

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;">25%</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;">15%</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		25%	2. Seminar Group Report		20%	3. Final Quiz	40%		4. Attendance and Participation	15%	
100% Continuous Assessment	Individual Assessment	Group Assessment																
1. Seminar Group Presentation		25%																
2. Seminar Group Report		20%																
3. Final Quiz	40%																	
4. Attendance and Participation	15%																	
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>25 %</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	25 %	√	√	√
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)															
		a	b	c													
1. Seminar Group Presentation	25 %	√	√	√													

	2. Seminar Group Report	20 %	√	√	√
	3. Final Quiz	40 %	√	√	√
	4. Attendance and Participation	15 %	√	√	√
	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

Chan, D. W. (2005). Family environment and talent development of Chinese gifted students in Hong Kong. *Gifted Child Quarterly*, 49(3), 211-221.

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. (2003). Adjustment problems and multiple intelligences among gifted students in Hong Kong: The development of the revised Student Adjustment Problems Inventory. *High Ability Studies*, 14(1), 41-54.

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.

Tirri, K. A., Tallent-Runnels, M. K., Adams, A. M., Yuen, M., & Lau, P. S. (2002). Cross-cultural predictors of teachers' attitudes toward gifted education: Finland, Hong Kong, and the United States. *Journal for the Education of the Gifted*, 26(2), 112-131.

Useful Web-links

Global Network

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

<http://www.apgifted.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>

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/>

Creative Network of China 中國創意網 <http://www.china1847.com/>

Edward deBono Thinking Programmes in China 德博諾 (中國)

http://www.debonochina.com/templates/consulting_007_1/index.aspx?nodeid=1

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

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/>

Baptist University of Hong Kong (BUHK) 香港浸會大學

- Centre for Child Development 兒童發展研究中心
<http://www.hkbu.edu.hk/~ccd/index.htm>

- Centre for Educational Studies, Thinking Qualities Initiative 思維工程
<http://www.hkbu.edu.hk/~think/>

-

Chinese University of Hong Kong (CUHK) 香港中文大學

- Faculty of Education, Program for Gifted and Talented 教育學院 資優計劃
<http://www.fed.cuhk.edu.hk/pgt>

Hong Kong Polytechnic University (HKPolyU) 香港理工大學

High Achievers Club(HAC) 高材生學會, VP(AD) office

APSS, Nurturing the Gifted And Talented (NGAT): Local courses 啟迪資優課程

APSS, NGAT: Overseas projects 資優萬里行計劃

www.acad.polyu.edu.hk/~ssgifted/dblue-right.htm

APSS, Yan Oi Tong Au Suet Ming Child Development Centre for Giftedness

<http://www.polyu.edu.hk/apss/yot/>

Hong Kong University of Science and Technology (HKUST) 香港科技大學

Education Development Program (EDP) 教育發展

<http://www.edp.ust.hk/index.html>

University of Hong Kong (HKU) 香港大學

Faculty of Education, Centre for Advancement in Inclusive and Special Education
Centre