

Veelbelovend of gewoon een dwarsligger?



Prof. Dr. Lianne Hoogeveen

Radboud Centrum Sociale Wetenschappen
(RadboudCSW)
www.rcsw.nl

RITHA
RADBOUD INTERNATIONAL TRAINING ON HIGH ABILITY

Kenmerken van hoogbegaafde leerlingen



Cognitieve capaciteiten

- Wiskundig
- Verbaal
- Ruimtelijk
-



Metacognitie

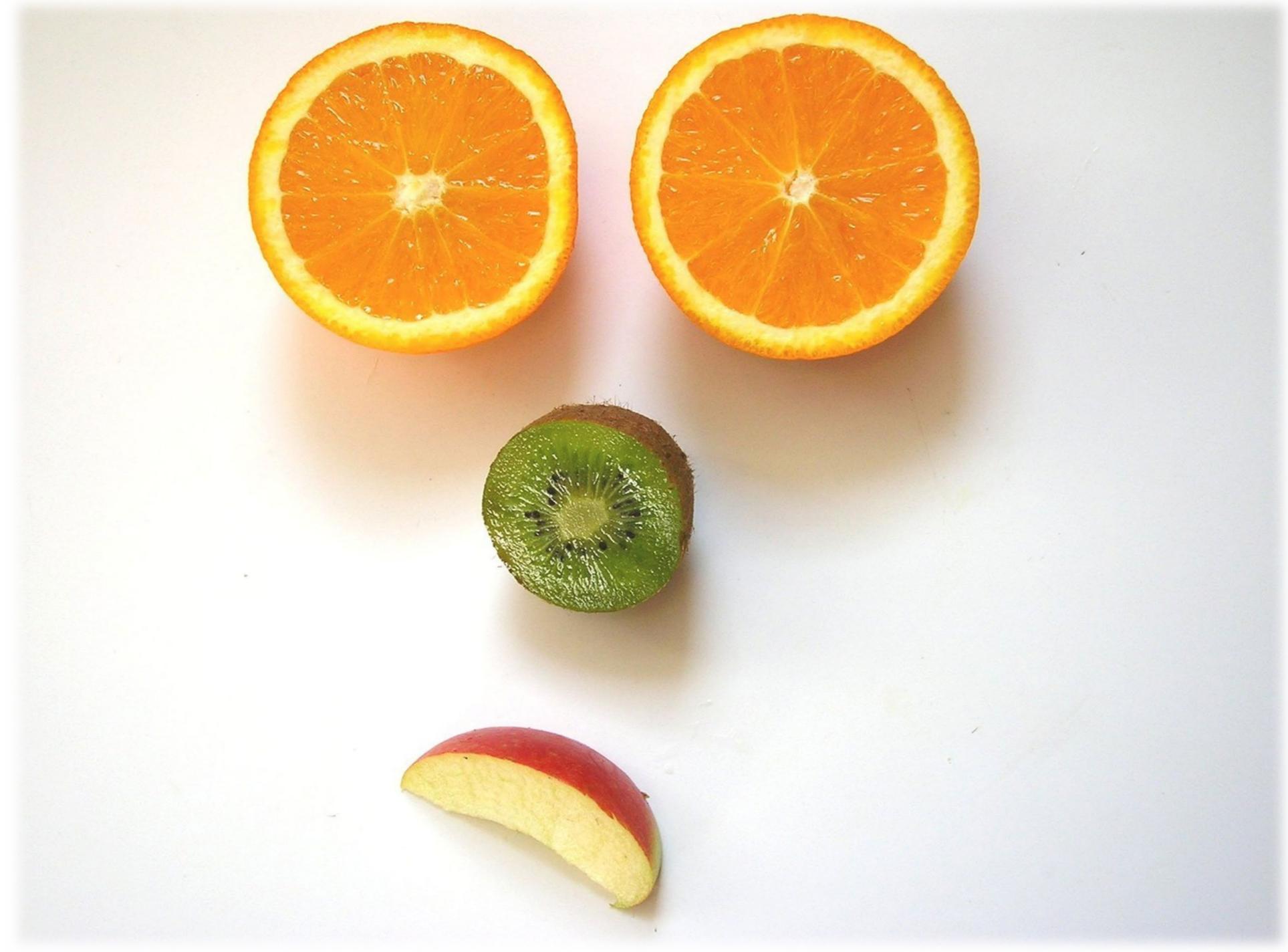


<https://www.ukstudycentre.co.uk/blog/metacognition-can-enhance-childs-learning/>

Intensiteit



Creativiteit



Alex

- Heeft goede sociale vaardigheden
- Werkt zelfstandig
- Ontwikkelt eigen doelen
- Zet door
- Werkt zonder goedkeuring
- Toont passie in het leren
- Is creatief
- Komt op voor zijn eigen mening
- Neemt risico's



Autonomous learner (Betts & Neihart, 1988)
Achiever (Rimm, 2003)

CHANCE (C)

NATURAL ABILITIES

GIFTS (G) = top 10 %

DOMAINS

INTELLECTUAL (GI)

General intelligence ('g' factor)
Fluid, crystallized reasoning
Verbal, numerical, spatial (*RADEX*)
Memory: procedural, declarative

CREATIVE (GC)

Inventiveness (problem-solving)
Imagination, originality (arts)
Carroll's 'retrieval fluency'

SOCIAL (GS)

Perceptiveness (manipulation)
Interacting: social ease, tact
Influence: persuasion, eloquence,
leadership, courting, parenting

PERCEPTUAL (GP)

Vision, hearing, smell, taste,
touch, proprioception

MUSCULAR (GM)

Power, speed, strength,
endurance

MOTOR CONTROL (GR)

Speed (reflexes), agility,
coordination, balance

MENTAL

PHYSICAL

CATALYSTS

ENVIRONMENTAL (E)

MILIEU (EM)

Physical, cultural, social, familial

INDIVIDUALS (EI)

Parents, family, peers, teachers, mentors

PROVISIONS (EP)

Enrichment: curriculum, pedagogy (pacing)
Administrative: grouping, acceleration

INTRAPERSONAL (I)

TRAITS

PHYSICAL (IF)

Appearance, handicaps, health

MENTAL (IP)

Temperament, personality, resilience

AWARENESS (IW)

Self & others; strengths & weaknesses

MOTIVATION (IM)

Values, needs, interests, passions

VOLITION (IV)

Autonomy, effort, perseverance

GOAL-MANAGEMENT

DEVELOPMENTAL PROCESS (D)

ACTIVITIES (DA)

Access
Content
Format

PROGRESS (DP)

Stages
Pace
Turning points

INVESTMENT (DI)

Time
Money
Energy

CATALYSTS

GOAL-MANAGEMENT

DEVELOPMENTAL PROCESS (D)

COMPETENCIES

TALENTS (T) = top 10 %

FIELDS

ACADEMIC (TC)

Language(s), maths, sciences,
humanities, vocational

R TECHNICAL (TT)

Transport, construction, crafts,
manufacturing, agriculture

I SCIENCE & TECHNOLOGY (TI)

Engineering, medical, social

A ARTS (TA)

Creative, performing
Applied: visual, written, spoken

S SOCIAL SERVICE (TP)

Health, education, community

E ADMINISTRATION/ SALES (TM)

Management, marketing,
protection, inspection

C BUSINESS OPERATIONS (TB)

Records, financial, distribution

GAMES (TG)

Video & card, chess, puzzles

SPORTS & ATHLETICS (TS)

Bron: Landelijk Informatiepunt (Hoog)begaafdheid PO

hoogbegaafdheid.slo.nl

Bloom's Taxonomy (1956)





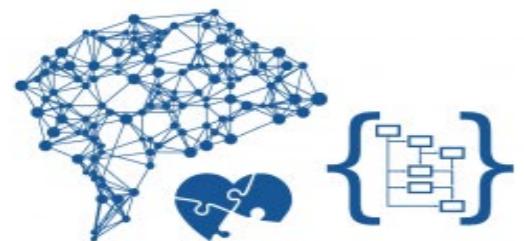
Habits of Mind (Costa, 2009)

The Future of Work

Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Source: Future of Jobs Report, World Economic Forum

Top 10 skills of 2025

Type of skill

- Problem-solving
- Self-management
- Working with people
- Technology use and development



Analytical thinking and innovation



Active learning and learning strategies



Complex problem-solving



Critical thinking and analysis



Creativity, originality and initiative



Leadership and social influence



Technology use, monitoring and control



Technology design and programming



Resilience, stress tolerance and flexibility



Reasoning, problem-solving and ideation

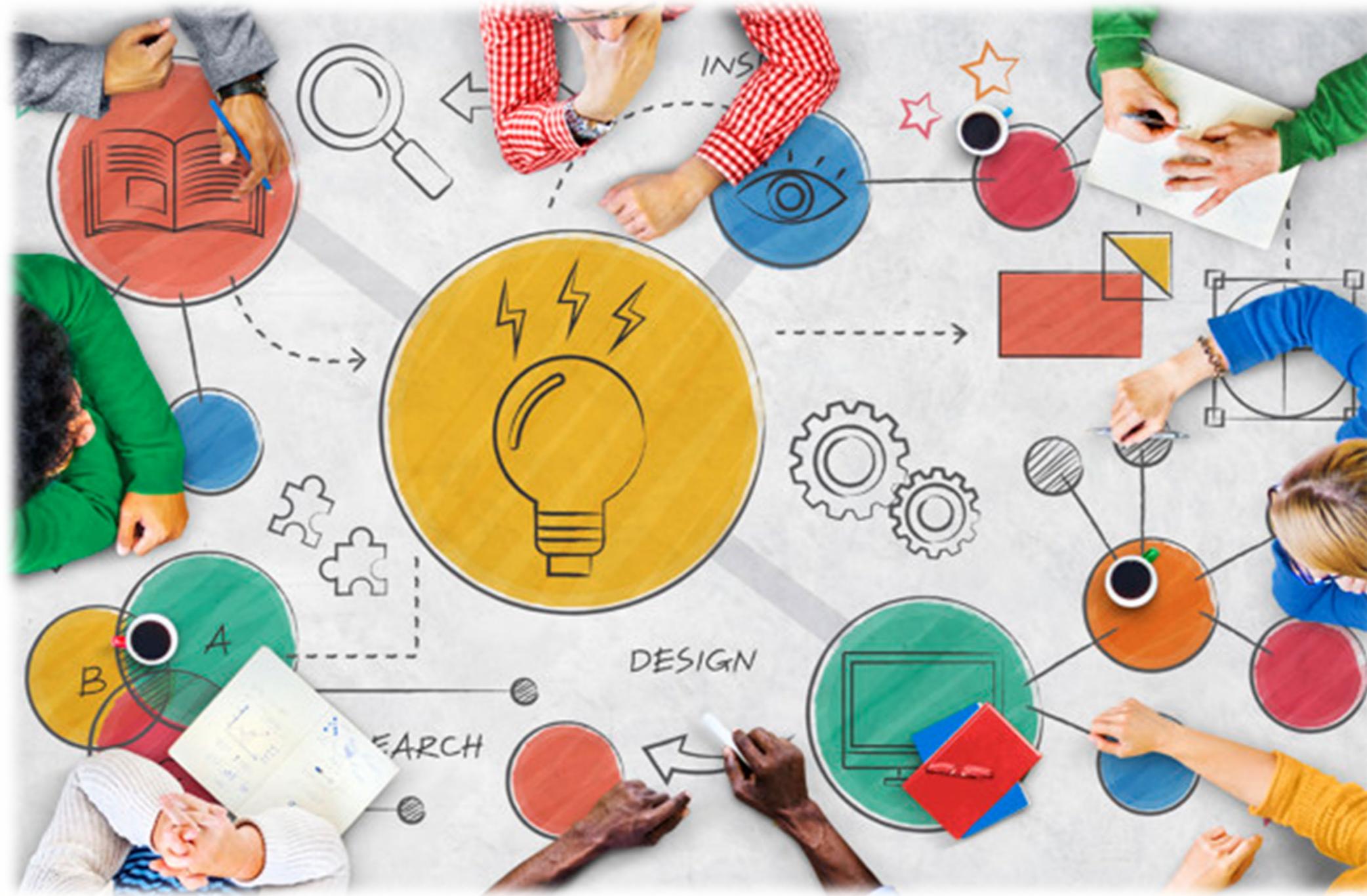
Source: Future of Jobs Report 2020, World Economic Forum.

Creativiteit wordt begrensd door de beperkingen van tijd en plaats (Sternberg, 2018)



Creativiteit: interactie tussen een persoon (of groep), een taak (of set taken) en een context

(Csikszentmihalyi, 1997, 2013, in Sternberg, 2018)





Bell benaderde het Amerikaanse communicatiebedrijf Western Union en bood hun rechten op zijn octrooi voor \$ 100.000 aan, maar de hoge Pieten van het bedrijf verzetten zich tegen het voorstel met opmerkingen over de '**obvious limitations of his device, which is hardly more than a toy.**'



<https://theculturetrip.com/north-america/usa/articles/10-inventions-no-one-thought-would-be-a-success/>



Ken Olson – oprichter van het bedrijf Digital Equipment Corp – zei in 1977, ‘**There is no reason anyone would want a computer in their home**,’

<https://theculturetrip.com/north-america/usa/articles/10-inventions-no-one-thought-would-be-a-success/>

CREATIVITY

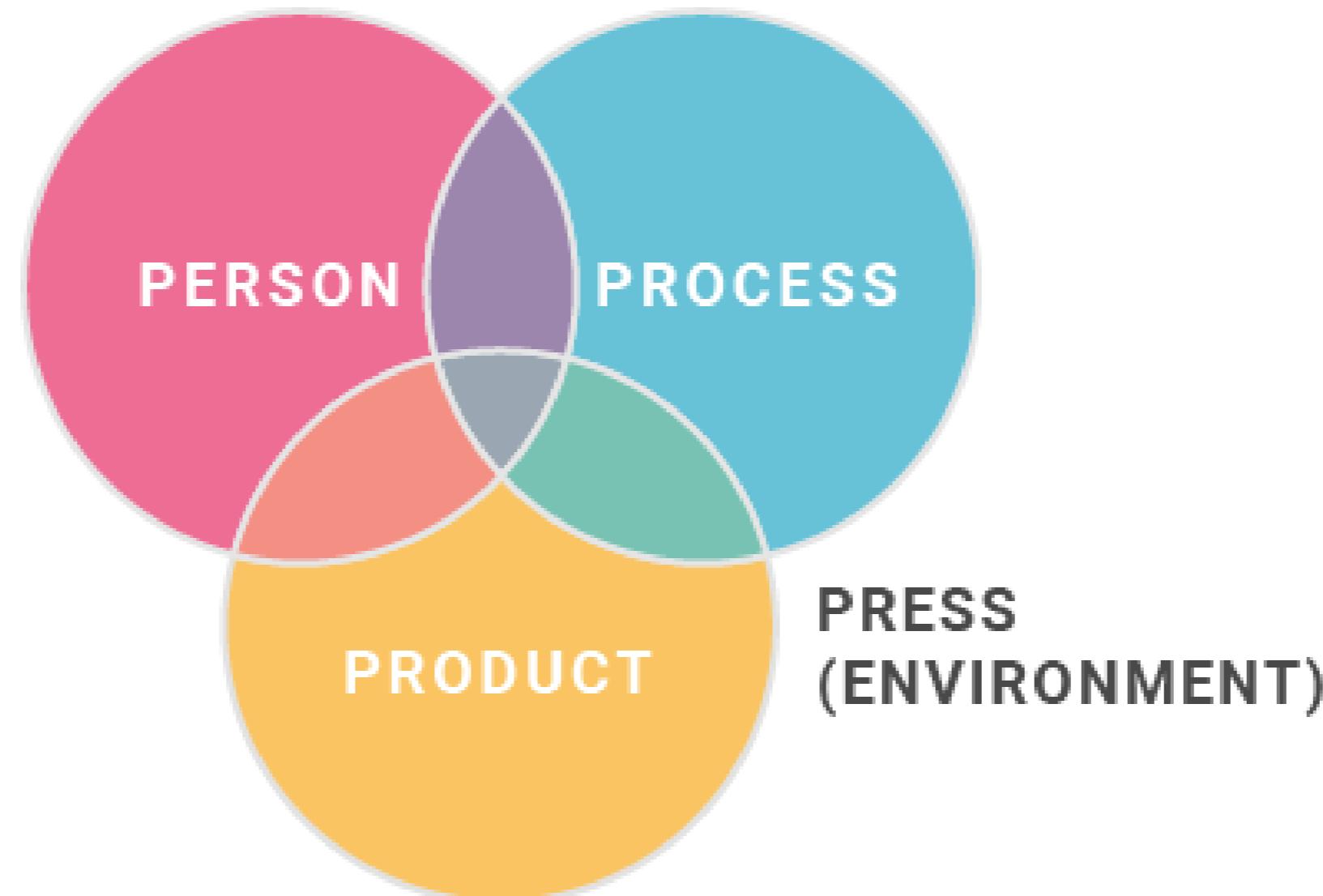


Sociaal-culturele definitie van creativiteit

- Originaliteit of nieuwheid
- Een vorm van culturele en sociale waarde (Boden, 2004; Runco & Jaeger, 2012).



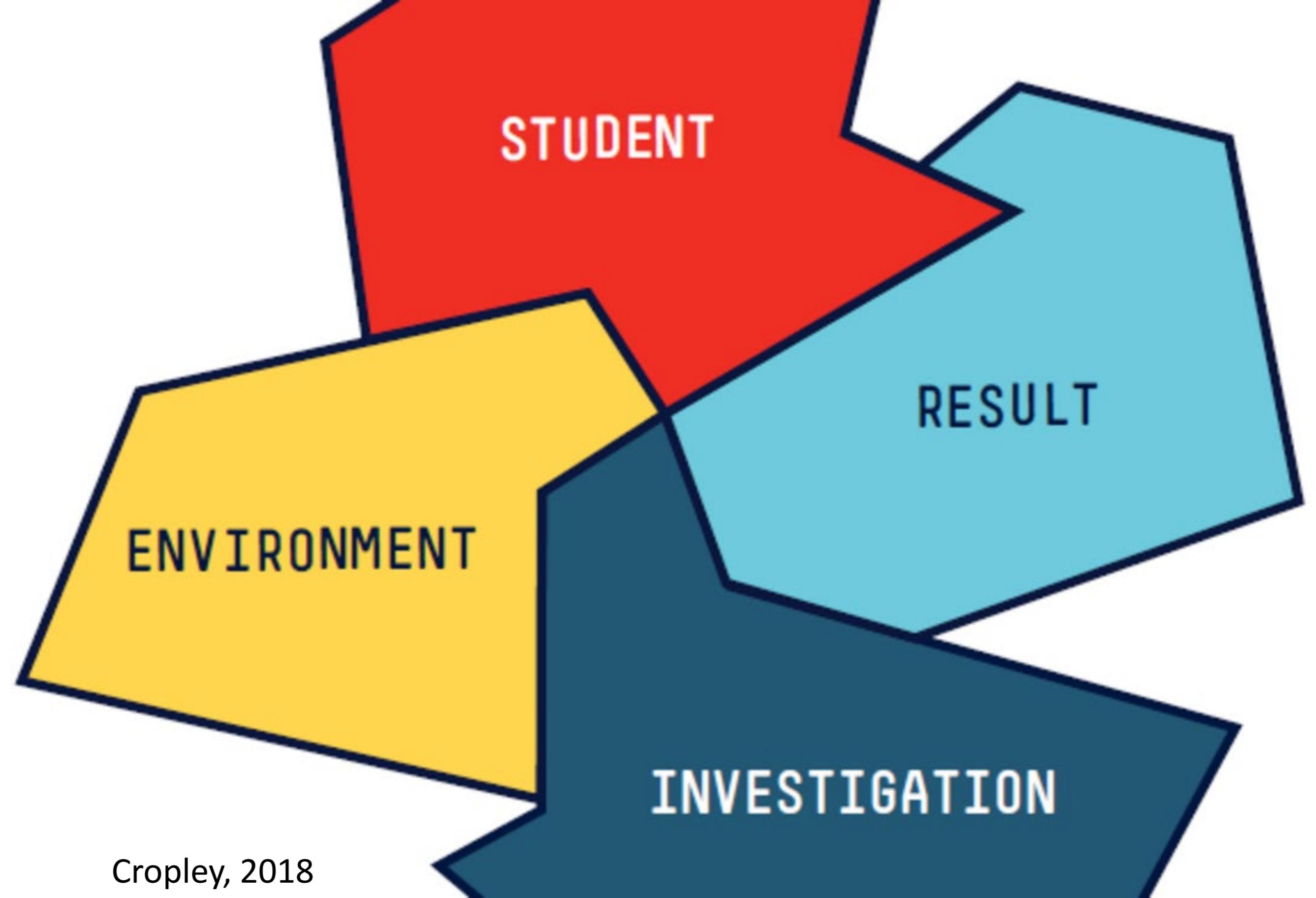
The “Four P’s” of Creativity:



Source: Rogerfirestien.com

Rhodes, 1961

R.I.S.E.



Cropley, 2018

Sociaal-culturele definitie van creativiteit

- Originaliteit of nieuwheid
- Een vorm van culturele en sociale waarde (Boden, 2004; Runco & Jaeger, 2012).



Uitdaging: wie bepaalt dat? (Batey & Furnham , 2006; Csikszentmihalyi, 1999)



Maar

- Tegen regels ingaan
- Geen conventies accepteren
- Risico's nemen
- Moed
- Initiatiefrijk
- Problemen zien
- Onafhankelijk
- Creatief denken



Shavinina (2006)

Triangular Theory of Creativity (Sternberg, 2018)

BRAVEER

- de massa
- de tijdsgeest
- jezelf



Giftedness and the Resistance to Conform- a Literature Review

Tone Midtbø¹, Lianne Hoogeveen^{1,2}

¹Radboud Center of Social Sciences, Radboud University, Nijmegen, The Netherlands, ²Pedagogical and Educational Sciences, Behavioural Science Institute, Radboud University, Nijmegen, The Netherlands

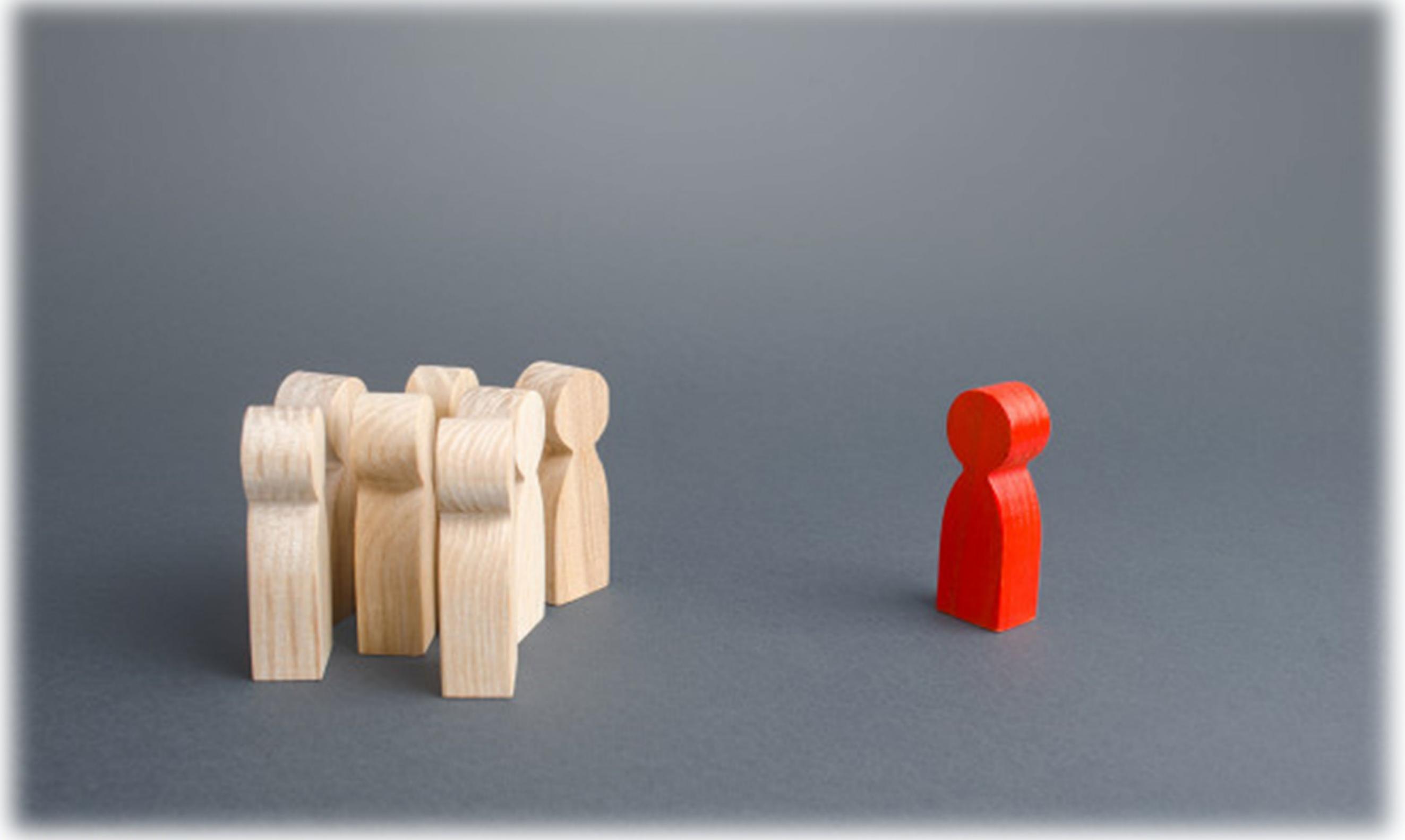


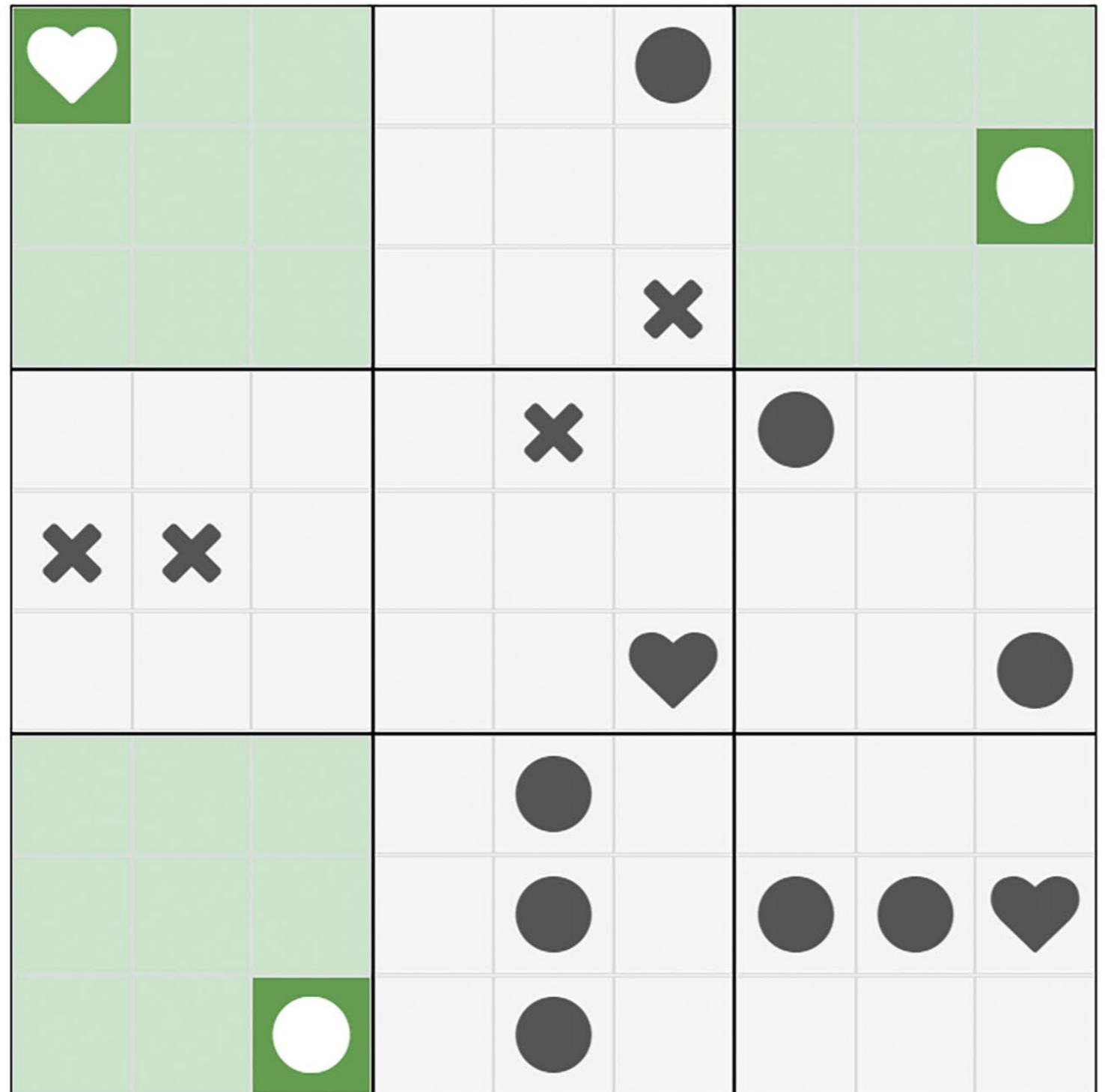




Hoe herken ik creativiteit?



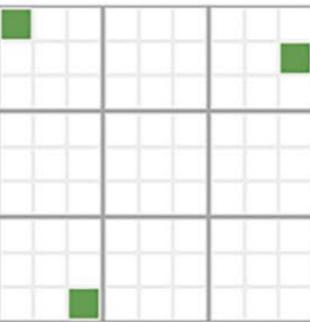




RESET

VERSTUUR ANTWOORD

Gegeven antwoorden



Goed gedaan! Klik op 'Volgende' om verder te oefenen.

- + INNOVATIE
- + uniciteit
- + verder gaan dan het bekende

Runco & Acar, 2012

<https://www.ixly.com/nl/tests-divergent-denken>

En Hoogbegaafheid?

Innovatie onderwijs



- Non-conformisme leren gebruiken in je voordeel
- Voorbereiden op weerstand en vijandigheid
- Leren de massa, de tijdsgeest en jezelf ter discussie te stellen (braveren)







LET'S TALK







References

- Batey, M., & Furnham, A. (2006). Creativity, Intelligence, and Personality: A Critical Review of the Scattered Literature. *Genetic, Social, and General Psychology Monographs*, 132(4), 355-429.
- Betts, G.T., & Neihart, M. (1988). Profiles of the gifted and talented. *Gifted Child Quarterly*, 32, 248-253.
- Bloom, B. S. (1956). *Taxonomy of educational objectives. Vol. 1: Cognitive domain*. McKay, 20-24.
- Costa, A. L., & Kallick, B. (2009). *Habits of mind across the curriculum: Practical and creative strategies for teachers*. ASCD.
- Cropley, D. (2018). *Creativity*. Lecture in the Radboud International Training on High Ability.
- Csikszentmihalyi (1999). Implications of a Systems Perspective for the Study of Creativity, in R. J. Sternberg (ed.) *Handbook of Creativity*. Cambridge University Press.
- Gagné, F. (2010). *Building gifts into talents: Brief overview of the DMGT 2.0*.
http://www.giftedconference2009.org/presenter_files/gagne_p12_therealnature.pdf (revised January 2012).
- Midtbo, T. & Hoogeveen, L. (submitted). *Giftedness and the Resistance to Conform- a Literature Review*
- Rhodes, M. (1961). An analysis of creativity. *The Phi Delta Kappan*, 42(7), 305-310.
- Rimm, S. B. (2003). Underachievement: A national epidemic: In N. Colangelo and GA Davis (Eds), *Handbook of Gifted Education*.
- Shavinina, L. (2006). Micro-social factors in the development of entrepreneurial giftedness: The case of Richard Branson. *High Ability Studies*, 17(2), 225-235.
- Sternberg, R. J. (2018). A triangular theory of creativity. *Psychology of aesthetics, creativity, and the arts*, 12(1), 50.

