Subject Description Form

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>APSS 5049</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Nurturing the Gifted and Talented: Instructional Models and Professional Practices</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisite / Co-requisite / Exclusion</td>
<td>NIL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>100% Continuous Assessment</th>
<th>Individual Assessment</th>
<th>Group Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Seminar Participation</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Seminar Presentation</td>
<td></td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>3. Practice-based Project Report OR Individual Paper (student’s choice)</td>
<td>30% OR 30%</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>4. One Final Test</td>
<td>20%</td>
<td>--</td>
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</tbody>
</table>

Objectives

The subject aims to enable students:

1. To provide an update and a deepening of understanding of theoretical, research-based framework of major instructional models, curriculum theories, and effective programmes for nurturing gifted and talented learners;

2. To analyze changing environments, characteristics, processes for curricular design and development, culminating in examples of key curriculum products for acquiring competence level for nurturing gifted, talented and highly able learners in local, national and global contexts;

3. To allow applications and improvements of evidence-based instructional and classroom management strategies to cater for special and diverse learning needs of the gifted, talented and highly able learners, including at-risk populations, making connections to technology, adopting interdisciplinary approaches, writing, implementing, and adapting curricular and instructional strategies for research-oriented practice;

4. To recognize conflicting values, professional ethics and complex dynamics in nurturing gifted, talented and highly able learners; and

5. To build 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

Upon completion of the subject, students will be able to:

a. Identify different instructional models, programming and practices proven to be effective for nurturing highly able, gifted and talented learners across different age group, gender, and services settings;

b. Recognize current competence level and improvements in different instructional models, programming and practices for nurturing the gifted and talented in local, national and global contexts;

c. Interpret and, if appropriate, implement selected forms of evidence-based instructional models, strategies and/or programmes for nurturing the highly able, gifted and talented learners;

d. Articulate and, if appropriate, work through various dilemmas and complex dynamics of instructional models and practices in nurturing the gifted and talented learners; and

e. Re-think values and professional ethics pertaining to roles, functions and skills of educator/practitioner in nurturing the gifted and talented learners, and if appropriate, formulate a personalized individual career and life plan for oneself.

## Subject Synopsis/Indicative Syllabus

1. Instructional models for nurturing the gifted and talented: An overview of classic and contemporary models and various curriculum theories

2. Learning environment characteristics and diverse learning needs of the high-end/potential learners across different settings and various cultures

3. A Process for Curriculum Design and Development, and Instructional Strategies for Nurturing the High Potential, Gifted and Talented Learners:
   - 3.1 Schoolwide Enrichment;
   - 3.2 Differentiated Curriculum and Instruction;
   - 3.3 Integrated Curriculum Model
   - 3.4 Acceleration;
   - 3.5 Curriculum Compacting;
   - 3.6 Ability Grouping within a class, and between classes;
   - 3.7 Creativity and Thinking strategies for school subjects;
   - 3.8 Curriculum reform and relevant issues, culminating in examples of key curriculum products;
   - 3.9 Adapting curricular in specific core subject areas and non-core subject areas (including thinking skills, creativity, leadership, and the arts); and

4. Study of research-based programmes for gifted and talented learners: Analyses and evaluation of relevant practical examples and connections to standards/competence level with adaptations in content, process, product,
5. Applicability, controversial issues, and professional ethics pertaining to gifted education and talent development in local, national and global contexts.

### Teaching/Learning Methodology

Theories, research-driven knowledge, skills and attitudes are delivered through interactive lectures, selected case studies, group seminar presentation, and group reports/individual papers based on rigorous literature review. Students are encouraged and expected to have critical discussion, self-reflection, analyses, syntheses and evaluation of different models of curriculum development, instructional strategies and practices. The contributions, limitations and applicability of the relevant classic and contemporary models/theories are examined through students’ literature review of research-based studies, practice-based project experience, seminar presentations and their active participation in class discussions. A written practice-based group report and/or one paper based on rigorous literature review is required to make clear to what extent the students are able to generate new insights, and to evaluate what steps they should take to further improve/develop the identification and assessment processes. All these learning and teaching strategies are adopted to be essential components throughout the course.

### Assessment Methods in Alignment with Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a</td>
</tr>
<tr>
<td>Seminar Participation &amp; Presentation</td>
<td>20 %</td>
<td></td>
</tr>
<tr>
<td>One Practice-based Project</td>
<td>30 %</td>
<td>✓</td>
</tr>
<tr>
<td>One Practice-based Project Report OR One Paper based on literature review</td>
<td>30 %</td>
<td>✓</td>
</tr>
<tr>
<td>One Final Test</td>
<td>20 %</td>
<td>✓</td>
</tr>
<tr>
<td>Total</td>
<td>100 %</td>
<td></td>
</tr>
</tbody>
</table>

- 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.

Explanation of the appropriateness of the assessment methods in assessing the
intended learning outcomes:

**Seminar Presentation and Participation**
All students are expected to well prepare for their seminar presentations based on practice-based project experience and/or rigorous review of relevant literature. Each student should participate actively in lectures and thematic seminars relevant to nurturing gifted and talented or high potential learners. They should present their evaluative views and individual reflections, to generate discussions and integrate evidence-based findings, and, whenever appropriate, to reflect their creative, critical and caring thinking about gifted education and talent development. Students are also encouraged to register for relevant workshops/occasional lectures of local and overseas scholars, to be organized by local government and non-governmental organizations, and/or international conferences/symposia.

**One Practice-based Project**
Students may form different small groups to complete one practice-based project on an assigned/selected thematic topic that is covered in the course, including, but not be limited to, curriculum planning and development, instructional strategies, programming, or evidence-based professional practice for nurturing the highly able, gifted and talented learners. Specific core subject areas and non-core subject areas, such as thinking skills, creativity, leadership, and the arts, may be selected for nurturing a group of gifted students or for an in-depth case study. Theoretical consideration, practical applications and evaluation of a selected model/form should be addressed, for example, acceleration, enrichment, differentiation of ability groups within a class or between classes/curriculum compacting/ multiple talent programmes, etc. Students are expected to demonstrate what and how they may experience, execute and evaluate the practice-based project, including presentation and description of the aims and methods, concrete interventions, programme evaluation, and, whenever appropriate, identification procedure, and relevance to own cultural contexts and/or specific settings.

The grade is calculated according to the percentage assigned.

The completion and submission of all component assignments are required for passing the subject.

**Assessment Methods in Alignment with Intended Learning Outcomes**

**One Practice-based Report /One Paper based on Rigorous Literature Review**
A practice-based project report is built upon individual and group experiential learning experience through nurturing the gifted, talented and highly able. Students are expected to document and summarize the content, process, product (learning outcomes) and evaluation of relevant instructional models and practices, which should demonstrate their evidence-based knowledge, skills and attitudes. The contributions, limitations, applicability, and relevant issues in the local (and, whenever appropriate, global) contexts should be discussed and evaluated critically. 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 instructional models, theories and practices in the field of gifted education and talent development. All group reports/individual papers should show evidence that students have thorough understanding and
evaluation of the references covered in this course. They should demonstrate independent critical, creative and caring thinking, and, if appropriate, to refine the learning outcomes in publishable quality.

**One Final Test**

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.

<table>
<thead>
<tr>
<th>Student Study Effort Required</th>
<th>Class contact: <strong>TOTAL: 39 hours</strong> (27-hour lecture time: 9 three-hour lectures AND 12-hour seminar time)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lectures</td>
</tr>
<tr>
<td></td>
<td>Seminars</td>
</tr>
<tr>
<td>Other student study effort:</td>
<td></td>
</tr>
<tr>
<td>• Workshop/Symposium/Conference Participation</td>
<td>18 Hrs.</td>
</tr>
<tr>
<td>• Practice-based Project and Report Preparation</td>
<td>50 Hrs.</td>
</tr>
<tr>
<td>• Self-directed Studies: Literature Review and Research-based Evidence</td>
<td>22 Hrs.</td>
</tr>
<tr>
<td>Total student study effort</td>
<td>129 Hrs.</td>
</tr>
</tbody>
</table>

| Medium of Instruction        | English supplemented with Chinese                                                                           |         |

| Medium of Assessment          | English                                                                                                   |         |

| Reading List and References  | **Essential**                                                                                             |         |
|------------------------------|----------------------------------------------------------------------------------------------------------|         |
Supplementary


Hong Kong Board of Education (1996). Report of the Subcommittee on Special Education. Hong Kong: the then Hong Kong Government.


Lazear, D., 郭淑賢, 陳淑惠 (譯) (2000): 落實多元智慧教學評量。台北: 遠流出版事業股份有限公司。


Connecticut.


Mönks, & A.H. Passow (Eds.), *International handbook of research and development of giftedness and talent*. Oxford: Pergamon Press Ltd.


- Motivating gifted and talented children to learn (pp. 36-46);
- Curriculum for gifted and talented children (pp. 47-57);
- Creative problem solving and role playing (pp. 69-81);
  - Developing research concepts and skills (pp. 111-127).


- Curriculum for the gifted: An overview of theory, research, and practice;
- Curriculum planning and development;
- Developing units of instruction.


盧雪梅 (編譯)(1994)。*J. T. Webb, E. A. Meckstroth, & S. S. Tolan (原著) 《資優兒童親職教育》。台北：心理出版社。


吳武典。(1996)。台灣資優教育政策分析與調查研究。資優教育研究學刊，14，179-206。

吳武典。(1997)。資優教育向誰看齊。資優教育季刊，62，1-10。


查子秀(編)(1998)。《兒童超常發展之探秘——中國超常兒童心理發展和教育研究二十週年論文集》北京: 重慶出版社, 頁119-128。


王文科(1992)：資優課程設計。台北:心理出版社。參考章節:
- 中學適用的三合模：初、高中實施資優教育規畫的實用方案;
- 資優者的個別化教育方案;
- 崔芬格的自我指導學習模式。

中華民國特殊教育學會(編)(1993): 資優學生創造力與特殊才能。台北: 心理出版社。參考章節:
- 林振春: 如何教養音樂才能資優子女——陳瀅菁同學個例專訪;
- 李小華: 婆娑而舞;
- 姚世澤: 音樂資優創造力教學之研究;
- 陳龍安(1993): 批判思考的自我訓練。

中華民國特殊教育學會、國立台灣師大特教系所(編)(1994): 開創資優教育的新世紀。台灣:中華民國特殊教育學會。參考章節:
- 毛連塭: 資優教育課程設計;
- 陳龍安: 創造思巧教學的實施與檢討;
- 曾淑容: 課外充實，快樂成長;
- 郭靜姿: 如何指導資優生進行獨立研究;
- 盧台華: 資優教育教學模式之選擇與應用。

中華民國特殊教育學會(編)(1995): 資優學生鑑定與輔導。台北:心理出版社。參考章節:
- 何華國: 資優教育師資應有的特質與培養;
- 林如娟: 談資賦優異學生的教師;
- 郭靜姿: 談「資優」的概念。

中華民國特殊教育學會(編)(1997): 資優教育的革新與展望。台北:心理出版社。參考章節:
- 潘裕豐: 網路資源在資優教育教學上的應用;
- 黃啟淵: 探究技能、專題研習到獨立研究。


香港小童群益會 多元智能程序發展工作小組 (編) (2000): 多元智能遊戲創作集。香港特別行政區: 香港小童群益會。
香港小童群益會 多元智能程序發展工作小組 (2000): 發展幼兒多元智能自我教材套。香港特別行政區: 香港小童群益會。

李德高(1996): 資賦優異兒童課程設計。台北: 五南圖書出版公司。參考章節:

- 現代科學教育的課程設計;
- 資賦優異兒童課程設計的模式與分類;
- 資賦優異兒童教育課程的編選;
- 資賦優異兒童創造思考的課程。

李毅紅、馬名駒、周碧松 (編) (1998): 創造力的培養。北京: 北京大學出版社。

林建平 (1997): 創意的寫作教室。台北: 心理出版社。
林建州(1997)。 啟迪創造力訓練教材。 台北: 啟迪文化有限公司。
洪榮昭 (1998)：創意領先：如何激發與個人組織的創造力。台北: 張老師文化事業有限公司。
高春梅 (2001): 創造力開發：決勝未來的選擇。 北京: 中國社會科學出版社。
段繼揚 (2000)：創造力心理探索。開封：河南大學出版社。
徐有棣、陶文中 (1993)：超常少兒的個性特點、形成原因與教育實施。載於《超常少兒的鑒別與培養》。北京：光明日報出版社。
田耐青 (2000)：多元智慧理論——學習可以是快樂、成功的。台北：世紀領袖教育研究發展中心。
黃光國 (2002)：科學哲學與創造力：東亞文明的困境。台北：立緒文化事業。
俞國良 (1996)：創意心理學。杭州：浙江人民出版社。
張玉成 (1996)：開發腦中金的教學策略。台北：心理出版社。
張增常、朱元鎮 (2002)：創造力開發與培養。北京：中國建材工業出版社。
陳長益 (編)、教育部社教師 (補助編印)，(1995)：國民小學資優教育輔導手冊。台北市立師範特殊教育中心。參考章節：
- 許素甘：獨立研究課程；
- 陳美麗：情意教育課程；
- 吳淑敏：資優教育的課程架構。
陳龍安 (1995)：啟發孩子的創造力。香港：青田教育中心。
陳龍安 (編) (1995)：創造思考教學。香港：青田出版社。
- 陳龍安 (1999)：陳龍安博士講座及工作坊——講義。台北：台北市師範學院創造思考教育中心。參考章節：
  - 在不同學科中培養學生的創造思考能力
  - 如何在日常家庭生活中培養高潛能學生的思維能力；
  - 創造思考技能學理論及技巧。
  - 專題研究教學理論及技巧。
陳龍安 (1999)：創意家族：為孩子打開一扇新窗。台灣：景國傳播有限公司。
陳龍安 (1999)：語文動動腦 (一上) 至 (五下)。台北：心理出版社。
陳龍安 (2000)：語文動動腦 (一上) 至 (五下)。香港：青田教育中心。
陳龍安 (2000)：創意點子手冊。台北：台北市師範學院創造思考教育中心。
陳龍安 (2008)：創造思考教學的理論與實踐。台北：心理出版社。
郭靜姿。(2000)：談資優學生的特殊適應問題與輔導。資優教育刊，75，1-6。
趙志裕、康螢儀、鄭思雅、賀倍 (著) (2000)：多元才能——IQ 以外的能力。台北：心理出版社。
趙志裕、康螢儀、葉慧敏、李秀麗、符可瑩 (著) (2000)：發揮多元才能——從激發動機到取得成就。香港特別行政區：三聯出版社。
黃世銘。 (2006)：資優幼兒的教育輔導：早期發現與早期培育之研究。台北：五南圖書出版股份有限公司。

Useful Web-links

Global Network
Asia-Pacific Federation on Giftedness (APFG) 亞太區資優協會
http://www.apfgifted.org/afp/
- 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: 高等學術研究研究中心
    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 中国科学院 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)

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  
- 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)  
- 香港資優兒童行為特質量表(小學家長、監護人適用)  
- 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 启迪資優課程
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/
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
5. Journal of Applied Psychology
6. American Psychologist
7. Contemporary Educational Psychology
12. The Psychologist
13. Psychological Reports