AVOIDING THE TECHNOLOGY PARADOX

— Dr. Kevin D. Besnoy, Ph.D.
Assistant Professor of Gifted and Talented Education,
University of Alabama

One day, a retired chemist was sitting with a school official describing a recent visit to his grandson's school. The retired chemist was amazed that a group of third graders were using an electronic presentation software program to share with their classmates information about the life cycle of the African clawed frog. The school official, while happy that the retiree complimented the school, sat back, reflected for a moment, and then asked the following questions: “Why is that amazing? How is making an electronic presentation really any different than the students cutting and pasting the same information onto a piece of poster board?” The retired chemist reflected on the questions, scratched his head, and responded, “The only real difference that I see is the cost to equip the classroom with the necessary computer resources versus a piece of poster board and a tube of paste.” (R. Goodman, personal communication, April 19, 2010).

INTRODUCTION

For a decade now, teachers of the gifted have had the opportunity to dynamically and meaningfully integrate instructional technology (IT) tools into their classrooms. Rather than simply rewarding students with computer time for class work completion, they have been able to utilize these tools to specifically promote critical thinking skills. While the opportunity exists for teachers of the gifted to cultivate analysis and problem-solving skills, are they taking advantage?

Seven years ago, Siegle (2004) identified three distinct classroom technology evolutionary phases. According to Siegle, classroom technology integration has evolved from a drill and practice tool that required students to identify correct answers (Phase I, 1980s) to a data collection and analysis tool that allowed users to present findings through multimedia software (Phase II, 1990s), and finally to data collection, a media rich tool whereby students can actively engage in virtual learning environments (Phase III, 2000s – present). The question that we as a field have to ask ourselves is, “To what extent are we utilizing this current evolutionary phase to teach our youth to critically analyze problems and discover novel solutions?”

TECHNOLOGY PARADOX

Siegle (2004) coincides the origin of Phase III with the inception of the 21st century; however, previous researchers have been documenting the allure and promise of IT tools prior to that date (Csikszentmihalyi, Rathunde, & Whalen, 1993; Pellegrino, 1995). For example, Pellegrino (1995) wrote the following:

“It is safe to say that technology now makes it possible for individuals of all ages to engage in far more complex problem solving than was previously possible and to assist students in thinking critically about their own thinking and problem solving. It is now possible
DEAR FRIENDS:

The Career Explorations for Girls Conference will be conducted on October 8, on the Hattiesburg campus. Girls currently in grades seven through 12 are invited to attend and should be accompanied by their mother or another female adult. Dr. Frances Lucas will be the keynote speaker. Enrollment in gifted education is not required. Lunch will be provided. The conference is co-sponsored by the Spirit of Women at Forrest General Hospital.

The three summer programs were very successful, and we are making plans for next year. The Saturday Gifted Studies Program is in the planning stage. It is on the calendar for January 21 to March 3. Students in pre-K through 12th grade will be served.

The lead topic of this newsletter is technology. Dr. Kevin Besnoy is an expert on technology and the gifted. You will enjoy reading his knowledge base on the topic.

The Frances A. Karnes Endowed Chair needs support from everyone.

Sincerely,

Frances A. Karnes, Ph.D.

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:

SATURDAY GIFTED STUDIES PROGRAM
Purple Parrot Café
Crescent City Grill
Coldwell Banker

LEADERSHIP STUDIES PROGRAM

SUMMER GIFTED STUDIES PROGRAM

SUMMER PROGRAM FOR ACADEMICALLY TALENTED YOUTH

FORREST GENERAL HOSPITAL

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.
to use technology as an instructional aide in which these steps can be taught, examined, and improved?” (p. 11)

Has the promise described by Pellegrino been realized? According to some researchers, the answer is “no” (Burns, 2006; Kirschner & Erkens, 2006; Sinclair, Renshaw, & Taylor, 2004). Certainly there is an array of technology applications being integrated into the classroom at unprecedented levels; some of these develop higher-order thinking skills more efficiently than others. For example, Burns (2006) found that the technology most frequently used in classrooms was electronic presentation software programs. While this particular IT tool allows students to create glitzy presentations, too often these programs are a glorified use of the traditional overhead projector and transparency slides. In essence, the use of this technology tool does little to “promote deep, complex, or even developmentally appropriate learning” (Burns, p. 50). Electronic presentation software programs tend to have a modest impact on student learning because, although they may help students learn to organize their work, they neither require nor encourage students to actively engage in complex writing. In fact, many times these tools simply promote short sound bite-type prose that have been copied and pasted into the presentation.

Solomon (2000) refers to the practice of integrating dynamic IT tools in ways that prohibit students from transmuting knowledge into novel thought as a technological paradox. This mismatch of IT integration and pedagogical approaches does not allow, or even prevents, students from “engaging in...critical thinking and higher-order learning” (Kirschner & Erkens, 2006, p. 199). In too many instances, as the retired chemist observed in the opening vignette, the only real difference between traditional teaching approaches and those that integrate IT tools is the cost to equip the classroom with glitzy technology resources.

In order to maintain a desired level of control over student learning, curriculum, and classroom management, teachers will integrate IT tools in ways they feel most comfortable. Where a teacher falls in this technology integration zone of proximal development determines the manner in which IT tools are integrated. In an effort to describe effective use of IT tools in learning situations, some researchers have begun to refer to IT tools as “mindtools or cognitive tools” (Burns, 2006; Kirschner & Erkens, 2006; Lamontagne, Desjardins, & Bénard, 2007). The conclusion of these researchers is that IT tools are most effective when implemented in ways that allow students to “complete open-ended tasks that require the use of critical-thinking skills, allow for more than one solution, and lend themselves to extensions” (Gandanidis, Hughes, & Cordy, 2011, p. 398). To help differentiate among tasks that meet this criteria, Kongrith and Maddux (2005) dubbed categorized activities as either Type I or Type II. These activities differ from one another by the way that students interact with IT tools for learning purposes.

Type I activities utilize IT tools for productivity purposes. For example, Kirschner and Erkens (2006) characterize these activities as those where students “carry out a specific task in a learning situation – that is, it is used for learning – more effectively or efficiently one speaks of learning with the tool or application” (p. 199). In essence, student learning is limited to using word-processing programs, Internet searches, and presentation programs in order to reduce the amount of instructional time devoted to completing a specific task. Much like an administrative assistant using a word-processing program rather than a typewriter, students would interact with an IT tool simply for utilitarian purposes.

Rather than simply being users of IT tools, Type II activities, on the other hand, facilitate collaboration among students and promote dynamic interaction with the breadth of human knowledge (Besnoy, Houss, & Clarke, 2009; Burns, 2006; Kirschner & Erkens, 2006; Kongrith & Maddux, 2005). In addition to the collaborative nature of these activities, they also allow the user to have control over the content, require students to creatively and actively interact with the IT tool, and afford students the opportunity to produce new knowledge as opposed to consume it (Kirschner & Erkens, 2006; Kongrith & Maddux, 2005). Through these activities, IT tools are allowed to complete the lower ends of the Bloom’s Cognitive Process Dimension, thus freeing up the students’ minds for the more dynamic processes.

While any IT tool can be used to facilitate Type II activities, there are some that lend themselves more than others to accomplishing this task such as, but not limited to, data bases and programming/Web-authoring tools, Web 2.0 technologies, and multimedia. By integrating these, teachers can utilize IT mindtools to maximize the potential of new technologies to promote higher-order thinking skills. However, this goal cannot be realized unless teachers are specifically taught how to do so. Therefore, it is critical to provide professional development opportunities focusing on developing teachers’ IT skills in ways that foster classroom integration of IT tools in ways that cultivate Type II activities.

PROFESSIONAL DEVELOPMENT

IT tools are not magic beans that will automatically promote higher-order thinking skills simply by placing them in the classroom and haphazardly integrating them. In fact, if teachers of the gifted have not received strategic, appropriate training on how to integrate IT tools into the curriculum, then these technologies will go unused, the support unappreciated, and the efforts resented. Given gifted education’s philosophical foundations about developing critical-thinking skills, it is natural to assume that teachers of the gifted are adept at integrating IT in ways that fosters higher-order thinking skills, Unfortunately, this is not inherently true, and it is time leaders in the field acknowledge this fallacy.

Teachers’ of the gifted ability to integrate IT tools in ways that promote higher-order thinking skills is analogous to teachers’ ability to teach reading. While all teachers know how to read, they all take classes on how to teach reading. Similarly, while teachers of the gifted are well-versed in creating learning environments that promote higher-level thinking skills, they need to be taught how to use IT tools in meaningful, dynamic ways. Thus, without continuous IT-focused training that demonstrates how to integrate these tools in ways that

(Continued on page 4)
nurture the higher ends of Bloom’s Cognitive Process Domain, even teachers of the gifted might fall victim to the technological paradox. Sustained professional development has been proven to improve attitudes toward computers and increase teachers’ of the gifted abilities to utilize the computer as an effective instructional tool to promote higher-order thinking skills (Guskey, 2007; Kanaya, Light, & Culp, 2005; Matzen & Edmunds, 2007; Shaunessy, 2005; Staples, Pugach, & Himes, 2005). According to Guskey (2007), three conditions must exist before students can develop higher-order thinking skills. First, teachers must create learning environments that allow students to work at those desired levels. Second, teachers must provide feedback that informs students about how successfully they worked at those higher levels. Third, guidelines for assessing students have to align with higher-order thinking skills. IT tools could be used to enhance each condition but not without specific training on how to strategically utilize these tools effectively.

These criteria certainly exist in most gifted education classrooms, but to date there is a paucity of research evaluating how effectively teachers of the gifted are utilizing IT tools to promote higher-order thinking skills. However, Hopson, Simms, and Knezek (2001 – 02) conducted a study that investigated the impact that an IT-rich classroom had on the students’ higher-order thinking skill development. According to the researchers, how effectively teachers of the gifted are utilizing IT tools to promote higher-order thinking skills is rarely investigated. However, Hopson, Simms, and Knezek (2001 – 02) conducted a study that investigated the impact that an IT-rich classroom had on the students’ higher-order thinking skill development. According to the researchers, how effectively teachers of the gifted are utilizing IT tools to promote higher-order thinking skills is rarely investigated.

RECOMMENDATIONS

First, university-based programs that train teachers of the gifted should include IT-focused course work that prepares their students to integrate IT in ways that promote Type II activities. These courses should go beyond teaching basic computer literacy skills, and learning outcomes must adhere to the International Society for Technology in Education (ISTE – National Education Technology Standards (NETS) (http://www.iste.org/standards.aspx). This organization has identified technology standards for students, teachers, and administrators. By requiring this, gifted education teacher preparation programs could help to ensure that their graduates are skilled to use IT to promote higher-order thinking skills.

Another recommendation for practice is for teachers to develop a Personal Technology Improvement Plan (PTIP) (Besnoy, 2007). A PTIP is based on research conducted by Detmer and Landrum (1998) demonstrating that individual teachers should analyze their personal professional needs and create a plan that allows them to meet those needs. By creating a PTIP, teachers could conduct a personal needs assessment and identify resources to meet those needs (Besnoy).

A final recommendation for practice is for school district-level administrators to collaborate with IT experts and offer sustained, IT-focused professional development opportunities. This collaboration would result in the training of teachers to have the basic technology skill set to integrate technology into the classroom. Furthermore, it would create a team of teachers at the district level who could collaborate with one another to produce a set of best practices.

Unfortunately, even teachers of the gifted – those who are most committed to promoting higher-order thinking skills – lack the skill set to integrate IT tools in purposeful ways. Given this particular population’s pedagogical background, this is surprising. It is fantastic, and appreciated, that administrators recognize the importance of allocating IT funds to purchase equipment for instructional purposes. However, a balance must be struck that allows for more equitable funding of a specific kind of IT training. Of course it has to be sustained, that is a given. However, time has come for us to implement strategies that specifically promote IT integration in ways that harness the power the IT. Educators and IT experts must develop training that shows teachers how to avoid the technology paradox.

REFERENCES:


LANIER AVANT attended the Leadership Studies Program. He graduated with his Juris Doctorate from Howard University School of Law in 2007. He earned his undergraduate degree in economics from Jackson State University in 2000. He currently serves as staff director of the Committee on Homeland Security and chief of staff for Representative Bennie G. Thompson. Under his direction, the committee has conducted hearings to improve security at the White House and other federal buildings, provided oversight of the Deepwater Horizon oil spill, expanded contract participation for small/minority/disadvantaged businesses, and enhanced diversity at the Department of Homeland Security. In addition, he has strengthened the committee’s relationships with the leadership of the House of Representatives, the Department of Homeland Security, private industry, the labor community, the academic community, and a range of other advocacy groups. As chief of staff for Rep. Thompson, he develops action plans to implement the representative’s legislative and political objectives and provides the constituents of Mississippi’s Second Congressional District with a strong, active, and competent Washington, D.C., office upon which they have come to rely. He serves on the North Panola Community Resource Development Corporation’s Board of Directors and is a lifetime member of the National Association for the Advancement of Colored People. He is an avid golfer and enjoys playing the bass guitar and alto saxophone, along with biking.

KELLI BOYD attended the Summer Gifted Studies Program in 1982-85. She earned her Doctor of Veterinary Medicine from Mississippi State University in 1996 after graduating with an undergraduate degree in animal science in 1993. She received post-graduate training in veterinary pathology at the University of Georgia until 2001. She is currently the associate director of comparative pathology at the Vanderbilt University Medical Center, Division of Animal Care. She is also an associate professor in the Department of Pathology at Vanderbilt University, where she is currently working on the innovative Translational Pathology Shared Resource, which will consolidate and expand existing research from both human and veterinary pathology. She was recently selected the 2011 Alumni Fellow of the Year for the College of Veterinary Medicine for Mississippi State University. She lives on Briarpatch Farm just north of Nashville, where she enjoys growing blackberries, working around the farm, riding her horses, hunting, fishing, and spending time with her family. Upon reflection, she stated, “I want to thank Dr. Karnes for all she has done and continues to do for young people. Skills I learned during my summers in her programs are skills I use on a daily basis. She was an important mentor in my life and is someone for whom I have a tremendous amount of respect.”

DALTON LEE BRIDGERS attended the Saturday Gifted Studies Program in 1999. He is currently a junior at the United States Air Force Academy, majoring in aeronautical engineering. He is an instructor pilot for simulators, a participant of the soaring program, chief clerk for Squadron 34, and a member of the cycling team. He plans to pursue pilot training school after his graduation in 2013. His sister, Kaitlyn Barber, also attended the Saturday Gifted Studies Program.

NATHAN GUICE earned his M.B.A. at Tulane University in 1996 after graduating cum laude from Millsaps College with an undergraduate degree in business administration in 1992. In 2009, he was inducted into the Millsaps College Sports Hall of Fame for the four years he spent on the varsity soccer team as the all-time leading scorer. He was the first men’s soccer player ever inducted. He currently co-owns Guice Offshore LLC with his brother William. In his free time, he enjoys coaching soccer, playing soccer, and fishing with his children and brother. He and his wife Missy have three children: Tyler (age 8), Sydney (age 6), and Deacon (age 3).

WILLIAM L. GUICE IV earned his M.B.A. at Millsaps College in 1996 after graduating from Washington and Lee University with an undergraduate degree in economics in 1994. He is a seasoned professional in the marine space field, including domestic and international management positions in the shipbuilding and offshore marine transportation sectors. He was responsible for the management of all marketing-related specialist at the Neag Center for Gifted Education and Talent Development. Now more than ever, we must cultivate top-notch mathematicians in order to address the needs, issues, and problems of the 21st century. This book offers practical advice on identifying mathematical talent, developing rigorous mathematics curricula, preparing highly qualified teachers, and locating specialized programs and schools in order to support the learning requirements of mathematically talented students.
responsible for the start-up through eventual sale of the $575 million enterprise, the
Greenfield development of a key international business unit in
Trinidad, and the successful market penetration of domestic
integrated and major international oil companies. He is
currently the co-owner of Guice Offshore LLC, an offshore
marine service company that specializes in the buy/sell and
charter brokerage of marine vessel equipment utilized primarily
in the upstream E&P and government sectors. The majority
of these activities are in the Americas, principally the Gulf of
Mexico, East Coast, Mexico, Brazil, and Trinidad. He also
serves as a Lieutenant Intelligence Officer in the United States
Navy Reserve. He and his wife Patti have two children: Julia
(age 5) and Riggs (age 2).

BRANDON JONES attended the Summer Gifted Studies
Program. He earned his Juris Doctorate from Mercer
University in 2005 after earning his Master of Divinity from
Wake Forest University in 2002 and his undergraduate degree
from Mississippi College in 1999 in English and history. He is
currently the state representative for House District III in the
Mississippi House of Representatives as well as an associate
at the Barton Law Firm in Pascagoula, Miss. He was a 2010
Marshall Memorial Fellow. He also received the 2010 Home
Builders Association of Mississippi Legislator of the Year, the
2010 Mississippi Realtors Association Legislator of the Year,
and the 2009 Chick Ball Hero of the Year. He enjoys reading
and spending time with his two children: Ellen (age 5) and
Gray (age 2).

STEPHEN J. LEE attended the Leadership Studies Program in
1984 and 1985, as well as the Summer Gifted Studies Program
in 1982 and 1983. He earned his Ph.D. in chemistry from
Emory University in 1998 after graduating from Millsaps
College in 1991, where he majored in chemistry and biology.
He currently serves as chief scientist in executive service at
the U.S. Army Research Office. He was recognized as one
of the Ten Outstanding Young Americans (TOYA) by the
United States Jaycees in 2008. He participated in the Army
Engineer and Scientist Exchange Program Award for an
exchange visit with MOD in Australia. He received the 2005
Army’s Greatest Invention Award for the FIDO XT Explosives
Detector fielded in Iraq and Afghanistan, and the 2003 Army’s
Greatest Invention Award for the Agentase Nerve Agent
Sensor fielded in Iraq and Afghanistan. He also received a
2008 Army’s Greatest Invention Nomination for the ICx
Agent Disclosure Spray fielded in Iraq and Afghanistan, and a
2004 Army’s Greatest Invention Nomination for the Fast-Act
Decontamination Solution.

RICHIe elKINs malONe participated in one of the first
Summer Gifted Studies programs in 1977 and has been a
member of the advisory council since its inception. She earned
her undergraduate degree from The University of Southern
Mississippi in 1986, majoring in accounting. She currently
serves as project manager at Malone Development and general
manager at Big Creek Wildlife Lodge in Hattiesburg, Miss.
She and her husband Sidney enjoy hunting in the hardwood
forests of Mississippi, fishing in the Gulf waters of Grand Isle,
Louisiana, and hiking in the Rocky Mountains of Colorado.
CAREER EXPLORATIONS FOR GIRLS CONFERENCE
— Saturday, October 8, 2011

The Career Explorations for Girls Conference will be conducted on the Hattiesburg campus of The University of Southern Mississippi on Saturday, October 8, 2011. The keynote speaker will be Dr. Frances Lucas, vice president and campus executive officer for The University of Southern Mississippi Gulf Coast. Her keynote address will be “Set Your Goals and SOAR!” The conference is open to all girls in grades seven through 12, and each girl must be accompanied by her mother or another adult female. Girls do not need to be enrolled in gifted education to attend. Distinguished presenters will offer practical information to help girls plan for their education and entry into prospective careers. Careers to be discussed include business, science and technology, health care, social work, communication, education, nutrition, art, architecture, psychology, law, music, and sports.

SATURDAY GIFTED STUDIES PROGRAM
— January 21 - March 3, 2012

The Saturday Gifted Studies Program will be held from January 21-March 3, 2012, on the Hattiesburg campus of The University of Southern Mississippi. The program meets on seven consecutive Saturdays from 9 a.m. – noon from the middle of January through March. It is open to gifted students in pre-kindergarten (four or five years old) through grade 12. The program is designed to enhance cognitive and affective abilities of gifted students through planned enrichment/acceleration programming. Emphasis is placed on participation in areas that provide in-depth analysis of specific topics in small-group activities with other gifted youth.

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, contact MAGC, P.O. Box 3545, Jackson, MS 39207, or visit www.magcweb.org.

2011 SUMMER PROGRAMS

DUKE TIP AWARD CEREMONY

The Frances A. Karnes Center for Gifted Studies hosted the Mississippi Recognition Awards Ceremony for the 31st Annual Seventh Grade Talent Search on June 4, 2011, in Bennett Auditorium on the Southern Miss Hattiesburg campus to honor Mississippi students recognized by Duke University’s Talent Identification Program. There were 188 students in attendance. Opening session greetings were given by Dr. Frances A. Karnes, director of The Frances A. Karnes Center for Gifted Studies, and Chauncey Spears, director of Advanced Learning and Gifted Programs for the Mississippi Department of Education. Dr. Joe Paul, vice president of Student Affairs at The University of Southern Mississippi, also spoke on “Helping Your Child Plan for College.” Mr. Lex Lindsey delivered the keynote address.

Visit the Duke University TIP Program website at www.tip.duke.edu for more information on Duke TIP interactive courses, parenting resources, and more.
The Leadership Studies Program was held from June 12-17, 2011, on the Hattiesburg campus of The University of Southern Mississippi. There were 86 students in attendance. This one-week residential program is designed for students in grades six through 11, who have a desire to develop and enhance their leadership abilities. Training included those areas necessary for leadership development: fundamentals of leadership, written and oral communication, group dynamics, problem-solving, planning, personal skills, and decision making. Avenues for becoming leaders in the schools, communities, and religious affiliations were utilized to heighten students’ awareness and development of leadership potential.

Dr. Chauvin currently teaches gifted courses as a full-time faculty member at UNO. Dr. Chauvin retired from Loyola University New Orleans in 2007 and was invited by the faculty at UNO to become a visiting professor there. She recently completed her fourth year in that position.

Dr. Joan Lewis currently serves as the Gifted Education Program director and Graduate Program chair in the Department of Teacher Education at the University of Nebraska at Kearney. She was profiled in New Frontiers: Research and Creative Activity II by the Office of Graduate Studies and Research, UNK in 2009. She was also honored with the 2009 Use of Action Planning Award by the Office of Assessment at UNK, the 2008 and 2007 Use of Assessment Data Awards by the Office of Assessment at UNK, and the 2007 Scholarship Award by the College of Education, UNK.

Dr. Sandra Manning is currently an assistant professor in the Department of Curriculum, Instruction, and Special Education at The University of Southern Mississippi. She teaches graduate courses in gifted education and undergraduate courses in assessment and classroom management. Dr. Manning
recently co-authored a book chapter entitled “Gifted Underachievement” with colleagues Drs. Kevin Besnoy and Jennifer Jolly. The chapter is in the book, Special Populations in Gifted Education: Understanding Our Most Able Students from Diverse Backgrounds, edited by Jaime A. Castellano and Andrea Dawn Frazier and published by Prufrock Press. Additionally, Dr. Manning has served as the president of the Mississippi Association for Gifted Children (MAGC) for the 2010-11 academic year. In this position, she has furthered the mission of MAGC through advocacy, communication, and collaboration to improve the quality of gifted education in Mississippi.

DR. ELIZABETH SHAUNESSY is an associate professor and Gifted Program coordinator at the University of South Florida. She is currently project investigator for Project REACH, a multi-year, Javits-funded investigation of differentiated reading instruction as a tool for increasing the reading fluency and reading comprehension of Title I students from linguistically diverse backgrounds. Through this project, Dr. Shaunessy and colleagues also hope to increase the rate of identification of diverse learners, alternative identification methods, and use of differentiated reading instruction. In addition to Project REACH, Dr. Shaunessy is the co-project investigator on a study of advanced placement and international baccalaureate students’ stress and coping. This federally funded multi-year project supports the continued understanding of unique stressors faced by AP and IB students and the successful strategies they utilize to manage the rigors of these high school programs.

DR. KRISTEN R. STEPHENS is an assistant professor in the Program in Education at Duke University. She has co-authored and co-edited numerous books on issues pertinent to gifted child education, including the Practical Strategies in Gifted Education, a series comprised of more than 25 books on topics pertinent to gifted education. Dr. Stephens also serves as governance secretary for the National Association for Gifted Children and is currently president of the North Carolina Association for Gifted and Talented.

DR. DEBBIE TROXCLAIR is an associate professor at Lamar University, teaching special education and early childhood courses in the Department of Counseling and Special Populations. She has been researching pre-service teacher candidates’ attitudes toward gifted and multicultural populations and presenting conference sessions at the National Association for Social Studies Association, the International Reading Association, the Lamar College of Education Research Conference, and the Louisiana Counseling Association. She was also the keynote speaker at the Parenting Gifted Children Conference at The University of Southern Mississippi in 2010. She has been working with the National Association for Gifted Children as a member of the Professional Standards Committee.

**Click on...**

THE CENTER’S EXPANDED WEBSITE

Visit the expanded website for the Center at www.usm.edu/gifted.

Please offer your ideas on information to be added.

HOAGIES’ GIFTED EDUCATION PAGE

http://www.hoagiesgifted.org

This personally managed website includes extensive information for parents, educators, counselors, administrators, students, and teens. The site provides tools for support and advocacy, curriculum resources, assessment information, and conference information. Resources also include information regarding gender issues, social/emotional issues, homeschooling, and much, much more. A section with fun information for students is also available.

GIFTED HAVEN

http://www.giftedhaven.net

Gifted Haven is a forum for gifted teens where the focus is on understanding. Students are encouraged to discuss their successes and difficulties through a variety of peer interactions. Specific topics range from artistic endeavors and reading recommendations to debates of educational policy and jokes and games. Discussions also target topics such as dating, depression, and interaction with parents.

GT WORLD

http://gtworld.org

GT World is an online support community for parents of gifted and talented children. Their mission includes parenting and advocating for gifted children, teaching them how to advocate for themselves, the experience of growing up gifted, obtaining an appropriate education, helping gifted students with learning disabilities, and a wide range of others. The website also supports a very active mailing list along with topics related to homeschooling and twice-exceptional students.

BRIAN HOUSAND

http://brianhousand.com

Dr. Brian Housand uses this personal website to share a wealth of information about technology integration, with much of it directly applicable to gifted classrooms. This site contains links to all of the presentations he has given since 2009. Some examples include “Tech Tools for Today’s Teachers,” “Plugging into Creative Outlets,” “60 Sites in 60 Minutes,” and “Please Turn Your Cell phone ON!” These presentations are insightful and easy to understand with links to useful external resources.
In High-Tech Teaching Success, Dr. Kevin Besnoy and Dr. Lane W. Clarke present an easy-to-use guide to integrating technology into math, science, language arts, and social studies curricula. Educators can learn how to use existing online resources such as Google Earth, YouTube, Wikis, podcasts, and WebQuests. The authors explain how educators can create their own classroom websites and other online materials. Screenshots are used throughout the text to guide educators step-by-step through the process of creating and implementing this tech-savvy curriculum. Although the book is focused on educators in grades four through eight, the strategies discussed can be used in a wide variety of grade levels and subject areas.

In this book, Dr. Del Siegle explains how to incorporate both online and offline resources into the gifted classroom. Siegle emphasizes the importance of technology literacy in the 21st century and explains that gifted students are particularly adept at developing these skills. He explains how to encourage students to incorporate budding technologies into their creative problem-solving strategies. Topics range from computer technologies to audio/visual editing, and a handy resource guide is included at the end. Siegle presents concise, easy-to-use information to provide a practical introduction to technology integration in gifted classrooms.

Julia Roberts, Mahurin professor of gifted studies and the executive director of The Center for Gifted Studies and the Carol Martin Gatton Academy of Mathematics and Science at Western Kentucky University (WKU), and Tracy Inman, associate director of The Center for Gifted Studies at WKU, have recently co-authored a new book titled, Assessing Differentiated Student Products: A Protocol for Development and Evaluation. Using products in the classroom can offer teachers a way to differentiate instruction and ensure continuous progress for all students. This book offers everything required to implement the entire process of student product development and ways to evaluate them after completion. It also provides a suggested products list of more than a hundred tools that teachers can use to assess content, presentation, creativity, and reflection at three different levels; and complete instructions on putting these tools to use in the classroom. The use of product development can engage and motivate students, use real-world connections, and develop high-level thinking and problem-solving skills. They also allow for teachers to adapt to individual learning preferences, provide a means of creativity and self-expression, and create lifelong learners.
I want to become a Friend for Gifted Education. The funds generated will apply to scholarships for gifted, financially disadvantaged students, and for other notable purposes.

Please enroll me in the category checked below.

- Summa Cum Laude ($1,000 +)
- Special Honor Roll ($100)
- Magna Cum Laude ($500)
- Honor Roll ($50)
- Cum Laude ($250)
- Student ($25)
- Laureate ($150)
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Enclosed is my check payable to the USM Foundation c/o The Frances A. Karnes Center for Gifted Studies.

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I would like information about how to include The Frances A. Karnes Center for Gifted Studies in my will.

I would like more information about how to give stocks, property, and life insurance.

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 601.266.5246.
The Frances A. Karnes Center for Gifted Studies
118 College Drive #8207, Hattiesburg, MS 39406-0001

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 the project coordinator, Leigh Todd, development officer. Requests for information on giving should be directed to Leigh Todd, The University of Southern Mississippi, College of Education and Psychology, 118 College Drive #5023, Hattiesburg, MS 39406-0001, or by calling 601.266.5481.
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 ______________________________
________________________________________________
________________________________________________
________________________________________________

We express 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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