

Subject Description Form

Subject Code	APSS 5042																	
Subject Title	Identification and Assessment of the High Ability, Gifted and Talented Learners																	
Credit Value	3																	
Level	5																	
Pre-requisite / Co-requisite/ Exclusion	NIL																	
Minimum Pass Grade	D																	
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 40%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar Participation and Presentation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">10%</td> </tr> <tr> <td>2. Practice-based Project</td> <td style="text-align: center;">(30%)</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Project-based Report / Individual Paper</td> <td style="text-align: center;">(30%)</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>20% One Final Test</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar Participation and Presentation	10%	10%	2. Practice-based Project	(30%)	30%	3. Project-based Report / Individual Paper	(30%)	30%	20% One Final Test	20%	--
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Objectives	<p>The subject aims to enable students:</p> <ol style="list-style-type: none"> 1. To provide an update and a deepening of understanding of theoretical foundation and practice of multi-dimensional identification and assessment; 2. To analyze changing environments, characteristics, and their implications for identification and assessment of the gifted, talented and highly able learners in local, national and global contexts; 3. To recognize conflicting values, professional ethics and complex dynamics in practicing identification and assessment; 4. To allow applications and improvement of some forms of identification and assessment models/procedures relevant to students' own cultural context; and 5. To build capacity for students to grow and, if appropriate, to formulate a 																	

	career plan in service delivery of identifying gifted, talented and highly able learners.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Identify multi-dimensional approaches proven to be effective for identifying and assessing highly able, gifted and talented learners across different age group, gender, and services settings; b. Recognize current competence level and improvements in practicing different forms of identification and assessment for effective programming and talent development in global and local contexts; c. Interpret, and, if appropriate, implement various forms of identification and assessment in practice based on evidence-based research studies; d. Articulate and, if appropriate, work through various dilemmas and complex dynamics of various identification and assessment processes for the gifted and talented learners; and e. Re-think values and professional ethics pertaining to practice of identification and assessment, and if appropriate, formulate a personalized individual career and life plan for oneself.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Nature and conceptions of human intelligence and creativity: An overview of theories and models; 2. Fundamentals of multi-dimensional identification processes across different settings and various cultures; 3. Identification as a decision making process: Evidence-based knowledge, skills and professional attitudes pertinent to various forms of identification and assessment of the high ability/potential, gifted and talented learners: <ol style="list-style-type: none"> 3.1 Classic and contemporary models of identification and assessment; 3.2 Assessment instruments in the identification process, content, and context; 3.3 Identification as a decision making process; 3.4 Other (alternate) forms of identification and assessment; 4. Identification and assessment in practice: Analyses and evaluation of relevant evidence-based research examples in local, national and global contexts; and 5. Complex dynamics/dilemma, professional ethics, and issues challenging various forms of identification and assessment, and their applicability to clientele with diverse gifts and talents in various cultures.

Teaching/ Learning Methodology	<p>Theories, research-driven knowledge, skills and attitudes are delivered through interactive lectures, selected case studies, group seminar presentation, and individual reports/papers based on rigorous literature review. Students are encouraged and expected to generate critical discussions, self-reflection, and conduct analyses, syntheses and evaluation of different forms of identification and assessment. The contributions, limitations and applicability of classic and contemporary approaches to identification and assessment should be examined through literature review of research-based studies, practice-based project experience, seminar presentations and active participation in class discussions. Students are required to complete a written practice-based project report and/or a paper based on rigorous literature review. All these learning and teaching strategies are to make clear to what extent students are able to be sensitive about the usefulness of psychological instrumentation in research and service contexts, to generate new insights, and to evaluate what steps they should take to further improve/ develop processes of identifying/assessing the gifted and talented.</p>																																																					
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="430 777 1339 1480"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Seminar Participation & Presentation</td> <td>20 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. One Practice-based Project</td> <td>30 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. One Project-based Report <i>OR</i> One Paper based on rigorous literature review</td> <td>20 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>4. One Final Test</td> <td>20 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><u>Seminar Presentation and Participation</u> Each student is expected to participate actively in lectures and seminars on themes relevant to gifted education and talent development. Students are expected to well prepare for their seminar presentations based on practice-based project experience and/or rigorous literature review. They should present their evaluative perspectives and individual reflections, to generate group discussions and integrate different views, and, whenever appropriate, to reflect their</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Seminar Participation & Presentation	20 %	√	√	√	√	√	2. One Practice-based Project	30 %	√	√	√	√	√	3. One Project-based Report <i>OR</i> One Paper based on rigorous literature review	20 %	√	√	√	√	√	4. One Final Test	20 %	√	√	√	√	√	Total	100 %					
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	creative,
	<p>critical and caring thinking for improving the identification and assessment processes. Students are also encouraged to register for relevant training workshops/occasional lectures of local and overseas scholars, to be organized by local government and non-governmental organizations, and international conferences/symposia.</p> <p><u>One Practice-based Project</u> Each student is required to complete one individual or group practice-based project on a selected form(s) of identification and assessment covered in lectures. Students may form small groups to complete one research-based project that examines theoretical bases and applications relevant to multi-dimensional identification and assessment for the high ability, gifted and talented. The project can be based on either self or group experiential learning experience through methods of case study, systematic observation, group screening, or research on developing/refining relevant identification and assessment instruments. For example, students may demonstrate what/how he/she experienced, what steps have been taken to develop the presented findings, to what extent the project contributes to new insights, to recognise, to analyse and to solve a problem of identifying and assessing the gifted/talented learners.</p> <p><u>One Practice-based Report/One Paper based on Rigorous Literature Review</u> A project-based report is based on reflective and evaluative summary of direct experiential learning experience. A group report of substantial length and depth (within 5,000 words) is required, using appropriate academic style of writing in English language with reference to the APA format. As an alternative, independent evaluation of an academic paper (within 2,500 words) may be completed by an individual student who opts to conduct rigorous literature review of classic and contemporary publications relevant to evidence-based knowledge and skills of identification and assessment. The group report/individual paper should be based on rigorous literature review of classic and contemporary publications about identification and assessment for the high ability, gifted and talented. Students should show evidence that they have thorough understanding and in-depth evaluation of the literature pertaining to contributions, limitations, applicability, and controversial issues of selected form(s) of identification and assessment in local, national and global contexts.</p> <p><u>One Final Test</u> As an essential component of continuous assessment, all students are expected to complete one semester-end test that aims to provide quality assurance of students' acquisition of solid knowledge learnt from the course.</p>

Student Study Effort Expected	Class contact:	
	▪ Lectures	27 Hrs.
	▪ Seminars	15 Hrs.
	Other student study effort:	
	• Workshop/Symposium/Conference participation	18 Hrs.
	• Practice-based Project and Report Preparation	50 Hrs.
	• Self-directed Studies: Literature review and Research-based evidence	22 Hrs.
	Total student study effort	132 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Clark, B. (2008). <i>Growing up gifted: Developing the potential of children at home and at school</i>. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.</p> <p>Renzulli, J. S. & Reis, S. M. (2008). A computerized strength assessment and internet- based enrichment programme for developing giftedness and talents. In T. Balchin, B. Hymer, & D. J. Matthews. (Eds.), <i>The Routledge international companion to gifted education</i>. (pp. 185-194). London, England: Routledge, Taylor & Francis Group.</p> <p>Sternberg, R. J., & Davidson, J. E. (Eds.). (2005). <i>Conceptions of giftedness</i>. New York: Cambridge University Press.</p> <p><u>Supplementary</u></p> <p>Aljughaiman, A. M., & Ibrahim, U. M. A. (2009). Development and validating a Behavioural Characteristics Rating Scale of Kindergarten Gifted Children in Saudi Arabia. <i>Asia-Pacific Journal of Gifted and Talented Education, 1</i>, 87-103.</p> <p>Ashman, S., & Vukelich, C. (1983). The effect of different types of nomination forms on teachers' identification of gifted children. <i>Psychology in the Schools, 20</i>(4), 518 – 527.</p> <p>Balchin, T., Hymer, B., & Matthews, D. J. (2008). (Eds.). <i>The Routledge international companion to gifted education</i>. London, England: Routledge, Taylor & Francis Group.</p> <p>Borland, J. H. (2009). Myth 2: The gifted constitute 3% to 5% of the population.</p>	

	<p>Moreover, giftedness equals high IQ, which is a stable measure of aptitude: Spinal tap psychometrics in gifted education. <i>Gifted Child Quarterly</i>, 53(4), 236-238.</p> <p>Center for Talented Youth. (1994). Testing and educational planning. In <i>Identifying and cultivating talent in preschool and elementary school children</i> (pp. 21-25). Baltimore, MD: City Publications & Resources, Johns Hopkins University.</p> <p>Chan, D. (2000). Exploring identification procedures of gifted students by teacher ratings: Parent ratings and student self-reports in Hong Kong. <i>High Ability Studies</i>, 11(1), 69-82.</p> <p>Chan, D. W. (1997). Development of gifted education in Hong Kong. <i>Gifted Education International</i>, 13, 32-40.</p> <p>Colangelo, N., & Davis, G. A. (Eds.). (2003). <i>Handbook of gifted education</i>. Boston: Allyn and Bacon.</p> <p>Davis, G. A., & Rimm, S. B. (1998). <i>Education of the gifted and talented</i> (4th ed.). Boston, MA: Allyn & Bacon.</p> <p>Davis G.A., Rimm S.B., & Siegle, D. (2011). <i>Education of the gifted and talented</i>. (6th ed.). Upper Saddle River, NJ: Pearson. (Call no. LC3993.9 .D38 2011)</p> <p>Feldhusen, J.F., Van-Tassel-Baska, J.L., & Seeley, K.R. (Eds.). (1989). <i>Excellence in educating the gifted</i>. Denver: Love. Chapter: Identification and assessment of the gifted.</p> <p>Gagne, F. (1993). Constructs and models pertaining to exceptional human abilities. In K.A. Heller, F.J. Monks, & A.H. Passow (Eds.), <i>International handbook of research and development of giftedness and talent</i>. Oxford: Pergamon Press Ltd.</p> <p>Gagné, F. (2004). Transforming gifts into talents: The DMGT as a developmental theory. <i>High Ability Studies</i>, 15(2), 119-147.</p> <p>Gallagher, J.J. (1993). Current status of gifted education in the United States. In K.A. Heller, F.J. Mönks, & A.H. Passow (Eds.), <i>International handbook of research and development of giftedness and talent</i>. Oxford: Pergamon Press Ltd.</p> <p>Gallagher, J.J., & Gallagher, S.A. (1994). <i>Teaching the gifted child</i>. Boston, MA: Allyn and Bacon. Chapter on definition and identification of the gifted child (pp. 3-34).</p> <p>Gilliam, J. E., Carpenter, B.O., & Christensen, J.R. (1996). <i>Gifted and Talented Evaluation Scales</i>. Waco, TX: Prufrock Press.</p>
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郭靜姿(1994)：資賦優異生的鑑定問題探討。載於國立台灣師大特教系所、中華民國特殊教育學會 (編印)，《開創資優教育的新世紀》。台灣：編者。

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陳郁夫(1993)：文學資優識別與指導。載於中華民國特殊教育學會 (主編) (1993)，《資優學生創造力與特殊才能》。台北：心理出版社。

盧美貴(譯)(1994)：誰是資賦優異？。載於中華民國特殊教育學會(主編)，《資優學生鑑定與輔導》。台北：心理出版社。

Useful Web-links

Global Network

Asia-Pacific Federation on Giftedness (APFG) 亞太區資優協會

<http://www.apfgifted.org/apf/>

Asia-Pacific Journal on Giftedness (APJG) <http://www.apf.brandz.sg/>

European Council for High Ability (ECHA) 歐洲高能力議會

<http://www.echa.info/>

European Council for High Ability (ECHA) Diploma

<http://www.nadarenost.net/ECHA%20diploma.htm>

International Research Association on Talent Development and Excellence (IRATDE)

國際創新人才研究會 <http://www.iratde.org/>

IRATDE Conference in Beijing, China 2012:<http://www.giftedchina.org/>

National Association of Gifted Children 美國資優兒童協會

www.nagc.org/

Tests on Creativity and Behavioral Characteristics: Minneapolis, Indiana University.

<http://www.ststesting.com/2005giftktpi.html>

http://www.indiana.edu/~bobweb/r546/modules/creativity/creativity_tests/behavioral_characteristics.html

Torrance Center for Creativity & Talent Development

<http://www.coe.uga.edu/torrance/>

University of Connecticut (UConn)

NEAG / National Research Centre for the Gifted and Talented,
UConn:

<http://www.gifted.uconn.edu/nrcgt/resource.html>
Confratute, UCONN: <http://www.gifted.uconn.edu/confratute/>

World Council for the Gifted and Talented Children (WCGTC) 世界資優兒童
議會

<http://www.world-gifted.org/>
Gifted and Talented International Journal

China and Hong Kong Network

China Academy of Sciences (CAS), Institute of Psychology, 中國科學院心理
研究所

- Research Centre for Supernormal Children, China 超常兒童研究中心
<http://cngifted.psych.ac.cn/modules/newbb/index.php>

China Talents Society 中國人才研究會

- 超常人才專業委員會 <http://www.chinaeet.net/>

**Hong Kong S.A.R. Government, Education Bureau, Curriculum
Development Institute,**

- Fung Hon Chu Gifted Education Section 香港特區政府教育局 課程發展
處馮漢柱資優教育組
<http://www.edb.gov.hk/index.aspx?nodeID=2377&langno=2>
- 香港資優兒童行為特質量表(小學教師、社工及輔導人員適用)
<http://www.edb.gov.hk/index.aspx?langno=2&nodeID=3614>
- 香港資優兒童行為特質量表(小學家長、監護人適用)
<http://www.edb.gov.hk/index.aspx?langno=2&nodeID=3614>
- 校本資優課程教材
<http://resources.edb.gov.hk/gifted/tp/main/index.html>
- 教育局(教育城) 網上學習課程 [http://www.hkedcity.net/article/project/
webcourses_gifted/eng/EDB_Learning_main.phtml](http://www.hkedcity.net/article/project/webcourses_gifted/eng/EDB_Learning_main.phtml)

Hong Kong Academy for Gifted Education(HKAGE) 香港資優教育學院
<http://hkage.org.hk/>

Hong Kong Association for Parents of Gifted Children (HKAPGC)
香港資優兒童家長會
<http://www.gifted.org.hk/>

Recommended Academic and Professional Journals

Selected articles and special series in the following journals:

1. *Asia-Pacific Journal on Giftedness*
2. *Creativity Research Journal*
3. *Journal of Creative Behavior*
4. *Journal of Psychology of Aesthetics, Creativity, and the Arts*
5. *Journal of Applied Psychology*
6. *American Psychologist*
7. *Contemporary Educational Psychology*
8. *Gifted and Talented International Journal* <<http://www.world->

	<p>gifted.org/Publications></p> <p>9. <i>Gifted Child Quarterly</i> < http://gcq.sagepub.com/ ></p> <p>10. <i>Gifted Education Policy Quarterly</i> < www.nagc.org/index.aspx?id=979 ></p> <p>11. <i>Gifted Education Quarterly</i> <www.eric.ed.gov/ERICWebPortal/recordDetail?accno> or < education.mitrasites.com/gifted-education-quarterly ></p> <p>12. <i>The Psychologist</i></p> <p>13. <i>Psychological Reports</i></p>
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