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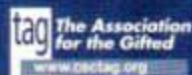
Mediation Analysis of the Relationship Between Educational Capital, Learning Capital, and Underachievement Among Gifted Secondary School Students

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Special Issue: Educational and Learning Capital: Implications for Gifted Education

Guest Editors: Wilma Vialle and Heidrun Stoeger

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**Special Issue: Educational and Learning Capital:
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Educational and Learning Capital: Implications for Gifted Education

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This special issue of the *Journal for the Education of the Gifted* builds on a previous issue that focused on learning resources in gifted education (see *JEG*, Volume 40, Issue 4). This special issue contains four additional articles that examine how the learning resources approach can contribute to our knowledge in gifted education.


The learning resources approach is based on the assumption that a systemic perspective on giftedness is more theoretically and educationally useful than a trait perspective. To that end, Ziegler and colleagues have elaborated the actiotope model of giftedness (AMG), which depicts the dynamic interactions among the various individual and environmental facets that coevolve as learners traverse a learning pathway toward excellence in a given domain (see Ziegler & Baker, 2013; Ziegler, Vialle, & Wimmer, 2013). As described in the previous special issue, Ziegler and Baker (2013) introduced the concept of learning and educational capital as a means to conceptualize the personal and environmental influences on the learning of individuals. Their usage of the capital metaphor was partly inspired by Bourdieu (1986). They delineated two groups of capital: *educational capital* (i.e., the resources within individuals that support their learning) and *learning capital* (i.e., the environmental resources that support the learning of individuals). These concepts each have five subcomponents. Educational capital includes economic, cultural, social, infrastructural, and didactic resources, while learning capital includes organismic, actional, telic, episodic, and attentional resources (Ziegler, Chandler, Vialle, & Stoeger, 2017). With its focus on optimal learning pathways for individuals, the learning resources approach has much to offer the field of gifted education. Given its recency, however, there is further need to empirically examine its application in practice. The four articles in this volume seek to address this need.

The first article, “Parents’ Education is More Important than Their Wealth in Shaping Their Children’s Intelligence: Results of 19 Samples in Seven Countries at Different Developmental Levels,” by Rindermann and Ceci is a comprehensive study exploring the relative impacts of various types of learning resources on children’s cognitive ability. As the title indicates, the key finding from this large-scale study of more than 15,000 individuals from vastly different socioeconomic circumstances was that parental educational levels (i.e., cultural and social resources) had a greater effect on their children’s ability than did their wealth (i.e., economic resources). The analyses also demonstrated the ways in which different resources interact with each other as, for example, the number of books in the household reflected the education levels of the parents. Marital status, the educational and cultural practices of parents, and

Parents' Education Is More Important Than Their Wealth in Shaping Their Children's Intelligence: Results of 19 Samples in Seven Countries at Different Developmental Levels

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Heiner Rindermann¹  and Stephen J. Ceci²

Abstract

In 19 (sub)samples from seven countries (United States, Austria, Germany, Costa Rica, Ecuador, Vietnam, Brazil), we analyzed the impact of parental education compared with wealth on the cognitive ability of children (aged 4–22 years, total $N = 15,297$). The background of their families ranged from poor indigenous remote villagers to academic families in developed countries, including parents of the gifted. Children's cognitive ability was measured with mental speed tests, Culture Fair Intelligence Test (CFT), the Raven's, Wiener Entwicklungstest (WET), Cognitive Abilities Test (CogAT), Piagetian tasks, Armed Forces Qualification Test (AFQT), Progress in International Reading Literacy Study (PIRLS), Trends in International Mathematics and Science Study (TIMSS), and Programme for International Student Assessment (PISA). Parental wealth was estimated by asking for income, indirectly by self-assessment of relative wealth, and by evaluating assets. The mean direct effect of parental education was greater than wealth. In path analyses, parental education (β_{Ed}) also showed a stronger impact on children's intelligence than familial economic status (β_{In} , total effect averages: $\beta_{Ed} = .30-.45$, $\beta_{In} = .09-.12$; $N = 15,125$, $k = 18$). The effects on mental speed were smaller than for crystallized intelligence, but still larger for parental education than familial economic status ($\beta_{Ed \rightarrow MS} = .25$, $\beta_{In \rightarrow MS} = .00$, $\beta_{Ed \rightarrow CI} = .36$).

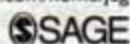
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Intelligence, Educational and Learning Capital, and Domain Impact Level of Activities as Predictors of School Achievement

Bettina Harder¹ , Colm O'Reilly², and Tobias Debatin¹

Abstract

Intelligence is a well-supported predictor of school achievement, however, it refers only to the cognitive facet of learning determinants. The aim of this article is to contrast the predictive properties of two comprehensive concepts developed within the actiotope model of giftedness (AMG) with that of intelligence. These concepts are educational and learning capital (ELC) and the domain impact level of activities (DILA), which were contrasted with a nonverbal intelligence measure (Raven's standard progressive matrices). We investigated $N = 90$ fourth graders from regular classes in a German urban area. Results showed that achievement in German language was better predicted by ELC and DILA than by intelligence, whereas mathematical achievement was predicted by intelligence and educational and learning capital to similar degrees. The AMG concepts also showed incremental predictive power over intelligence. These findings suggest that ELC and, with some limitation, DILA (a) are well suited for predictions of school achievement and (b) capture valuable different aspects of the learning system than intelligence measures. Implications for education and research are discussed.

Keywords

intelligence, educational and learning capital, domain impact level of activities, school achievement, performance prediction

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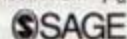
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Cultural Variability in the Educational and Learning Capitals of Australian Families and Its Relationship With Children's Numeracy Outcomes

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Sivanes Phillipson¹ , Shane N. Phillipson²,
and Sarika Kewalramani²

Abstract

This article explored the variability of parental educational mind-sets among Australian parents toward the accessible educational and learning capitals that may affect their children's educational achievement. The participants ($N = 1,917$) responded to the Family Educational and Learning Capitals Questionnaire as well as their ethnic identity. Parents also reported their children's numeracy scores in a standardized test of achievement. Six major groups were adequate for statistical analysis, including Australians, British, Chinese, Indian, Other Asian, and Other European. A multiple comparison analysis was performed on the responses by parents from the six ethnic groups to examine the differences in parent responses to access to capitals. Controlled for ethnic groups, stepwise regression analysis showed which capitals predicted numeracy achievement of their children. The results indicated that within this sample of Australian parents, there is variability across different ethnic groups in what is considered important in their children's educational achievement and this variability is associated with differences in numeracy outcomes.

Keywords

Australian parents, educational capitals, educational mind-set, ethnicity, learning capitals

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