Call for Proposals for Special Issue of *Gifted Child Quarterly*

Broadening Our View: Applying Research from Outside the Field to Gifted Education

Seeking papers that provide background on a topic not well understood or researched within our field that has implications for gifted education, individuals with gifts and talents, or the development of talent.

Many disciplines have research with implications for the development of exceptional talent that have gone largely unnoticed both within those disciplines and in gifted education. **The purpose of this special issue is to explore topics that have been researched outside the field of gifted education that can further understanding of their contributions to the development of talent.** Scholars in disciplines as wide-ranging as sociology, economics, psychology, neuroscience, biology, mathematics, law, and many others, are invited to consider how their area of research applies to individuals with gifts and talents and/or the development of those talents. Proposals submitted may include evidence of these connections or they may be hypothesized. Papers will be a review of literature related to the topic and may include original qualitative or quantitative research, where applicable. Topics with strong empirical support, including replication, will be given a priority.

Context

The field known as *gifted education* developed at the intersection of several disciplines including psychology and education. Trends in research over the years have included an emphasis on such topics as creativity, underachievement, curriculum and instruction, social and emotional characteristics, and special populations (Dai et al., 2011; Lee & Gentry, 2023; Şakar & Tan, 2025). The special issue will include reviews of literature on topics outside the usual boundaries of the field of gifted education.

Individuals with gifts and talents may have cognitive, creative, psychosocial, or other attributes that set them apart from their typical peers. Extraordinary ability exists for some percentage of every population, whether identified formally or not, and its expression may be supported or hindered by internal and external forces. In an effort to support the maximization of these talents with consideration for these individuals' well-being, what research or theory in other fields should be brought to bear? Just a few examples of applicable domains are:

- Psychology
    - Gifted education has its roots in this multi-faceted discipline and studies of intelligence and creativity have informed the field since its inception. The emphasis on education, however, has drawn attention away from areas of psychology that have potential implications for the field (e.g., intergroup relations, social comparison, motivation, mental health, identity development, psychometrics, and many others). What

psychological research can be applied to individuals with gifts and talents, their education, or talent development?

- Economics
    - Opportunities for talent development rely on economic resources. Some economists also study education and examine select populations. Are there theories, models, or studies of factors that impact or account for high-ability or talent development? What is the value of economic support for gifted education (i.e., return on investment)?
- Creativity
    - Once a staple of research in gifted education, there are many areas of creativity that may have implications for talent development or educational practice. What current understandings, theories, or studies should researchers in gifted education be aware of?
- Biology
    - Neuroscience has garnered interest in the field of gifted education, but are there other areas in biology, such as nutrition, genetics, twin studies, human development or others that have seen new learning that can apply?
- Geography
    - Technology such as geographic information systems has allowed for the mapping of various aspects of human life. Do any of these areas have implications for giftedness or the development of talent?
- Sociology
    - Structures and processes on a societal level such as intersectionality impact individual talent development opportunities. Sociologists likely have developed perspectives of value to education, including gifted education. What are the implications of these topics for research and practice in gifted education?
- Information technology and computer science
    - What are the opportunities and risks of digital developments and divides including artificial intelligence for gifted education and talent development in different areas?

Research in other disciplines can be applied to the different processing abilities, knowledge bases, interpersonal relationships, contexts, and influences on the development of exceptional talent.

In determining the appropriateness of a topic for inclusion in this special issue of *Gifted Child Quarterly*, authors can consider an expansive definition of giftedness (e.g., as high levels of intelligence, outstanding achievement, or as a constellation of factors, judgments of expertise, or evidence of exceptional performances or productivity), though attention to measurement should be considered. Included papers will likely be important to gifted

education and novel to the field, with a review of the research that supports the topic and clarification of its implications for gifted education or individuals with gifts and talents.

Details
Proposals should include a title and a 500–750-word abstract describing the planned manuscript and how it might enhance understanding of research on the topic and its implications for gifted education or individuals with gifts and talents.

In keeping with the journal's submission guidelines, manuscripts should not exceed 9000 words, excluding references, tables, and figures. For more information about the journal and author submission guidelines, go to https://journals.sagepub.com/home/gcq.

Timeline

- Proposals due by **July 1, 2025.**
- Authors notified of invitation to submit no later than **August 1, 2025**. (The acceptance of a proposal does not guarantee acceptance of submitted manuscripts, as final manuscripts will go through masked review and must be accepted through the journal's review process.)
- Manuscripts due no later than **December 15, 2025**.
- Reviews and action letters to authors by **January 31, 2026**.
- Revisions due back from authors within one month of receipt.
- Final accepted manuscripts completed and returned by **April 30, 2026**.
- The special Issue is scheduled to be published in Volume 70, Issue 4 in **October 2026**.

Submit proposals as an attached Word document by e-mail to an editor of the special issue: Jennifer Riedl Cross (jennifer.cross@louisiana.edu), Jonathan Wai (jwai@uark.edu), or Andrea D. Frazier (frazier_andrea@columbusstate.edu). Submissions of the complete manuscripts will be via the *GCQ* online submission page: https://mc.manuscriptcentral.com/gcq.

If you have questions or would like additional information, please contact one of the editors at jennifer.cross@louisiana.edu, frazier_andrea@columbusstate.edu, or jwai@uark.edu.

References

Dai, D. Y., Swanson, J. A., & Cheng, H. (2011). State of research on giftedness and gifted education: A survey of empirical studies published during 1998—2010 (April). *Gifted Child Quarterly, 55*(2), 126–138. https://doi.org/10.1177/0016986210397831

Lee, H., & Gentry, M. (2023). The major characteristics and trends of gifted education doctoral dissertation research from 2006 Through 2016. *Journal for the Education of the Gifted*, *46*(4), 340–373. https://doi.org/10.1177/01623532231199267

Şakar, S., & Tan, S. (2025). Research topics and trends in gifted education: A structural topic model. *Gifted Child Quarterly*, *69*(1), 68–84. https://doi.org/10.1177/00169862241285041