

Concept Development
Michael Clay Thompson

Knowing more than most about truth's details, gifted children must do more thinking than most about them.

Facts are just facts. They do not contain the understandings of an educated mind; they only make them possible.

The concept is itself a complex concept; it is the abstraction from diverse instances of a generalized word that organizes separate facts into meaning.

There are many criteria involved in the appropriate selection of concepts for the classroom. It is possible to mishandle the implementation.

What theorists agree about is that real education requires the use of important ideas to make meaning of the facts, within and among disciplines.

The purpose of ethics, for example, is not to become logical; it is to become kind. In the process, logic is required.

The affective domain forms the human framework for the cognitive domain.

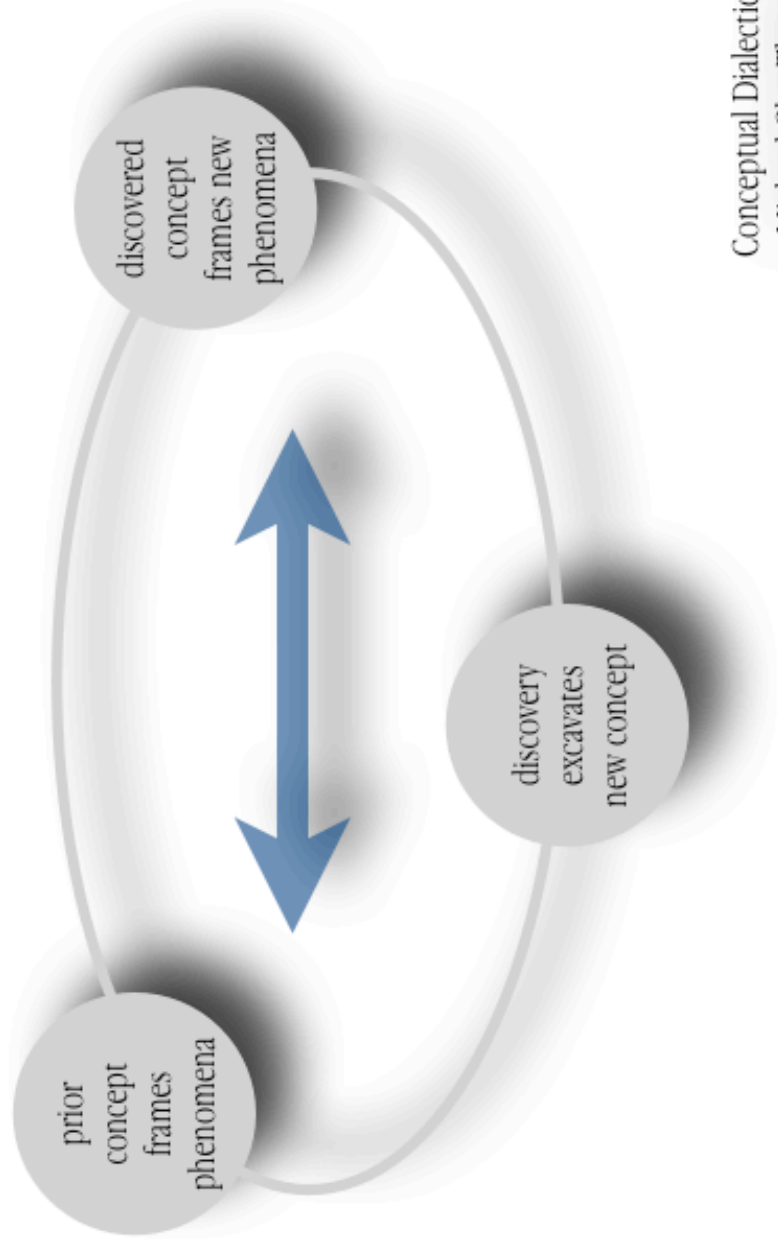
Affective involvement is a manifestation of cognitive depth.

The truth is that knowledge is more than interesting; knowledge matters, and it is a catalyst for extreme forms of care in those whose understanding is deepest.

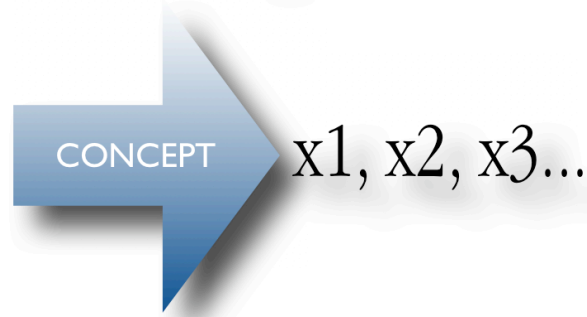
In selecting concepts for classroom attention, we may want to gravitate toward concepts that have affective dimensions.

Whether you start with concepts or knowledge, either one leads you eventually to the other, which eventually leads you back to the first one again.

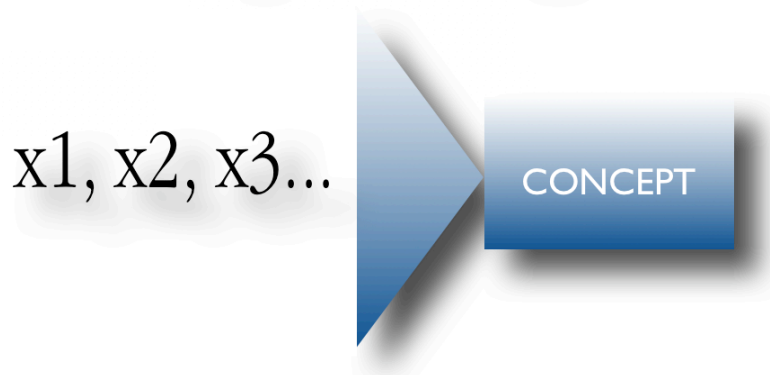
conceptual dialectic



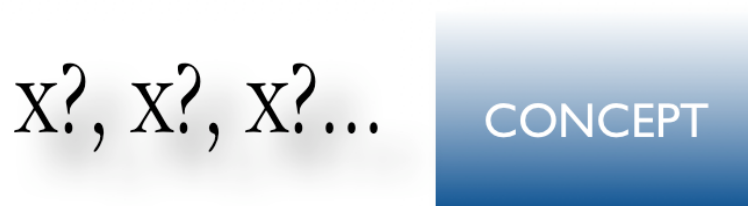
Conceptual Dialectic Model
Michael Clay Thompson



In the concept frame, we express the exploration in terms of the concept, from the beginning; e.g., Students are told that they are going to study *individualism*.



Concept Convergence: A variation of the concept frame: the teacher selects an organizing concept but does not express it to the students, allowing them to discover it for themselves.



Socratic Concept Discovery: Concept development through Socratic inquiry.

In planning a concept-based curriculum, extreme attention should be given to which experiences occur in the students' minds. As much as possible, students should be the intellectual protagonists.

This presentation is based on ideas and quotations from *The Conceptual Dialectic*, by Michael Clay Thompson, published by Royal Fireworks Press.