

Subject Description Form

Subject Code	APSS 5049																	
Subject Title	Nurturing the Gifted and Talented: Instructional Models and Professional Practices																	
Credit Value	3																	
Level	5																	
Pre-requisite / Co-requisite/ Exclusion	NIL																	
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">100% Continuous Assessment</th> <th style="text-align: center;">Individual Assessment</th> <th style="text-align: center;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar Group Presentation</td> <td></td> <td style="text-align: center;">30%</td> </tr> <tr> <td>2. Seminar Group Report</td> <td></td> <td style="text-align: center;">20%</td> </tr> <tr> <td>3. Final Quiz</td> <td style="text-align: center;">40%</td> <td></td> </tr> <tr> <td>4. Attendance and Participation</td> <td style="text-align: center;">10%</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject; and • Students must receive an overall pass grade when all components are combined in order to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar Group Presentation		30%	2. Seminar Group Report		20%	3. Final Quiz	40%		4. Attendance and Participation	10%	
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Objectives	<p>The subject aims to enable students:</p> <ol style="list-style-type: none"> 1. To examine a number of contemporary issues and controversies associated with nurturing the gifted and talented. 2. To study different conventions in the conceptualization of the issues with reference to recent advances in research, assessment and instructional interventions for gifted and talented children; both globally and within Hong Kong. 3. To build the capacity for students to grow and, if appropriate, to formulate a career plan in service delivery for nurturing 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 gifted and talented learners using differing models of intelligence and models of giftedness; culminating in a global understanding of identification methods. 																	

	<p>b) differentiate between curriculum models and understand the process of program planning for these students.</p> <p>c) understand the issues that these children face and the associated problems that parents and teachers may encounter.</p>																
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Understanding giftedness and characteristics of gifted learners: understanding models of intelligence. 2. Identification of instructional models for nurturing the gifted and talented: An overview of classic and contemporary models and various curriculum theories. 3. Learning environment characteristics and diverse learning needs of the high-end/potential learners across different settings and various cultures. 4. A process for curriculum design and development, and instructional strategies for nurturing the high potential, gifted and talented learners: 5. Schoolwide Enrichment, Differentiated and Acceleration within gifted learners. 6. Identifying creativity and thinking strategies with gifted learners. 7. Identifying underachievement and twice as exceptional gifted learn 8. Applicability, controversial issues, and professional ethics pertaining to gifted education and talent development in local, national and global contexts. 																
Teaching/Learning Methodology	<p>Contemporary issues, theories and models of intelligence and giftedness will be delivered in this course. Students are encouraged and expected to have critical discussions, analyses, syntheses and evaluation of different models of intelligence and curriculums, as well as issues surrounding gifted children. Students will participate in interactive lectures, conduct rigorous reviews of the current literature regarding gifted and talented students and present their work in seminar.</p> <p>Group presentation and group report of their project enhances learning through collaboration. Project groups should be formed at the beginning of a semester to facilitate preparation. Consultation session is arranged before the seminars. Students can discuss the project with the instructor and receive feedback. Students are expected to make improvements in the project based on the feedback from the instructor.</p>																
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="3">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr> <td>1. Seminar Group Presentation</td> <td>30 %</td> <td>√</td> <td>√</td> <td>√</td> </tr> </tbody> </table>				Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			a	b	c	1. Seminar Group Presentation	30 %	√	√	√
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	Total	100 %			
	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The assessment methods include both continuous assessment and a final quiz. Coursework is based on continuous assessment, which includes seminar group presentation, group report, as well as attendance and participation,</p> <p><u>Seminar Group Presentation and Group Report</u></p> <p>Students form groups to prepare a presentation which provides useful information to either teachers or parents to understand a particular area regarding gifted students. Students should conduct reviews of the current literature regarding their proposed topic in the presentation. Each group has to submit one written report based on the proposed topic.</p> <p><u>Final Quiz</u></p> <p>As an essential component of continuous assessment, all students are expected to complete one semester-end quiz that aims to provide quality assurance of students' acquisition of solid knowledge learnt from the course.</p> <p><u>Attendance and Participation</u></p> <p>Students are expected to attend the classes and participate actively e.g., Q&A sessions during the seminars.</p>				
Student Study Effort Required	Class contact:				
	▪ Lectures		27 Hrs.		
	▪ Seminars		12 Hrs.		
	Other student study effort:				
	• Preparation for Seminar Group Presentation and Writing Group Report		40 Hrs.		
	• Preparation for the final quiz		32 Hrs.		
	Total student study effort			111 Hrs.	

Reading List and References

Essential

Rimm S.B., Davis G.A., & Siegle, D. (2018). *Education of the gifted and talented*. (7th ed.). Upper Saddle River: Pearson.

Supplementary

Delisle, J. (2021). *Understanding your gifted child from the inside out: A guide to the social and emotional lives of gifted kids*. Routledge.

MacIntyre, C. (2008). *Gifted and talented children 4-11: Understanding and supporting their development*. Routledge.

Ronksley-Pavia, M., Garvis, S., & Pendergast, D. (2023). *14 Gifted and talented young children. Teaching Early Years: Curriculum, Pedagogy, and Assessment*.

Lovecky, D. V. (2023). *Different Minds: Gifted Children with ADHD, ASD, and Other Dual Exceptionalities*. Jessica Kingsley Publishers.

Kroesbergen, E. H., van Hooijdonk, M., Van Viersen, S., Middel-Lalleman, M. M., & Reijnders, J. J. (2016). The psychological well-being of early identified gifted children. *Gifted Child Quarterly*, 60(1), 16-30.

Chan, D. W. (2011). Characteristics and competencies of teachers of gifted learners: The Hong Kong student perspective. *Roeper Review*, 33(3), 160-169.

Chan, D. W., Chan, L. K., & Chan, A. C. Y. (2013). Parenting Gifted Children Among Hong Kong Chinese Parents: What Differences Does Westernization Make?. *Roeper Review*, 35(3), 177-186.

Yuen, M., Chan, S., Chan, C., Fung, D. C., Cheung, W. M., Kwan, T., & Leung, F. K. (2018). Differentiation in key learning areas for gifted students in regular classes: A project for primary school teachers in Hong Kong. *Gifted Education International*, 34(1), 36-46.

Chan, S., & Yuen, M. (2014). Creativity beliefs, creative personality and creativity-fostering practices of gifted education teachers and regular class teachers in Hong Kong. *Thinking Skills and Creativity*, 14, 109-118.

Siu, A. F. (2010). Comparing overexcitabilities of gifted and non-gifted school children in Hong Kong: Does culture make a difference?. *Asia Pacific Journal of Education*, 30(1), 71-83.

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 (AJFG)

<http://www.apf.brandz.sg/>

Association for Supervision and Curriculum Development (ASCD), USA

<http://www.ascd>

Collaborative for Academic, Social, and Emotional Learning (**CASEL**),
<http://www.casel.org/home.php>

Center for Creative Learning: Creative Problem Solving
<http://www.creativelearning.com>

Edward deBono **CoRT** Thinking Programme
<http://schoolnet.gov.mt/thinkingskills/thinkingtools.htm>

European Council for High Ability (**ECHA**) 歐洲高能力議會
<http://www.echa.info/>

- ECHA International Conf 2012 in Munster, Germany:
www.echa2012.info/links
- **ECHA Diploma** <http://www.nadarenost.net/ECHA%20diploma.htm>
- **ECHA Journal** <http://www.nadarenost.net/ECHA%20diploma.htm>

Foundation for Critical Thinking www.criticalthinking.org

Gifted Development Center (Dr. Linda Silverman), Institute of the Study of
Advanced Development, USA
http://www.gifteddevelopment.com/About_GDC/moreaboutgdc.htm

Hoagies Gifted Education Page (Dr. Miraca Gross, U of New South Wales,
Australia)
<http://www.hoagiesgifted.org/underserved.htm>

International Research Association for Talent Development and Excellence
(IRATDE)
www.iratde.org/

- Conference in Saudi Arabia 2011: <http://www.giftedchina.org/>
- Conference in Beijing, China 2012: <http://www.giftedchina.org/>

John Hopkins University, USA 美國約翰霍普斯大學
Centre for Talented Youth 年青人才中心
<http://www.jhu.edu/~gifted/>

National Association for Gifted Children (NAGC), USA 美國資優兒童協會
<http://www.nagc.org/>

Northwestern University, USA 美國西北大學
Centre for Talent Development 才能發展中心
<http://www.ctd.northwestern.edu/gll/courses/enrichment/courses>

Supporting Emotional Needs of the Gifted (**SENG**), USA
美國資優人士社交情緒需要支援網絡
<http://www.sengifted.org/index.shtml>

Stanford University, USA 美國史丹福大學
Education Program for Gifted Youth(**EPGY**) 才能發展中心

<http://epgy.stanford.edu/courses/index.html> 資優教育課程

University of Connecticut (UCONN), USA 美國康涅狄格大學

- NEAG / National Research Centre for the Gifted and Talented UCONN:
國立資優研究中心 <http://www.gifted.uconn.edu/nrcgt/resource.html>
 - Confratute, UCONN 暑期學院: <http://www.gifted.uconn.edu/confratute/>
- World Council for Gifted and Talented Children (WCGTC) 世界資優兒童議會
<http://www.world-gifted.org/>
- *Gifted and Talented International Journal* : <http://www.world-gifted.org/Publications>