

# **Creativity in Gifted Education Research: What do we Know and What Needs to be Explored?**

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## **ABSTRACT**

Research on differences between gifted and nongifted students have examined cognitive abilities, including intelligence quotient differences, higher-order thinking skills as well as critical, evaluative, and creative thinking. The first objective of this paper is to shed light on creativity in gifted education research. The literature review revealed that the majority of studies on gifted education have focused on enhancing divergent/creative thinking abilities, namely fluency, flexibility, and originality (i.e., creative process) through different techniques and strategies. However, little attention has been paid to other cognitive processes related to creative cognition, such as problem finding and evaluative thinking.

Moreover, creativity is much more than divergent/creative thinking; it includes other aspects, including creative potential, creative climate, and creative personality. Therefore, the second aim of this paper is to discuss recent investigations of creativity in gifted education literature and highlight areas that should be addressed. Finally, the paper discusses recent advancements in assessing divergent thinking in creativity research and how educators in the field of gifted education can benefit from such an advancement in creativity measurement. Although research on creatively gifted students in recent years has emerged, there are still areas that need to be explored.

## **KEYWORDS:**

*Creative personality, Exploration in gifted education, innovations in education*