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SOUTHERN  
MISSISSIPPI

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## *'digital speakers'*

### GIFTED STUDENTS AND TECHNOLOGY: HOW DO THEY FIT TOGETHER?

—Kevin D. Besnoy, Ph.D. Northern Kentucky University

The frequency that teachers of the gifted incorporate Instructional Technology (IT) into their classrooms has risen over the past decade (Siegle, 2005). For gifted students, this represents a positive trend because of technology's engaging characteristics. Furthermore, it addresses the current generation of students' comfort level with technology. According to Prensky (2001), "Our students today are all native speakers of the digital language of computers, video games, and the Internet." (p. 1). Since today's youth have never known life without the Internet, video games, cell phones, or computers, this description of students as 'digital speakers' is appropriate. In essence, these tools have become a seamless part of their everyday life, invisible technological assets.

Students' lifelong exposure to these technologies and their innate ability to understand basic technological functions has profoundly impacted pedagogical expectations in two ways. First, students no longer expect to be taught specific computer skills in isolation. Rather, they expect teachers to design instructionally appropriate lessons that allow the use of IT (Wenglinsky, 2006). In many instances, these lessons won't necessarily use IT to complete assignments. However, teachers should assume that students will automatically use technological tools when working on learning activities.

Second, teachers should not expect technology to automatically engage gifted students' intellectual prowess (Roerden, 1997). This unrealistic expectation is analogous to the myth that gifted students will employ their full intellectual capabilities when completing any task. It is not enough to simply sit gifted students in front of a computer. Rather, teachers of the gifted must strategically design IT learning activities that meet their students' intellectual needs.

Siegle (2005) defines technologically literate students as those who can proficiently apply an array of technological tools to analyze current knowledge, relate that knowledge to new problems, produce novel solutions, and generate a new comprehension. This definition of technological literacy applies to teachers of the gifted as well. In order to design appropriate instructional activities for gifted students, teachers need to have working knowledge of IT.

#### WHY PLAN FOR IT?

Now that IT is becoming a greater ingredient in gifted education curricula, educators of the gifted must begin to question (a) is this an effective strategy? and (b) if so, how should IT be integrated into the gifted education classroom? To answer these questions, one first has to evaluate how teachers of the gifted are currently instructing their students. Next, it is necessary to define how IT will impact classroom instruction.

Educators of the gifted have always taught their students to use advanced problem solving skills to generate new knowledge. Whether involving students in independent studies, enrichment classes, mentorships, or other proven strategies, it is imperative to design engaging lessons that require students to maximize their potential. IT tools are not a panacea for designing instructionally appropriate lessons; however, they provide teachers of the gifted a means for enhancing empirically sound pedagogy (Roerden, 1997; VanTassel-Baska & Stambaugh, 2006).

*(Continued on page 3)*

# FROM THE DIRECTOR



*Dr. Frances Karnes, Director*

## DEAR FRIENDS:

Dr. Sylvia Rimm was the keynote speaker in the fall for the Day of Sharing for Teachers of the Gifted and the Parenting Gifted Children Conference. She was very informative and inspiring. Dr. Angie Godwin gave many encouraging remarks to the 118 girls and adult females who attended the Career Explorations for Girls Conference. Careers in business, science, interior design, health care, psychology, communications, education, military, law, music, sports, and art were discussed. Plans are being formulated for the next conferences.

Our greatest need is to fully fund the endowed chair within a year. I send deepest appreciation to our donors and sponsors.

We continue to receive positive comments about the newsletter. The next one will focus on the artistically gifted. Please let us know of other topics of interest.

Sincerely,

Frances A. Karnes, Ph.D.  
PROFESSOR, Curriculum, Instruction, and Special Education  
and DIRECTOR, The Frances A. Karnes Center for Gifted Studies

**MISSISSIPPI LAW AND RULES AND REGULATIONS FOR GIFTED EDUCATION**

**MISSISSIPPI ASSOCIATION FOR GIFTED CHILDREN**

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## Thank You! Thank You!

We wish to thank our donors who have continued to support the Frances A. Karnes Endowed Scholarship, the Christopher J. Karnes Gifted Education Memorial Fund, the Summer Program for Academically Talented Youth, and Friends for Gifted Education. The Friends fund was established in 1999 for scholarships for needy and eligible students to attend our summer programs and the Saturday Gifted Studies Program.

### PROGRAM SPONSORS

Sponsorships for our programs also provide necessary funding for program support and student scholarships. Programs and sponsors are

SATURDAY GIFTED STUDIES PROGRAM

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PARENTING GIFTED CHILDREN CONFERENCE



SUMMER PROGRAM FOR ACADEMICALLY TALENTED YOUTH



FORREST GENERAL HOSPITAL



**REGIONS**

### MISSION STATEMENT

Beginning in 1974, programs and other endeavors in gifted education were initiated at The University of Southern Mississippi. The Center for Gifted Studies was established in 1979 and dedicated as The Frances A. Karnes Center for Gifted Studies in 1999, its central purpose to further the education of gifted students and those with leadership abilities through teaching, research, and service. Emphasis is also placed on these areas for those interested in the gifted: teachers, parents, administrators, psychologists, counselors, and other concerned citizens.

### SERVICES

Many services are offered through the Center. Instructional programs are provided for intellectually gifted students in grades pre-kindergarten through 12. The Saturday Gifted Studies Program provides instruction for students in pre-kindergarten through 12th grade for seven consecutive Saturdays during the months of January and February. The Summer Gifted Studies Program, a one-week residential program, serves youth in grades four through eight, while the Summer Program for Academically Talented Youth, a three-week residential program, serves students in grades seven through 10. The Leadership Studies Program is a one-week summer residential program designed to develop leadership concepts and skills and is offered for students enrolled in grades six through 11. Leadership competitions are held for students in grades seven through 12 each year and are designed to develop leadership skills and style and to build self-confidence. Teacher training and staff development are provided for regular education personnel and for teachers who specialize in gifted education. A conference for parents of gifted youth and other concerned adults is provided on an annual basis. In addition, research is conducted in rural and urban schools in response to issues in the field of gifted education.

(Continued from page 1)

According to VanTassel-Baska and Stambaugh (2006) there are many instructional options for gifted students that incorporate IT. These options include but are not limited to Simulations, WebQuests, Virtual Field Trips, Ask-the-Expert, Telementoring, Distance Learning Options, and software programs. These engaging options are appropriate for gifted learners because they are student focused, permit authentic learning, allow individualized instruction, and provide opportunities for acceleration and enrichment (VanTassel-Baska & Stambaugh, 2006). Furthermore, their flexibility allows for general education classroom teachers to differentiate the curriculum to meet gifted students' instructional needs.

## PLANNING

In addition to being intellectually engaging, the use of IT tools in the gifted education classroom is important because they mirror those used by individuals in contemporary society (Besnoy, 2006). Teachers of the gifted must be willing to embrace IT by designing a learning environment that maximizes gifted students' precocious intellectual abilities. VanTassel-Baska & Stambaugh (2006) state that IT facilitates curriculum differentiation, thus permitting gifted students to learn at their instructional level.

Learning objectives for activities that utilize IT should require gifted students to produce knowledge. While the options discussed above are appropriate, teachers of the gifted cannot rely on those strategies alone to engage their gifted students. Rather, they must strategically design activities that

## REFERENCES:

Besnoy, K. D. (2006). How do I do that? Integrating Web sites into the gifted education classroom. *Gifted Child Today*, 29(1), 28 – 34.

Gustafson, K. L., & Branch, R. M. (2002). What is instructional design? In R. A. Reiser & J. V. Dempsey (Eds.), *Trends and issues in instructional design and technology* (pp. 6 – 25). Upper Saddle River, NJ: Merrill Prentice Hall.

Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1 – 2. Retrieved October 9, 2006 from [www.marcprensky.com/writing//Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf](http://www.marcprensky.com/writing//Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf)

address gifted students' characteristics, such as in-depth pursuit of knowledge, higher-order thinking skills, and interdisciplinary understanding (VanTassel-Baska & Stambaugh, 2006).

Before teachers of the gifted can incorporate IT tools into the gifted education classroom, they first must identify resources, needs, and objectives. Strategically planning the learning activity helps to define the lesson in such a way that students will be able to utilize IT. One popular planning model that facilitates this is the ADDIE model. This model consists of the following five core elements: (a) Analysis, (b) Design, (c) Development, (d) Implementation, and (e) Evaluation (ADDIE) (Gustafson & Branch, 2002). It is imperative that teachers of the gifted realistically plan engaging learning activities based on their available resources. This model enables educators of the gifted to think about the desired outcomes before integrating IT into the classroom. By doing so, they will be able to create a learning environment that allows IT tools to meet the unique needs of gifted learners.

## CONCLUSION

If today's gifted students are 'native speakers,' then many of today's teachers are 'digital immigrants' (Prensky, 2001). However, that 'language' barrier should not prevent teachers of the gifted from trying to speak the IT language. By recognizing that need to strategically include IT in the design of gifted curricula, teachers of the gifted can further enable their students to maximize their potential.

Roerden, L. P. (1997). *Net Lessons: Web-Based Projects for your Classroom*. Sebastopol, CA: O'Reilly & Associates, Inc.

Siegle, D. (2005). Six uses of the Internet to develop students' gifts and talents. *Gifted Child Today*, 28(2), 30 – 36.

VanTassel-Baska, J., & Stambaugh, T. (2006). *Comprehensive Curriculum for Gifted Learners*. Boston, MA: Allyn and Bacon, Inc.

Wenglisky, H. (2006). Technology and achievement: The bottom line. *Educational Leadership*, 63(4), 29 – 32.

# KARNES AND STEPHENS ANNOUNCE THE PUBLICATION OF A GUIDE FOR GIRLS IN THE ARTS

Dr. Frances A. Karnes and Dr. Kristen Stephens have co-authored a new book, *The Girls' Guide to Achieving in the Arts*, which has been published by Royal Fireworks Press. Frances A. Karnes, Ph.D., is professor of Curriculum, Instruction, and Special Education at The University of Southern Mississippi. She is widely known for her teaching, research, publications, and innovative program developments in gifted education and leadership training. Kristen Stephens, Ph.D., is the coordinator of Educational Outreach at the Duke University Talent Identification Program and editor-in-chief of the *Duke Gifted Letter*, a publication for parents of gifted children. She is also adjunct assistant professor in the education program in the department of psychology at Duke University. She serves as director of clinical studies for the academically/

intellectually gifted licensure program for teachers.

As its title suggests, the book serves to guide girls who are interested in pursuing the arts. It includes a great deal of practical advice on following a path in the arts. It contains the personal reflections of a score of girls who have dedicated much of their young lives to artistic endeavors. These are particularly fascinating for their variety and for the ingenuity and perseverance the girls have shown in applying themselves to the arts. There are a variety of journal pages to help girls focus on their strengths and weaknesses, their goals and desires, their experiences and future studies, and their paths to publicity. There are listings of organizations, competitions, and special programs to help girls find their way in the arts.

The Fall Day of Sharing for Teachers of the Gifted was held Friday, September 15, 2006, at the Center for Healthy Living at the Hattiesburg Family Y. This conference, conducted by The Frances A. Karnes Center for Gifted Studies, helps educate teachers on current curriculum and instructional practices in gifted education. Seventy-five teachers of the gifted from the Pine Belt area and beyond attended the conference.

Opening remarks were given by Dr. Frances Karnes. During the morning session, Dr. Sylvia Rimm, director of the Family Achievement Clinic in Cleveland, Ohio, presented information on the social emotional needs in the development of gifted children. Dr. Sandee



*Dr. Sandee Manning presenting at the Day of Sharing for Teachers of the Gifted*

Manning, associate director of The Frances A. Karnes Center for Gifted Studies, presented on the topic, "Appropriate Practices for Screening, Identifying, and Serving Potentially Gifted Preschoolers."

Immediately following lunch teachers were given time to share activities and ideas. Dr. Frances Karnes then presented information on changes in legislation and how it affects gifted education in Mississippi. Dr. Conrad Castle, state consultant for Gifted Education, Mississippi State Department of Education, gave an address titled

"Mississippi Gifted Education: The Instructional Management Plan – An Update."

## Remembrances

### **JEROME B. "BEN" RYAN III**

I can say with some certainty that the gifted studies programs influenced my choice of career. My introduction to computer programming occurred during the Saturday Gifted Studies Program series. I believe I was around 12 years old, and we were taught programming in BASIC on Radio Shack computers. I loved it. The following Christmas I begged for and received my own computer. From there, software development progressed from my hobby to my major topic of study at college and finally to my career. I have been a software developer for almost 13 years now at companies both large and small. Currently I am a Microsoft employee working on development tools for other software developers.

### **TIM GILHEART**

Since my first exposure to formal classroom physics occurred as a part of the first summer program I attended at USM, I think my experiences then were instrumental in sparking my interest in what would become my chosen career path.

Also, because of my experiences at the two summer programs I attended and the superb teachers I had for both physics and human anatomy, my developing interest in

teaching was also sparked. Since then, my experiences as a tutor and teaching assistant have only further encouraged this interest, to the point that I have worked with a faculty member here at Dartmouth to initiate a Teaching Forum in the department. In addition to my class load, teaching responsibilities and active research project in experiment realization of quantum computing in condensed matter system, this monthly Teaching Forum fills a void in our department by providing a structured venue for the discussion of physics education issues.

Thank you for this opportunity to keep you updated on where I've gone since those summers 10 years ago. I look forward to hearing more in the next newsletter and to the day when I'm in a position to give something back.

### **BRENNAN RUTLEDGE**

The program which I attended on inventing/invention engaged my creativity as a young person and instilled in me a love for creating – a love which I have carried over into writing and one which I will attempt to inoculate in high school students and undergraduates in my chosen career of teaching English. I look back on the program with fondest memories.

Visit the Duke University TIP Program Web site at [www.tip.duke.edu](http://www.tip.duke.edu) for information on Duke TIP Interactive CD-ROM courses; Duke Gifted Letter for parents; and Duke TIP Learn on Your Own courses.

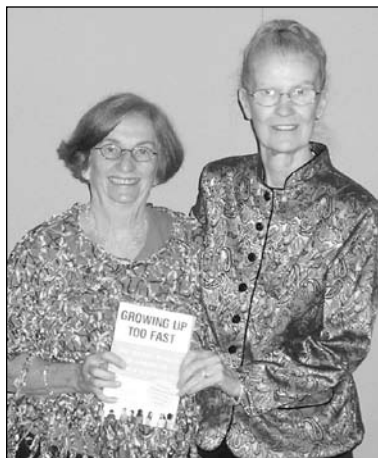
# Conference

## PARENTING GIFTED CHILDREN CONFERENCE

—Saturday, September 16, 2006

The Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi held its 23rd Annual Parenting Gifted Children Conference on September 16, 2006. The conference gave parents and other concerned adults a better understanding of the unique intellectual, academic, and social-emotional needs of the gifted and talented. It was held on the campus of Southern Miss in Joseph Greene Hall.

Dr. Frances A. Karnes, director of The Frances A. Karnes Center for Gifted Studies gave opening remarks. Dr. Sylvia Rimm, director of Family Achievement Clinic in Cleveland, Ohio, was the keynote speaker. The title of her presentation was *Growing Up Too Fast: What Parents Can Do to Help Their Gifted Child*. Dr. Conrad Castle, state consultant for Gifted



*Dr. Sylvia Rimm and Dr. Frances Karnes at the Parenting Gifted Children Conference*

Education, Mississippi State Department of Education, gave closing comments before the concurrent sessions began.

Individual sessions were held on a variety of topics, which included “Becoming a Leader in Your Community: Parent Leadership Resources,” presented by Heather Houston; “Challenging Gifted Readers at Home,” presented by Dr. Sandee Manning and Janet Boyce; “Resources for Scientific Exploration,” Dr. Sherry Herron and Dr. Larry Bellipanni; “Supporting Your Visually Artistic Child,” presented by Jesse Cukierkorn; “Instructional Management Plans: What Parents Should Know,” presented by Dr. Conrad Castle; and “Appropriate Practices for Screening, Identifying, and Serving Potentially Gifted Preschoolers,” presented by Heather Houston.

## Congratulations to...

### **DR. HENRY JOHNSON**

Dr. Henry Johnson was recently honored at the 53rd Annual National Association for Gifted Children conference in Charlotte, North Carolina for his diligent support of the educational needs of gifted children. For his outstanding service to gifted children, he was awarded the David W. Belin Advocacy Award, which is annually conferred upon an individual or group that has proven their dedication to advocacy for gifted children.

### **DR. KEVIN BROWN**

Kevin Brown, Ph.D., a former graduate of Southern Miss in school psychology and a former school psychologist in the Holland, Michigan area, has been a recent visitor to the Southern Miss campus. As a student at Southern Miss, he worked in The Center for Gifted Studies as a research assistant and co-authored with Dr. Frances Karnes, director of The Frances A. Karnes Center for Gifted Studies, six professionally referred articles. The articles covered various topics, including moral development and gifted children, the Piers-Harris Children's Self-Concept Scale, WISC-R, comparison of SIT

and WISC-R. At this time he is the vice president of Metal Flow, a family-owned company in Holland, Michigan.

### **THE PINE BELT GIFTED TEACHER ASSOCIATION**

Under the leadership of Glenn Nobles, the Pine Belt Gifted Teacher Association has been established. The association's first fundraiser was a cooking school event, “Absolutely Entertaining,” conducted by Chef Fran Ginn. The goal of this fundraiser was to provide scholarships to underprivileged gifted students for programs conducted by The Frances A. Karnes Center for Gifted Studies.

### **DR. CONRAD CASTLE**

Dr. Castle was recently named president of the Council of State Directors for Programs of the Gifted which met during the National Association for Gifted Children Conference. Dr. Castle serves as the Gifted Education Program coordinator in the Curriculum and Instruction bureau of Mississippi Department of Education's Office of Instructional Programs and Services. We wish him much success in this leadership role.

# Connections

Participants in Programs Conducted by The Frances A. Karnes Center for Gifted Studies

**ALISON CRUTHIRD CASH** participated in the Saturday Gifted Studies Program when she was in the third and eighth grades. She graduated from Mississippi State University in 2001 with a Master of Aerospace Engineering. Alison is currently the pre-college outreach coordinator for the MS/AL section of the American Institute of Aeronautics and Astronautics (AIAA) and is a member of the AIAA Weapon Systems Effectiveness Technical Committee. She has published and presented several papers for the AIAA. Alison has been employed by ITT Industries for almost five years. Her hobbies include 4-wheel off-roading, rally racing, horseback riding, hiking, camping, and making jewelry.

**JESSIE R. ALLEN** participated in the Summer Gifted Studies Program and Saturday Gifted Studies Program in 1992 and 1993. He attended Baylor University and Baylor University School of Law, graduating in 2000 with a Bachelor of Arts in International Studies and in 2003 with a Juris Doctorate, respectively. His interest in travel has taken him to Germany for foreign language study and Turkey, where he studied political science. Currently Jessie serves as assistant criminal district attorney in the Collin County Criminal District Attorney's Office, Collin County Texas, where he is a felony prosecutor.

**LEANN HODGE** attended the Summer Gifted Studies Program and Saturday Gifted Studies Program in 1995. She is now attending The University of Southern Mississippi where she will graduate with a bachelor's in psychology in

December 2006. LeAnn has a 2-year-old son, Kaleb, who she loves and enjoys.

**DANNI J. GILL** attended the Summer Gifted Studies Program in 1979. He currently lives in Jonesboro, Georgia, where he is a senior network operations specialist with Sprint-Nextel. His online business card is [www.lilraskals.net](http://www.lilraskals.net).

**DRECK K. BAKER** was a student in the Summer Gifted Studies program in 1979. He graduated from The University of Southern Mississippi in 1991. He currently lives in Humble, Texas, and is a police officer for the Houston Police Department in Houston, Texas. Dreck is active in the community of Humble where he is the vice president of Operations for the Humble Area Football League and also serves as the promotional product sales chairman for the Humble High School Football Booster Club.

**MARY ELIZABETH KEATING** attended the Summer Gifted Program in 1980. Since then she has graduated from The University of Southern Mississippi and Florida State University College of Law. Beth lives in Tallahassee, Florida, and has over 11 years of experience with the Florida Public Service Commission where she has served most recently as the supervising attorney and bureau chief for the Competitive Markets Section. She is also a two-time recipient of the Florida Commission's Extraordinary Accomplishment Award. Beth has two young children, Casey and Paige, and enjoys weekend family travels to the beach and mountains.

## CAREER EXPLORATIONS FOR GIRLS CONFERENCE —Saturday, October 21, 2006

The Third Annual Career Explorations for Girls Conference was conducted on the Hattiesburg campus of The University of Southern Mississippi on Saturday, October 21, 2006 from 8 a.m. to 3:45 p.m. Approximately 120 participants, which included girls in grades seven through 12, their mothers, teachers, and other interested adults were treated to a day filled with great speakers, good food, and a bounty of useful information about career opportunities for young women.



*Dr. Angie Godwin and Dr. Frances Karnes at the Career Explorations for Girls Conference.*

Dr. Angie Godwin, president of the Hattiesburg Area Development Partnership, began the day with the keynote address. Her words provided great ideas to prepare the girls for future careers. Concurrent sessions rounded out the day led by accomplished women in a variety of fields. Careers discussed included business development, science and technology, healthcare, journalism, education, business, military service, art, psychology, law, music, and sports. Most popular among these were the topics of law, healthcare, education, and psychology.

# LEADING THE WAY...

- ▶ **ELIZABETH SHAUNESSY, PH.D.**, is entering her fourth year as program coordinator for the Gifted Education Program at the University of South Florida. She recently co-authored a manuscript that was published in the *Journal of Secondary Gifted Education*, “School Functioning and Psychological Well-Being of International Baccalaureate and General Education Students: A Preliminary Examination” (Shaunessy, Suldo, Hardesty, & Shaffer, 2006). In May of 2006 she co-presented (along with colleague Dr. Patricia Alvarez McHatton) two papers at the Second International Congress of Qualitative Inquiry in Champaign-Urbana, Illinois. One paper addressed perspectives of parents of gifted children, while the other focused on the experiences of gifted bilingual Hispanic students in middle school. More recently she participated in a week-long professional development program through the Intercultural Communication Institute, where she learned about the development of racial identity in America.
- ▶ **HEATHER HOUSTON, M.ED.**, is currently teaching social studies and writing at Purvis Middle School. She is looking forward to graduating from The University of Southern Mississippi’s Department of Curriculum, Instruction, and Special Education with a doctoral degree, specializing in gifted education in the summer of 2007. Her research interests include motivation among middle school students and the effects of poverty on academic performance. Heather derives her inspiration from her three children, Jared, Hannah, and Nathan.
- ▶ **TRACY L. RILEY, PH.D.**, remains actively involved with gifted and talented education in New Zealand. Most recently she was a spotlight speaker and workshop presenter at the Ministry of Education’s first national conference on gifted and talented education. She was recognized by the Minister of Education in his opening address for her ongoing contributions to national initiatives in research and teaching. Tracy has most recently co-authored a chapter on competitions with Dr. Frances Karnes in the book *Serving Gifted Learners Beyond the Traditional Classroom*. She is also researching similar out-of-the-classroom provisions for gifted students, which is funded by a grant from the Todd Foundation. Tracy has four teenagers, kune kune pigs, and lots of chickens!
- ▶ **JESSE CUKIERKORN, M.A. ED.**, is a doctoral candidate in Curriculum, Instruction, and Special Education with an emphasis in gifted education. Jesse spoke to parents, presenting “Supporting Your Visually Artistic Child” at the Parenting Gifted Children Conference XXII-XXIII. At the 53rd Annual National Association for Gifted Children Conference in Charlotte, North Carolina, she presented the proposal for her doctoral research, “Multifaceted Self-Concept, Domain Specific Self-Concept, and Intelligence of Talented Students in the Visual and Performing Arts,” as a part of the 2006 Research Gala as well as an individual presentation, “Schools Drawn to the Arts: Tuition-Free Programs for the Artistically Gifted.”
- ▶ **SUZANNE M. BEAN, PH.D.**, is director of the Roger F. Wicker Center for Creative Learning and professor of education at Mississippi University for Women (MUW). For the past 27 years she has served in the field of gifted studies as a teacher of gifted students, director of the Mississippi Governor’s School, and founder and director of various other programs for gifted students, their teachers and parents. Dr. Bean was the lead author of the grant that established the Roger F. Wicker Center for Creative Learning. For the past two decades she has made numerous presentations at the state, regional, and national levels. She served as president of the Mississippi Association for Gifted Children (formerly MATAG) and she is currently serving as chairperson for the Advisory Board for the organization. Dr. Bean is a member of the IHL Mississippi Educational Research Group. Her dissertation and continued research has been in the area of developing leadership potential in children and adults. Dr. Bean also completed the *Leadership Mississippi* program sponsored by the Mississippi Economic Council.
- ▶ **KEVIN D. BESNOY, PH.D.**, in an assistant professor at Northern Kentucky University in the College of Education and Human Services. He teaches elementary and middle grades education in the department of Teacher Education and School Leadership. He recently presented a paper at the annual NAGC conference titled “How Do I Do That? Creating a Personal Technology Improvement Plan.”
- ▶ **SANDRA K. WENTWORTH, M.ED.**, is currently beginning the dissertation phase of her doctoral degree in the Department of Curriculum, Instruction, and Special Education with an emphasis in gifted education at The University of Southern Mississippi. She has enjoyed 12 years of classroom experience in three states and is presently teaching science at Oak Grove High School. She recently presented six presentations at conferences for the National Science Teacher’s Association, the National Association for Gifted Children, and the Mississippi Association for Gifted Children. Sandy received the Intel International Science Fair Teacher Mentor Award in 2005. Her research interests include gifted girls and science, health and physical fitness of students, and preservice teacher education.

# Book Ends

In this section of the newsletter, we will review books of interest to the field of gifted education.

Davis, G. (2006). *Gifted children gifted education: A handbook for teachers and parents*. Scottsdale, AZ: Great Potential Press. (\$32.95)

Reviewed by Stephanie K. Ferguson, Ph.D., Director, Saturday and Summer Enrichment Programs, Curry School of Education, University of Virginia

Gary A. Davis' psychology expertise spans more than four decades. He has presented at several international psychology and educational psychology conferences, and in 1999 was winner of the E. Paul Torrance Award from the Creativity Division of the National Association for Gifted Children. In his 330 page volume, *Gifted Children Gifted Education*, Davis provides a plethora of information in a concise, easy-to-understand format seasoned with enough wit to keep the reader engaged from start to finish. Written as a condensed overview, this book's audience ranges from parents to educators at all levels who desire to know more about giftedness and how our education system attempts to educate our gifted children.

Topics covered include education of the gifted; characteristics of the gifted; definitions, theories, and legal questions; identification; acceleration; enrichment; grouping; planning and programming; teaching models; thinking skills; and problems and counseling needs. In the table of contents, each chapter heading is followed by a substantial breakdown of individual topics. For further convenience, the volume includes both an author and a subject index for navigation through the book. Interesting asides, diagrams, and tables are interspersed within the text that highlights examples of the concepts that are discussed in the book's main body.

Davis' goal in writing *Gifted Children Gifted Education* is to promote healthy communication within gifted education programs. To this end, he has successfully compiled a volume which manages to present an overview of gifted education offering the best of what is understood as baseline for the field. This book is a great starting point for those who are seeking a comprehensive resource which covers important, timely topics in a balanced manner without belaboring or becoming mired in philosophical or theoretical fine points.

Siegle, D. (2004). *Using Media and Technology with Gifted Students*. Waco, TX: Prufrock Press, Inc. (76 pp., \$12.95 pb, ISBN 1-59363-018-2).

Reviewed by Kevin D. Besnoy, Ph.D., Assistant Professor, Northern Kentucky University

What does it mean for an individual to be considered computer literate? Is computer literacy a static or dynamic characteristic? How can teachers of the gifted integrate technology into their curricula? These are just some of the questions answered by Del Siegle in *Using Media and Technology with Gifted Students*. Due to high stakes testing and funding cutbacks in gifted education, teachers of the gifted must implement new instructional strategies to help meet the unique needs of their students. Incorporating computers and other multimedia technologies into the gifted curriculum is a proven method of capturing the imagination of gifted students.

The purpose of the book is to raise awareness to the technology needs of gifted students and to provide practical strategies that teachers can incorporate into their classrooms. Siegle (2004) focuses on six fundamental questions: "What is literacy in the 21st century and how is it related to technology? What specific learning characteristics of gifted students attract them to technology? What is technology giftedness and how do teachers identify it? What role does technology play in talent development? How can the

Internet be used to develop talents? and How do teachers evaluate technology products?" (p. 4). Each of these questions serves to guide the reader through a number of practical strategies that can easily be implemented into any classroom.

The most important issue discussed in this book is literacy in the 21st Century. According to Siegle (2004), being literate in the new millennium requires that an individual be able to apply technology in order to locate problems and create solutions. This idea represents a fundamental shift in previous thought regarding technology skills that need to be taught and the requisites for being considered literate. It is no longer adequate for an individual to know how to use word processing programs or surf the Internet. Siegle advances the idea that a literate person in the 21st century must apply those and other skills to produce unique answers to complex questions. For teachers of the gifted, this means they need to seamlessly incorporate technology into their classrooms so that students are learning with computers as opposed to simply learning computer skills.

So, are gifted students naturally fascinated by technology? Siegle (2004) identifies specific characteristics of gifted students that attract them to technology. Those characteristics include (a) flair for using higher order thinking skills, (b) ability to synthesize information, (c) aptitude for rapid intellectual computations, and (d) talent for inductive learning. This section uses the characteristics presented to justify why teachers of the gifted need to incorporate technology into their classrooms. The section also acts as a guide, explaining how to incorporate this technology.

Many times researchers fail to explain how to implement the new pedagogical strategies they promote. Siegle does a fantastic job of reducing this gap between research and practice. In addition to providing strategies that can be incorporated into the classroom, the author presents numerous resources that teachers and students can use at school and home.

The most effective practical strategy section illustrates how gifted students can develop their varied talents through the Internet. Siegle (2004) states, "The Internet is the single most significant technology available to gifted and talented students" (p. 33). Siegle supports this proclamation by noting that 99 percent of known information is electronically stored and most of that information is readily available to ordinary people. Siegle (2004) develops practical strategies for teachers of the gifted so that they can utilize the Internet as a learning tool. These strategies range from using the Internet as an information resource and a publishing tool, to harnessing the capabilities of this interactive learning tool through electronic mentoring opportunities.

Finally, the author devotes a brief section to online classes. The trend of accessing the Internet to participate in distance learning courses is gaining popularity. While Siegle (2004) does not advocate that teachers of the gifted design Web-based learning classes, the author does promote the practice of enrolling gifted students in online achievement classes.

One of the limitations of this book is its usability for beginner computer users. Although the author includes captured images from the computer screen to aid the reader, users of this book must have some previous computer skills. Still, this limitation does not distract from the book's usability for teachers who are interested in learning how to incorporate technology skills into their classrooms.

In a world where technology is constantly being updated, Siegle's (2004) book is a wonderful contribution to the field of gifted education. Not only does the book support the theoretical ideas of incorporating technology in the gifted education classroom, but it expands the bank of resources available to teachers of the gifted.

# BOOKS AND RESOURCES *for Program Options*

## JOURNAL

Cross, T.L. (2005). Nerds and geeks: Society's evolving stereotypes of our students with gifts and talents. *Gifted Child Today Magazine, Fall*, 26-27, 65.

Cross observes a sociolinguistic trend in how the terms "nerd" and "geek" have transformed as children are increasingly immersed in technology. The words no longer connote social awkwardness, but now reflect an affinity for technology and success in specific technological fields.

Jones, G. (1990). Personal computers help gifted students work smart. *ERIC EC Digest, #E483*. Retrieved August 28, 2006, from <http://www.kidsource.com/kidsource/content/pc.gifted.html>

This article discusses ways teachers can use computers to help the gifted student "work smart" by structuring an individualized learning experience based on student preferences and pace. This helps the student assume responsibility for his specialized learning experience.

Besnoy, K. (2006). How do I do that? Integrating Web sites into the gifted education classroom. *Gifted Child Today Magazine, Winter*, 28-34.

In this article Besnoy demonstrates methods which implement proper comprehensive strategies in utilizing the Internet as a tool for gifted education. Examples include tips on adapting lesson plans to evaluate and incorporate Web sites, and proper ways to implement and evaluate lesson plans.

Siegle, D. (2004). Identifying students with gifts and talents in technology. *Gifted Child Today, Fall*. Retrieved August 28, 2006, from <http://www.highbeam.com/library/docfree.asp?DOCID=1G1:124076935>

This article identifies gifted students who demonstrate expertise using technology hardware and software. Siegle gives a detailed account of some of the interests and skills of this group and suggests ways in which their talents can be nurtured.

Siegle, D. (2005). The merging of literacy and technology in the 21st century: A bonus for gifted education. *Gifted Child Today, Spring*. Retrieved August 28, 2006, from <http://www.highbeam.com/library/docfree.asp?DOCID=1G1:132240818>

Siegle discusses the criteria for technological literacy in the 21st Century and notices a parallel between literacy goals and the goals of gifted education. He explores technological ethics, e-books, and online projects.

Cross, T.L. (2004). Technology and the unseen world of gifted students. *Gifted Child Today Magazine, Fall*. Retrieved August 28, 2006, from <http://www.highbeam.com/library/docfree.asp?DOCID=1G1:124076931>

This article highlights some of the most common uses of computers by gifted students. Cross focuses on how the four main methods of communication effect their social and emotional development. He ends his article with technological questions that educators are contemplating.

Dixon, F., Cassady, J., Cross, T., & Williams, D. (2005). Effects of technology on critical thinking and essay writing among gifted adolescents. *The Journal of Secondary Gifted Education, Summer*. 180-189.

This article presents results of a study that compared critical thinking in two writing samples from gifted adolescents who attended a residential school.

de Wet, Catharina F. (2006). Beyond presentations: Using PowerPoint as an effective instructional tool. *Gifted Child Today, Fall*. 29-39.

This article endorses using PowerPoint as an instruction tool in order to promote student engagement with intellectual content. The author gives tips for making, organizing, and executing interesting presentations for the classroom.

Shaunessy, E., & Page, C. (2006). Promoting inquiry in the gifted classroom through GPS and GIS technologies. *Gifted Child Today, Fall*. 43-53.

The emergence of GPS in the educational arena has introduced a new dimension to learning about science, social studies, mathematics, and technology. The authors review the technologies and offer advice to teachers in incorporating them into useful classroom tools.

## BOOKS

Pflaum, William. *The technology fix: The promise and reality of computers in our schools*. Association for Supervision and Curriculum Development, 2004.

Educational materials developer, William D. Pflaum recounts his trip across the United States in which he visited classrooms to document how computers were really being used. This book illustrates numerous experiences, both positive and negative, that teachers and their classes encountered with computers and other technologies.

The author also gives insight into how to best utilize technology so that it will elevate the class learning experience.

Cardwell, Donald. *Wheels, clocks, and rockets: A history of technology*. W. W. Norton & Company, 2001.

Author Donald Cardwell provides insight into how society interacts with politics and scientific development in order to prompt great technological change. The Industrial Revolution is discussed at length, because it, perhaps above all other eras, was a period of rapid growth in the fields of physics and chemistry, which spurred mechanical innovation.

### WHAT IS MAGC?

Founded by parents and teachers in 1974, Mississippi Association for Gifted Children (MAGC) is a nonprofit organization that serves as a public advocate for gifted children and youth in the state of Mississippi.

MAGC is the only state-level organization specifically for the gifted. In 1988, MAGC initiated legislation that resulted in state mandated gifted programs and their funding in all Mississippi public school districts.

For information regarding membership in MAGC, please contact

MAGC  
P.O. Box 3545  
Jackson, MS 39207  
[www.msms.k12.ms.us/MAGC](http://www.msms.k12.ms.us/MAGC)

## THE CENTER'S EXPANDED WEB SITE

Visit the expanded Web site for the Center at <http://www.usm.edu/gifted>.  
Please offer your ideas on information to be added.

### TECHNOLOGY ISSUE

#### techLEARNING

<http://www.techlearning.com>

techLEARNING is produced by *Technology & Learning Magazine*, with contributions from hundreds of K-12 teachers, administrators and other experts in the field. The Web site contains information and links on technological innovations, events, and e-books and is a teacher and student resource. The Web site also features daily articles and commentaries on various technological fields.

#### Accelerated Schools PLUS

<http://www.acceleratedschools.net>

Accelerated Schools PLUS is a national endeavor designed to transform high poverty, low academic school communities to environments characterized by accelerated instruction and gifted and talented teaching strategies that have been traditionally reserved for only the top 5 percent of students. Accelerated School Project was developed by professor Henry M. Levin at Stanford University in 1986 to address these communities. The Web site is a rich resource for information concerning school reform, general education, and grant writing, among other topics.

#### Web Inquiry Projects

<http://edweb.sdsu.edu/wip>

Web Inquiry Projects is a Web site that provides a template for Web-based search projects that teachers can use as a catalyst for guiding students. The design of the project prompts teachers to prepare two versions of the desired inquiry, one for the students, the other for the teacher. This design is similar to a two-textbook model, in which the teacher's textbook, or in this case, Web site, has additional information and guided questions, adding depth to the topic. Students are expected to act as historians, authors, mathematicians, etc., in their search for information, in their analysis, and in their presentation of the material they gather.

#### Technology Review: Emerging Technologies and Their Impact

<http://www.technologyreview.com/>

This Web site, an MIT enterprise, covers stories concerning technology in the field of information, biotech, nanotech, energy, and business. Browsers will find numerous technology blogs and video-blogs. There is also an in-house *Technology Review* magazine that browsers can review or subscribe to, which contains articles concerning ongoing school research projects.

#### Center for Children and Technology

<http://cct.edc.org/>

The Center for Children and Technology is a nonprofit research and development organization that explores the role technologies can play in young people's lives. The Web site lists projects, both ongoing and archived, topics of research, and numerous publications and presentations regarding children and technology. This resource will be useful to parents, teachers, and

other adults interested in the role technology plays in the lives of youth.

#### How Stuff Works

<http://www.howstuffworks.com/index.htm>

How Stuff Works is a Web site that explains how things work. Topics range from stock options, to teleportation, to crayons. While some of the topics are novel, they always contain links to outside resources for further investigation. Younger audiences will appreciate the fresh voice and nearly limitless supply of topics to explore.

#### Oregon Museum of Science and Industry (OMSI)

<http://www.oms.edu/visit/tech/index.cfm>

Explore Technology, sponsored by OMSI, is a Web site geared toward younger browsers. Its content includes Web-based and "take-home" activities that explore technology in securities, robotics and computers, communication, the medical field, and "in the home." The Web site also features extensive links to other sites.

#### Physics Education Technology

<http://phet.colorado.edu/web-pages/index.html>

This Web site contains fun, interactive simulations of physical experiments from the Physics Education Technology project at the University of Colorado. Most of the simulations demonstrate basic concepts: motion and energy, sound waves, heat, electricity, light, and even quantum phenomena.

#### Greatest Engineering Achievements of the Twentieth Century

<http://www.greatachievements.org/>

The content of this site is adapted from a book developed by the National Academy of Engineering. The information presented lists the top 20 engineering and technological fields that shaped the 20th century. Each field contains a technologies timeline and essays on the importance of the development. Topics range from the Internet to agricultural mechanization.

#### 4kids.org

<http://www.4kids.org/>

4kids.org is a quarterly updated Web site that features educational games, stories, and links for children interested in learning basic skills using in-home technology. Kids age five to 10 will enjoy learning multiplication tables, word types, and various other skills with these easy learning games.

#### National Association for Gifted Children

<http://www.nagc.org>

The National Association for Gifted Children is dedicated to supporting the needs of high potential learners. Their Web site contains information about the association, ranging from publications, to conventions, to marketing. This Web site is required reading for those interested in the current state of gifted education.

# THE FRANCES A. KARNES ENDOWED CHAIR IN GIFTED EDUCATION

## WHAT IS AN ENDOWED CHAIR?

An endowed chair is a distinguished academic position that is funded through an endowment and is established to recognize visionary leadership to promote academic excellence.

## WHY HAVE AN ENDOWED CHAIR?

An endowed chair provides assurance to the university and to the program that the position will be funded into perpetuity, eliminating the uncertainty of budget constraints and fluctuation of funding. The prestige of an endowed chair enriches the university by attracting and retaining highly qualified faculty.

## HOW CAN THE ENDOWED CHAIR BE FUNDED?

The Frances A. Karnes Endowed Chair in Gifted Education will be funded by those individuals who share Dr. Karnes' vision of meeting the educational needs and challenges of gifted students. Donors may include, but are not limited to, former students, parents, teachers and graduate students who worked with Dr. Karnes, and other supporters of The Frances A. Karnes Center for Gifted Studies.

## WHAT IS OUR FUNDING GOAL?

The primary funding goal to establish The Frances A. Karnes Endowed Chair in Gifted Education is \$1 million cash and \$2 million in planned gifts. Although all gifts are appreciated regardless of amount, the cash goal may be accomplished by 100 donors, each committing \$10,000 or more. Payments may be made in installments of up to 10 years. Planned gifts may be made in any amount to the endowed chair through a bequest in your will, irrevocable life insurance policy, gift annuity, life estate or charitable remainder trust.

## HOW DO I INITIATE A GIFT?

Farsighted and generous friends of gifted education may initiate a gift by contacting Dr. Willie Lee Pierce, Dean of the College of Education and Psychology. Requests for information on giving should be directed to Dr. Willie Pierce, The University of Southern Mississippi, College of Education and Psychology, 118 College Drive #5023, Hattiesburg, MS 39406-0001, or by calling 601.266.4568.

# Friends

THE FRANCES A. KARNES CENTER FOR GIFTED STUDIES

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I give my permission to have my name listed with other donors.

*Please send all donations to*

THE USM FOUNDATION / FRIENDS FOR GIFTED EDUCATION  
118 College Drive #10026, Hattiesburg, MS 39406-0001

*Questions?*

Please call The Center at 601.266.5236 or 5246.

The Frances A. Karnes Center for Gifted Studies  
118 College Drive #8207, Hattiesburg, MS 39406-0001

# Calendar

**JANUARY 20 - MARCH 3, 2007**

Saturday Gifted Studies Program

**FEBRUARY 9, 2007**

Spring Day of Sharing for Teachers of the Gifted

**JUNE 2, 2007**

Mississippi Awards Ceremony for the Duke Talent Identification Program, The University of Southern Mississippi, Hattiesburg

**JUNE 17 - 22, 2007**

Leadership Studies Program

**JUNE 24 - 29, 2007**

Summer Gifted Studies Program

**JULY 8 - 27, 2007**

Summer Program for Academically Talented Youth

## ADVISORY COUNCIL

Our continued gratitude to the members of the Advisory Council who have agreed to offer suggestions and support for the advancement of teaching, research, and service initiatives of The Frances A. Karnes Center for Gifted Studies.

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## Lost (HOPEFULLY TO BE FOUND)

Over the years, we have lost contact with some of our former program participants. Please help us find them by forwarding their names, addresses, e-mail addresses, and phone numbers. Thanks for helping.

Name \_\_\_\_\_

Address \_\_\_\_\_

City, State, ZIP \_\_\_\_\_

Phone ( \_\_\_\_\_ ) \_\_\_\_\_

E-mail \_\_\_\_\_

Center programs affiliation(s) \_\_\_\_\_

Current school/year or career/position \_\_\_\_\_

Activities or interests \_\_\_\_\_

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