

**Gagne gifted and talented model**

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The artist is nothing without the gift, but the gift is nothing without work. Emile Zola.
Francoys Gagné differentiates clearly between gifts (natural abilities) and talents (systematically developed from gifts) . Gagné thinks that all talents are developed from natural abilities through learning influenced by inner and outer catalysts. The main components of Gagné’s model - which he refined several times - are: Natural Abilities Gagné lists four domains of natural abilities, which according to him are mostly genetically determined: intellectual abilities: reasoning, memory, sense of observation, judgement, and metacognition; creative abilities: inventiveness, imagination, originality, and fluency; socioaffective abilities: perceptiveness, communication (empathy and tact), and influence; sensorimotor abilities: sensitivity (the senses), strength, endurance, coordination and others. Talent The different fields are open to wider argumentation than the natural abilities. Gagné thinks the following fields are relevant for school-aged youths: academics, arts, business, leisure, social affection, sports, and technology. Developmental Processes Without learning processes whether there are informal - as the learning of a first language by a child - or formal - as most learning in school - and practice gifts don’t turn into talents. Intrapersonal Catalysts Several characteristics of the person influence the learning process positively or negatively. They are: physical characteristics like health, motivation and volition, self-management, and personality (temperament, self-esteem, adaptability etc. ). Environmental Catalysts Gagné names four groups of environmental influences on the development of talents: milieu (culture, family) persons provisions (programs, activities, services) events Chance One last factor influencing the catalysts (intrapersonal and environmental) and the natural abilities (gifts) is chance. Most importantly, chance determines through the recombination of paternal genes which types of giftedness a child possesses and to what extent. Further Information Sources Sternberg, Robert J. (ed.). Definitions and Conceptions of Giftedness; Corwin Press, Thousands Oaks 2004, p. 79-95 Heller, Kurt A. et al (ed.): International Handbook of Giftedness and Talent - Second Edition; Elsevier Science Ltd., Oxford 2000, p. 67-79 Gagné, François: My Convictions About the Nature of Abilities, Gifts, and Talents in Journal for the Education of the Gifted, Vol. 22, No. 2, 1999, p. 109-136 Back to the Index "What do you know about Gifted Education?" Back to "Homepage M. Giger" Please address any suggestions, critic, and questions to mattgig@freesurf.ch. Matthias Giger, April 2006 (Update: 16-12-2007) www.gigers.com There are many theoretical conceptions of giftedness. Those of Francoys Gagné and Joseph Renzulli are two of the most prominent. Others include Robert Sternberg’s Theory of Successful Intelligence and Howard Gardner’s Theory of Multiple Intelligences. Gagné: The Differentiated Model of Giftedness and Talent proposes a clear distinction between giftedness and talent. In his model, the term giftedness designates the possession and use of untrained and spontaneously expressed natural abilities (called aptitudes or gifts) in at least one ability domain to a degree that places a child among the top 10% of his or her age peers. By contrast, the term talent designates the superior mastery of systematically developed abilities (or skills) and knowledge in at least one field of human activity to a degree that places a child’s achievement within the upper 10% of age-peers who are active in that field or fields. His model presents five aptitude domains: intellectual, creative, socioaffective, sensorimotor and “others” (e.g. extrasensory perception). These natural abilities, which have a clear genetic substratum, can be observed in every task children are confronted with in the course of their schooling. (Gagné, F. (1995). Giftedness and talent: Reexamining a reexamination of the definitions. Gifted Child Quarterly, 29, 103-112.) Renzulli: Gifted behavior occurs when there is an interaction among three basic clusters of human traits: above-average general and/or specific abilities, high levels of task commitment (motivation), and high levels of creativity. Gifted and talented children are those who possess or are capable of developing this composite of traits and applying them to any potentially valuable area of human performance. As noted in the Schoolwide Enrichment Model, gifted behaviors can be found “in certain people (not all people), at certain times (not all the time), and under certain circumstances (not all circumstances).” (Renzulli, J. S. (1978). What makes giftedness? Re-examining a definition. Phi Delta Kappa, 60, 180-181.) DOI link for Talent development as seen through the differentiated model of giftedness and talentTalent development as seen through the differentiated model of giftedness and talent book Download full textERIC Number: ED448544Record Type: RIEPublication Date: 2000Pages: 5Abstractor: N/AISBN: N/AISSN: N/AEISSN: N/AA Differentiated Model of Giftedness and Talent. Year 2000 Update.This paper updates the discussion of Francoys Gagne's Differentiated Model of Giftedness and Talent (DMGT), which proposes a clear distinction between these two most basic concepts in the field of gifted education. Under the DMGT model, giftedness is defined as the possession and use of untrained and spontaneously expressed superior natural abilities (called aptitudes or gifts), in at least one ability domain, to a degree that places an individual at least among the top 10 percent of his or her age peers. The DMGT proposes four aptitude domains for giftedness: intellectual, creative, socioaffective, and sensorimotor. These natural abilities, whose development and level of expression is partially controlled by the individual's genetic endowment, can be observed in every task that children are confronted with in the course of their schooling. Under the DMGT model, talent is defined as the superior mastery of systematically developed abilities (or skills) and knowledge in at least one field of human activity to a degree that places an individual at least among the top 10 percent of age peers who are or have been active in that field or fields. The effect of developmental process, interpersonal catalysts, environmental catalysts, and chance on giftedness and talent are discussed. (CR)Descriptors: Ability Identification, Aptitude, Children, Classification, Cognitive Ability, Definitions, Educational Theories, Environmental Influences, Gifted, Incidence, Intelligence Differences, Models, Talent.@inproceedings{Gagn2002ADM, title={A Differentiated Model of Giftedness and Talent ( DMGT )}, author={Francoys Gagn({\e})}, year={2002} }The DMGT proposes four aptitude domains (see Figure 1): intellectual (IG), creative (CG), socioaffective (SG), and sensorimotor (MG). These natural abilities, whose development and level of expression is partially controlled by the individual’s genetic endowment, can be observed in every task children are confronted with in the course of their schooling: for instance, the intellectual abilities needed to learn to read, speak a foreign language, or understand new mathematical concepts, the… This comprehensive volume explores the origins, development, and applications for FranÁsoys GagnÁ©’s Differentiating Model of Giftedness and Talent (DMGT).In an authoritative yet accessible style, Professor GagnÁ© offers a holistic coverage of the DMGT, including its implications for the field, and its main divergent points with competing theories of talent development. Chapters guide readers through each of the five DMGT components, addressing the diversity of gifts, the contributions of Nature and Nurture, the most important personal qualities, the overemphasized power of outside agents, the key role of chance, and more.Filled with illustrative examples and vignettes from the authorÁ©’s estimable career, this book is the authoritative resource for researchers and students looking to understand the DMGT and its unique role in shaping gifted education as we know it today.



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