

International Journal for Talent Development and Creativity



From the Founders: The 20th Anniversary of the ICIE

Taisir Subhi Yamin and Ken W. McCluskey

Volume 10, Number 1-2, August–December 2022

URI: <https://id.erudit.org/iderudit/1099936ar>

DOI: <https://doi.org/10.7202/1099936ar>

[See table of contents](#)

Publisher(s)

International Centre for Innovation in Education/Lost Prizes International

ISSN

2291-7179 (print)

2563-6871 (digital)

[Explore this journal](#)

Cite this document

Subhi Yamin, T. & McCluskey, K. (2022). From the Founders: The 20th Anniversary of the ICIE. *International Journal for Talent Development and Creativity*, 10(1-2), 7–14. <https://doi.org/10.7202/1099936ar>

© Taisir Subhi Yamin, Ken W. McCluskey, 2023



This document is protected by copyright law. Use of the services of Érudit (including reproduction) is subject to its terms and conditions, which can be viewed online.

<https://apropos.erudit.org/en/users/policy-on-use/>

érudit

This article is disseminated and preserved by Érudit.

Érudit is a non-profit inter-university consortium of the Université de Montréal, Université Laval, and the Université du Québec à Montréal. Its mission is to promote and disseminate research.

<https://www.erudit.org/en/>

From the Founders:

The 20th Anniversary of the ICIE

Taisir Subhi Yamin; Ken W. McCluskey

Going Global

The International Centre for Innovation in Education was founded on August 20, 2002. The ICIE was organized a couple of years after the first meeting organized by Taisir Subhi Yamin with Ken McCluskey. Todd Lubart and Sandra Linke along with several other scholars from different countries formed the initial group. The decision to establish the ICIE reflected the importance of cross-cultural communication and global collaboration. It is a growing and powerful international educational organization and network.

One term that seems to be gaining traction of late is “knowledge mobilization,” which refers to the importance of applying current knowledge from the domain of research and applying it in practical ways to help address real-world issues and problems. From our perspective, the underlying intent is to connect theory, research, and practice in authentic ways to improve policy, enhance service delivery, and make a positive difference in people’s lives. For two decades, the ICIE and Lost Prizes International (LPI) have been unifying forces for the diverse communities and institutions that we serve.

In this occasion, both the ICIE and LPI would like to recognize all individuals and international institutions that have supported our unique, international endeavors over the years. It is through your support and collaboration that we have reached this momentous day. Therefore, we would like to extend our warmest and deepest gratitude.

For this 20th celebration, it is important to reflect back upon and remember the mission, vision and the intended aims and objectives. Our original, successful mission has served as a guiding light and inspired our international institution to empower every person to become a responsible, self-directed, lifelong learner through positive partnerships with families, educators, communities, educational program planners, government and ministry officials, and researchers in talent development, gifted education and creativity. We also recognize the importance of adult learners and lifelong learning. The ICIE will be committed to the development of all students and teachers as productive world citizens and leaders for the future. We believe that: everyone can learn and that educational initiatives should engage and not alienate learners. Learning should encourage both self-directed and collaboration. Education has the potential to inspire and prepare learners to solve real life problems. Continual personal and professional growth is vital. Technological innovations can serve to network learners across the globe. Building a world community of learners can be a catalyst to meaningful personal and social change.

Among the early members of the international board of the ICIE are: Michael E. Auer; Don Ambrose; Fred A. Bonner II; Joan Freeman; François Gagné; Vlad P. Glăveanu; Hisham B. Ghassib; Christer Johannesson; Lannie Kanevsky; James C. Kaufman; Nabil Kharman; Ken McCluskey; Karen Magro; Barry Meatyard; Heinz Neber; Maureen Neihart; Douglas P. Newton; Lynn Newton; Roland S. Persson; Sally M. Reis; Joseph Renzulli; Susanne Richert; Dorothy Sisk; Patricia Schuler; Del Siegle; Robert Sternberg; Wendy Stewart; Rena Subotnik; Uğur Sak; Trevor J. Tebbs; Todd Lubart; Kirsi Tirri; Kornelia Tischler; Javier Touron. All

have done a lot of work on a large number of ICIE's projects, programmes, services and related initiatives.

The design, planning, development and implementation of the ICIE's international projects and initiatives would not be possible without the support we received from a large number of institutions, including: the University of Winnipeg; University of Connecticut; Ulm University; Université Paris Cité; Durham University; Rider University; Jönköping University; Prairie View A&M University; University of Saskatchewan; University of Ottawa; Lamar University; Concordia University; University of Essen; Castleton State College; University of Rijeka; Catholic University of the Sacred Heart; Cornell University; Webster University; Anadolu University; Aalborg University; The University of Ljubljana; Pädagogische Hochschule Schwäbisch Gmünd; University of Luxembourg; University of Lisbon; University of Portucalense; Universidade do. Minho; and, Mohawk College. We wish to thank sincerely all individual and institutional contributors.

The Intended Aims and Objectives

The International Centre for Innovation in Education (ICIE) is committed to the development of all learners as productive world citizens and leaders for the future. The ICIE International Conferences feature innovative speakers and educational leaders from international settings. Each conference is another milestone in the journey towards leadership, creativity and innovation.

The rapidly changing fields of talent development, giftedness, and creativity continue to open rich possibilities for gifted, creative and talented children, youth, and adult learners to gain valuable learning experiences, and is providing an environment for creative expressions. The major goals include developing teaching and learning strategies that encourage the development of critical thinking, problem solving (and problem finding), decision making, and creative learning. Through our programs and publications, we are inviting new dialogue and discussion that will expand and advance learning across the disciplines and at all educational levels.

The ICIE is committed to the following aims and objectives:

- Identify qualities of gifted and talented learners as early as possible;
- **Enhance** the general public awareness of individual talent, neurodiversity, diverse learning styles, unique modalities of intelligence, and characteristics of giftedness. We recognize that diverse learners possess talent and skill and given the opportunity can flourish. We are committed to encouraging greater inclusivity for learners from historically marginalized backgrounds.
- **Initiate**, conduct, and support research into the nature of giftedness, talent, and creativity, and the education and development of gifted, creative, and talented children, youth, and adults;
- **Disseminate** the findings of research and provide a database for researchers, scholars, and practitioners;
- **Establish** means for a continuing worldwide exchange of ideas, experiences, and teaching and teacher-training techniques relevant to gifted, creative, and talented children, youth, and adults.
- **Encourage** governments to recognize gifted children as a category for special attention in normal educational programmes, and to cooperate with national and other organizations for gifted and talented children who share these purposes (e.g., The National Research

Center on the Gifted and Talented (NRC/GT), and The International Association of Educators for World Peace);

- **Design**, develop and organize activities, forums and programmes that bring together gifted, creative and talented learners worldwide;
- **Assist** educational system in capacity building and qualify teachers to work with the gifted and talented learners; and
- **Provide** guidance, counseling, and consultation.

During the last two decades, thousands of educators; researchers, decision makers; practitioners and students have participated in our international programmes; benefited from our services; and contributed significantly to our projects, research initiatives, publications and capacity building programmes.

We are proud to admit that we have achieved the intended aims and objective and will continue.

Values & Beliefs

Value Education: We value lifelong learning opportunities that respond to the needs of gifted, creative and talented students and their parents and teachers and are accessible, affordable, and of the highest quality;

Value Students: We value learning and learners. We respect their diverse life experiences, value their achievements, and appreciate their contributions to our learning community;

Value Excellence: We invite innovation, support creative problem-solving, and encourage risk-taking;

Value Cooperation: We value teamwork, cooperation, and collaboration as a part of our continuous improvement efforts;

Value Honesty and Integrity: We believe academic and personal honesty and integrity are essential elements in our educational environment;

Value Freedom: To foster our virtual educational environment, we respect individual rights and the privacy of our colleagues and associates, and encourage dialogue and the free exchange of views;

Value Fairness: We advocate fairness and just treatment for all.

Value Responsibility: We are all responsible for making our learning experiences significant and meaningful.

Lost Prizes International

The *Lost Prizes International* (LPI) and related projects and programmes represent an attempt to do something about the lamentable waste of talent capital. This unique initiative was sustained for thirty years.

Kari McCluskey (Coordinator, LPI) at the University of Winnipeg, has been strongly involved in planning, developing and implementing a number of projects, services and programs including Lost Prizes/ ICIE annual seminars. In addition, she does the editing, formatting, and cover layout for many of the ICIE books and monographs. IN addition, Kari provides support to the editors of the joint ICIE/ Lost Prizes international journal.

The Lost Prizes/ ICIE annual seminars is a course-connected conference, with its overarching theme of “expanding enrichment,” now takes place each July on the campus of

the University of Winnipeg. The ultimate goal is to build a delivery system that integrates asynchronous and synchronous modalities of learning. We try to respond to ongoing challenges that educators and students (all levels) are experiencing. Our goal is to help educators continue to be lifelong learners and reflective practitioners.

Over the years, we have delineated some very specific objectives for LPI and related programs.

- To use research to guide and inform planning, and to apply best practices in teaching and learning;
- To establish innovative academic and social programmes to identify and develop the talents of high-ability learners
- To help learners learn more effective coping and problem solving strategies;
- To take a strength-based rather than a deficit approach for unengaged children, youth, and adult learners;
- To embrace and respond to a diverse set of student needs;
- To encourage educators to become “talent spotters,” who look for positives in their students on a daily basis;
- To develop the skills of practitioners working with underserved and historically marginalized learners ;
- To utilize a variety of authentic assessment strategies to gauge and improve student academic and social progress in tangible and specific ways; and,
- To share lessons learned with the field (through professional development sessions, courses, and publications).

(McCluskey, Treffinger, Baker, Wiebe, 2016. Pp: 125-126)

The International Conferences

The International Centre for Innovation in Education (ICIE) is committed to the development of all learners as productive world citizens and leaders for the future. The ICIE International Conferences invite scholars and practitioners from diverse educational contexts to share their ideas and research. We feature Nobel Prize winners and distinguished international speakers. Presentations, group workshops, and symposia provide opportunities for perspectives sharing and knowledge mobilization. Each conference is another milestone in the journey towards leadership, creativity and innovation.

In partnership with universities and international institutions, the ICIE has organized 20 international conferences which took place in different parts of the world. We have been in: Paris (two times); Ulm; Amman (two times); Athens; Jerusalem; Istanbul; Dubai; Sharjah; Ajman; Krakow; Rijeka; Lisbon; Banja Luka; Houston; Vršac (two times); Antalya (two times).

Our international conferences aimed at: Encouraging volunteer spirit; promoting excellence and sustain quality; connecting communities; striving for improvement; evolving responsibly; meeting community expectations of quality; sustaining competitiveness and viability; and balancing innovation with core essentials.

This conference provides you with the opportunity to: (1) Explore the latest developments in education & psychology in general, and innovation in education in particular; (2) examine the need for sustainable educational systems; (3) integrate the latest technology into the education system; (4) debate the challenges ahead and the future of education and

psychology; (5) learn from innovative case studies where educational institutions have taken the initiative; (6) engage in a series of seminars designed to debate the theory and practice of real improvement in education & psychology; and (7) participate in pre-conference workshops designed to develop participants' competencies.

The conference categories include:

- **Excellence in Education: Basic & Higher Education;**
- **Gifted Education;**
- **Creativity & Innovation;**
- **Educational Technology;**
- **Psychology**, including all branches (e.g., applied psychology; cognitive psychology; organizational psychology; developmental psychology; experimental psychology; clinical psychology; educational psychology; cross-cultural psychology; positive psychology; social psychology; comparative psychology);
- **Innovative Learning Environment:** standards and curricula, tasks and materials, and communication;
- **Instructors and Teacher: Innovative teaching and learning strategies; curriculum design; Inquiry and experiential learning ideas, the psychology of teaching and learning; and, professional development.** competencies, innovative teaching methods, and staff development;
- **Learner:** capacity building, talent development, emotional, social, and cognitive learning; overcoming learning barriers, and developing global citizenship skills.
- **Program Development:** Examples, planning models and components, implementation and evaluation;
- **Global Education for Peace;**
- **Organizational & Social Issues in Education;**
- **Digitization:** Online education; distance education; virtual platforms;
- **Integrated Services:** Guidance and counselling, community services, parenting and caring; and mentorship; and,
- **Future Trends:** Globalisation and networking, technological innovations; STEM and STEAM, civic education, ethical issues; and building creative climates.

We encourage anyone with an interest in: innovation in education, excellence in education, and gifted education to attend this conference. The participants will include: University academics, educators from all disciplines, education program planners and policy advisors, psychologists, business and industry leaders, gifted and talented program coordinators, principals and school leaders, graduate students, parents and caregivers.

Capacity Building Programms

Professional development is a critical factor in the initial success of the teaching/ learning process. The quality and intensity of the training programme is an important part of determining how successful teachers will be as well as how long they remain in the teaching profession. The ICIE has developed a rigorous, well-planned programme designed to provide participants an optimum combination of experiences in which they can build content area knowledge, knowledge of teaching and learning, and the competencies required to be a successful and effective teacher for all students including the gifted, creative and talented students. This capacity building programme was implemented in partnership with a large number of international and local educational institutions in different parts of the world.

This programme (program or programme?) is organized around ten future strategic directions, including: Changing demographics; gifted student expectations; student life skills; technology; professional culture/ lifelong learning; safe environment; ethics, morals and values; community support and involvement; teaching for productive thinking; and, resources. The proposed programme aimed at expanding the participants', and coordinators' competencies. In addition, it is designed for new graduates, teachers, principals, administrators, and policymakers.

The focus of the proposed professional capacity building is to increase the participants, including educator's capacity to improve learning outcomes of all students. Through a variety of learning techniques-case studies, discussions, and small groups-participants acquire new perspectives on leadership, deepen their repertoire of problem-solving skills, engage in personal reflection, and build strong professional networks.

The ICIE offers the participants a comprehensive and intensive blended (face to face tutoring, online instructional materials, and supervision) modules in Excellence; Creativity; Organizational creativity; Talent Management; and Gifted Education. It is developed for motivated trainee, including: Teachers, principals, coordinators, and administrators where they learn to:

- Develop standards and indicators for teaching excellence; enrichment education; gifted education; creativity; organizational creativity; and, innovation education;
- Create innovative learning opportunities that integrate learning modalities and diverse skills; encourage experiential and inquiry-based learning (IBL) that clearly communicate learning goals and connect classroom activities to real-world challenges;
- Incorporate continuous assessment of student performance into teaching and help learners become engaged and self-directed learners with skills to collaborate with others;
- Use technology, differentiated learning, and content-specific strategies to improve student performance and promote deeper understanding of content;
- Share pedagogical successes and challenges with an online community of local and international educators, supported and guided by expert coaches and mentors;
- Give peers effective feedback on planning lessons, improving student performance, and assessing student understanding;
- Develop communication and collaboration strategies with a professional community of local and international teachers and educators;
- Work with an experienced teacher-coach, train as an apprentice coach, and become a coach to local and/or international peers;
- Encourage and advance professional inquiry and growth;
- Focus relationships among students, teachers, and administrators around a shared educational language and framework;
- Strengthen experienced teachers, develop educational leaders, and engage the commitment of those new to the profession;
- Encourage multi-modal learning opportunities and new literacies that encourage deeper level learning and knowledge application.
- Build internal capacity within universities and schools to sustain improved instruction; and,
- Create a coherent, systemic, and cost-efficient plan to address the educational dynamic teaching and learning goals that connect with curricula that is ever-evolving to meet the needs of learners and communities.

This programme includes:

- Introduction to Excellence and Gifted Education.
- Screening and Identification: How do we defined creativity? How can educators maximize creativity and talent development to encourage greater inclusion? Who is Potentially Gifted? How is gifted defined?
- Evaluation of Potential Creativity (EPoC).
- Problem Based Learning/Inquiry Based Learning.
- Productive Thinking for Skillful Teaching and Learning.
- Mentorship, Educational Leadership, and Entrepreneurship.
- Counselling and Guidance for Diverse Learners
- Identification of Special Needs, ADHD and Exceptional Learners.
- How to create innovative educational programs that are more inclusive and that recognize learners' talents and gifts.
- Organizational Creativity: Quality Standards, Indicators, and Assurance.
- Talent Development.
- STEM and STEAM
- Educational Design; Systems Thinking; Transformative Leadership.

The IJTDC

The focus of this journal is to highlight innovative programs and strategies that encourage talent development in children, youth, and adults in educational contexts. Teachers, counselors, scholars and in higher education, and consultants are encouraged to contribute articles that feature specific teaching/ learning approaches, innovative programs, and models of educational leadership that highlight the diverse ways talent, skill, and creativity can be encouraged, nurtured, and applied among children, adolescent, and adult learners.

The International Journal for Talent Development and Creativity (IJTDC) is a refereed journal published twice a year by both the International Centre for Innovation in Education (ICIE) & Lost Prizes International (LPI). **Manuscripts submitted will be peer reviewed through a double blind process. Feedback to the authors will be provided within 4-6 weeks.**

This *journal* has grown out of an ongoing, vibrant partnership between the International Centre for Innovation in Education (ICIE) and *Lost Prizes International* (LPI). So together, ICIE and LPI will continue to work in unison to forge partnerships with other individuals and groups through professional conferences that connect educators and create a spirit of global citizenship.

Aside from the articles, IJTDC will contain the following regular features: (1) ***From the Founders***; (2) ***From the Editor's Desk***; (3) Peer-reviewed and indexed theoretical articles and research papers; (4) ***Standing on the Shoulders of Giants***. This segment honours the memory of cherished colleagues who have passed on. All individuals recognized in this manner in IJTDC will have made enormous contributions to ICIE and/or LPI; (5) ***Profiles of Creativity/ Profiles of Giftedness***. The intent here is to focus on the lives and work of pioneers in our area who are widely acknowledged for their research into creativity and talent development; (6) ***Exemplary Programs***. Here is the place where real-world practitioners get to share their work in an international forum. In an effort to stimulate cross-cultural communication and partnering, the long-term goal is to feature various projects from many countries; (7) ***Interviews***; and, (7) ***Book Reviews***. Most issues include reviews of important

educational texts that enhance our understanding of learning dynamics, talent development, creativity, educational psychology, intelligence, and related topics/disciplines.

The IJTDC is internationally indexed (ERIC and ERUDIT platforms). All articles dating back to 2013 have now been indexed by the ERIC educational learning platform (<https://eric.ed.gov/?journals>).

The ICIE Publications

Part of the mission of the International Centre for Innovation in Education (ICIE) and **Lost Prizes International (LPI)** is to mobilize knowledge and international networking through conferences, workshops, courses, and professional development opportunities (both asynchronous and synchronous) . Scholarship and research are shared through book and journal publications.

To complement IJTDC and further enhance knowledge mobilization and dissemination of information, both the ICIE and the LPI have published the more than 50 books and monographs in twenty years.

The Internship Programme

In the year 2020, the ICIE launched the international internship programme in different educational fields of interest. In three years, the ICIE, in partnership with Global Cultural Adventurers, has supervised 75 graduate students from China. Candidates from other countries have benefited from this programme.

We are confident that the International Centre for Innovation in Education will continue to be an appreciated global platform due to the quality of its different types of contributions. We are poised to make major contributions moving forward. The ICIE serves as a global think tank that brings together institution and individuals from different fields of knowledge, cultures and diverse realities. We have been able to see for ourselves that what we have been doing so far is in unison with task forces and partners internationally.

Imagine how many people made investment of time, intellect and resources to transform the ICIE during the last two decades. We are proud to celebrate 20 years of investing in gifted education and talent development, excellence, creativity and innovation at all levels of education. There are endless possibilities of what we can achieve if we work at the international level.

At the end of this section, “From the Founders”, I wish you the best as we move on together and create the future and memories of the ICIE and LPI.

All the best to our dear readers! Thank you.

References:

McCluskey, K. W.; Treffinger, J. T.; Baker, P. A.; Wiebe, A. C. (2016). *Lost prizes: Identifying and developing the talents of marginalized populations*. Winnipeg, Canada: The University of Winnipeg, Faculty of Education Publishing.