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Confronting Dogmatism In Gifted Education

This title looks at the dogmatism that limits the perspectives of professionals, policymakers, and other stakeholders in gifted education. In a field where concepts and definitions surrounding high ability have been contested for many years, there is increasing interest in clarifying these notions today.

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(2012). Confronting Dogmatism in Gifted Education. Gifted and Talented International: Vol. 27, No. 1, pp. 155, 157-159.

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Dogmatism and giftedness: Major themes. In D. Ambrose, R. J. Sternberg, & B. Sriraman (Eds.), *Confronting dogmatism in gifted education* (pp. 207-217).

Special Education — Robert J. Sternberg

In *Confronting Dogmatism in Gifted Education*, Ambrose and Sriraman sought to build a volume that specifically examines the ways that dogmatism stifles the various stakeholders in gifted education, including the children.

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After a discussion of these conceptual problems we discuss the contributions in this book Confronting Dogmatism in Gifted Education (Routledge, Taylor and Francis) and the ways in which they can establish more clarity about the nature and nuances of giftedness and talent.

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