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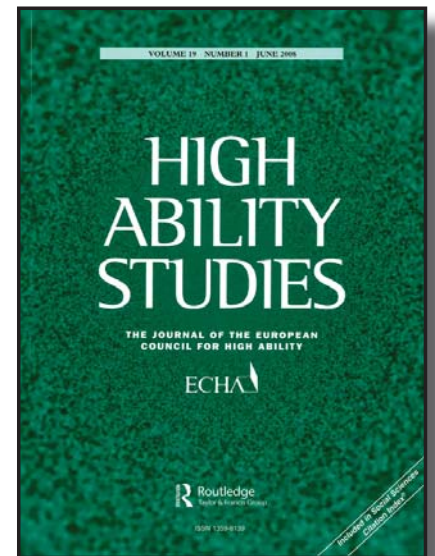
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Volume 20, Issue 2, 2009

Special Issue on Character Education and Giftedness

Guest Edited by **Kirsi Tirri**, *University of Helsinki, Finland*

This special issue of *High Ability Studies* focuses on current international research on character education and giftedness. The authors of the volume are the leading researchers in their countries related to empirical research on giftedness and/or character education. In these articles the emphasis is on students' character and morality, which have been quite neglected fields of study among high ability students. We acknowledge the difficulties related to conceptualizing and measuring both these areas and make an effort to clarify them. The papers include conceptual, quantitative and qualitative approaches to the theme. Some of the studies highlight national views on this research area and the others take a more global stance. All the authors take a stand that ethics, morality and character can be educated in schools all over the world.



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High Ability Studies provides a forum for scholars in a variety of disciplines associated with the development of human abilities to their highest level. It is a medium for the promotion of high ability, whether through the communication of scientific research, theory, or the exchange of practical experience and ideas.

The contents of this journal are unique in reflecting concerns and recent developments in this area from childhood and across the whole life span in a variety of contexts. Far from being restricted to the traditional focus on high-level cognitive development, it also presents investigations into all other areas of human endeavour, including sport, technology, the arts, business, management and social relations.

The journal is concerned with aspects of development, personality, cognition, social behaviour and cross-cultural issues in relation to high ability. Theoretical modelling and measurement techniques, as well as instructional strategies and curriculum issues, are of interest.

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