

Gifted Children

Volume 3 | Issue 2

From the Editor

Michael S. Matthews
UNC Charlotte

Follow this and additional works at: <http://docs.lib.purdue.edu/giftedchildren>



Part of the [Gifted Education Commons](#)

Recommended Citation

Matthews, Michael S. (2009) "From the Editor," *Gifted Children*: Vol. 3 : Iss. 2 , Article 1.
Available at: <http://docs.lib.purdue.edu/giftedchildren/vol3/iss2/1>

This document has been made available through Purdue e-Pubs, a service of the Purdue University Libraries. Please contact epubs@purdue.edu for additional information.

This is an Open Access journal. This means that it uses a funding model that does not charge readers or their institutions for access. Readers may freely read, download, copy, distribute, print, search, or link to the full texts of articles. This journal is covered under the [CC BY-NC-ND license](#).



GIFTED CHILDREN

An Electronic Journal of the AERA SIG Research on Giftedness, Creativity, and Talent.

Volume 3 Number 2

Winter 2009

Contents

Introduction

Michael Matthews1

Implicit Beliefs of Future Teachers about General Ability

Matthew Makel2

Book Review

Differentiating for the Young Child: Teaching Strategies across the Content Areas, PreK-3

Reviewer: Pamela Shue5

Using Life-Story Research in Gifted Education

Lori Flint6

Author Notes13

Officers14

Working Committees14

From the Editor

Michael S. Matthews, Ph.D., UNC Charlotte

Welcome to the second issue of Volume 3 of *Gifted Children*, the electronic journal of the AERA Special Interest Group, newly renamed by popular vote from Research on Giftedness and Talent to Research on Giftedness, Creativity, and Talent.

As I mentioned in the previous issue, *Gifted Children* was established to provide scholarly reports of research in progress to our SIG members working in gifted education and related fields. In this issue I am pleased to be able to share two interesting papers and a book review, which together illustrate the broad scope of the shared interests of our SIG members.

Continuing the teacher education theme of our previous issue, this issue's first article, by Matthew Makel, investigates implicit beliefs about general ability among pre-service teachers. This is followed by a book review by Pamela Shue, who examines the newly released second edition of *Differentiating for the Young Child: Teaching Strategies across the Content Areas, PreK-3*, by Smutny and Von Fremd. This is followed by our second feature article, by Lori Flint, who examines how the qualitative method known as life-story research can be used to generate a greater understanding of the complex issue of academic underachievement among gifted learners.

Following this issue, my intent is to pass along the editor's mantle in accordance with the two-issue editorship tradition established by prior editors Jonathan Plucker and Dona Matthews. While we already have drawn some nibbles of attention, there still is time for other SIG members to express interest in this exciting opportunity to serve the SIG. As with our SIG elections, it's a positive sign for the whole organization when we have multiple volunteers from whom to choose for a position. Also, unlike many other publications, the e-journal editor's duties do not require skills with typesetting in Microsoft Publisher! If you are reading this and are interested in being considered as the next editor of *Gifted Children*, please email me a paragraph no later than January 10, 2010, expressing your qualifications, and I will bring this information to the SIG executive committee in early spring so that a decision can be made. ♦



Motivation is the art of getting people to do what you want them to do because they want to do it.

Dwight Eisenhower