



**Massey University**

COLLEGE OF EDUCATION  
Te Kupenga o Te Mātauranga



THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

# Getting Your Ideas Out There: Publishing and Presenting Theory and Research in Gifted Education



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# Overview

- Why should you share, publish and present your ideas?
- What are some strategies for developing your ideas?
- What are some publication and presentation opportunities?
- What are the pitfalls and ways of avoiding those?

# Why?

## Ministry of Education Principles

- “Programmes for gifted and talented learners should be based on sound practice, take account of the research and literature in this field, and be regularly evaluated.”
- “Provision for gifted and talented learners should be supported by ongoing high-quality teacher education.”

Ministry of Education, 2002, p. 2

# Why?

## Ministry of Education Initiatives

- “Professional development ... is one of a number of projects the Government is undertaking to help schools meet the needs of New Zealand's diverse student population.”
- “Gifted and talented students are just one of the groups who will benefit ...”
- “... building the capability of schools to meet the needs of gifted and talented learners.”

Ministry of Education, 2002, p. 2

# Why?

## Ministry of Education Initiatives

“The Government will commission a research project to evaluate the effectiveness of current provision for gifted and talented learners in New Zealand. This project will determine key issues in gifted education and identify gaps in the provision of services for gifted and talented learners.”

Ministry of Education, 2002, p. 3

# Why?

## What the Research Tells Us

“ ... there is a vast amount of literature in the field of gifted and talented education and within New Zealand this has grown in recent years. Despite this growth ... the literature review demonstrated a paucity of research, nationally and internationally, which examines the effectiveness of identification or provisions ...”

Riley, 2004, online

# Why?

## What the Research Tells Us

“Of concern, is another finding of the Riley et al. (2004) study: ‘... even when research exists, there is a crevice between the theory and practice’ (p. 270). ... It is doubtful that educators would intentionally ignore sound theory and research in gifted and talented education. It is more likely that the barriers such as lack of ... resources ... and professional development are the reasons for this lack of awareness and utilisation of sound theory and research.”

Riley, 2004, online

# Why?

## Theory Informs Practice

- A solid body of knowledge will stimulate improved practice.
- Teaching should be valued as a research-led culture and research as a teaching-led culture.
- As a gifted and talented education community, one aim should be the creation of a stronger culture of inquiry – with an expectation of ongoing debate and discussion.
- Research can begin to answer many educators' questions, for it is clear that as a field all the answers have yet to be revealed.

# Why?

## Contributions to Educators

- Raising educator awareness.
- Pointing educators to resources and resource providers.
- Sharing models of effective practice.
- Validating the efficacy of practices, resources, etc.

# Why? A Gift for You!

- Become part of a community of learners.
- Raise your professional and personal profile.
- Become a contributor to (rather than consumer of) education.
- Enhance your powers of thought, organisation, critical thinking & reflection, expression and communication.

# Why? A Gift for You!

- Challenge your thinking.
- Become a better educator by strengthening your own knowledge.
- Boost your confidence as your ideas are accepted and shared.
- Enhance your cv, funding applications, etc.

**Publishing & presenting is  
a fulfilling and satisfying experience.**

# Strategies

- Read widely and regularly.
- Keep a “possibilities” file.
- Join (or start!) a writing group.
- Maintain a teaching journal.
- Enrol in study or professional development.
- Re-work reports, papers, conference presentations, etc as publishable articles.
- Volunteer to contribute to a journal or magazine as a member of the editorial board.

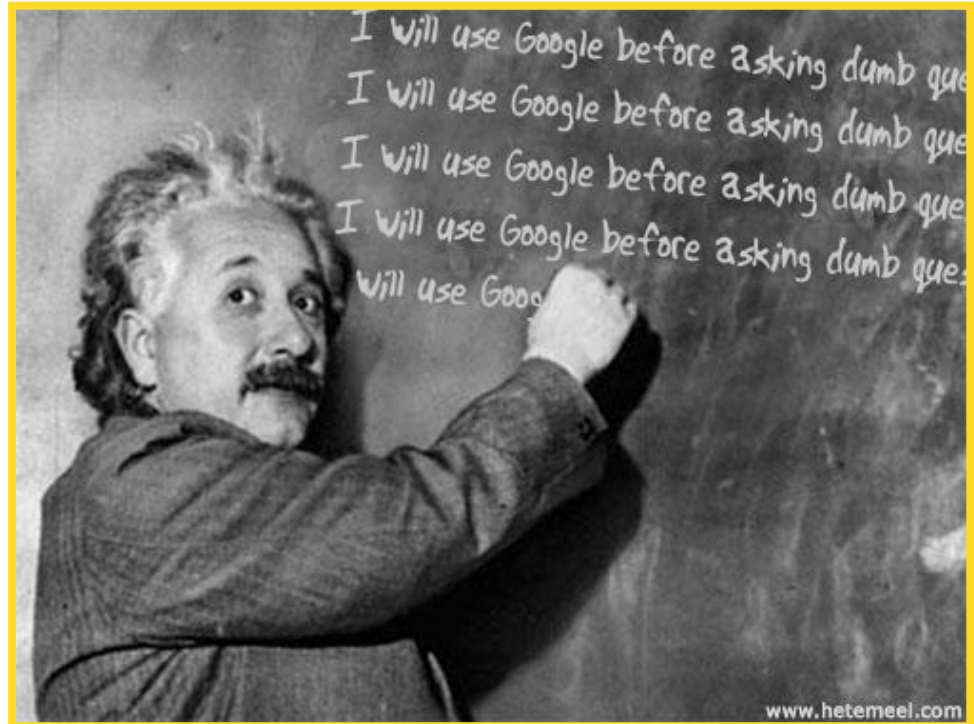
# The Research Process

- Find a suitable topic, reflecting upon your interests and strengths.
- Review the literature, including research methodologies.
- Develop research questions.
- Determine and investigate the methodology.
- Collect data.
- Analyse data.
- Conclusions: as related to other research; based on your insights; including limitations and recommendations.

# Words of Wisdom

“If we knew what it was we were doing, it would not be called research, would it?”

– Albert Einstein



# Three Keys to Unlock the Possibilities!

- **Relevance** *Is the research important to the audience?*
- **Rigour** *Is the research scholarly and grounded in an appropriate methodology?*
- **Impact** *Does the research demonstrate a high degree of originality?*

# Publication & Presentation Opportunities

Conferences  
Meetings  
Professional  
Development

Online

Desk-top or  
Professional  
Publishing

Journals  
Magazines  
Newsletters

WORLDWIDE

# A Sampling of Journals: New Zealand

- *Tall Poppies*

<http://www.giftedchildren.org.nz/national/tallpoppies.php>

- *Apex: The New Zealand Journal of Gifted Education*

<http://www.giftedchildren.org.nz/apex/>

- *New Zealand Principal*

<http://www.nzpf.ac.nz/resources/magazine/mains.htm>

- *Set: Research Information for Teachers*

[http://www.nzcer.org.nz/default.php?products\\_id=92](http://www.nzcer.org.nz/default.php?products_id=92)

- *Computers in New Zealand Schools*

<http://www.otago.ac.nz/press/journals/computersnzschools/>

- *Kairaranga*

<http://www.minedu.govt.nz/index.cfm?indexID=10752&layout=index>

# A Sampling of Journals: International

- *Gifted Education Communicator*

<http://www.cagifted.org/Pages/Publications/communicator.html>

- *Gifted Child Today*

[http://www.prufrock.com/client/client\\_pages/prufrock\\_jm\\_giftchild.cfm](http://www.prufrock.com/client/client_pages/prufrock_jm_giftchild.cfm)

- *Journal for the Education of the Gifted*

[http://www.prufrock.com/client/client\\_pages/prufrock\\_jm\\_jeg.cfm](http://www.prufrock.com/client/client_pages/prufrock_jm_jeg.cfm)

- *Journal of Secondary Gifted Education*

[http://www.prufrock.com/client/client\\_pages/prufrock\\_jm\\_jsge.cfm](http://www.prufrock.com/client/client_pages/prufrock_jm_jsge.cfm)

- *The Australasian Journal of Gifted Education*

<http://www.aaegt.net.au/whatwedo.html>

- *High Ability Studies*

<http://www.tandf.co.uk/journals/carfax/13598139.html>

# A Sampling of Journals: International

- *Parenting for High Potential*  
<http://www.nagc.org/index.aspx?id=372>
- *Roeper Review*  
<http://www.roeper.org/RoeperInstitute/index.aspx>
- *Gifted Child Quarterly*  
<http://www.nagc.org/index.aspx?id=603>
- *Gifted and Talented International*  
<http://www.worldgifted.ca/Welcome.html>
- *Understanding Our Gifted*  
<http://www.our-gifted.com/>

For links to conferences worldwide, see  
<http://www.hoagiesgifted.org/conferences.htm>

# Avoid the Pitfalls

- Lack of conceptualisation
- Poor organisation and presentation style
- Failure to understand what's required
- Lack of commitment
- Fear of failure
- Lack of technical, financial, emotional support

# Avoid the Pitfalls

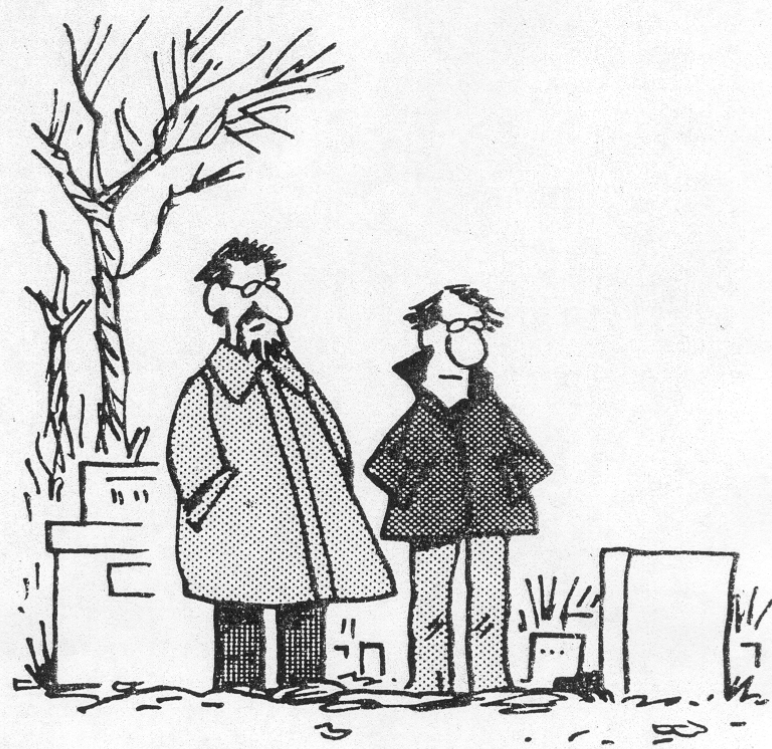
- Unrealistic expectations, ambitions or targets
- Lack of focus
- Lack of theoretical knowledge
- Negative motivation (e.g., “publish or perish”)

**What else might get  
in the way of success?**

# Just Remember ...

Too much emphasis on publishing  
(or presenting) may decrease  
scholarly value ...  
as one spends more time scrambling  
to publish whatever they can manage  
rather than spend time developing  
significant scholarship.  
—adapted from Wikipedia

## Berry's World



Jim Berry  
© 1992 by NEA, Inc.

*"He didn't publish, so he perished."*

# Tips for Success

- Select a topic that is relevant to your audience and responsive to their needs.
- Identify an appropriate outlet for your ideas.
- Read guidelines for presentation carefully.
- Understand the editorial or selection processes.
- Collaborate with experienced colleagues.
- Seek feedback from ‘critical friends’.

# Tips for Success

- Regularly set aside a time and place for reading and writing.
- Accept critique and be prepared for rejection.
- Ask questions of ‘the powers that be’.
- Avoid overly technical, abstract or jargonistic language.
- Use language that is inclusive and respects diversity.
- Select a clear, informative title.

# Tips for Success

- Don't leave yourself open to plagiarism in this day of "cut and paste."
- Remember brevity goes hand in hand with clarity.
- Explain difficult concepts or terminology.
- Never, ever forget your audience!
- Grab the audience's attention *from the start*.

# Tips for Success: Organising Your Ideas

Say what you're going to do ... do it ...  
then say what you've done.

Anticipate

Elaborate

Reiterate

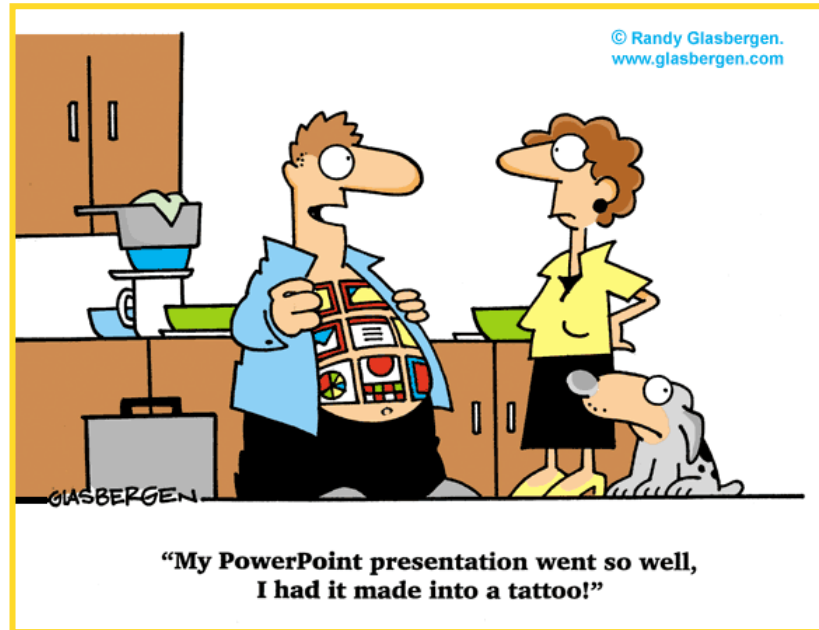
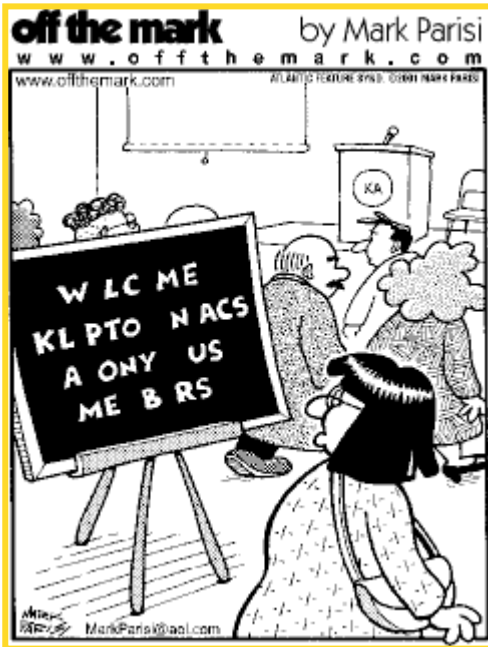
# Tips for Success: Presentations

**Preparation:** Start Early, Rehearse

**Organisation:** Opening, Transitions,  
Conclusions, Rate of Delivery, Length

**Delivery:** Relax and Breathe Deeply!

**Visual Impact:** Big, Simple, Clear, Consistent



Your suggestions:  
What works?  
What doesn't work?



# Tips for Success: Writing for Journals

- First time around: consider submitting an article for a themed issue – and in collaboration.
- Submit a professional looking manuscript that adheres to the writers' guidelines.
- Proofread! Proofread! Proofread!
- Only submit your article to one journal at a time.
- Adhere to style requirements (e.g., APA).

# Tips for Success: Writing for Journals

- You may send a query letter to the editor prior to submission, explaining your topic and asking questions.
- Write your abstract last and ensure that it contains the major findings or conclusions of the article.
- Include a strong, well-written cover letter establishing your purposes and professional credibility.
- Subheadings, graphics, direct quotes, metaphors, analogies, etc can enhance your article ... when used sparingly!

# Celebrate Your Successes!

- Share with colleagues, administrators, supervisors, etc.
- Have a “publishing (or presenting!) party”.
- Take advantage of professional development opportunities to share your ideas (and successful publications!).
- Cite yourself (in moderation)!

# Just Do It!

- Publishing and presenting your ideas provides opportunities for personal and professional growth, and enhances the education of gifted and talented students.
- There are pitfalls and barriers, but there are also many tricks of the trade which will allow for success.