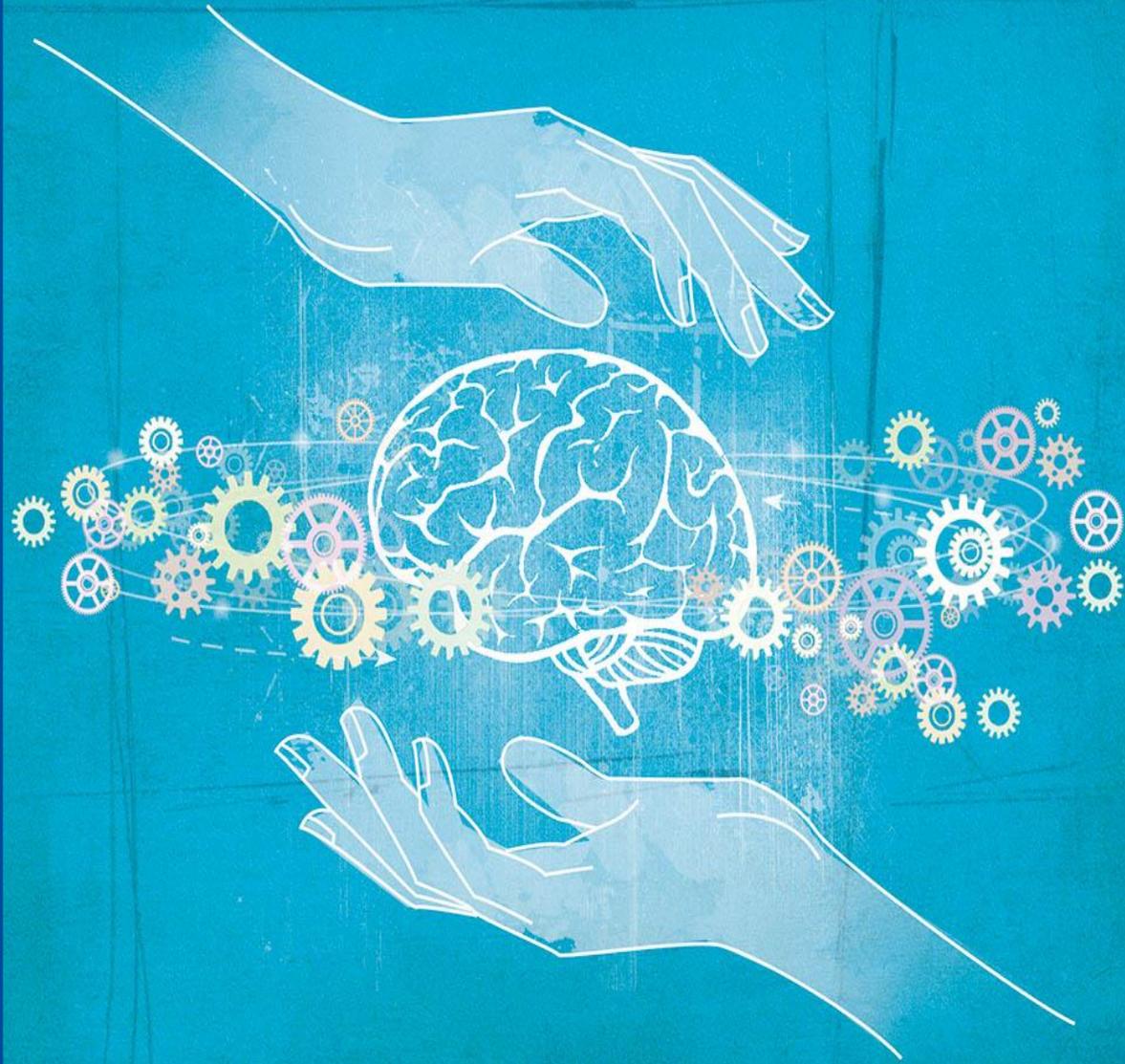


بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



در مسیر خردمندی

دکتر احمد عابدی



آگاه و مسلط به فناوری
یادگیری آنها شخصی است
رسانه های اجتماعی شیوه غالب تعامل آنها خواهد بود
مدام در حال تغییرند
در زمان حال زندگی می کنند
جسور هستند
سریع هستند
...

GENERATION Y



CONFIDENT

1980 - 1994

GENERATION Z



COMPETITIVE

1995 - 2009

GEN ALPHA



DECISION-MAKER

2010 - 2024

مساله اول؟

Forbes

مجله فوربز، در ارزیابی سالانه خود، اموال و دارایی‌های ثروتمندان جهان را تحت عنوان میلیاردرهای جهان منتشر می‌نماید. در سال ۲۰۲۲ نیز این لیست آپدیت شده است.

نفرات برتر این لیست چه کسانی هستند؟



پاسخ

10 Richest People on the Planet*

\$100B ————— \$200B

Rank	Name	Total Net Worth	Country	Industry	Source of Wealth
1	 Elon Musk	\$198B		Technology	
2	 Jeff Bezos	\$194B		Technology	
3	 Bernard Arnault	\$157B		Consumer	
4	 Bill Gates	\$149B		Technology	
5	 Mark Zuckerberg	\$132B		Technology	
6	 Larry Page	\$124B		Technology	
7	 Sergey Brin	\$119B		Technology	
8	 Steve Ballmer	\$105B		Technology	
9	 Larry Ellison	\$100B		Technology	
10	 Warren Buffett	\$100B		Diversified	



به نظر شما،

توانمندی های مشترک تمام این افراد چیست؟

پاسخ

Learning Skills



critical thinking



creativity



collaboration



communication

Literacy Skills



information



media



technology

Life Skills



flexibility



leadership



initiative



productivity



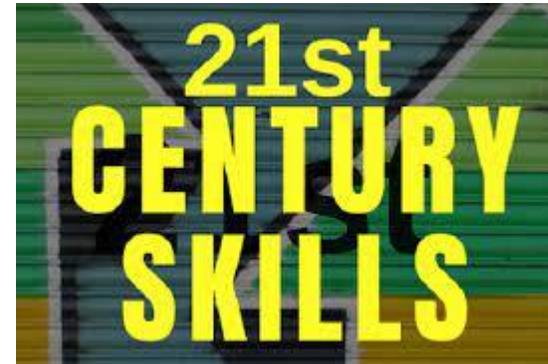
social skills



بدون شک هوش

و این مهارت ها

۱. تفکر انتقادی
۲. خلاقیت
۳. همکاری
۴. ارتباطات
۵. سواد اطلاعاتی
۶. سواد رسانه‌ای
۷. سواد فناوری
۸. انعطاف‌پذیری
۹. رهبری
۱۰. ابتکار
۱۱. بهره‌وری
۱۲. مهارت‌های اجتماعی



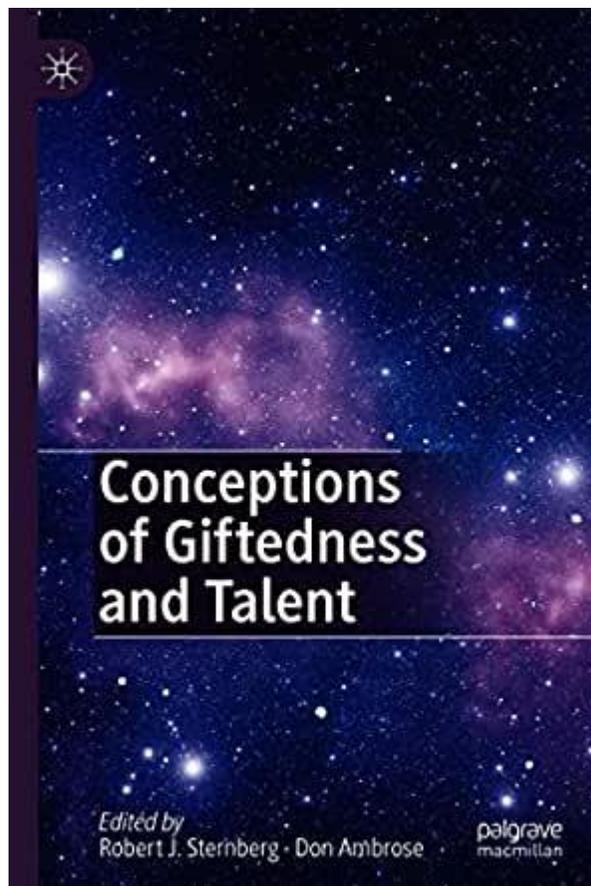
مساله دوم

به تازگی دانشمندان ۱۰ چالش عمده قرن ۲۱ را فهرست کرده‌اند.

این ده چالش عمده جهان کدامند؟



استرنبرگ در جدیدترین کتاب خود، ۱۰ مورد از مهم‌ترین چالش‌هایی جهان را فهرست کرده است:



۱. آلودگی هوا
۲. گرم شدن کره زمین
۳. خشک شدن رودخانه‌ها و دریاچه‌ها
۴. کمبود آب آشامیدنی
۵. تولید مواد سمی و رادیواکتیو
۶. افزایش افراط‌گرایی مذهبی
۷. افزایش خشونت
۸. تولید سرسام‌آور سلاح‌های کشتار جمعی
۹. توزیع نابرابر ثروت و فقر و نابرابری
۱۰. افزایش بیماری‌های واگیردار

مساله سوم



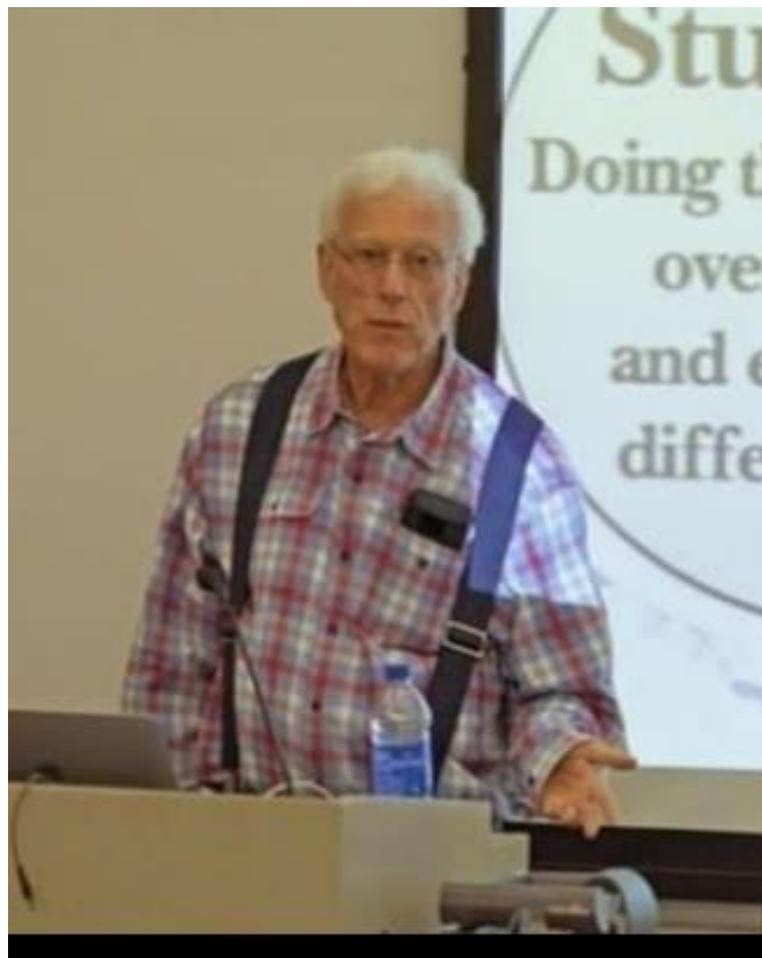
استرنبرگ معتقد است،

مگر نه اینکه ما تیزهوش‌ترین افراد را در جهان داریم؟ مگر نه اینکه سطح آموزش در مراکز آموزشی به شکل قابل‌توجهی بهبود یافته است؟ مگر نه اینکه ضریب هوشی طی چند سال گذشته به شکل قابل‌توجهی افزایش یافته است؟

پس چرا با تمام این توانمندی‌های انسان، جهان همچنان با

چالش‌های عمده‌ای روبرو است؟

گمشده آموزش چیست؟



پاسخ

آنچه به نظر می‌رسد در بسیاری از نقاط جهان امروز به شدت کم است،

خردمندی (WISDOM) و خیرخواهی (BENEVOLENCE) است.

آموزش در مدار اشتباه به سمت افزایش هوش، توانایی‌های شناختی، افزایش مقاله، کتاب، طرح‌های تحقیقاتی و اشتغال‌پذیری فراگیران هستند.

در صورتی که **گمشده آموزش**، آموزش خردمندی و خیرخواهی می‌باشد که نجات دنیا به این دو توانمندی نیاز دارد که باید به فراگیران آموزش داده شود.

THEORETICAL EVOLUTION

12 Ideas: A 42-Year Search to Understand the Nature of Giftedness

Robert J. Sternberg

In this article, I describe the 12 ideas underlying a 42-year search to understand giftedness. I present the ideas roughly chronologically, in the order in which they arose, and discuss how in a career as an scientist, progress means supplementing or even superseding one idea with the next. In terms of the 12 ideas, I start with a discussion of how I thought IQ tests could account for giftedness and end with a discussion of the ACEEL (Active Concerned Citizenship and Ethical Leadership) model. But I frame the article in terms of a paradox—that despite the fact that IQs rise 30 points during the 20th century, people often seem to be operating at an intellectual level that is not notably higher and may even be lower in some respects than in previous times.

Keywords: ACEEL, creativity, ethics, giftedness, intelligence, IQ tests, WICS, wisdom

Here is what seems like a paradox: IQ's rise, on average, roughly 30 points all across the world during the 20th century (Flynn, 2016). This means that someone identified as "intellectually gifted" in the year 1900 (say, with an IQ of 130) today would be viewed only as average in IQ (with a century-plus later IQ of about 100); someone identified as "intellectually average" in 1900 (with an IQ of 100) would have been viewed as borderline mentally deficient in 2000 (with an IQ of 70).

facing the world today—climate change, hunger, increasing disparity in incomes, poverty, violence—IQ does not seem to be helping us make great inroads on any of those problems either (Sternberg, 2010b).

Despite these surprises, or perhaps disappointments, the change in average IQs across the world have presumably had a positive effect on some things, such as people's ability to manage and live with the modern technology of the current era. One perhaps needs some additional IQ points to do so, or perhaps not, but above education and other

Original Article

What Is Wisdom? A Unified 6P Framework

Robert J. Sternberg^{1,*} and Sareh Karami²

Abstract

In this article, we propose a "6P" unified framework for understanding wisdom and accounts of wisdom: purpose, press, problems, persons, processes, products. We discuss wisdom in terms of these 6Ps, which expand and elaborate upon 4Ps originally suggested for models of creativity. We open the article with a discussion of the importance of wisdom. Then, we consider some past accounts of wisdom. We begin by considering explicit models of wisdom and then implicit models (folk theories) of wisdom, first Western and then non-Western. Next, we elaborate upon the 6P framework. We then consider how existing models differ from one another in terms of the 6P framework. Then, we discuss how the 6P framework elucidates the development of wisdom. Finally, we draw conclusions, in particular, that a complete model of wisdom ultimately would need to specify all of the 6Ps, but it is not clear that any current models do so.

Keywords

6P framework, balancing of interests, common good, ethics, wisdom

Every era believes its wisdom-related problems are pressing and particularly severe (Grossmann, 2017; Grossmann et al., 2020; U. M. Staudinger & Glück, 2011; Sternberg et al., 2019; Sternberg & Karami, in press). But not every age faces a situation where unwise handling of a pandemic has resulted in a catastrophe. Roughly 63 million cases of COVID-19 have emerged as of the day we are writing these words (November 30, 2020), along with close to 1.5 million deaths (Worldometer, 2020). Some illnesses and deaths were perhaps inevitable, but the wide differences across countries show in stunning relief the difference between countries governed by wise individuals (such as New Zealand, with limited numbers of cases) and not so wise individuals (such as the United States, which at this time leads the world in numbers of cases and where the president

before, but now they seem more pressing than they have before: pandemics (the present example of which is COVID-19, with more possibly on the way), global climate change (which already is resulting in massive changes of weather and even of geography in many locations around the world), weapons of mass destruction (with governments now claiming to have hypersonic nuclear missiles that are so fast that essentially there are no defenses against them), pollution (which is making sick and even killing humans as well as members of other species), and gun violence (which has become a routine feature of life in American schools).

What, exactly, is wisdom? How does it function in the solution of problems in life? In this article, we seek to integrate diverse accounts of wisdom into a unified common

تعریف خرد



مفاهیم خردمندی

WISDOM

A Polyhedron Model of Wisdom: A Systematic Review of the Wisdom Studies in Psychology, Management and Leadership, and Education

Sareh Karami¹, Mehdi Ghahremani², Fabio Andres Parra-Martinez³, and Marcia Gentry⁴

ABSTRACT

No consensus on a definition of wisdom exists. Hence, 50 articles were systematically reviewed from the fields of psychology, management and leadership, and education to examine points of consensus among conceptions of wisdom. These articles were limited to the most cited peer-reviewed articles published between 2006 and 2018 that include wisdom in the title and key words. Based on the review, the Polyhedron Model of Wisdom was developed with components that characterize wisdom including: knowledge management, self-regulation, altruism and moral maturity, openness and tolerance, sound judgment and decision making, intelligence and creative thinking, and dynamic balance and synthesis translated into action. This study is a step toward defining wisdom components upon which strategies to foster wisdom could be built. In the future, researchers should investigate ways of fostering wisdom through enhancing components of wisdom.

KEYWORDS
gifted education; Polyhedron Model of Wisdom; theory development; wisdom; wisdom development

Wisdom is usually omitted from accounts of giftedness (Sternberg et al., 2011); however, promoting wisdom is of special importance for gifted youth as smart people are especially vulnerable to foolishness (Ambrose & Sternberg, 2012). Gifted people may have unrealistic optimism, egocentrism, a false sense of omniscience, a false sense of omnipotence, a false sense of invulnerability, and ethical disengagement because they think they are immune to these tendencies (Sternberg, 2008). Gifted education may need to move beyond the conception of intelligence, as intelligence is not enough to address 21st-century problems (Sternberg, 2017).

The 20th century demonstrated the undesirable and unethical ways in which knowledge, creativity, and intelligence were researched, developed, and applied (Craik, 2006). For example, Nazi medical experiments (1930s–40s), the Tuskegee Syphilis Study (1932–1972), Chester

With pressing issues such as global warming, political unrest, and social inequality, the world today needs more wisdom. We expect gifted youth to become the leaders, scientists, and politicians that the world needs in order to promote economic growth, social justice, and sustainability (Renzulli, 2002). Thus, ways to identify and enhance wisdom are important in general and gifted education. As posited by Renzulli and D'Souza (2014), "the greatest payoff from focusing gifted education on ... using knowledge wisely will be a dramatic increase in the reservoir of people who will use their talents to create a better world" (p. 368). Recently, researchers have suggested that critical building blocks of wisdom develop in late adolescence and early adulthood (e.g., Pasupathi et al., 2001; Richardson & Pasupathi, 2005; Staudinger & Baltes, 1996) or even earlier than adolescence (Chakraborty & Nakamura, 2005). Hence, it is pivotal for educators to understand wisdom

SCHOLARLY ARTICLE

A 4W Model of Wisdom and Giftedness in Wisdom

Robert J. Sternberg¹ and Sareh Karami²

ABSTRACT

We propose that wisdom should be considered in understanding, identifying, and developing skills of thought translated into action in gifted children and adults. First, we review some of the history of the gifted field and conclude that ideas about understanding, identification, and instruction are largely obsolete and based on assumptions that might have seemed valid in the early 20th century but that now are known not to be. Second, we discuss wisdom—what it is and how it is structured. Third, we discuss different kinds of wisdom and why they matter. We further discuss "4W" of wisdom. Fourth, we discuss the role of wisdom in the identification of gifted individuals. Fifth and finally, we conclude that our emphasis in the understanding, identification, and development of gifted individuals needs to be expanded to include wisdom, and certainly not just IQ.

KEYWORDS
balance theory of wisdom; creativity; giftedness; intelligence; Iranian model; polyhedron model of wisdom; wisdom

So much of the history of any field depends on the coincidences of particular people who just happened to be in it at particular times. We believe that the field of giftedness has had a historical happenstance that has shaped the field—one that has profoundly influenced the field both for good and for bad. But too many practitioners and researchers in the field have not realized the cost of the bad or, at the very least, the limitations of the good.

In his early, pioneering studies of giftedness, Lewis Terman used a single test, an early version of his Stanford-Binet Intelligence Scales, as a basis for identifying children as gifted (e.g., Terman,

higher rates than those from rural backgrounds (Terman & Merrill, 1900). For the most, many of these were children who, metaphorically, were born with "silver spoons," or even "gold spoons" in their mouths. This sampling limitation matters not only for matters of identification. Populations other than those he studied, being outside the mainstream, might excel in ways that were adaptively relevant to their own subcultural and ethnic groups but that were outside mainstream criteria of success and hence mainstream notions of what it means to be "gifted," what it means to be identified as gifted, and what it means to develop giftedness (Dale &

Review

Meta-Intelligence: Understanding, Control, and Interactivity between Creative, Analytical, Practical, and Wisdom-Based Approaches in Problem Solving

Robert J. Sternberg^{1,*}, Vlad Glaveanu^{2,3}, Sareh Karami⁴, James C. Kaufman^{5,6}, Shane N. Phillipson^{6,7} and David D. Preiss^{7,8}

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⁷ Escuela de Psicología, Pontificia Universidad Católica de Chile, Maipo, Santiago 7820436, Chile; davidpreiss@uc.cl
⁸ Correspondence: robert.sternberg@cornell.edu

 Check for updates

Chaitin, Sternberg, Robert J., Vlad Glaveanu, Sareh Karami, James C. Kaufman, Shane N. Phillipson, and David D. Preiss. 2021. Meta-Intelligence: Understanding, Control, and Interactivity between Creative, Analytical, Practical, and Wisdom-Based Approaches in Problem Solving. *Journal of Intelligence* 3, 115–160. <https://doi.org/10.1080/02783193.2021.1923296>

Abstract: A deeper understanding of the processes leading to problem framing and behind finding solutions to problems should help explain variability in the quality of the solutions to those problems. Using Sternberg's WICS model as the conceptual basis of problem solving, this article discusses the relations between creative, analytical, practical, and wisdom-based approaches as bases for solutions to problems. We use a construct of meta-intelligence to encompass understanding, control, and coordination between these constructs. We propose that constraints can act at each of three levels—individual, contextual, and interactive. Individual constraints include the metacomponents (executive processes) that underpin each of the four kinds of solutions. Contextual constraints direct which of the four approaches are preferred under what circumstances. Finally, interactive constraints involve individual and contextual constraints directly impacting each other's actions. The model of meta-intelligence and its functioning helps to explain the variability in the ways that individuals frame problems and, as a consequence, in the solutions that are found. The model of meta-intelligence also helps explain why some solutions to problems are so much more comprehensive, and often better than others.

استرنبرگ (۲۰۱۸):

مفهوم خردمندی عبارت از به کارگیری هوش، خلاقیت و دانش به همراه ارزش ها برای رسیدن به راه حل هایی که هدفشان دستیابی به **خیر مشترک (خیر خواهی)** در یک بافت اجتماعی یا فرهنگی است
یعنی ایجاد تعادل میان منافع چندگانه (درون فردی، بین فردی و فرا فردی) که خیر همگانی را به ارمغان آورد.





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ELSEVIER

Teaching and Teacher Education

Volume 32, May 2013, Pages 43-54



I think I can engage my students. Teachers' perceptions of student engagement and their beliefs about being a teacher

Jolien M. van Uden ^a, Henk Ritzen ^b, Jules M. Pieters ^c

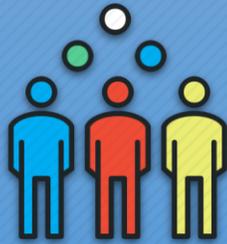
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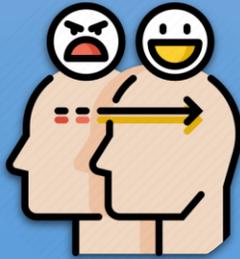
خود مراقبتی در ۴ حوزه:



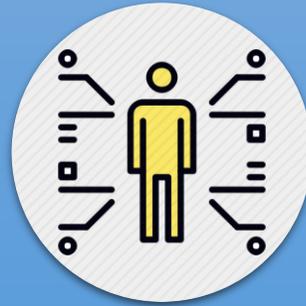
سلامت
معنوی



سلامت
اجتماعی



سلامت
هیجانی



سلامت
جسمانی





پیتر فوناگی

Peter Fonagy

تاملی

«۳»





کارل دوئک
Carol Dweck

ذهنیت رشدیابنده

«۴»



ذهنیت ثابت
هوش و استعداد از
زمان تولد ثابت و غیر
قابل تغییر هستند.

ذهنیت رشد
هوش و استعداد در
طول زندگی قابلیت
تقویت شدن و ضعیف
شدن را دارند.

ARTICLE

OPEN
<https://doi.org/10.1038/41586-019-1466-y>

A national experiment reveals where a growth mindset improves achievement

David S. Yeager^{1*}, Paul Hanselman^{2*}, Gregory M. Walton³, Jared S. Murray⁴, Robert Crosnoe⁵, Chandra Muller¹, Elizabeth Tipton⁶, Barbara Schneider⁷, Chris S. Hulleman⁸, Cintia P. Hirnjoza⁹, David Paunesku¹, Carissa Romero¹, Kate Film¹⁰, Alice Roberts¹¹, Jill Trotter¹², Ronaldo Jauchan¹³, Jenny Buontempo¹⁴, Sophia Min Yang¹⁵, Carlos M. Carralho¹⁶, P. Richard Hahn¹⁷, Mathreyi Gopalan¹⁸, Pratik Mhatre¹⁹, Ronald Ferguson²⁰, Angela L. Duckworth¹ & Carol S. Dweck¹

A global priority for the behavioural sciences is to develop cost-effective, scalable interventions that could improve the academic outcomes of adolescents at a population level, but no such interventions have so far been evaluated in a population-generalizable sample. Here we show that a short (less than one hour), online growth mindset intervention—which teaches that intellectual abilities can be developed—improved grades among lower-achieving students and increased overall enrolment to advanced mathematics courses in a nationally representative sample of students in secondary education in the United States. Notably, the study identified school contexts that sustained the effects of the growth mindset intervention: the intervention changed grades when peer norms aligned with the messages of the intervention. Confidence in the conclusions of this study comes from independent data collection and processing, pre-registration of analyses, and corroboration of results by a blinded Bayesian analysis.

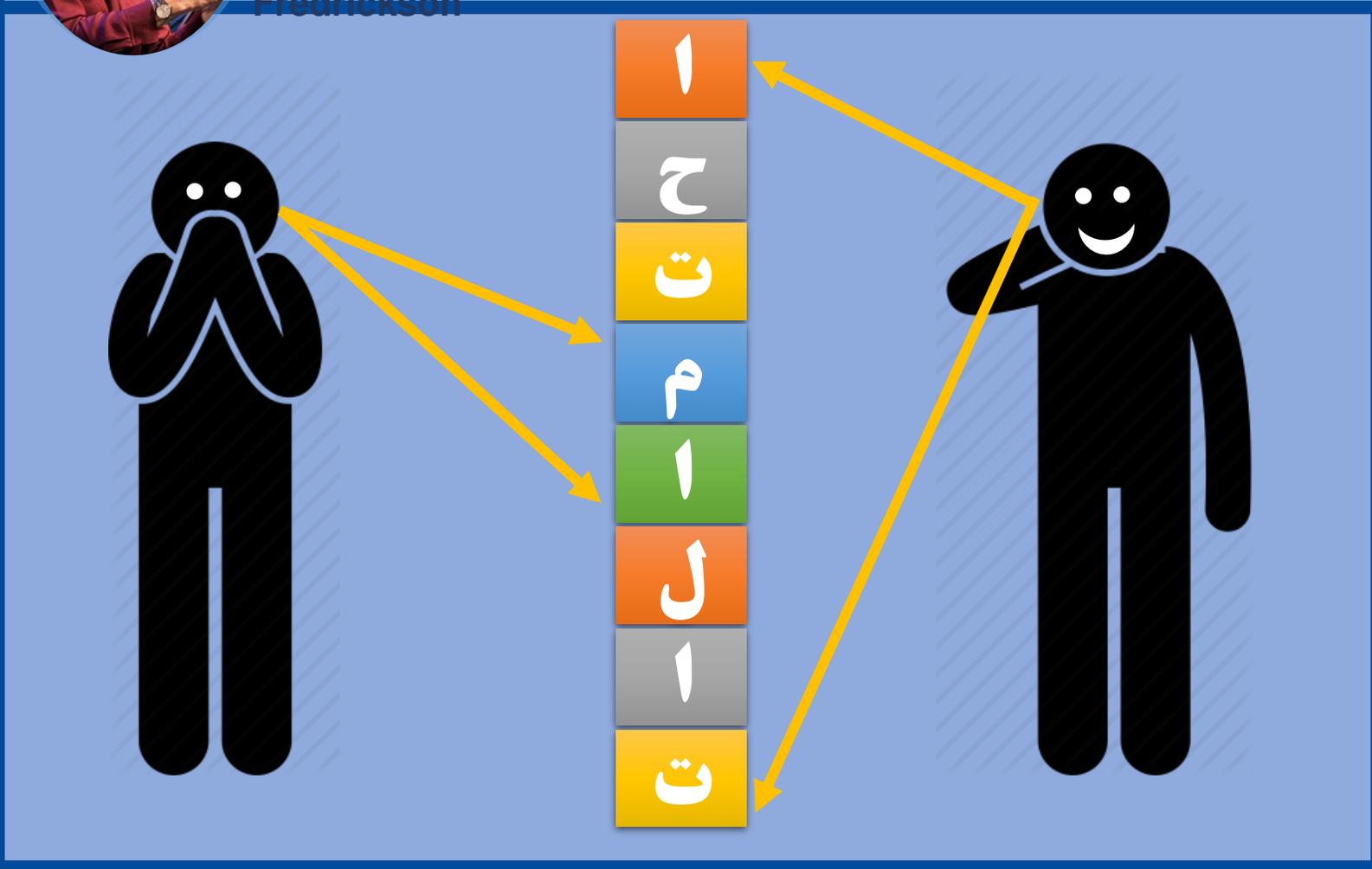
About 20% of students in the United States will not finish high school on time¹. These students are at a high risk of poverty, poor health and early mortality in the current global economy^{2–4}. Indeed, a *Lancet* commission concluded that improving secondary education outcomes for adolescents “presents the single best investment for health and wellbeing”⁵. The transition to secondary school represents an important period of flexibility in the educational trajectories of adolescents⁶. In the United States, the grades of students tend to decrease during the transition to the ninth grade (age 14–15 years, UK year 10), and often do not recover⁷. When such students underperform in or opt out of rigorous coursework, they are far less likely to leave secondary school prepared for college or university or for advanced courses in college or university⁸. In this way, early problems in the transition to secondary school can compound over time into large differences in human capital in adulthood.

reflect on ways to strengthen their brains through schoolwork, and they internalize the message by teaching it to a future first-year ninth grade student who is struggling at the start of the year. The intervention can lead to sustained academic improvement through self-reinforcing cycles of motivation and learning-oriented behaviour. For example, a growth mindset can motivate students to take on more rigorous learning experiences and to persist when encountering difficulties. Their behaviour may then be reinforced by the school context, such as more positive and learning-oriented responses from peers or instructors^{10,17}. Initial intervention studies with adolescents taught a growth mindset in multi-session (for example, eight classroom sessions¹⁸), interactive workshops delivered by highly trained adults; however, these were not readily scalable. Subsequent growth mindset interventions were briefer and self-administered online, although lower effect sizes were, of course, expected. Nonetheless, previous randomized evaluations, including a pre-registered replication, found that online



باربارا فردریکسون

Barbara Lee
Fredrickson





ادوار دسی و ریچارد رایان
Edward Deci & Richard Ryan

پاداش و انگیزه درونی «۶»





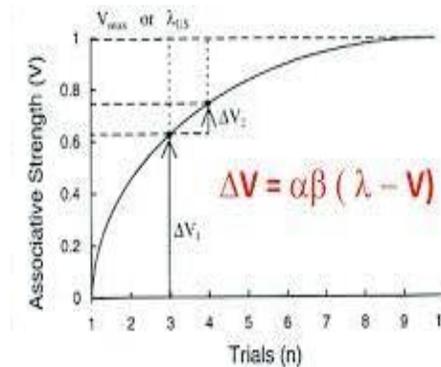
رسکورلا و واگنر

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انتظار

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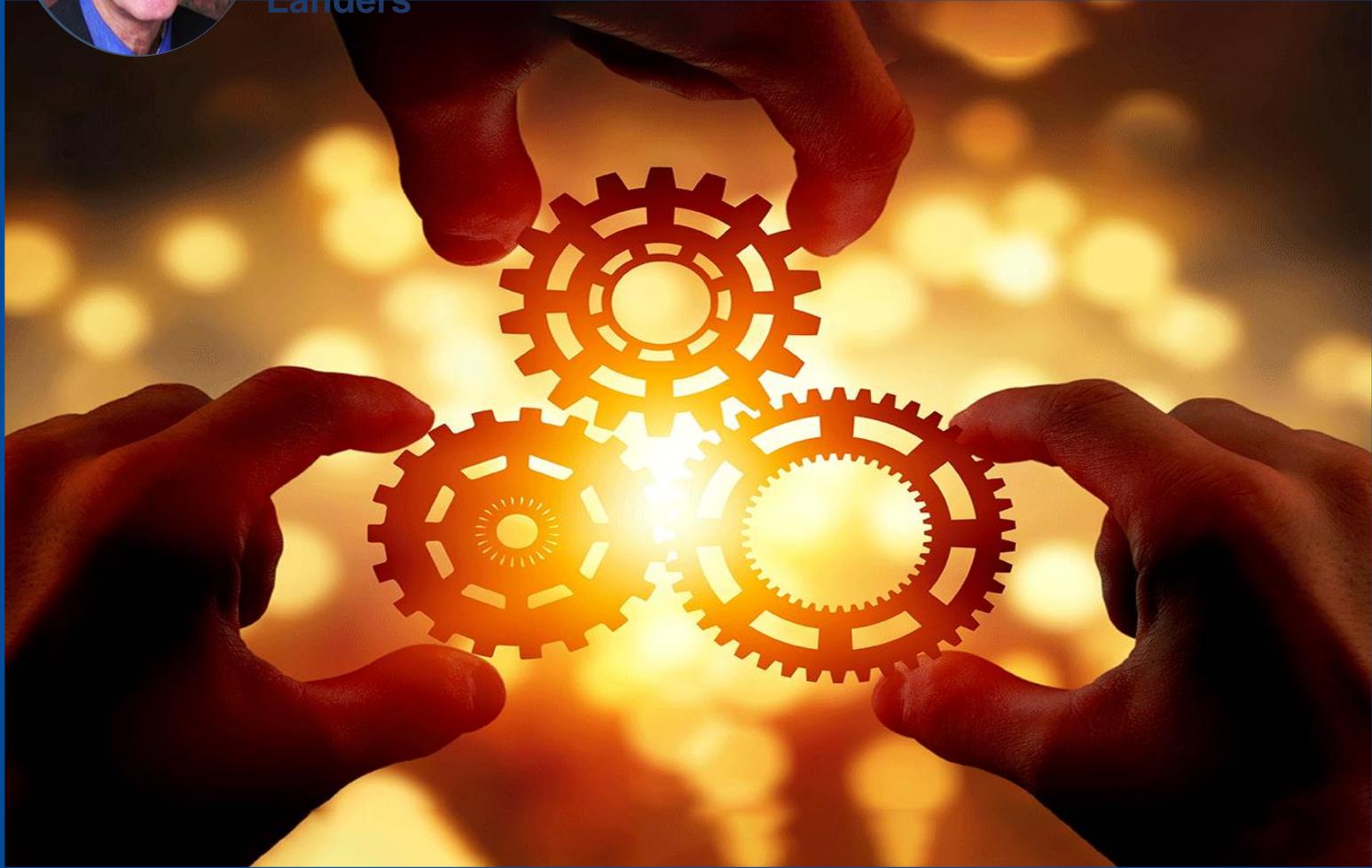
گری لی لندرت

Gary

Landers

نجات دهنده

«۸»





آلفرد آدلر

Alfred Adler

پذیرش فردیت

«۹»





استیون کاوی

Stephen
Covey

بازنشستگی
و بدنامی

بازنشستگی
و نیکنامی





استیون کاوی

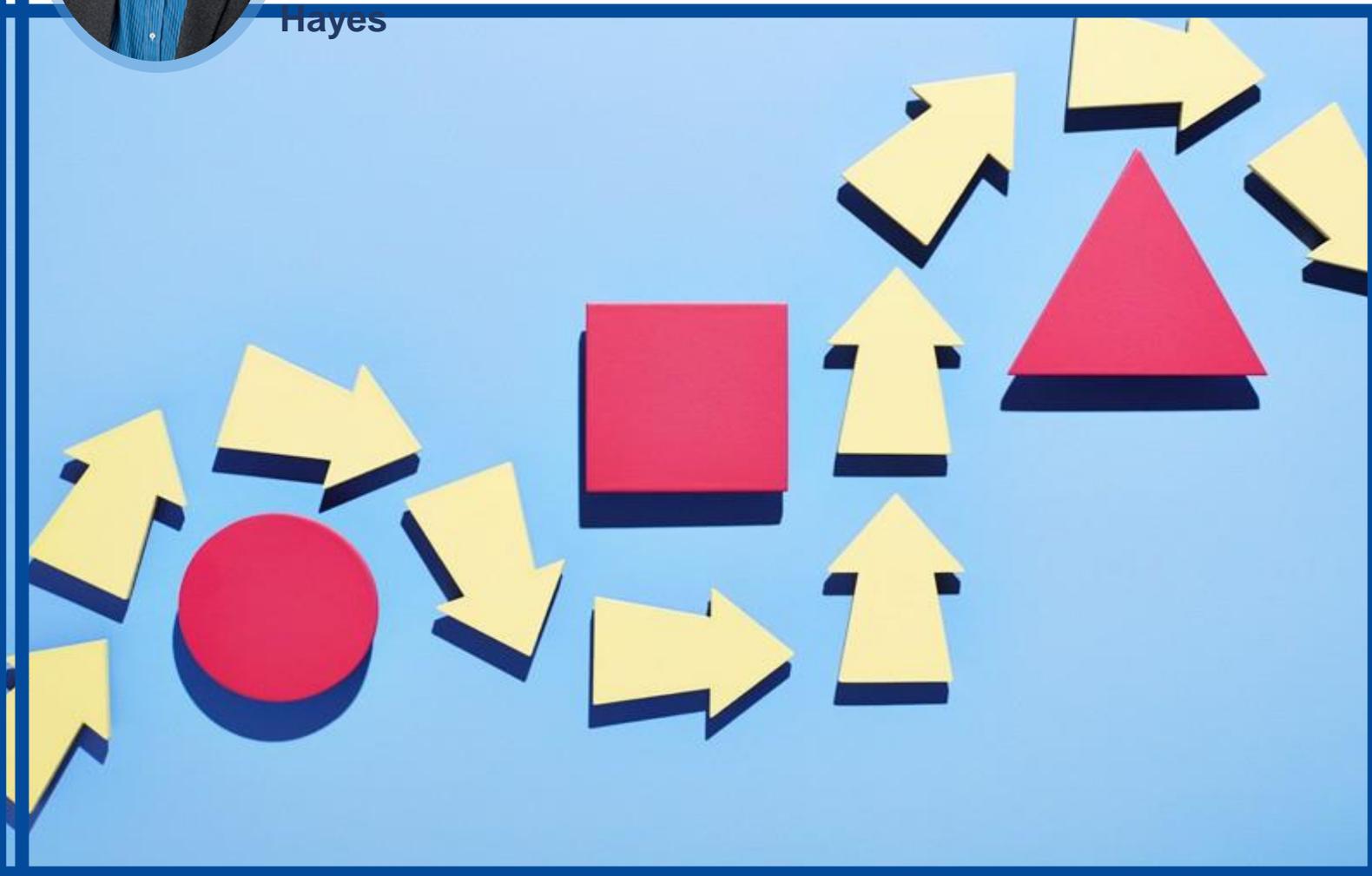
Marty Seligman





استیون هیز

Steven C.
Hayes



سناریو:

معلم در شرایط پیچیده و سخت، نهایت همکاری و همراهی را با دانشجویان خود دارد. (لولای در).



گوستاو کارل یونگ

Carl Gustav
Jung

گشودگی به تجربیات جدید «۱۳»



سناریو: 

معلمان به پیشنهادات جدید دانش آموزان
عکس العمل مثبت نشان می‌دهد، به آن‌ها فکر
می‌کند و بعد از مشورت با دیگران انجام می
دهد.



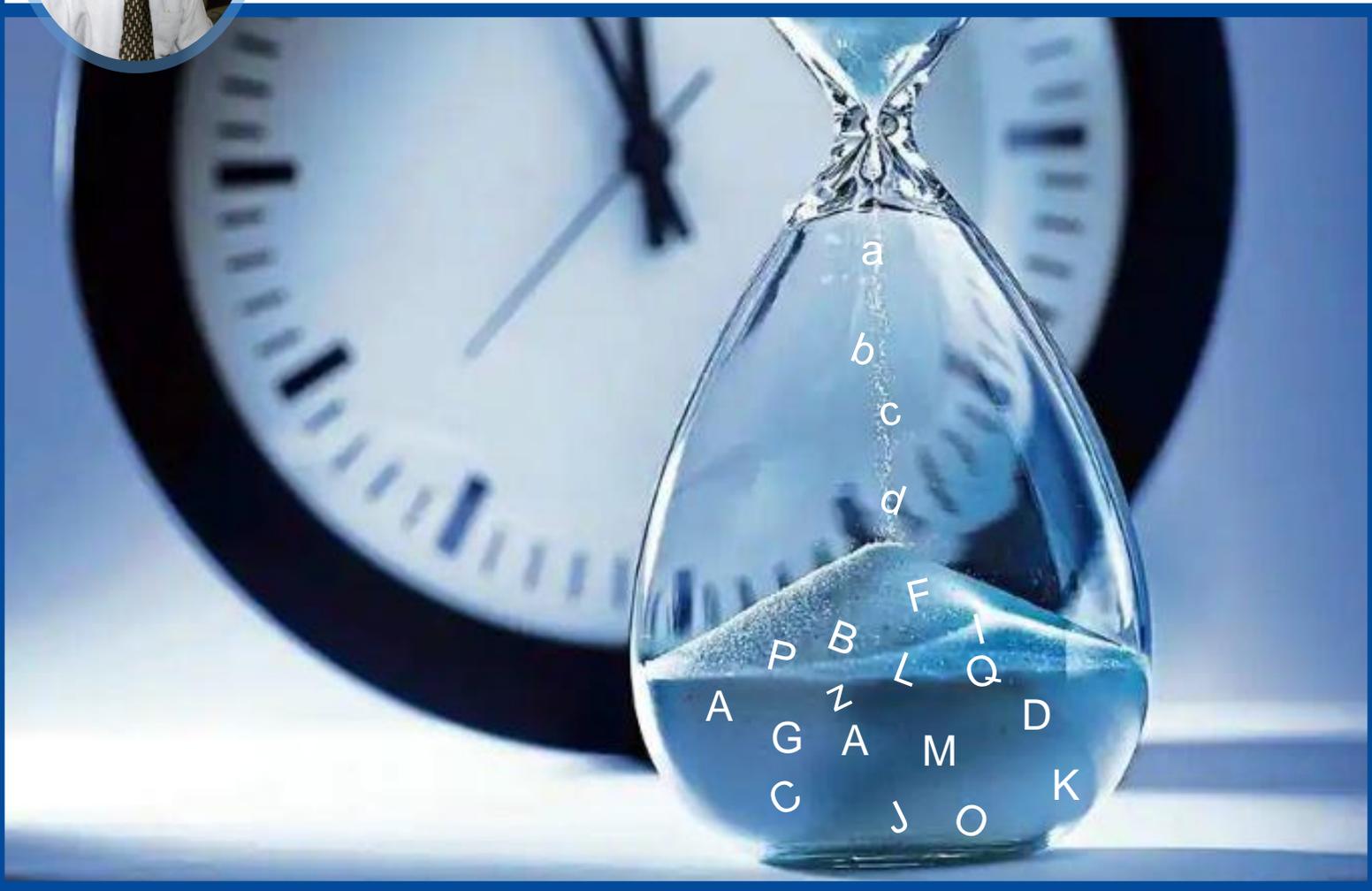
استیون کاوی

Stephen
Covey





کنت پارگامنت



سناریو:

هر تغییر کوچکی در دانشجو برای به بار نشستن مانند یادگیری یک زبان جدید؛ نیازمند زمان و انرژی است.

فعال سازی رفتار

تکنیک «۱۶»



کریستوفر آر. مارتل

Christopher R.
Martell



تکنیک «۱۷» عادی سازی فکر



استیون هیز

Steven C. Hayes





ادوارد فرانسیس داینر

Edward Francis Diener



تکنیک «۱۸» ارتباطات مثبت

احساس شادی، در تعامل با افراد مختلف

ارتباط با ...	میانگین شادی
دوستان	۳.۷
خویشاوندان	۳.۴
همسر - شریک عاطفی	۳.۳
فرزندان	۳.۳
دانشجویان	۲.۸
همکاران	۲.۸
تنهایی	۲.۷
رئیس	۲.۴

تکنیک «۱۹» مهرورزی (شفقت)



پل گیلبرت

Paul Gilbert



سناریو:

معلم باید نسبت به سلامت خود و دانش آموزان خود حساس باشد.

تکنیک «۲۰» انجام امور خیر خواهانه

پیامبر اکرم صلی الله علیه و آله فرمود:

«انَّ أَعْظَمَ النَّاسِ مَنْزِلَةً عِنْدَ اللَّهِ يَوْمَ الْقِيَامَةِ
أَمْشَاهُمْ فِي أَرْضِهِ بِالنَّصِيحَةِ لِخَلْقِهِ»

« به راستی بلندمرتبه ترین مردم در
پیشگاه خداوند در قیامت کسی است
که از همه بیش تر تلاش در
خیرخواهی مردم کرده است.»



أَلَا بِذِكْرِ اللَّهِ تَطْمَئِنُّ الْقُلُوبُ

