ethnic and racial groups. Giftedness as a culturally bound construct is not reflected in identification of culturally diverse students, such as indigenous students, who are underrepresented in such programs. This session reports on the analyses of interviews with First Nations Elders' speaking on their responses to the term giftedness. Three Elders associated with a university were invited to participate in the study. A semi-structured interview approach was used in this study. Questions included: Is there a concept of giftedness in your culture? If so, how is it conceived? How is giftedness identified? The analysis of the transcribed interviews revealed that giftedness, per se, is not a concept in the cultures represented by the three Elders. The concept of gift, rather than giftedness was reported as used in their cultures. Significantly different themes from those underlying identification practices emerged such as unique innate abilities, appreciation for nature, holiness, spiritual strength, and altruism. The findings serve to illustrate that giftedness is culturally bound and identification methods should be consistent with a distinct cultural conception.

Mohamed Ahmed, Dr. (Oman): Exploring the Emotional and Behavioural Strengths of High-Achieving Students in Oman

Gifted students' strengths are important in understanding their psychoeducational assessment. Few studies examined the use of teachers' and parents' ratings in assessing gifted students' emotional and behavioural strengths. The purpose of this study was to examine psychometric properties of the Behavioural and Emotional Rating Scale-2nd edition (BERS-2) on a sample of 907 high-achieving students from grades 1 to 10 in five governorates in Oman. A related purpose was to explore the effect of gender and grade level on the teachers' and parents' ratings.

Orosz Róbert, PhD (Hungary): Personal, Interpersonal, Transpersonal – an Integrative Development Model and its Applications in Talent Nurturing Process

One of the main aims of the talent nurturing process is helping the fulfilment of sports person's potentials. In the presentation an integrative model of development is introduced. This model considers personal, interpersonal and transpersonal psychological aspects equally important in the fulfilment of their potentials. The aim of the developing process is to fulfil the interest of living a more complete life than peak performance.

Papakonstantinou Athina, MS (Greece): High Ability Students' Family and Class Dynamics as Emerged through Family and Class Drawings

The aim of this presentation is the analysis of quantitative and qualitative data derived from quantitative data for 42 high ability students and also qualitative data on "Family Drawings" and "Class Drawings" for 6 of them. These students visited the "Center for Creativity Development" of the Department of Psychology, at the University of Athens, during the last three years. The theoretical background is based on family and school class dynamics, which are depicted through the family and class drawings and seem to contribute to students' adjustment, learning characteristics and school achievement, bringing out their strengths and talents along with their specific needs. The assumption that has been made, based on the projective methodology, is that when a high ability student selects an experience from family and class to communicate, he/she is selecting one that is of great importance (Anastasi, 1988).

Peebles Jodi, Dr.; Mendaglio Sal, PhD, (Canada): Negative Emotions in the Theory of Positive Disintegration: Application to Teaching Gifted Students.

This session relates to the socio-emotional needs of gifted children and youngsters. With the popularity of Dabrowski's theory of positive disintegration (TPD), it is important that teachers understand the role of emotions, especially negative emotions, in the theory. Unlike the traditional approach, TPD proposes that emotions are of paramount importance and that certain negative emotions are essential for personality development.

Péter-Szarka Szilvia, PhD (Hungary): The Hungarian Junior Templeton Program: Support to Exceptional Cognitive Talents

The conference emphasizes the diversity of intelligences and that talents and high abilities may contribute to a thriving society. The Hungarian Templeton Program also appreciates the diversity of skills with the help of profile-oriented measurement methods. It supports talent according to individual needs, taking into consideration the different paths of development. Social responsibility is included in the program topics to promote the flourish of societies with the help of outstanding skills.

Phillipson Sivanee, PhD; **Phillipson** Shane, PhD (Australia): Cultural Variability in the Educational and Learning Capitals of Australian Families and its Relationship with Children's Educational Outcomes

Educational policies of all Australian State governments and territories currently recognise the fundamental roles played by parents in student learning. In this research, we define educational mindset as parental beliefs about their (or and their children's) educational environment, including the resources and learning capacities available to them (or another person) to assist them in achieving their educational goals (Ziegler & Baker, 2013). This empirical study used the Family Educational and Learning Capitals Questionnaire (FELCQ) to determine the cultural variability in educational mindset toward the educational and learning capitals available to them.

Piirto Jane, PhD (USA): The Creative Process in Writers

What do creative writers do when they create? This presentation considers the creative process in creative writers—poets, fiction writers, creative nonfiction writers, playwrights, screenwriters, and songwriters. The method used in the research project (Theoretical grounding: The Piirto Pyramid of Talent Development and the Institute of Personality Assessment and Research (IPAR) – Barron, 1968; MacKinnon, 1978; Piirto, 2004; 2011) is qualitative archival, gathered from published interviews, biographies, and memoirs of creative writers organized into certain commonalities—called themes—about the creative process in writers.

Poelman Manska, Dr. (The Netherlands): Effective Identification of Underachievers; "Finding Rough Diamonds"

One of the most researched and debated topics in the field of gifted education is identification (Day, et al., 2011; Gubbins et al., 2014; Warne et al, 2013). Identification is defined as the process that school personnel use to decide which children are eligible for gifted services and which are not (Warne et al, 2013). Since Betts and Neihart (1998, 2010) described six profiles of gifted and talented children, we know that not every gifted student shows his or her talent in school results and not every gifted student has the same adapted needs in school and at home. Screening after high school entry by the Center for the study of Giftedness (CBO) is used throughout the Netherlands to identify the different types of gifted students, especially the underachievers. In this lecture the CBO approach will be explained, and the first results of the study will be discussed in light of scientific and clinical relevance.

Rački Željko, PhD; **Mikulić** Matea (Croatia): Acceleration in Gifted Education as Teacher's Role: Acting, no Drama

In order to match the instruction with the educational needs of the gifted children and to avoid having unguided, uncounselled, and unchallenged gifted students, numerous methods and didactics of teaching gifted students are devised, used daily, or prescribed as accessible provisions. For example, acceleration and enrichment, when other (in or out-of-school) educational opportunities are absent as they are for many gifted students, remain entirely up to teachers. When teachers choose not to take on their role of providing for the gifted, it puts a lid on valuing, identifying or cultivating giftedness.

Riando Juan Jose, PhD (Spain): Detecting Skills and Abilities in Teachers when Working with Gifted Students in Class

This research aims that more educational training is needed to enable teachers to offer gifted students what they expect. Many times the school failure is due to teachers are not qualified to assist talent students. This investigation tries to show what skills and abilities are required to be a competent teacher when working with this kind of students.

Roberts Julia Link, Dr.; **Clark** Tyler, MA; Inman Tracy Ford Ed.D (USA): *Experiential Learning: The Hallmark of the Gattton Academy*

The Carol Martin Gattton Academy of Mathematics and Science in Kentucky (U.S.A.) has been named the #1 high school in the U.S. by *Newsweek* and *The Daily Beast*. It is a residential school for Kentucky residents who are academically ready for more challenge than most high schools can offer and who are interested in careers in science, technology, engineering, and mathematics. The Gattton Academy is a school in which high school juniors and seniors are engaged in learning in college classes, undergraduate research, global experiences, and a range of extracurricular opportunities.

Rott David (Germany): *Evolving Competences in Teaching the Gifted for University Students*

This presentation focuses on teaching the gifted in general and will emphasize the competences of university students, when teaching gifted pupils while still taking university courses. It is important to help university students (who become teachers) to evolve their competences in teaching the gifted even when they are not yet full teachers in school.

Roy Paromita, Dr. (India): *Away from Home: Trajectories of Indian High Ability Students – Some Case Studies*

The topic of this symposium relates directly to the theme of ECHA 2016 Conference "Talents in Motion". The presenter has experience in close study of nearly 55 batches of talent search scholars in science, many of who have settled away from India and have become global citizens.

Schläppy Marie-Lise, Dr. (United Kingdom): *Giftedness Acceptance in Egalitarian Cultures: Examples from Fiji and Norway*

In equalitarian cultures where "sameness" is desirable, giftedness is bound to be perceived differently as it is in cultures that do not put such a strong focus on equality. The effect of culture on a personality trait has been demonstrated by Chen et al. 1999 for the trait of sensitivity. Sensitive children in China and Canada were perceived as favoured or disfavoured playmate, in line with the culture's way of valuing sensitivity. Drawing from this example, two cultures where equality or "sameness" is valued will be described, namely Fiji and Norway. The impact of these values on gifted individuals will be explored.

Schiltz Lony, Dr. (Luxembourg): Treating Highly Gifted Underachievers with Music Psychotherapy: An Evaluation Study Based on a Sequential Research Design

According to the state-of-the-arts, gifted adolescents suffering from severe intellectual inhibition may generally not be helped by pedagogical means alone. Their special blockade results from a deep disturbance of the affective and pulsional functioning. Music psychotherapy in individual sessions, combined with psycho-pedagogical applications of music in group sessions could be an efficient treatment approach. This hypothesis has been tested by means of a sequential research design comprehending a preparatory stage, a theoretical modelization and a confirmatory stage.

Sutherland Margaret, Dr. (United Kingdom): Highly Able Children and Young People Transitioning in a Global Context

There is an unprecedented movement of people around the globe. Migration due to war, natural disasters, in search of work or a better life has resulted in receiving countries having to consider how to include people from countries other than their own. In an educational context, educators in receiving countries are finding themselves in the position of having to teach learners who do not share the same cultural heritage or learning experiences. Consequently, they have to give consideration to pedagogical practices in order to take account of these differences, this can be particularly challenging when language barriers obscure appropriate assessment of abilities.

Tokai Dalma, MA; Fülöp Marta, PhD. (Hungary): How High Schoolers who are Gifted in Chemistry Relate to Achievement and Competition?

The paper relates to the topic of high ability in general and focuses on specific aspects that may contribute to develop an elaborated interest towards a specific school subject and scientific area i.e. chemistry. The topic will be presented in the context of a specific educational initiative for high school students who are highly gifted, namely a scientific summer camp organized by the Research Centre of Natural Sciences of the Hungarian Academy of Sciences.

Umar Çiğdem Nilüfer, PhD (Turkey): Student Self-Coaching Training Program (SSCTP): A Study on University and Gifted High School Students' Self-Coaching and Communication Skills

Gifted and talented children may not always be able to find a mentor to help and guide them through their difficulties in social and emotional concerns. Therefore, according to the researcher, gifted children who are facing these issues need to receive an instruction which supports their improvement on coaching their own social, socio-emotional and communication skills individually. On this reason the "Self-Coaching Training Program for Gifted" was developed as a model and used by the researcher for a pilot study

Von Heugten Petra, MA; **Gemma** Nijdam, MA (The Netherlands): A practical implementation of a talent profile into an honours programme curriculum.

We have established a profile describing characteristics and competencies most distinguishing of highly talented international business professionals, the HTIBP, consisting of five domains: (1) Achieving Results; (2) Communicating; (3) Innovating; (4) Self-Reflecting; and (5) Seeing patterns and Interrelationships, and a subdivision of these domains into 16 items. Our conceptual profile, visualizing what highly talented international business professionals are, is helpful for educators to improve talent programs as well as for the business community and will help to establish an answer to the following research question: How can the pedagogy in talent programmes be adapted to best prepare talented students to become highly talented international business professionals?

Venderickx Kathleen, Dr.; **Kieboom** Tessa, Dr.; **Vreys** Carla, PhD (Belgium): Giftedness and Team sport: Are the Strengths of Giftedness Useful in Team sport?

Gifted children typically have unique intellectual skills, which allow them to learn faster, with greater leaps and less repetition than their age mates. Gifted children also have a great attention to details and are very persistent in learning new skills. These abilities can be expected to be very useful in team sports such as basketball, where precise ball handling, motivation and tactical insight are the key to winning or losing a game. In this study we investigated (i) whether the intellectual abilities and enhanced capacity to learn may benefit gifted children in basketball, and (ii) what internal and external factors may stimulate or hinder them in developing their full potential.

Vialle Wilma, PhD. (Australia): Expertise in Scrabble: The Role of Social Interactions

This research explored the development of skills and expertise in the domain of competitive Scrabble. Scrabble provides an interesting domain for the study of talent development (or giftedness or expertise) because the community of top tournament players of English-language Scrabble tournaments includes players from diverse countries and language backgrounds. The journey to expertise for English-background players is significantly different from that of the non-English-background player. Nevertheless, there are similarities across cultures that provide insight into the development of expertise.

Vidregor Hava, Dr. (Israel): Teaching Multi Cultural Awareness Using the Multidimensional Curriculum Model

The Multidimensional Curriculum Model was developed for teaching gifted and able students and is unique by the fact that it is based on well-known curriculum models, with an innovation of teaching future thinking. The workshop will show how to develop students' awareness to multiculturalism using the Multidimensional Curriculum Model and develop high order thinking skills and future thinking.

Vidergor Hava, Dr. (Israel): Effectiveness of the Multidimensional Curriculum Model in Developing HOTS and Future Thinking in Able and Regular Students

The Multidimensional Curriculum Model was developed for teaching gifted and able students and is unique by the fact that it is based on well-known models for teaching gifted and able students, with an innovation of teaching future thinking. The oral presentation will describe a pre-post-test design using a research and control group to investigate the effectiveness of the model. An intervention unit based on the model taught to able and regular students from elementary and secondary schools in Israel was used to develop 3 types of thinking skills.

Vogrinc Janez, Dr. (Slovenia): The Role of School Gifted Education Coordinators in Establishing a Supportive Learning Environment at Primary School

The focus of the presentation is on the role of gifted education coordinators in the process of establishing supportive learning environment at schools from the systemic theoretical perspective. It presents the results of a survey in which 105 primary school gifted education coordinators were involved.

Zelenda Stanislav, Dr. (Czech Republic): Prometheus – a Program for Gifted with Teachers

Giftedness, high ability in general: The program Prometheus reflects the need of support of gifted pupils (autonomy, expertness, ...) and teachers in bridging the formal education and extracurricular activities such as contest etc. It creates a structure of activities (team, inquire, creativity, development or research oriented) for pupils to include gifted pupils with those who are interested in active teams. The team is constituted in the school (or even the class) framework. Teams go on to the higher (regional) levels. The teachers are supported for their guidance and stimulation of the school teams using the on-line collaboration a communication environment.

Zeltser Prina, MA; Nadler Menachem (Israel): Intercultural Programs for Gifted Students in Israel

Israel is a mosaic of cultures. Jews and Arabs, Christians and Muslims, Druze, and Bedouins and new immigrants from many countries live in it together. The programs for gifted students include students from all these sectors. The program gifted stage for creativity (film, writing and translation) developed a unique model which enables students in all sectors to express their creative talent in their language and cultural world. This enables real exposure to the arts, and expression of content reflecting the world of gifted students. In this session, we will present this unique program, and sample student products of film scenes and written texts. We will also present insights and issues arising from this program, such as the tension between the freedom to create and what is permitted or not in school.

APPENDIX 3

PAPER SESSION, March 3

Language: German

Angermeyer Herbert, Mag. (Österreich): WU Top League – das Förderprogramm der Wirtschaftsuniversität Wien für hochqualifizierte Studienanfänger/innen der Bachelorstudien

Es hat sich gezeigt, dass Studierende, die bereits im Sekundarschulbereich überdurchschnittliche Leistungen erbracht haben, diese auch an der Universität erbringen. Das Fördern von „Zusatzleistungen“ (und nicht nur die mit Auszeichnung bestandene Matura) beweist die Leistungsfähigkeit der Studierenden. Fast alle engagieren sich auch im Studium als Tutorinnen und Tutoren für die jüngeren Kolleginnen und Kollegen in der Top League und an der Universität generell. Firmen nehmen aufgrund ihrer Erfahrungen bevorzugt Top League-Studierende für ein Praktikum auf. Das „Zusammensein“ in einer Gruppe von Studierenden mit gleichen Ambitionen hat sich sehr positiv auf den Studienerfolg ausgewirkt.

Diedrich Jennifer, Mag. (Österreich): „Rasch-homogeneity“: Begabungstests als Möglichkeit Minoritäten zu fördern

Die NÖ Landesakademie hat in den letzten zehn Jahren viel Erfahrung in Bezug auf psychologische Tests gesammelt und die entwickelten Talente Checks, die sich an Schülerinnen und Schüler der 7. Schulstufe richten, weiter verbessert. Das beim Talente Check zum Einsatz kommende Multiple Begabungs Screening zielt auf sprachliche, rechnerische, räumliche, kreative, praktische und sozial-emotionale Begabungen ab und sind mit den strengen „Rasch-homogeneity“ Kriterien abgestimmt. U.a. werden die Vorteile dieser Testung für Minoritätengruppen am Beispiel des Talente Checks diskutiert.

Edtstadler Konstanze, Mag. Dr.; **Kremser** Gregor, MMag. MAS (Österreich): NÖ begabt 5-7:

Merkmale bildnerischer Kreativität im Kindergarten

Das Projekt NÖ begabt 5-7 verfolgt als wesentliches Ziel, Begabungen auch bei Kindern mit Migrationshintergrund und anderen Herkunftssprachen als Deutsch in der Schuleingangsphase und somit am institutionellen Übergang von Kindergarten in Volksschule zu identifizieren. Beim Erhebungsdesign wird daher besonderes darauf geachtet, dass auch bei sprachlichen Schwierigkeiten die Potenziale der Kinder entdeckt werden können, indem die Instruktion sprachsensibel formuliert und bei Bedarf auch in die jeweilige Erstsprache übersetzt wird um Chancengerechtigkeit herzustellen. Zudem spiegelt sich der Anteil von Kindern mit Migrationshintergrund in niederösterreichischen Kindergärten in der Stichprobe wider.

Fischer Christian, Dr.; **Fischer-Ontrup** Christian, Dr. (Deutschland): Strategien selbstregulierten Lernens für "Twice Exceptional Children"

In der Präsentation wird auf talent-orientierte Unterstützungsmaßnahmen für Twice Exceptional Children⁸ und besonders auch auf begabte Kinder mit Migrationshintergrund eingegangen. Basierend auf den besonderen intellektuellen und sozio-emotionalen Bedürfnissen dieser Kinder nutzen diese Programme effektive Lernstrategien des selbstregulierten Lernens in Kombination mit einem intensiven persönlichen Mentoring. Diese talentfördernden Initiativen stärken u.a. die Resilienz dieser Kinder und ermutigen sie, ihre (großen) Potenziale in (hervorragenden) Leistungen zum Ausdruck zu bringen.

Hartel Birgit, MMag. (Österreich): Junge Talente in Wiener Kindergärten. Welche Rolle spielt der Migrationshintergrund?

Die Präsentation befasst sich mit der ersten empirischen Studie in Österreich, die die Talentförderung im Kindergarten in den Fokus nimmt. Besonders berücksichtigt werden Kinder, die nicht Deutsch als Muttersprache haben. Die Studie verbindet neueste (pädagogische) Forschungsergebnisse in Bezug auf junge Lernende und aktuelle Erkenntnisse aus der Talentforschung. Das der Forschung zugrunde liegende Verständnis von Talent basiert auf dem Münchner Hochbegabungsmodell (Perleth).

Herbig Christian (Deutschland): Begabungsförderung und inklusive Bildung: zwei Seiten einer Medaille? – Erste Ergebnisse einer Delphi-Studie zum individuell fördernden Umgang mit Diversität am Gymnasium

Der Beitrag ist thematisch im Spannungsfeld gesamtgesellschaftlicher (An-)forderungen zwischen (1) der Ermöglichung von sozialer Partizipation durch die Etablierung von inklusiven Strukturen und (2) der gleichzeitigen Notwendigkeit einer (z. B. ökonomisierten) Leistungs- bzw. Effizienzorientierung sowie Begabungsförderung verortet. Der theoretische Hintergrund und der Forschungsansatz setzen an den Schnittstellen von Begabungsförderung und Inklusion an. Grundlegend ist hierbei ein Verständnis von Inklusion, das alle schul- und unterrichtsrelevanten Dimensionen von Diversität versucht zu berücksichtigen. Übergeordnetes Ziel unserer Forschung ist die Beantwortung der Frage, ob und falls ja, welche Schnittmengen es zwischen begabungsfördernder und inklusiver Bildung in der Praxis gibt und wie beide in einem Handlungskonzept subsumiert werden können, um pädagogische Implikationen für die Professionalität und die Professionalisierung von Lehrkräften ableiten zu können.

Leikhof Ulrike, M.A. (Deutschland): #chancengleich – Chancengerechtigkeit in der Begabungsförderung

Bildung & Begabung möchte die Einbindung von Jugendlichen mit Migrationshintergrund in individuelle Maßnahmen der außerschulischen Talent- und Begabungsförderung verbessern. Dazu werden gemeinsam mit der Stiftung Mercator in einem dreijährigen Projekt qualitative und quantitative Erhebungen durchgeführt, ausgewertet und Handlungsempfehlungen für die außerschulische Begabungsförderung erarbeitet. Es werden folgende Fragen erörtert: Wie hoch ist die Beteiligung von Jugendlichen mit Zuwanderungsgeschichte an der außerschulischen individuellen Potenzialförderung? Welche Zugangshürden lassen sich identifizieren und welche Handlungsempfehlungen daraus ableiten, um Potenzialförderung chancengerecht zu gestalten?

Möhringer Jutta, Dr. (Deutschland): Heterogenität im oberen Leistungsbereich – Wie homogen sind Fähigkeitsgruppierungen?

Es hat sich gezeigt, dass die Einteilung nach Fähigkeitsgruppierungen einen enormen Einfluss auf die schulischen Leistungen von (hoch)begabten Schülerinnen und Schülern hat. Allerdings wird dies auch kritisch betrachtet: Einerseits ist hierfür der Trend zur inklusiven Bildung zu nennen, andererseits die Tatsache, dass äußere Differenzierung nicht zu homogenen Gruppen führt. Relativ wenig Forschung gibt es auf dem Gebiet der Homogenisierung von Fähigkeitsgruppierungen innerhalb eines Schultyps. Die präsentierte Studie setzt hier an.

Nelles Michael, Dipl.Ing. Dipl.Gwl. (Deutschland): Forschendes und entdeckendes Lernen im Elementarbereich im Projekt „Robotik für die Grundschule und Kita“ – für Kinder mit Migrationshintergrund eine Chance

Begabungen im technischen Bereich sind über alle Kinder verteilt, egal welcher Herkunft sie sind. Eine individuelle Förderung und damit eine Chancengerechtigkeit im Projekt Robotik für die Grundschule ist ein Hauptbestandteil. Das Zusammenarbeiten in Schülerinnen- und Schülerteams an der Lösung eines technischen Problems verbindet diese, egal welcher Kultur und Sprache sie sind. In diesem Workshop wird auf die Möglichkeiten der Robotik in Grundschule und Kita eingegangen. Welche Rahmenbedingungen müssen geschaffen werden, um eine solche Förderung in der Schule als Arbeitsgemeinschaft, im Sachunterricht oder als Drehtürprojekt für begabte Kinder zu integrieren. Gleichzeitig müssen die Kinder bestimmte Grundvoraussetzungen mitbringen, damit eine Förderung im Bereich Technik und Naturwissenschaften ermöglicht werden kann.

Pfitzner Michael, Dr.; **Veber** Marcel (Deutschland): Talentförderung und Fachdidaktik – Chancen für inklusive Bildung

Die gesellschaftlichen Rahmenbedingungen unterliegen grundlegenden Veränderungen, was aktuell besonders durch die migrationsbedingten Herausforderungen deutlich wird. Gleichzeitig ist Inklusion ein menschenrechtlich verankertes Ziel, dem sich die schulische Bildung stellen muss; jedoch wird Inklusion, anders als im nicht deutschsprachigen Diskurs, meist auf die Diversitätscategorie Behinderung beschränkt. Angesichts dieses Spannungsverhältnisses ist zu fragen, inwieweit gerade Talentförderung hier einen entscheidenden sowie verbindenden Beitrag leisten kann, um Talente v.a. unter Berücksichtigung des Aspekts der Chancengerechtigkeit zu fördern. Für die konkrete Umsetzung dazu sind fachdidaktische Erkenntnisse notwendig, um begabungsfördernde Lehr- und Lernprozesse anzubahnen.

Saring Barbara, Dipl.-Kfzr. (Deutschland): Exit Underachievement: Ein dynamischer Ansatz zur (Wieder-)Anbahnung des Schulerfolges bei hoch begabten Kindern

Wenn begabte Kinder Leistungen nicht entsprechend ihren Möglichkeiten und Talenten erbringen, spricht man in der Begabungsförderung von Underachievement. Die Schülerinnen und Schüler sind häufig stark demotiviert und lehnen es ab, Verantwortung zu übernehmen. Die Präsentation befasst sich mit Best Practice Berichten und Erkenntnissen, wie man dem Underachievement entgegen wirken kann. Besonders werden in diesem Zusammenhang die sozio-ökonomischen Faktoren analysiert.

APPENDIX 4

Parallel Paper Sessions

Saturday 5 March – 10:15–11:25

Language: Topic

R... Research, P... Practice

Venue: Hall of Sciences		Name (Country)
Hall 2 Pillared Hall (1st floor)	German: Sozio-emotionale Bedürfnisse von (hoch-)begabten Kindern und Jugendlichen	
	Die emotional-sozialen Bedürfnisse hochbegabter Kinder und Jugendlicher (P)	Valencak Katja and children (Slovenia)
	Der Vergleich des Bindungsverhaltens von besonders begabten im Vergleich Schülerinnen und Schülern in slowakischen Bedingungen (R)	Felcanová Lucia, Fábik Dušan (Slovakia)
Hall 3 Science Café (ground floor)	English: Identification of giftedness – Trends in theory and practice	
	Gifted identification with the GIK 4-6 (P)	Ziegler Albert, Stoeger Heidrun, Aljughaiman Abdullah, Al-Ghawi Mariam Ali (Germany, Saudi Arabia, United Arab Emirates)
	Assessment of mathematic giftedness: A new research on psychometric properties of the Similarity and Relation Based Test of Thinking in Math (R)	Gucyeter Sule (Turkey)
	Development of a new intelligence test: The ASIS (Anadolu-Sak Intelligence Scale) (R)	Sak Ugur (Turkey)

Hall 4 Aula Lounge (ground floor)	English: Promoting gifted students - Trends in research and theory of giftedness	Hausmann Dieter (Germany)
	Practical MINT Talent Support in international research centers (P)	
	Full-time and part-time education for high ability students: Effects on developments in students task motivation, self efficacy and effort (R)	Homstra Lisette (The Netherlands)
	Learning resources of world-class players in chess and scrabble (R)	Debatin Tobias, Vialle Wilma, Ziegler Albert (Germany, Australia)
Hall 5 (1st floor)	German: Minoritätenaspekte und Chancengerechtigkeit in der Begabtenförderung	
	"Migration und Begabung" - eine Studie des Instituts TIBI über Schülerinnen und Schüler in Leistungskursen an Wiener Allgemeinbildenden Höheren Schulen (R)	Gilak Golriz (Austria)
	Hochbegabung, Migration und Akzeleration: Passt das zusammen? (P)	Heinbokel Annette (Germany)
	Diversität in der Beratung von Familien und Fachkräften in Bezug auf den Umgang mit begabten Kindern (P)	Schraml Sabine (Germany)
Hall 6 (2nd floor)	German: Begabungsförderung im Spannungsfeld gesellschaftlicher Systeme und Strukturen	
	Interkultureller Austausch von Begabten im Kontext der Migration (R)	Stojanovic Aleksandar (Serbia)
	Begabtenförderung erfolgreich im bildungspolitischen Umfeld verankert (P)	Rasmussen Juana (Germany)
	"Enrichment in binational perspective": Möglichkeiten und Herausforderungen in the Dänisch-Deutschen Grenzregion (P)	Küster Sabine (Germany)

Venue: St. Stephen's Square 3

Stephanisaal (ground floor)	English: Gifted education in different countries – Practice exchange	Freeman Joan (Great Britain)
	Gifted education in Europe. Implications for policymakers and educators. (P)	
	Best practices in gifted education: An overview of 15 countries all over the world (P)	Gordon Gyon Janos (Hungary)
	28 years of experience in caring for the gifted. Fare from average: advanced knowledge - retarded realization (P)	Vondrakova Eva (Czech Republic)
Clemensaal (ground floor)	English: Gifted education in the digital age	
	Testing with training (P)	Gyarmathy Eva (Hungary)
	CTYOnline experience in the Czech Republic (P)	Bockova Jeanne (Czech Republic)
	Initial analysis of a synchronous online programme for high ability students at the centre for talented Youth Ireland (R)	Kehoe Stuart (Ireland)
Klarisaal (ground floor)	English: Twice exceptional – Trends in theory, research and practice	
	How successful are teachers in recognising twice-exceptional students in schools in Podravlje region (P)	Lep Biserka (Slovenia)
	Twice-exceptional; a single case study of dyspraxia, ocular motility, accommodation and visuomotor integration. From neuropsychological evaluation to training expansion (R)	Rancarani Anna Maria (Italy)
Seminarraum 1 S1 (3rd floor)	English: Gifted education and linguistic competence	
	Meeting the education needs of gifted and talented English language learners in Australia secondary school (R)	Blackburn Aranzazu (Australia)
	Gifted English Language Learners in Saudi Arabia KSA (R)	Alkhannani Badriah (Great Britain)

Seminarraum 2 S2 (3rd floor)	German: Forschungsinitiativen und Förderprojekte	Förderung der geometrischen Begabung durch offenen Unterricht (R)	Benesch Thomas (Austria)
		IIM 7-Schritt Projektmethode des forschenden Lernens - Independent Investigation Methode (P)	Müller-Hostettler Doro (Switzerland)
		Cage Painting - Weg zur Optimierung der Begegnung durch Beachten der verschiedenen Lern- und Lehrstrukturen (R)	Pavel Mikluscak (Austria)
HS 57 (3rd floor)	English: Creativity – Trends in theory and research	Identifying highly gifted children by analyzing human figure drawings: A cross- validation study (R)	Mathijssen Sven (The Netherlands)
		Beliefs of middle school students on creativity: A study on implicit theory in Istanbul (R)	Sarac Seyhan, Umar Cigdem Nilöfer (Turkey)
		Examining gender differences in scientific creativity (R)	Kanli Esra (Turkey)
Leosool (4th floor)	English: Mentoring and person-oriented approach to gifted education	Science mentoring of moderately high ability disadvantaged students in an inclusive setup: An Indian experiment (P)	Roy Paromita (India)
		Changing teachers perception on giftedness and gifted education (R)	Vreys Carla, Gyselincx Joni, Venderickx Kathleen, Kieboom Tessa (Belgium)
		Learner-centered approach in gifted and talented education (R)	Can Agaoglu Fatma (Turkey)

Venue: Singerstraße 7/4

Room 1 (1st floor)	English: Gifted education as a contribution to personal, social and cultural development	
	Profile of the innovative furnituresmaker – excellences in vocational education (R)	Cornelisse Maria (The Netherlands)
	The impact of culture on the intergenerational transmission of educational values (R)	Campbell James Reed (USA)
	A cross-cultural study of the social experience of giftedness (R)	Cross Jennifer Riedl, Kim Mihyeon, O'Reilly Colm, Pereira Da Costa Maria (USA, Ireland)
Room 2 (1st floor)	English: Socio-emotional needs of gifted children and youngsters	
	Differentiating instruction in Ireland: Teachers' and students' perceptions (R)	O'Reilly Colm, Cross Jennifer Riedl (USA)
	Planning individualized education programs for gifted students - quality analysis (P)	Zeljznov Senicar Maruska (Slovenia)
	Are gifted kids more vulnerable than others in the cyberspace? (P)	Eckertova Lenka (Czech Republic)

APPENDIX 5

PAPER SESSION, March 5

Language: English

Alkhannani Bedriah, MEd (United Kingdom): Gifted English Language Learners in Saudi Arabia KSA

This abstract emphasizes the highly ability learners but also deals with intercultural giftedness (sociocultural context). Language is part of culture as it identifies and enables a person to describe their history, beliefs, and art. Although English language has become important in KSA regarding to the economic development, in the Saudi culture, Arabic is the language of Islam and thus bringing in a foreign language such as English are not popular, however, that could cause some difficulties for gifted English language learners in Saudi context and they may have negative stereotypes regarding the use of English.

Blackburn Aranzazu (Australia): Meeting the Educational Needs of Gifted and Talented English Language Learners in Australian Secondary Schools

Australia is the only OECD country where first- and second-generation refugee and migrant children score above the average on international PISA Reading test scores. These positive results have been explained not only by the socio-economic status of Australian immigrants but also by the teaching support that is provided in the Australian education system.

Bočková Jeanne, MBA (Czech Republic): CTYOnline Experience in the Czech Republic

CTM (Centrum pro talentovanou mládež) helps talented, ambitious and hardworking youth develop their talent and prepare for studies at the most prestigious universities. It identifies, motivates and supports exceptionally gifted children, particularly those ranking in the 90th percentile of academic ability, from the first grade to high school graduation. We believe our system of training CTYOnline instructors has much more to offer than just training for CTYOnline courses. It provides a practical "learning-by-doing" way of effective teaching. CTM offers education programs to help talented students accelerate and enrich their learning at home and in school. Students can take CTYOnline courses, Summer Programs and Discovery Saturdays. These programs offer technical education, natural sciences, mathematics, information technology, English, humanities, economics, personality development, and other disciplines.

Campbell James Reed, PhD. (USA): The Impact of Culture on the Intergenerational Transmission of Educational Values

There is unrepresented migration of immigrants into Europe and therefore a great need for cross-cultural studies. This cross-cultural investigation examines the transmission of educational values by European and Asian cultures. There are Asian immigrants in many European countries and it is important to understand how they transmit the value to education to their children. In the US Asians are considered the "Model Minority." Asians assimilate quickly, have the highest attendance at colleges and universities, and occupy high-paying occupations. This study looks at the gender bias that is embedded within Asian cultures

Can Agaoglu Fatma, B.A. (Turkey): Learner-Centered Approach in Gifted and Talented Education

This study aims to explore giftedness beyond economic profit-orientation. In the context of gifted education policies and their reflection in the classroom environment, to what extent can we tap in and cater for the benefit of the individual and the society?

Cornelisse Marco, MEd (The Netherlands): Profile of the Innovative Furnituremaker – Excellence in Vocational Education

Talent programs in vocational education are relatively new. Students in vocational schools do not consider themselves as highly talented or gifted and society does not tell them that they are. Smart students as it seems are supposed to end their school career in university. With the creation of a knowledge-oriented economy, that will produce high tech products, the demand for a well equipped manufacturing industry has increased. This ambition asks for intelligent workers that can realize complicated designs. Intercultural expertise is a part of these programs.

Cross Jennifer Rindl, PhD; **Kim** Mihyeon, Dr.; **O'Reilly** Colm, PhD; **Pereira Da Costa** Maria, PhD (USA, Ireland): A Cross-Cultural Study of the Social Experience of Giftedness

Through this collaborative work of researchers from different countries and cultures, a holistic understanding of the social experience of giftedness is emerging. This study of 104 gifted students from 6 countries explores their social experiences, identifying patterns that appear to be universal as well as those unique to age, gender or cultural demographic groups.

Debatin Tobias; Vielle Wilma, Dr.; Ziegler Albert, Dr. (Germany, Australia): Learning Resources of World-Class Players in Chess and Scrabble

Excellence depends on a number of crucial factors with talent figuring prominently in giftedness research. However, in the Actotope Model of Giftedness a different view is taken. Instead of talents and factors we put the concept of available learning resources in an individual's actotope (Ziegler, 2005) in the center of our analyses. Educational Capital refers to exogenous resources and comprises five different forms of resources: Economic Educational Capital, Cultural Educational Capital, Social Educational Capital, Infrastructural Educational Capital and Didactic Educational Capital. Learning Capital refers to endogenous resources and comprises also five different forms of resources: Organismic Learning Capital, Actional Learning Capital, Telic Learning Capital, Episodic Learning Capital and Attentional Learning Capital. Results of two empirical studies with world-class Chess players and world-class Scrabble players are reported which were designed to test the hypothesis that the development of excellence requires high levels of Educational Capital as well as Learning Capital. The hypothesis was confirmed for both samples.

Eckertova Lenka, Mag. (Czech Republic): Are Gifted Kids More Vulnerable than Others in the Cyberspace?

The presentation focuses on an actual trend: our children are moving from the real world to the cyberspace. Especially boys, incl. gifted boys, are often very comfortable with the seemingly predictable and logic world of algorithm. They need a wise mentoring and sensible treatment, because of their vulnerability. We have to take into consideration their characteristics, e.g. insufficient social skills, in context of online communication specifics.

Freeman Joan, PhD. (United Kingdom): Gifted Education in Europe. Implications for Policymakers and Educators

The survey, Gifted Education in Europe (GEES) to be presented, collected data in the summer of 2015 from scholars and practitioners across Europe on approaches and provision for the most able. Recognising previous work, it piloted and used a newly prepared online questionnaire aimed at specialist practitioner respondents (n= 850 resulting in 324 responses). Working across very different cultures, whether Russian, Italian, Spanish or German, opportunities for integration and flexibility of provision were examined and compared. Focus was on definitions, identification procedures, special educational provision in- and out-of-school, activities and associations, research, policies and legislation.

Gordon-Györi János, Dr. (Hungary): Best Practices in Gifted Education: An Overview of 15 Countries all over the World

We examined effective programs in gifted education in 15 countries all over the world, for learning more about the contemporary trends in gifted education, effective methods and everyday practices in different countries, continents and cultures. We did it for building a solid and up to date knowledge basis for some possible innovations in gifted education and support programs in Hungary in the future. In our research we used an adapted version of functional benchmarking in education. As a topic we chose best practices in gifted education. From the results of previous investigations in this field we developed a list of indicators for a “virtual best practice” in gifted education. In our presentation we show the results of our research process and we introduce the final results of the whole process: the adapted Hungarian version of the ideal best practice in gifted education.

Guçyeter Şule, PhD (Turkey): Assessment of Mathematic Giftedness: A New Research on Psychometric Properties of the Similarity and Relation Based Test of Thinking in Math

Domain specific talent identification research is rare in Turkey. Developing theory based assessment tool in math area can help educators to nominate and select appropriate students for talent development programs. In this study researcher will introduce participants with a new test of mathematical giftedness, “the Similarity and Relation based Test of Thinking in Math (SRTT-M), and will share new research findings about psychometric properties of the test.

Gyormathy Éva, Dr. (Hungary): Testing with Training

Considering the huge variety in talent and its ways of development, and in the interests of providing the best support, what is necessary today is the examination of talents rather than the identification of talents. Such a change has been necessitated by the increasing number of gifted individuals in special situations (including sociocultural situation, national or migrational minority situation, neurological differences, behavioural and emotional differences, and sensory-kinaesthetic differences). The long-established view that the most important factor in the identification process is provision is gradually becoming a requirement that is taken for granted

Hausmann Dittler, Dr. (Germany): Practical MINT Talent Support in International Research Centers

For Europe it is of high interest to attract young talents to the MINT disciplines in order to maintain and improve its technical and scientific excellence. In order to reach this goal gifted youth must come in close contact with state of the art research and development. DLR, Germany's national research center for aeronautics and space, pursues this objective by operating so called DLR_School_Labs. The DLR_School_Lab Oberpfaffenhafen is one of these science labs devoted to both objectives of broad education and focused MINT talent support. In the past 12 years the lab has been visited by more than 26,000 secondary school students and it has conducted advanced courses for more than 3,000 teachers.

Hornstra Lisette, Dr. (The Netherlands): Full-Time and Part-Time Education for High Ability Students: Effects on Developments in Students Task Motivation, Self Efficacy and Effort

This study focuses on effects of full-time and part-time high ability programs on developments in high ability students' motivation compared to regular education. This longitudinal study provides more insight into effects of specialized programs on motivation of high ability students. As such, it shows potential benefits and risk of specialized programs and adds to our understanding of ways in which high ability students can best be supported in their educational careers.

Kanli Esra, Dr. (Turkey): Examining Gender Differences in Scientific Creativity

Creativity is accepted as an important part of scientific skills. Scientific creativity proceeds from a need or urge to solve a problem, and involves the production of original and useful ideas or products. The topic of gender differences in creativity is one that generates substantial scientific and public interest, but also courts considerable controversy. The main purpose of this study was to examine the gender differences in scientific creativity and its components by using a recently developed scientific creativity test, namely Creative Scientific Associations Test (C-SAT). C-SAT is based on Associative Theory and it is the first attempt to reinterpret the Associative Theory from scientific creativity's point of view in the related literature.

Kehoe Stuart, MSc (Ireland): Initial Analysis of a Synchronous Online Programme for High Ability Students at the Centre for Talented Youth Ireland

The key focus of this paper is in the development of a synchronous online programme of learning for high ability students who for a number of reasons, logistical, socioeconomic class, mobility, etc., cannot attend on site enrichment programmes. Aimed at the students of the Centre for Talented Youth Ireland, this programme specifically addresses these needs for 8-13 year old students in the 95th percentile or above in verbal, numerical or abstract reasoning, as well as students of similar age who have been formally identified by an educational psychologist as being possessed of a high ability in some academic area.

Lep Biserka (Slovenia): How Successful are Teachers in Recognising Twice Exceptional Students in Schools in Podravlje Region

The presentation will focus on examples of twice-exceptional students and what these children need in order to succeed. The detecting procedure and percentage of twice exceptional children that were considered by the Commission for the placement of children with special needs Maribor 1 in the year of 2013, which operates in the National Education Institute of the Republic of Slovenia, are described.

Mathijssen Sven, MSc. (The Netherlands): Identifying Highly Gifted Children by Analyzing Human Figure Drawings: A Cross-Validation Study

The present study, a cross-validation study (in preparation), is the second in a line of a research program on identification of highly gifted children by analyzing their human figure drawings (HFDs). In continuation of the previous study, the present study aims to validate 30 items that were considered 'exceptional' and possible indicators for giftedness. This will be done by analyzing the HFDs of 41 highly gifted and 182 non-gifted children aged 4 to 6 years. In addition, formal items (such as proportions) and emotional indicators (such as teeth and missing hands) will be evaluated as possible indicators for giftedness. Continuation of this line of research should result in a well-founded diagnostic screening instrument which can be used in a larger test battery; a stepwise scoring system of exceptional items in HFDs, with which highly gifted children can be more easily detected in diagnostic assessment at an early age.

O'Reilly Colm, PhD (Ireland); **Cross** Jennifer Riedl, PhD (USA): Differentiating Instruction in Ireland: Teachers' and Students' Perceptions

In 2016, most gifted children around the world are taught in heterogeneous classrooms. In these classrooms, differentiation is critical to providing an appropriate education to high ability students. In this study, secondary teachers across the country of Ireland report making curriculum modifications and offering challenge and choice for their gifted students on a nearly daily basis, but gifted secondary students report they rarely receive instruction that is any different from their peers. If differentiation is the practice of choice in schools worldwide, it is imperative to know more about the reality of its implementation.

Roncoroni Anna Maria, PhD (Italy): Twice-Exceptional; a Single Case Study of Dyspraxia, Ocular Motility, Accommodation and Visuomotor Integration. From Neuropsychological Evaluation to Training Explanation

Twice-exceptional students with dyspraxia, ocular motility, difficulties in accommodation and visuo-motor integration are not very often described because of the fact that there are not so many cases that include all these type of difficulties. We will present a single case study of M., a gifted 8 years old boy, dysgraphic, and with a developmental dyspraxia with motor coordination and visuomotor integration difficulties. This single case is particular interesting because of the complexity of the diagnostic process, including neuropsychological implication, and for the success obtained using a training that was able to promote his academic success.

Roy Paromita, Dr. (India): Science Mentoring of Moderately High Ability Disadvantaged Students in an Inclusive Setup: An Indian Experiment

India, the second most populous country in the world is home to a great number of high ability individuals spread globally and contributing to the worldwide talent pool. However within India, identification and recognition of talent and its nurture is limited to only a fraction of its population. With 70% of India living in its villages, talents and gifts of millions of bright students remain untapped. Students from disadvantaged backgrounds usually never find a foothold in the talent identification and nurture ladder. High ability students in science who are from disadvantaged backgrounds face great difficulty in honing their talent due to poor social, emotional and academic infrastructure. Best practices for more inclusivity and representation of such students in talent development programs are the need of the hour.

Sak Ugur, Dr. (Turkey): Development of a New Intelligence Test: The ASIS (Anadolu-Sak Intelligence Scale)

The ASIS (Anadolu-Sak Intelligence Scale) is the first intelligence scale developed in Turkey. This study reports research findings of a pilot study on the validity and reliability of the ASIS, as well as its theoretical and technical background. The ASIS is a comprehensive test battery of intelligence. It is composed of seven subscales measuring verbal reasoning, lexical knowledge, verbal long-term memory, visual-spatial simultaneous processing, visual sequential processing, visual-spatial reasoning, and visual perceptual discrimination. All together with different combinations, subtest scores yield eleven profile scores. The study to be reported in the talk included 1203 children (age from 4 to 12) attending PreK-6 schools.

Saraç Seyhan; Umar Çiğdem Nilüfer, PhD (Turkey): Beliefs of Middle School Students on Creativity: A study on Implicit Theory in Istanbul

The aim of this study is to set the beliefs of the middle school students on creativity before they get identified as 'Gifted and Talented'. There are 114 boys and 86 girls from the 5th, 6th, 7th and 8th grades of a public school in Istanbul in the study group. "What do You Think of Creativity Scale", which was developed by Seng, Keung ve Cheng (2008) and was adapted to Turkish by Dikici (2009), was used in this study. Cronbach's alpha coefficient of the scale is .84. The students were asked both a demographic questionnaire and "What do You Think of Creativity Scale", which contains items that show whether creativity is dependent on birth order, gender, health, genetics, intelligence, race and age or not. The analysis of the results has shown that according to the beliefs of the students, creativity depends on birth order, genetics and intelligence.

Vondráková Eva, PhD (Czech Republic): 28 Years of Experience in Caring for the Gifted. Far from Average: Advanced Knowledge – Retarded Realization

The Association for Talent and Giftedness (StaN) started its work in the school year 1988/89 as the Czechoslovak ECIA branch. It was founded by Hana Drábková, our first National correspondent, after her return from the 1st ECIA conference (Zürich 1988). Since that time we have done a lot of work – for children, parents, teachers, psychologists, institutions, system of education. StaN is committed to professionalism, ethics, timeliness, practicality and economy. The projects of the Centre for the Development of Giftedness (1990), created by Lva Vondráková, included programs for children, counseling for parents, teachers training, research, collaboration with the scientific community and other. What has been realised since that time, what not and why.

Vreys Carla, PhD; **Gyselincx** Joni, MSc, **Venderickx** Kathleen, Dr., **Kieboom** Tessa, Dr. (Belgium): Changing Teachers' Perception on Giftedness and Gifted Education

Lack of knowledge on "good educational practices" for gifted children is a pressing problem in Flemish schools. Most schools lack a well-defined policy on gifted education and aid to gifted children mostly depends on the goodwill of individual teachers. Also, the majority of teachers enter the profession without having received any proper training on the specific needs of gifted learners. Yet, many go on teaching gifted children immediately after finishing their Bachelor's degree program. To fill this gap, we have developed a 4-years training program to help schools implementing adequate educational provisions for gifted children under the age of 12. To investigate the effectiveness of this training program, we started a large-scale research project at 30 enrolled schools.

Željeznov Seničar Maruška, Mag. (Slovenia): Planning Individualized Education Programs for Gifted Students – Quality Analysis

Individualised programs for gifted students represent a quality tool for the inclusion of all students' needs, objectives, activities and needs of the family. These include the values and culture of the environment from which the learner came. It will be presented three proposals for quality planning individualized educational programs for gifted students: school curriculum model, the participation of students, parents and school and the individualised program as a document. The results of the qualitative analysis of individualized programs for gifted pupils in primary school provide a platform for the improvement of gifted education.

Ziegler Albert, Dr.; **Stöger** Heidrun, Dr.; **Aljughaiman** Abdullah, Dr.; **Al-Ghawi** Mariam Ali, Dr. (Germany, Saudi Arabia, United Arab Emirates): Gifted Identification with the GIK 4-6

The Gifted Identification Kit 4-6 (GIK 4-6) provides a three-step gifted identification process based on the Actiotope Model of Giftedness. In the screening stage, teachers nominate their most talented students with the help of a specifically developed checklist. In the next stage, the narrowing stage, a test battery is administered which includes various measures of effective action repertoires. Finally, in the inclusion stage, the GIK uses an interview guide to develop the best possible person-environment for each candidate selected during the first two steps. In the contribution we present the underlying identification model and report about first results from pre-studies which are presently conducted in Germany and in the United Arab Emirates.

APPENDIX 5

PAPER SESSION, March 5

Language: German

Benesch Thomas, Dr.Dr.Dr. (Österreich): Förderung der geometrischen Begabung durch offenen Unterricht

Nach Maier (1999) kann Raumvorstellung als Fähigkeit umschrieben werden, in der Vorstellung räumlich zu sehen und räumlich zu denken. Es entstehen aufgrund der gedanklichen Verarbeitung von Sinnesindrücken Vorstellungsbilder, die sogar ohne Vorhandensein der realen Objekte verfügbar sind. Mit diesen Bildern kann die Fähigkeit des aktiven Umgehens verknüpft werden um sie mental umzuordnen und neue Bilder aus vorhandenen vorstellungsmäßig zu entwickeln. Der dreidimensionale Würfelfest ist ein eindimensionaler Power-Test zur Messung des räumlichen Vorstellungsvermögens. Er besteht aus 18 Würfelaufgaben, die Aufgabe der Probandinnen und Probanden ist das Überprüfen, ob einer von sechs Alternativwürfeln mit einem vorgegebenen Originalwürfel übereinstimmt.

Felcanová Lucia, Dr.; **Fábik** Dušan, Dr. (Slowakei): Der Vergleich des Bindungsverhaltens von besonders und durchschnittlich begabten Schülerinnen und Schülern

Eine sichere Bindung bildet sich primär in einer entsprechenden Familienumgebung und hängt mit einer gesunden emotionalen und sozialen Entwicklung eines Individuums zusammen. Die Forschungsergebnisse in unserem Beitrag weisen darauf hin, dass die begabten Jugendlichen eine niedrigere Qualität der Bindung hatten und im Vergleich zu den üblichen Jugendlichen eine Entfremdung von den Eltern erlebten. Die Familienumgebung konnte nicht immer die hoch spezifischen Bedürfnisse der begabten Jugendlichen befriedigen. Durch Mentorinnen und Mentoren an Schulen könnte hier Abhilfe geschaffen werden.

Gilok Galriz, Dr. (Österreich): "Migration und Begabung" – eine Studie des Instituts TIBI über Schülerinnen und Schüler in Leistungskursen an Wiener Allgemeinbildenden Höheren Schulen

Das Institut TIBI an der Kirchlich Pädagogischen Hochschule Wien/Krems widmet sich in Vorbereitung auf die 10. Internationale LICHA Konferenz in Wien den Themenbereichen „Begabung“ und „Migration“. Hierzu wird in Kooperation mit dem Bundesministerium für Wissenschaft, Forschung und Wirtschaft eine Studie zur Erhebung begabter Migrantinnen und Migranten in Förderprogrammen an Wiener Allgemeinbildenden Höheren Schulen erstellt. Ziel der vorliegenden Studie ist es, den Verlauf geglückter Bildungswege von Migrantinnen und Migranten hervorzuheben und damit dem gesellschaftlichen Diskurs um Integration, interkultureller Begegnung und Zusammenleben positive Beispiele hinzuzufügen. Untersuchungsgegenstand sind die Erfolgsfaktoren und dabei typische Bewältigungsmuster. Die semi-quantitative Studie soll diesem bildungspolitischen als auch pädagogisch wertvollen Thema empirische Daten zugrunde legen.

Heinbokel Annette, Dr. (Deutschland): Hochbegabung, Migration und Akzeleration: Passt das zusammen?

Unter den Kindern, die im Zuge der aktuellen Migrationsbewegung nach Europa kommen, gibt es mit Sicherheit besonders begabte Kinder, allerdings haben die meisten dieser Kinder keine oder nur sehr geringe Kenntnisse der Landessprache und waren darüber hinaus vermutlich monatelang ohne Beschulung. Aufgabe der Schulen und Lehrpersonen ist es, zum Wohle dieser Kinder Rahmenbedingungen zu schaffen, dass sie lernen können, um sich gut zu entwickeln und ihre Uegabungen zu entfalten. Die Präsentation wird auf diese Thematik näher eingehen.

Küster Sabine, Dr. (Deutschland): „Enrichment in binational perspective“: Möglichkeiten und Herausforderungen in der Dänisch-Deutschen Grenzregion

Die Dänisch-Deutsche Grenzregion (mit Flensburg and Sønderborg as Zentren) wächst wirtschaftlich zusammen, daher treffen auch zwei unterschiedliche Schulsysteme und deren Umgang mit Begabung und Begabungsförderung stärker auf einander. Die Präsentation widmet sich der Frage, wie sich diese unterschiedlichen (Schul-)Systeme gegenseitig bereichern können. Ein binationaler Enrichment-Plan soll entwickelt werden und die Ergebnisse sollen für andere Grenzregionen als praktische Anregungen dienen.

Mikluscak Pavel, Dr. (Österreich): Cage Painting – Weg zur Optimierung der Begegnung durch Beachten der verschiedenen Lern- und Lehrstrukturen

Die begabten jungen Menschen aus Ost(Mittel)Europa, die nach Wien kommen, um an der Universität Wien ihr Doktoratsstudium zu absolvieren oder sich zu habilitieren, bekommen vom Pastoralen Forum e.V. (gegründet 1989 und geleitet vom emer. Univ.-Prof. Paul M. Zulehner) nicht lediglich Stipendien, sondern auch Begleitung durch Coaches, um den Umstieg in die Lern- und Lehrkultur in Westeuropa erfolgreich zu meistern. Das Problem besteht sehr oft darin, dass die Lern- und Lehrkultur in Ost(Mittel)Europa durch eine starke Abhängigkeit der Lernenden von den Lehrenden geprägt ist. Dagegen in Westeuropa ist diese Beziehung eher durch Selbstbestimmung und Eigenverantwortlichkeit charakterisiert. Für die erfolgreiche Unterstützung wird von den Coaches eine der neuen und besonderen Begleitungsarten der Stipendiatinnen und Stipendiaten verwendet, nämlich das sogenannte „Cage Painting“.

Müller-Hostettler Doris, MAS (Schweiz): IIM 7 Schritt Projektmethode des forschenden Lernens – Independent Investigation Methode

Mit der IIM 7-Schritt-Projektmethode des forschenden Lernens – Independent Investigation Methode – werden Kinder unabhängig von ihrer kulturellen, ethnischen, religiösen und sprachlichen Herkunft befähigt, selbstständig ein eigenes Interessenthema zu erforschen. Die Lernenden erhalten durch Kenntnis der sieben Schritte dieser Methode die Möglichkeit, sich in ihre Interessen zu vertiefen und ihr Potenzial und ihre Talente entfalten und entwickeln zu können. Die Lehrenden erhalten mit der IIM ein Gerüst, mit welchem sie ihren Lernenden ermöglichen, interkulturelle Kompetenzen zu erwerben.

Rasmussen Jaana (Deutschland): Begabtenförderung erfolgreich im bildungspolitischen Umfeld verankern

Begabung und Migration sind im Kontext Begabtenförderung häufig unterrepräsentiert. Zu Unrecht wird Begabtenförderung regelmäßig als Elitenförderung missverstanden. In einer fast 2-jährigen bildungspolitischen Debatte in Hamburg ist es gelungen, das Thema Begabtenförderung auch im Kontext Chancen für Migranten zu positionieren. Im Mai 2014 hat die Hamburgische Bürgerschaft ein umfangreiches Maßnahmenpaket zur Förderung hochbegabter Schülerinnen und Schüler beschlossen. Der Vortrag befasst sich mit den Faktoren, die in Hamburg zum Erfolg für die schulische Förderung Hochbegabter geführt haben und damit, welche Strategien für andere Länder und Regionen erfolgreich übertragbar sind.

Schraml Sabine (Deutschland): Diversität in der Beratung von Familien und Fachkräften in Bezug auf den Umgang mit begabten Kindern

Elternberatung und die Beratung von Pädagoginnen und Pädagogen ist ein wesentlicher Schlüssel, um die individuelle Situation von begabten Kindern und Jugendlichen zu verstehen und die Entwicklung ihrer Potenziale zu garantieren und zu verbessern. Eltern und Fachkräfte kommen mit unterschiedlichen Problemen in Bezug auf Begabung in die Beratung. Hilfreich ist ein individueller, systemischer Beratungsprozess, der den wirtschaftlichen, kulturellen und sozialen Hintergrund mitberücksichtigt.

Stojanovic Aleksandar, Dr. (Serbien): Interkultureller Austausch von Begabten im Kontext der Migration

In der Präsentation wird eine explorative Studie präsentiert, die die Unterschiede in Bezug auf interkulturelle Sensibilität begabter und anderer Studentinnen und Studenten verschiedener Nationalitäten untersucht. Die Studie zeigt, dass begabte Studierende, besonders die von sozialwissenschaftlichen und humanistischen Fakultäten, interkulturellen Austausch und die Tatsache, dass sich Kulturen in einer globalen Welt näher kommen, positiver bewerten.

Valenčak Katja, Dr. und Kinder (Slowenien): Die emotional-sozialen Bedürfnisse hochbegabter Kinder und Jugendlichen

Es wird ein Projekt vorgestellt, das die sokratische/platonische Schule der Antike als Vorbild hat und mit Hilfe der „Gesprächskunst“ versucht, die Konfliktfähigkeit und Diskussionsfähigkeit der Kinder zu verbessern und deren emotionale und soziale Kompetenzen zu fördern. Das auch von den Kindern vorgestellte Projekt führte zu mehr Respekt, konstruktiveren Dialogen und in Summe zu mehr Empathie unter den Schülerinnen und Schülern.



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