



A Century beyond Terman, 50 Years after Marland: Knowns and Unknowns about Cognitive Excellence

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Message from the Guest Editors

The present Special Issue takes up the interplay of the definition of giftedness and the description of gifted individuals. Much remains to be learned, e.g., about how exceptional cognitive performers differ from other individuals. A broader understanding of giftedness beyond mere above-average scores in formalized tests (e.g., involving the interaction of abilities with environmental influences) and the development of novel intelligence models (e.g., the CHC model), as well as research methods (e.g., neuroimaging) provide new means to gain insight into the contribution of exceptional intelligence to life outcomes. Furthermore, the question of what it means to be gifted and how this view changes over time—both historically and over an individual's lifespan—deserves examination. All papers addressing the following topics are welcome for consideration.

- Group differences between gifted vs. non-gifted populations;
- Predictors of exceptional cognitive abilities;
- Perception of gifted individuals;
- Cross-temporal changes in the perception of giftedness (both historically and ontogenetically);
- Environmental influences on and their interactions with giftedness.

