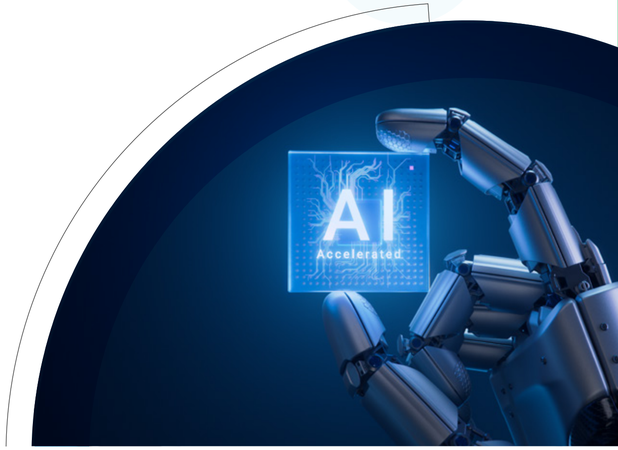
3rd WORLD GIFTEDNESS CENTER INTERNATIONAL CONFERENCE

On Educating the Gifted in the ERA of Prosperous Artificial Intelligence (AI)

20 - 23 of October 2025 | Virtual Conference



CONFERENCE PROGRAM

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MESSAGE FROM CHAIRMAN

H.E. Humaid Mohamed Al Qutami

Chairman of the Board of Trustees of the Hamdan Bin Rashid Al Maktoum Foundation for Medical and Educational Sciences

Welcome esteemed participants to the distinguished 3rd World Giftedness Center International Conference, scheduled virtually from the 20th to the 23rd of October, 2025. In a world of rapid technological advancement, the fusion of gifted education and Artificial Intelligence (AI) presents a powerful new frontier full of potential and possibility. Our work in giftedness and talent development is entering a transformative phase.

With AI as a catalyst, new dimensions are reshaping how we identify and support exceptional minds. Today, more than ever, the global community is reimagining the future of gifted education.

Through this distinguished conference, we aim to exchange expertise and forward-thinking practices. By sharing AI-powered tools, emerging methodologies, and evidence-based insights, we reaffirm our shared commitment to empowering gifted learners in all contexts.

As we gather here, let us embrace the promise that AI holds for gifted education and work together to shape a brighter future. With great appreciation, I welcome you to the 3rd World Giftedness Center International Conference. May our collective efforts illuminate the path ahead for gifted learners everywhere.

MESSAGE FROM CEO

Dr. Khalifa Ali Al Suwaidi

Chief Executive Officer

It is with great joy that I welcome you to the 3rd World Giftedness Center International Conference. This virtual event, brings together leaders, educators, and innovators who share a commitment to advancing gifted education worldwide.

Our world is changing rapidly, and Artificial Intelligence now plays a central role in shaping education and human development. Within gifted education, AI is not just a tool, it is a partner in helping us discover talent, provide tailored learning opportunities, and foster global collaboration.

This conference is designed as a space for exchange, where research meets practice, and ideas are transformed into solutions. By connecting experts from across the globe, we are building a community that celebrates innovation while remaining rooted in the values of excellence and opportunity.

On behalf of the Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences, I extend heartfelt appreciation to every participant for your presence and contribution. May this conference mark a milestone in our shared journey to empower the gifted and build brighter futures.

GREETING LETTER

Dr. Mariam Ali Alghawi

Director of the World Giftedness Center

I warmly welcome you to the 3rd World Giftedness Center International Conference, a global meeting point for visionaries, educators, and researchers. As we gather virtually in October 2025, we celebrate not only knowledge but also the spirit of collaboration that drives meaningful change.

This conference is a space of inspiration. It highlights groundbreaking work in Artificial Intelligence, presents innovative practices in gifted education, and encourages us to ask bold questions about the future. It is here that research, practice, and imagination converge to create new opportunities for gifted learners.

Gifted education today must go beyond traditional approaches. It must embrace creativity, global citizenship, and ethical responsibility, ensuring that the leaders of tomorrow are both intellectually advanced and socially conscious. With AI as a partner, we have the opportunity to create learning environments that are dynamic, inclusive, and transformative.

The true legacy of this event will be found in the connections we form and the collaborations we begin. I thank you for your dedication to gifted education and for being part of this global journey. Together, let us reimagine the future of learning one that is guided by wisdom, innovation, and a shared vision for humanity.

World Giftedness Center

The World Giftedness Center (WGC) is one of the pioneering initiatives of the Hamdan Bin Rashid Al Maktoum Foundation for Medical and Educational Sciences, created to support best practices and outstanding efforts in gifted education, talent development, and related fields.

The WGC works as an international platform that aims to advance gifted education and provide support to countries around the world. Its mission is to foster excellence, encourage innovation, and help individuals and institutions nurture gifts and talents.

To achieve this, the WGC offers a variety of programs and initiatives, including:

- Online courses that provide specialized knowledge in gifted education and talent development.
- Workshops and webinars that promote interactive learning and exchange of international best practices.
- Short educational films designed to spread awareness and practical insights on nurturing talents.
- Awards and recognition programs that highlight and disseminate a global culture of excellence.

Ultimately, the WGC seeks to establish a sustainable, interactive platform for the international community, one that encourages collaboration, shares expertise, and contributes to developing a culture of excellence in nurturing giftedness and talent worldwide.

ABOUT THE CONFERENCE

ABOUT THE CONFERENCE

INTRODUCTION

We are delighted to welcome you to the 3rd World Giftedness Center International Conference. This important biennial event stands as one of the key outcomes of the World Giftedness Center (WGC) a pioneering initiative of the Hamdan Bin Rashid Al Maktoum Foundation for Medical and Educational Sciences, aimed at shaping the future of gifted education and talent development worldwide.

Now in its third edition, the conference continues to build on the strong legacy of its predecessors by offering a unique platform for global collaboration, knowledge-sharing, and innovation in the field of giftedness. Held every two years, this highly anticipated event brings together a dynamic and diverse community of stakeholders committed to advancing excellence in gifted education.

The theme of this year's conference, "On Educating the Gifted in the ERA of Prosperous Artificial Intelligence (AI)," reflects the rapidly evolving educational landscape and the pressing need to explore how emerging technologies can be effectively harnessed to support the development of gifted learners. In a world shaped by AI and digital transformation, the conference invites participants to examine new strategies, opportunities, and challenges in nurturing exceptional talent.

Over the course of four days, the program will feature an inspiring lineup of four keynote speakers and twelve distinguished presenters from across the globe. The sessions are designed to spark meaningful dialogue and foster collaborative thinking among experts and educators. Through plenary talks, thematic presentations, and interactive discussions, participants will engage with the most pivotal topics in gifted education and talent development today.

This prestigious conference targets a wide and inclusive audience researchers, practitioners, teachers, educators, university students, counsellors, and all individuals with a passion for giftedness from all corners of the world. Together, we aim to deepen our understanding, challenge conventional practices, and envision innovative pathways to elevate gifted education for the benefit of future generations.

ABOUT THE CONFERENCE

CONFERENCE OBJECTIVES:

- Establish collaborative networks between leading research institutions and centersof excellence to develop advanced strategies in gifted education, with a focus on AI.
- Exchange ideas and experiences, emphasizing the challenges and opportunities of educating the gifted in the era of artificial intelligence.
- Encourage researchers and institutions to explore new areas in gifted education using AI and work on developing customized educational tools.
- Promote a culture of innovation in gifted education and highlight the latest technologies and innovative strategies that support excellence in gifted learning.
- Offer new insights into best practices and showcase innovative models in gifted education.

TARGET AUDIENCE:

- Gifted education experts
- Leaders in the field of giftedness
- School principals
- Teachers
- Specialized centers in gifted education
- Parents of gifted students
- Educators and school professionals
- Individuals interested in gifted education from around the world
- Gifted students

OFFICIAL CONFERENCE LANGUAGE:

All conference activities, including presentations and the opening and closing sessions, will be conducted in English. Arabic translation will be available.

CONFERENCE AGENDA

Monday
Oct. 20, 2025

DAY 01

OPENING CEREMONY 16:00 – 16:10

- **Dr. Steven Pfeiffer** 16:10 – 16:55
  Keynote Speaker
  Mental health and well-being through the lens of strengths of the heart
- **Prof. Anies Al-Hroub** 17:00 – 17:30
  Speaker
  The Intersection of Personality, Overexcitabilities, and Creativity: Insights from Lebanon and the USA

BREAK 17:30 – 18:00

- **Dr. Alexandra Vuyk** 18:00 – 18:30
  Speaker
  "Oh, I'll just ask ChatGPT" and Other Shortcuts:Young Gifted Minds Testing the Limits of AI
- **Dra. Paula Irueste** 18:30 – 19:00
  Speaker
  Development of socio-emotional skills in AI contexts

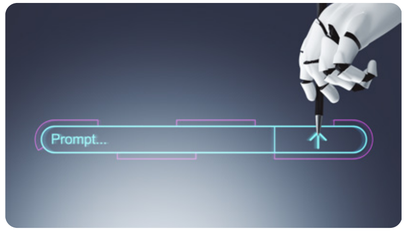
DAY 02

- **Dr. Denise Fleith** 16:10 – 16:55
  Keynote Speaker
  Technology and Creativity in the Educational World: What is the Relationship?
- **Dr. Mohammad Al Rashaida** 17:00 – 17:30
  Speaker
  Empowering Gifted Students:Universal Design for Learning in the AI Era

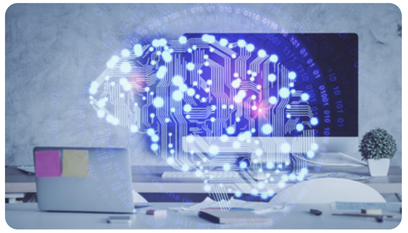
BREAK 17:30 – 18:00

- **Dr. Colm O'Reilly** 18:00 – 18:30
  Speaker
  Working with AI on an Irish university based programme for gifted students aged 17 – 13
- **Dr. Zulaikha Mohamed** 18:30 – 19:00
  Speaker
  The Global Talent Mentoring: Data and Insights from Five Years of Talent Development

Tuesday
Oct. 21, 2025



Wednesday
Oct. 22, 2025



DAY 03

- **Dr. Shelagh A. Gallagher** 16:10 – 16:55
  Keynote Speaker
  The Nature and Nurture of Creative Expertise
- **Dr. Michelle Ronksley-Pavia** 17:00 – 17:30
  Speaker
  Generative AI Applications in Gifted Education: New Frontiers for Supporting Gifted and Twice-Exceptional Learners

BREAK 17:30 – 18:00

- **Prof. Aikaterini Gari** 18:00 – 18:30
  Speaker
  The AI tools socio-emotional effects on the gifted adolescents' fulfillment
- **Prof. Jae Yup Jung** 18:30 – 19:00
  Speaker
  The career decisions of gifted students in the age of AI

DAY 04

- **Prof. Tracy L. Cross** 16:10 – 16:55
  Keynote Speaker
  The Lived Experience of Gifted Students in School: 40 Years of Research on the Stigma of Giftedness, Social Coping and Code Switching
- **Dr. Pamela R. Clinkenbeard** 17:00 – 17:30
  Speaker
  Neuroscience and Gifted Education: Practical Implications in the Age of AI

BREAK 17:30 – 18:00

- **Penina Kiss/ Jennifer Quinn** 18:00 – 18:30
  Speaker
  Applying the Australian GenAI Framework to Support Gifted Learners
- **Prof. Kenneth SIN Kuen-fung** 18:30 – 19:00
  Speaker
  How does artificial intelligence support the talent development of twice-exceptional students?

Thursday
Oct. 23, 2025

The time shown in the agenda is in GMT+4 Dubai Time

CONFERENCE SPEAKERS

KEYNOTE SPEAKER

Dr. Steven Pfeiffer

Professor Emeritus
Florida State University

SESSION TITLE

Mental health and well-being through the lens of strengths of the heart

ABSTRACT

An engaging and popular speaker, Dr. Pfeiffer will introduce ideas that appear in his new book, Parenting from the Heart: Raising Resilient and Successful Smart Kids. Professor Pfeiffer will share with the audience his 40-year 'detective story' to discover three super traits emotional intelligence, social skills, and character strengths, that together make a huge difference in the lives of all children, including high ability students.

Based on his work in the lab and coaching hundreds of parents, Dr. Pfeiffer will also talk about Grandma's Rules. Grandma's Rules are important and easy to learn skills, attitudes, and behaviors that make parenting easier and more enjoyable. ...and more effective.

BRIEF BIO

Dr. Steven Pfeiffer is an internationally recognized psychologist, speaker, and consultant specializing in gifted identification and the social-emotional needs of youth.

Professor Emeritus at Florida State University, he previously led Duke TIP and held roles in the U.S. Navy, Ochsner Medical Center, and Devereux's Institute.

He earned his doctorate from UNC-Chapel Hill and completed post-doctoral training at the University of Pennsylvania.

Author of over 200 works, including the Gifted Rating Scales (GRS™2) and Essentials of Gifted Assessment, his publications are cited in 5,200+ papers.

His latest book, Parenting from the Heart, is published by Routledge/Taylor & Francis.

SPEAKER

Prof. Anies Al-Hroub

Professor of Educational Psychology and Special Education,
President of the World Council for Gifted and Talented Children (WCGTC)
American University of Beirut (AUB), Visiting Scholar at the University of Cambridge

SESSION TITLE

The Intersection of Personality, Overexcitabilities, and Creativity:

Insights from Lebanon and the USA

ABSTRACT

In this keynote, I will explore the predictors of creativity among university students in Lebanon and the USA, focusing on the dynamic interplay of demographic factors, personality traits, and overexcitability (OEs) across five creativity domains: self/everyday, scholarly, performance, mechanical/scientific, and artistic. This cross-cultural study draws on data from 1,020 university students from two Lebanese universities and one in the USA. Using validated tools the Kaufman Domains of Creativity (K-DOCS), Overexcitabilities Questionnaire-Two (OEQII), and Big Five Aspect Scale (BFAS) the research identifies how characteristics such as age, gender, and nationality, alongside personality traits like openness, conscientiousness, and extraversion, contribute to creativity.

Key findings reveal fascinating cultural and psychological variations regarding the self/everyday creativity, scholarly creativity, and performance, creativity. Artistic creativity was influenced by youth, female gender, openness, and imaginative and sensual OEs. Through this discussion, I will demonstrate how cultural and individual factors uniquely shape creative expression.

By understanding these dynamics, we can inform strategies in education and policy to nurture diverse creative potentials across cultural contexts.

BRIEF BIO

Dr. Anies Al-Hroub is a Tenured Professor at the American University of Beirut (AUB).
He holds a Ph.D. and MPhil in Special Education (twice-exceptionality focus) from Cambridge, and an M.A. in Special Education and B.A. in Psychology from Jordan University.

He has 85+ publications, including five books with Shorouk, Springer, and Frontiers.
His titles include ADHD in Lebanese Schools and School Inclusion in Lebanon.

He is the co-founding academic advisor of MEPLI at the Harvard Graduate School of Education.

Dr. Alexandra Vuyk

Professor of Psychology, Universidad Católica Nuestra Señora de la Asunción;
Director, Aikumby Center for Giftedness and Creativity
Universidad Católica Nuestra Señora de la Asunción; Aikumby Center for Giftedness and Creativity

SPEAKER

SESSION TITLE

“Oh, I’ll just ask ChatGPT” and Other Shortcuts: Young Gifted Minds Testing the Limits of AI

ABSTRACT

Artificial Intelligence (AI) offers exciting possibilities for education, but it comes with challenges. Prompted by a 10-year old student who refused to work on his (chosen, supposedly “passion”) project and told his gifted facilitator “Oh, I’ll just use ChatGPT” in his enrichment class, we realized we needed to proactively teach AI tools to gifted children to foster ethical and correct use.

Thus, at our enrichment programs at Aikumby Center for Giftedness and Creativity in Asunción, Paraguay, we have introduced students aged 7-17 to the opportunities and challenges of AI through a series of hands-on sessions and debates.

In one hands-on session, students tested how ChatGPT generates information, uncovering examples of inaccuracies or "hallucinations" and discussing the importance of verifying sources. By examining the difference between factual and fictional outputs, students began to understand the limits of relying on AI without scrutiny, the role of users in checking the reliability of AI-generated content, and foundational concepts of ethical AI use.

Additional debates presented broader questions about AI’s role in society, including ethical implications, potential misuses, and creative possibilities.

This presentation will share insights from these activities, including how young students approached the task of identifying errors, their reflections on the importance of checking sources, and the broader implications of introducing AI literacy to gifted students. We will explore the structure and outcomes of these initiatives, discuss lessons learned, and consider how educators can prepare gifted students to navigate and shape the AI-driven future responsibly.

BRIEF BIO

Alexandra Vuyk, Ph.D., is a Professor of Psychology at Universidad Católica Nuestra Señora de la Asunción, Paraguay, and Founder and Director of the Aikumby Center for Giftedness and Creativity, the first of its kind in her country.

A pioneering advocate for gifted education in Paraguay, she leads large-scale talent development research grants from the Paraguayan National Council for Science and Technology. Her research spans social and emotional development of gifted individuals, creative careers, and related personality traits. She has received national and international awards for her work in gifted education.

Dra. Paula Irueste

Director of Neuropsychology Service, children´s área
Faculty of Psychology, UNC, Argentina

SPEAKER

SESSION TITLE

Development of socio-emotional skills in AI contexts.

ABSTRACT

The development of socio-emotional skills takes on a central role in a world increasingly mediated by Artificial Intelligence (AI).
This conference addresses how AI tools are revolutionizing teaching and learning processes in the socio emotional realm, facilitating the formation of resilient, empathetic, and emotionally competent individuals.

Drawing on the latest research and technological advances, it will analyze how adaptive systems, machine learning, and AI-driven interactive platforms enable personalized learning experiences tailored to individuals' emotional and social needs. AI offers unique opportunities for developing key competencies such as self egulation, assertive communication, and empathy through virtual environments that simulate real interactions and encourage reflection.

Ethical and practical challenges will also be discussed, including the risk of dehumanization or unequal access to resources when integrating these technologies into educational and organizational contexts.

In short, the conference presents an integrative approach that positions AI as a tool for promoting emotional well-being and fostering social skills, without emoving the focus from central axes such as the ethical and rights perspective of subjectivities, as indispensable perspectives when facing a complex and constantly evolving future.

BRIEF BIO

Dr. Paula is a Full Professor of Clinical Psychology at the Faculty of Psychology, National University of Córdoba (UNC), Argentina, where she also directs the Neuropsychology Service – Child Area. She holds a PhD in Health Sciences from the Faculty of Medical Sciences at UNC and a Bachelor's degree in Psychology (MP 5808) from the same university.
Additionally, she completed postgraduate studies as a University Expert in the Diagnosis and Treatment of Students with High Abilities from UNED, Spain.

She is a research professor at IIPSI, part of CONICET–UNC, and a collaborating professor at the Open University of Catalonia (UOC), Spain. Her academic work spans teaching, research, and clinical practice, with a focus on neuropsychology and clinical psychology.

Internationally, she represents Argentina in the European Talent Support Network (ETSN) and the World Council for Gifted and Talented Children (WCGTC). She is also a member of the Academic Committee for the Clinical Psychology Specialty at UNC and serves on the Scientific Committee of CIVIT – the International Virtual Summit on Intelligence and Talent.

KEYNOTE SPEAKER

Dr. Denise Fleith

Full Professor and Senior Researcher
University of Brasilia, Brazil

SESSION TITLE

Technology and Creativity in the Educational World: What is the Relationship?

ABSTRACT

Technology has become an integral part of youth culture, enabling communication with peers, access to information, sharing of creations, and self-expression.

Consequently, integrating technology into education is now an urgent necessity to meet the evolving demands and expectations of students. The growing interest in technology can be translated by its potential to enhance teaching and learning experiences. In this regard, technology can be considered a rich setting for communicating students' creations and thoughts, providing opportunities for promoting student's creativity their imaginative expression, metaphorical thinking, autonomy, openness to experience, collaboration, and originality.

However, some scholars have argued that the development of creativity is not an automatic outcome of technology use in educational settings. Simply incorporating technology without a thoughtful approach may not lead to significant creative growth among students.

Good planning is necessary when using technologies for specific purposes, such as fostering the development of creative behaviors. However, they must be used well, considering the context and the purposes to be achieved. It is necessary to prepare educators to use these tools intentionally.

Recommendations for educators who wish to integrate technology into their teaching practice, with a focus on fostering student creativity, will be provided.

BRIEF BIO

Denise de Souza Fleith, PhD, is a professor at the Institute of Psychology at the University of Brasilia and a researcher at the National Council for Scientific and Technological Development in Brazil. She earned her doctoral degree in gifted and talented education from the University of Connecticut.

Dr. Fleith has served as president of the World Council for Gifted and Talented Children (2021-2025). She has also been a member of a task force at the Brazilian Ministry of Education to develop an educational policy on special education.

Dr. Mohammad Al Rashaida

Assistant Professor of Special Education
Special & Gifted Education Department, College of Education, United Arab Emirates University, Al Ain, UAE

SESSION TITLE

Empowering Gifted Students: Universal Design for Learning in the AI Era

ABSTRACT

The integration of artificial intelligence (AI) with the Universal Design for Learning (UDL) framework has revolutionized gifted education by enabling personalized, flexible, and inclusive learning experiences.

AI tools such as adaptive learning systems and gamification platforms engage gifted learners by delivering tailored challenges that maximize their potential.

Technologies such as text-to-speech software, augmented reality (AR), and visual simulations foster representation by making advanced content accessible in diverse and inclusive ways. Furthermore, AI-powered tools enable gifted students to express theircreativity through interdisciplinary projects such as AI-enhanced coding, multimedia design, and collaborative problem-solving tasks. While these innovations create transformative opportunities, ethical considerations must be addressed.

Challenges such as algorithmic bias, data privacy concerns, and underrepresentation of diverse learners highlight the need for actionable strategies.

By embedding bias-aware practices and privacy protections within UDL frameworks, educators can ensure equitable access to AI-driven resources for all gifted learners, including those from marginalized or twice-exceptional backgrounds.

This session equips educators and stakeholders with actionable strategies to design dynamic learning environments. Attendees will leave practical tools to nurture gifted learners' creativity, critical thinking, and leadership skills, preparing them to excel and lead in an increasingly AI- driven world.

Keywords: Artificial Intelligence (AI), Universal Design for Learning (UDL), Gifted Education, Inclusive Education

BRIEF BIO

Dr. Mohammad Al Rashaida is an Assistant Professor of Special Education at UAE University, specializing in inclusive education, Universal Design for Learning (UDL), and talent development for gifted learners. He earned his Ph.D. in Special Education (Summa Cum Laude) from the University of Deusto.

With numerous publications in high-ranking journals and extensive experience in teaching, research, and program development, Dr. Al Rashaida has been recognized for his innovative approaches to supporting learners with special needs and fostering equity in education on a global scale.

Dr. Colm O'Reilly

Director CTY Ireland, President ECH

Dublin City University

SESSION TITLE

Working with AI on an Irish university based programme for gifted students aged 13 – 17

ABSTRACT

CTY Ireland based at Dublin City University is the largest programme for gifted students in Europe. Instructor design college like courses for gifted students to study in an environment that promotes their academic and social development. This paper will examine the growing use of AI used by CTY Ireland staff in and out of the classroom to support these students.

This includes basic classroom aids to supporting interactive learning with real time explanations. Outside of class these tools can be used to help support students mental health. With the huge growth in the identification of twice exceptional students the paper will also look at how AI can help gifted neurodivergent students to reach their potential.

BRIEF BIO

Dr. Colm O'Reilly Ph.D is the Director of the Irish Centre for Talented Youth (CTYI) at Dublin City University. CTYI provides fast paced classes for academically talented students aged 6 – 16 years from all over Ireland and overseas.

Colm has worked in the area of gifted and talented education for the last 30 years and has written articles and presented papers at numerous conferences around Europe and worldwide.

His research interests include working with gifted students in out of school programmes and their academic and social development. He is currently the President of the European Council for High Ability and the treasurer for the European Talent Support Network.

KEYNOTE SPEAKER

Dr. Shelagh A. Gallagher

Director, Office of Gifted and Talented Education
University of North Texas in Denton, Texas

SESSION TITLE

The Nature and Nurture of Creative Expertise

ABSTRACT

Efforts at improving creativity among schoolchildren have focused primarily on building specific cognitive skills such as divergent thinking; however, this approach falls short of preparing studentsto independently engage with a complex problem in the manner of a creative expert.

This presentation will present a rationale for creative expertise as an aim of gifted education, describe ways in which gifted students are well-suited to this goal, and methods of cultivating creative expertise amonggifted students.

BRIEF BIO

Dr. Shelagh Gallagher is the Director of the Office of Gifted and Talented Education at the University of North Texas.

She conducts research, writes award-winning curriculum, provides professional development, and contributes to state, national, and international policy initiatives.

Shelagh served three terms as US delegate to the World Council on Gifted and Talented and three terms on the National Association for Gifted Children Board of Directors; she is currently NAGC President.

Dr. Michelle Ronksley-Pavia

Senior Lecturer in Inclusion and Special Education, Program Director
Graduate Certificate in Special Education
Griffith University, Queensland, Australia

SESSION TITLE

Generative AI Applications in Gifted Education:
New Frontiers for Supporting Gifted and Twice-Exceptional Learners

ABSTRACT

The emergence of generative artificial intelligence (GenAI) presents unprecedented opportunities for expanding gifted education practices for supporting diverse gifted learners.

This presentation explores some innovative applications of GenAI tools for gifted education, focusing on supporting gifted students' and twice-exceptional students' unique learning needs for talent development. Drawing from her recent experimental projects and practical applications in educational settings, Dr Ronksley-Pavia will explore how GenAI can be leveraged to develop personalized learning experiences that engage gifted learners' intense curiosity, creativity, and complex thinking abilities.

The presentation will cover various approaches to using GenAI tools in the field, including applications for differentiation, talent development, and supporting twice-exceptional learners. Through examples and case studies, the session will demonstrate how these tools can be used in gifted education frameworks to enhance learning while maintaining pedagogical integrity.

Implications for teaching practice, student engagement, and talent development will be discussed within the context of an evolving educational landscape.

The session will address both opportunities and considerations in using GenAI with gifted populations, exploring how these tools can be thoughtfully implemented to enhance rather than replace human expertise in gifted education. Examples will demonstrate how GenAI can be used to create rich, challenging learning experiences while supporting the diverse ways gifted students learn and express their abilities.

BRIEF BIO

Dr. Michelle Ronksley-Pavia is a Senior Lecturer in Special Education and Inclusive Education at Griffith University, Australia, where she directs the Graduate Certificate in Special Education program.

She is an international award-winning researcher in gifted education and twice-exceptionality; her research focuses on understanding complex intersectionalities in twice-exceptional learners, with particular interest in applications of generative artificial intelligence.

Dr. Ronksley-Pavia is an Australian Delegate to the World Council for Gifted and Talented Children. Her scholarly work spans research, theoretical developments, and practical applications in supporting diverse exceptional learners, reflected in her extensive publication record in international journals and books.

SPEAKER

Prof. Aikaterini Gari

Professor of Social Psychology

The National and Kapodistrian University of Athens, Department of Psychology, Athens, Greece

SESSION TITLE

The AI tools socio-emotional effects on the gifted adolescents' fulfillment

ABSTRACT

AI systems seem to function as a challenge and an opportunity for gifted children and adolescents depending on their interests, needs, and intellectual curiosity. Recent research highlights the growing impact of AI tools such as ChatGPT, Khan Academy, My-AI, Bing-Chat, DeepDream, MusicLM etc., to their education focusing mostly on the generative AI (genAI) outputs, a specialized AI subset that is dedicated to create new and original outputs. Employment of generative AI tools seems to fulfil dynamically the gifted expectations for personalized, autonomous learning adapted to their unique pace and abilities, instant feedback on their work, and a positive mindset about their intellectual capabilities. Empirical research regarding how and to what extent AI systems influences adolescents has provided results on three fundamental levels: educational, cognitive and socioemotional.

The gifted seem to use AI tools for brainstorming ideas, refining their thought processes and acquiring support to understand and navigate complex personal or social situations, a process that could be similar in many cases to working with a mentor.

Additionally, AI tools may assist their everyday short- and long-term personal and academic goals by helping them to manage their time schedules efficiently in various academic and extracurricular activities. In general, genAI systems seem that change education but not undermine it; such a view seems to be a basis for the gradual improvement of genAI impact to gifted adolescents' educational and socioemotional development.

BRIEF BIO

Aikaterini Gari is Professor of Social Psychology and elected Director of the Laboratory for the Development of Creativity (2018-today) of the Department of Psychology, National & Kapodistrian University of Athens, Greece.

She is Correspondent Member of the European Council for High Ability - ECHA (2002-2024), appointed Program Director for Greece of the European Value Study - EVS (2007- today) and elected co-coordinator of the Psychology of Creativity and Arts Division of the Hellenic Psychological Society (2020-today).

Her research interests focus on values, attitudes, gifted identification in school community, twice exceptional children and social psychological issues of cyberspace.

Prof. Jae Yup Jung

Professor

The University of New South Wales, Sydney, Australia

SESSION TITLE

The career decisions of gifted students in the age of AI

ABSTRACT

This presentation on the career decisions of gifted students in the age of AI will start off with an overview of some theories/models that may be useful in the theoretical conceptualization and explanation of the career decisions gifted students. This will be followed by a discussion of some common internal and external factors that may influence the career decisions of gifted students, some challenges/difficulties in the career decisions of gifted students, and the types of careers that gifted students commonly aspire to.

Thereafter, the presentation will outline some possible ways that AI may support the career decisions of gifted students in the future, the possible role of AI as a tool/assistant/collaborator/coach for gifted students, how career counsellors and AI may co-exist, and the possible weaknesses/concerns in the use of AI to support the career decisions of gifted students.

BRIEF BIO

Jae Yup Jung, PhD, is a Professor in the School of Education and the Director of the Gifted Education Research, Resource and Information Centre (GERRIC) at The University of New South Wales, Australia.

His research program, which incorporates various topics relating to gifted adolescents (with a particular focus on their education and career-related decisions) has been published or presented on more than 100 occasions.

He is the current editor of the Australasian Journal of Gifted Education, the Vice President of the Asia-Pacific Federation on Giftedness, and the President of the Australian Association for the Education of the Gifted and Talented.

KEYNOTE SPEAKER

Prof. Tracy L. Cross

Dean and Professor College of Education and Human Development
University of Louisiana

Session Title

The Lived Experience of Gifted Students in School:
40 Years of Research on the Stigma of Giftedness, Social Coping and Code Switching

ABSTRACT

This presentation will report 40 years of research that has attempted to capture and document the psychological, social, and emotional lives of gifted students in school. The studies began in the United States and grew to include Ireland, France, England, and South Korea. Differing data gathering approaches from surveys, questionnaires and interviews were employed to gather data. Program evaluation data were also used to understand the student behavior in context.

The students ranged in age from 6 to 16 years. Irving Goffman's Stigma Theory (1963) was adapted by Laurence Coleman into the Stigma of Giftedness Paradigm (SGP) (Coleman, 1984; Coleman and Cross, 1988) and was used as a heuristic to organize and guide the initial studies. Phenomenological approaches to research were also employed over the forty years of research.

Combined these approaches yielded relatively consistent findings that are important to understand the gifted students' lives in school and how we can more effectively serve them.

For example, according to the SGP many gifted students want to have normal social interactions, and they learn that when others learn of their giftedness, they will be treated differently. And finally, they learn how to manage information about themselves as a means reach their social goals (1985 &1988).

In this presentation, many details are provided about the students' lives and how they utilize strategies to try to cope with school environments that are potentially threatening to their psychological well-being and mental health.

BRIEF BIO

Tracy L. Cross, Ph.D. serves as the Dean of the College of Education and Human Development at the University of Louisiana. For 15 years he held an endowed chair, Jody and Layton Smith Professor of Psychology and Gifted Education, and was the executive director of the Center for Gifted Education and the Institute for Research on the Suicide of Gifted Students at William & Mary. He has published more than 300 articles, book chapters, and columns; made more than 400 presentations at conferences, and published 14 books.

He received the numerous awards from The Association for the Gifted (TAG) and the National Association for Gifted Children (NAGC). He and honored with six MENSA awards for outstanding research and the MENSA Lifetime Achievement Award. He has edited eight journals. He is president emeritus of TAG and NAGC and has served two stints as a Fulbright Scholar at Dublin City University in Dublin, Ireland.

SPEAKER

Dr. Pamela R. Clinkenbeard

Professor Emeritus, Educational Psychology
University of Wisconsin-Whitewater, Whitewater, WI, USA

SESSION TITLE

Neuroscience and Gifted Education: Practical Implications in the Age of AI

ABSTRACT

The field of neuroscience is booming worldwide, including research on giftedness, talent, and creativity. But what does "brain research" really tell educators, psychologists, and parents about working with gifted and talented students? How might the science translate to practice, and what role does neuroscience play in the development of more equitable talent development? This talk will address what we know (and don't yet know) about educational neuroscience (aka the field of "mind, brain, and education") as it applies to gifted students and their education.

It will summarize very briefly the research that examines structural and functional differences in the brains of students who have been identified as gifted based on IQ or specific domain talent. It will then focus on three main research-supported areas of implication for gifted education: the role of neuroplasticity in young children's talent development and its support for more equitable identification and nurture of young gifted children; applications of neuroscience research to the development of executive functions in gifted and potentially gifted students; and the critical importance of appropriate challenge for optimal brain development, including a look at AI as a tool for differentiating instruction and supplying appropriate cognitive load.

Neuroscience research can provide a very compelling argument for advanced programming when we advocate with policy-makers and legislators.

BRIEF BIO

Pamela Clinkenbeard is Professor Emeritus at University of Wisconsin-Whitewater, USA, and former president of the Wisconsin Association for Talented and Gifted. She co-developed Wisconsin's first gifted educator licensure programs. She was a board member of the U.S. National Association for Gifted Children and was U.S. liaison to the European Council for High Ability.

She serves on the advisory board at Purdue University (GER2I) and the editorial boards of Gifted Child Quarterly and Gifted and Talented International. She has published book chapters and articles on motivation, neuroscience, and advocacy for the gifted.

Penina Kiss

Leader of Gifted Education
Catholic Schools Parramatta Diocese, Australia

SESSION TITLE

Applying the Australian GenAI ramework to Support Gifted Learners

ABSTRACT

As generative AI (GenAI) becomes increasingly integrated into classrooms, its potential to support the diverse learning and wellbeing needs of gifted students must be purposefully explored.

This presentation explores how the 2023 Australian Framework for Generative Artificial Intelligence in Schools can guide ethical and effective use of GenAI to enhance learning outcomes for gifted and twice-exceptional learners.

Grounded in six core principles Teaching and Learning, Human and Social Wellbeing, Transparency, Fairness, Accountability, and Privacy, Security and Safety the framework provides a national approach to responsible AI use in schools. For gifted, and in particular, twice-exceptional students, GenAI can offer accelerated content, personalised learning pathways, and differentiation aligned with their strengths, while fostering agency and creativity.

This session will highlight how educators can apply the framework in practice to create inclusive, engaging, and ethically sound learning environments. It also invites critical

Jennifer Quinn

Neurodiverse Learner Initiatives and Partnerships
Sydney Catholic Schools, Australia

reflection on how Australia's framework aligns with current and emerging international guidelines, ensuring AI innovations are both student-centred and equitable. Participants will leave with practical strategies for aligning AI-enhanced gifted education with national principles designed to ensure safety, wellbeing, and excellence.

BRIEF BIO

Penina Kiss is an experienced educator with a deep commitment to the needs of gifted learners. In her current system role, she supports K–12 teachers and leaders through professional learning in gifted pedagogy. A former science coordinator and school leader, she holds master's degrees in educational leadership and gifted education, and is completing a PhD at Griffith University. Penina has presented internationally, co-edits the WorldTalentWeb Newsletter, and is a co-recipient of the 2023 World Giftedness Center's School Global Award. She currently leads the gifted agenda at Catholic Schools Parramatta Diocese.

BRIEF BIO

Jennie Quinn is a Specialist in the SCS Diverse Learning Team, focusing on Neurodiverse Learner Initiatives and Partnerships. She has extensive experience in school and system leadership roles and holds a Master of Gifted Education, with recent postgraduate study in Neuroscience and Education. Jennie has presented internationally and is co-editor of the WorldTalentWeb Newsletter and co-recipient of the World Giftedness Center's School Global Award in 2023.Jennie's work supports inclusive practices and partnerships for neurodiverse learners across educational settings.

Prof. Kenneth SIN Kuen-fung

Professor
The Education University of Hong Kong

SESSION TITLE

How does artificial intelligence support the talent development of twice-exceptional Students?

ABSTRACT

Twice-exceptional (2e) students are a uniquely complex and often misunderstood population in education. These learners simultaneously demonstrate high potential in areas such as reasoning, problem-solving, or creativity, while also facing one or more learning differences or disabilities ranging from attention-deficit/hyperactivity disorder (ADHD) and dyslexia to autism spectrum disorder (ASD) and processing disorders. Their asynchronous development leads to inconsistent academic profiles and social-emotional challenges, making them particularly difficult to identify and support through conventional educational practices.

Despite increased awareness of neurodiversity in schools, 2e students remain under-identified or misidentified. Their strengths may mask their challenges, resulting in overlooked disabilities, while their difficulties may overshadow their gifts, leading to missed opportunities for enrichment. Educators frequently struggle to meet their needs, as 2e students require both specialized support and advanced academic opportunities - often a contradictory demand within standardized systems.

In recent years, artificial intelligence (AI) has emerged as a powerful agent of change in educational settings. From adaptive learning platforms and natural language processing to assistive technologies and behavioral analytics, AI offers educators new tools for understanding and supporting diverse learner profiles. Its ability to personalize instruction, detect learning patterns, and augment accessibility suggests great promise in bridging the gap for 2e learners who fall between traditional educational categories.

This presentation explores the intersection of AI and twice-exceptional education, examining how AI-driven innovations can be used to empower educators, enhance student outcomes, and promote equity and inclusion in neurodiverse classrooms.

BRIEF BIO

Professor Kenneth Sin is the Executive Director of the Institute of Special Needs and Inclusive Education and the Research Professor in the Department of Special Education and Counselling at The Education University of Hong Kong in Hong Kong, China. His expertise and research focus on supporting students with diverse learning needs and professional development in inclusion.

He offers consultancy and training for enhancing the professional skills of teachers teaching high ability students in schools. He also supports the talent development of the twice-exceptional (2e) students studying in the Youth Academy for Special Educational Needs.

Dr. Zulaikha Mohamed

Senior researcher - Global Talent Mentoring Program
Hamdan Foundation

SPEAKER

SESSION TITLE

The Global Talent Mentoring: Data and Insights from Five Years of Talent Development

ABSTRACT

This session provides insights from the first five-year implementation phase of Global Talent Mentoring, an avant-garde initiative established under the leadership of the Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences in Dubai. The program is designed to facilitate research-based mentoring between exceptionally gifted and talented youth and accomplished professionals in the domains of science, technology, engineering, mathematics, and medical sciences (STEMM).

The presentation outlines the theoretical underpinnings and operational framework of the program, including its evidence-based design principles, participant selection criteria, and mentoring guidelines and expectations. Emphasis is placed on the program's international reach, encompassing participants from diverse educational and socioeconomic contexts. Empirical data and qualitative feedback collected over the first five years are synthesized to evaluate program efficacy, mentor-mentee dynamics, and the broader implications for talent development in STEMM fields.

The session also features a presentation by Prof. Norbert Fogarasi, an active mentor within the program, who provides reflective thoughts on his mentoring experiences and offers comparative insights relative to conventional mentoring models. The session is intended to support knowledge dissemination among stakeholders in gifted education and talent development, including academic researchers, program designers, and educational policymakers, with a particular focus on scalable, evidence-based practices for high-ability populations

BRIEF BIO

Dr. Zulaikha Mohamed holds a Doctorate in Educational Sciences, with a specialisation in preparing graduating teachers for job readiness. With over 20 years' experience as an educator and researcher across diverse educational contexts, she brings particular expertise in educational standards, teaching competencies, and evidence-informed practice. Her academic contributions span curriculum design, teacher competency frameworks, and talent development, and have been published in respected journals and presented at international conferences.

Dr. Mohamed is currently a senior researcher with the Global Talent Mentoring Program, where she plays a key role in shaping research initiatives aimed at enhancing mentoring practices for gifted and talented youth in STEMM fields. Her recent scholarly activities, including conference presentations and short-form publications, are focused on the program's mission to foster excellence through long-term, research-based mentoring.

CONFERENCE TEAM

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