

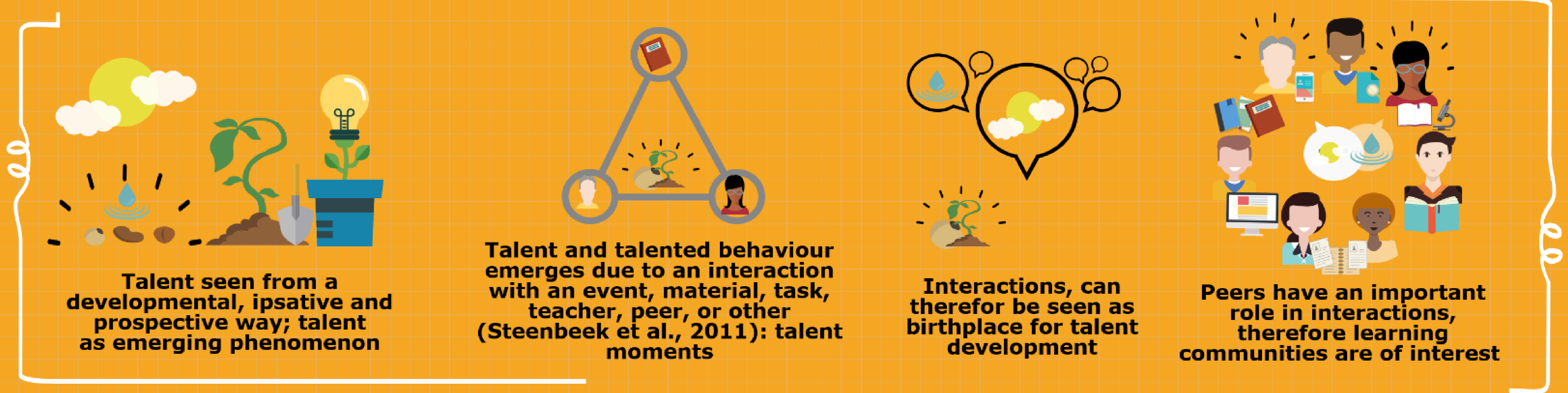
Talent emerging in learning communities

exploring the role of peers

Keywords: talent emergence; peer interaction; peer feedback; learning communities; higher education

Talent development for all students in higher education is up on the (inter)national agenda (OECD, 2014; Ministerie OCW, 2015; TALIS, 2018). Talent, from a developmental view, is defined as the potential of individuals to excel in a particular domain given the optimal educational condition (Steenbeek, Van Geert & Van Dijk, 2011; Geveke 2017). Within this framework, talent is seen as emergent, distributed and dynamic. Talent in this developmental view is investigated in a prospective way in which early signs of talent are being followed over time (Veenker, Steenbeek, Van Dijk & Van Geert, 2017). This developmental, ipsative, and prospective view on talent enables us to look at talent as an emerging phenomenon in each individual.

Introduction

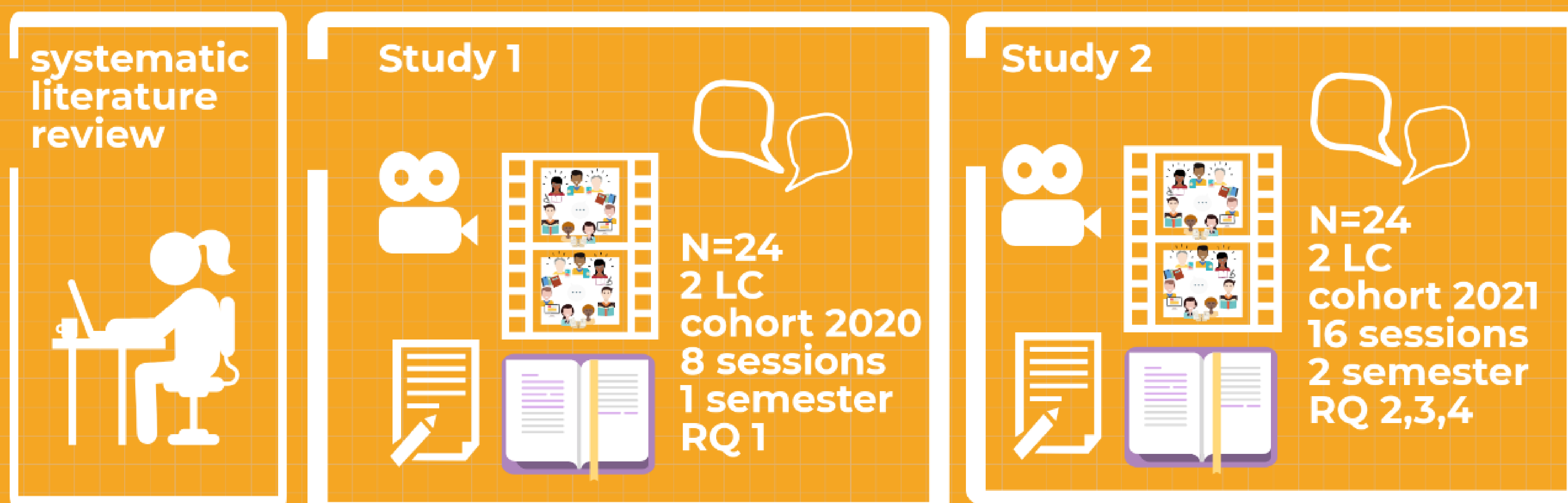


To our knowledge no empirical research is done on how talent moments can be identified in adult students in higher education from a developmental perspective. If talent moments can be recognized and generated in primary and secondary education, than how and when do talent moments emerge with adults. Capturing, observing and describing aspects of the emergence of talent moments, can contribute to adjusting educational conditions and instructional conditions in higher education to foster talent emergence for all adult students.

How and when do talent moments emerge among peers in learning communities in higher education?

Research questions

Method



RQ1. What are the key features of talent moments in learning communities in as (a) self-identified by community members and (b) identified by external observers?

RQ2. What are the antecedents of talent moments in learning communities as (a) self-identified by community members and (b) identified by external observers?

RQ3. What is the role of peers in talent moments and their antecedents in learning communities as (a) self-identified by community members and (b) identified by external observers?

RQ4. What are the characteristics of peer feedback in learning communities that enable talent moment emergence members and (b) identified by external observers?

Workplan and planned outcomes

- Start September 2019
- Systematic literature review 2020
- Result Study 1: RQ1 2021
- Results Study 2: RQ2, RQ3, RQ5 2023
- Dissertation 2024

The research will employ mixed methods approach with a qualitative orientation. A systematic literature review will be done to inform Study I to answer RQ1. Both will inform Study II to answer RQ2, RQ3 and RQ4. The results of the review and both studies will also be used in the cross-data triangulation to answer all research questions.