

IS GIFTEDNESS A MATTER OF JUSTICE?

EXPLAINING TEACHERS' ATTITUDES TOWARDS GIFTED STUDENTS

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BACKGROUND

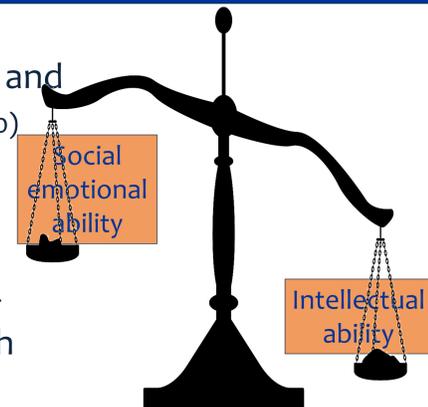
Stereotyping of the gifted

- Stereotyping of gifted students may hinder their personality development
- Evidence for stereotype in line with **disharmony hypothesis (intellectually strong & socio-emotionally inferior)** as a cross-cultural phenomenon (Preckel, Matheis, & Kronborg, 2015)



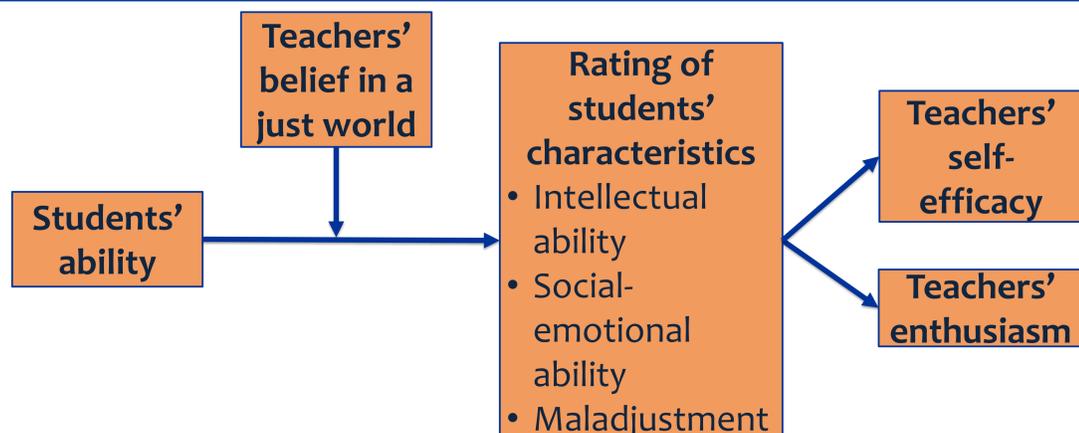
Belief in a just world

- Everyone 'gets what they deserve and deserves what they get' (Lerner, 1980)
- Defending of *belief in a just world* when injustice is experienced or observed
- Restoring justice cognitively by re-evaluating the situation in line with *belief in a just world*



RESEARCH AIMS

1. Investigation of pre-service teachers' attitudes and conceptions toward the gifted
2. Effects on teachers' self-efficacy and enthusiasm for teaching the gifted
3. Testing the *Belief in a just world* as underlying process for the stereotyping of the gifted



METHODS

Sample

Pre-service teachers $N = 200$

Design

- Between-subjects design
- Vignette with description of student in school setting
- Experimental variation of students' ability level

Michael is a student at the school where you have been teaching for one year. Michael is twelve years old and **gifted / an average achiever**. Mr. Smith, the teacher who was supposed to teach the last period of the day, has called in sick. You take over this lesson and allow the children to do homework or keep themselves busy independently. Michael flicks through an atlas and then walks towards a big world map mounted on the classroom wall. Two other children are already standing in front of the map, giggling. Michael asks the two of them: "Do you know which continent has the most people?" One of the children replies: "Why would you want to know that?" The other child walks back to his seat. Michael replies: "Well, never mind. Doesn't matter." After a while, Michael walks up to you and asks: "When will Mr. Smith be back?"

Measurement

Attitudes-toward-Gifted-Questionnaire (Preckel, Baudson & Glock, 2014).

Dimension	Example item
Intellectual ability	This child is smart.
Social-emotional ability	This child lacks social skills.
Maladjustment	This child displays behavioral problems.
Teacher self-efficacy	I am confident that I can cater for this child's individual needs.
Teacher enthusiasm	I would enjoy teaching this child.

General Belief in a Just World (Dalbert, Montada & Schmitt, 1987).
e.g. "I think people try to be fair when making important decisions."

IMPLICATIONS

Identification

- Are students identified as gifted more frequently when they are maladjusted at the same time?

Evaluation

- Negative evaluation of the gifted when stereotype is in line with disharmony hypothesis? (Preckel, Baudson, Krolak-Schwerdt & Glock, 2015)

Reflexion

- Reflexion of presuppositions about the gifted within teacher education and training programs