

## Subject Description Form

<b>Subject Code</b>	APSS 5049																	
<b>Subject Title</b>	Nurturing the Gifted and Talented: Instructional Models and Professional Practices																	
<b>Credit Value</b>	3																	
<b>Level</b>	3																	
<b>Pre-requisite / Co-requisite/ Exclusion</b>	NIL																	
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><b>100% Continuous Assessment</b></th> <th style="text-align: center;">Individual Assessment</th> <th style="text-align: center;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar Participation</td> <td style="text-align: center;">20%</td> <td></td> </tr> <tr> <td>2. Seminar Presentation</td> <td></td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Practice-based Project Report OR Individual Paper (student's choice)</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">OR 30%</td> </tr> <tr> <td>4. One Final Test</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			<b>100% Continuous Assessment</b>	Individual Assessment	Group Assessment	1. Seminar Participation	20%		2. Seminar Presentation		30%	3. Practice-based Project Report OR Individual Paper (student's choice)	30%	OR 30%	4. One Final Test	20%	--
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<b>Objectives</b>	<p>The subject aims to enable students:</p> <ol style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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;</li> <li>4. To recognize conflicting values, professional ethics and complex dynamics in nurturing gifted, talented and highly able learners; and</li> <li>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.</li> </ol>																	

<p><b>Intended Learning Outcomes</b></p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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;</li> <li>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</li> <li>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.</li> </ol>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<ol style="list-style-type: none"> <li>1. Instructional models for nurturing the gifted and talented: An overview of classic and contemporary models and various curriculum theories</li> <li>2. Learning environment characteristics and diverse learning needs of the high-end/potential learners across different settings and various cultures</li> <li>3. A Process for Curriculum Design and Development, and Instructional Strategies for Nurturing the High Potential, Gifted and Talented Learners:       <ol style="list-style-type: none"> <li>3.1 Schoolwide Enrichment;</li> <li>3.2 Differentiated Curriculum and Instruction;</li> <li>3.3 Integrated Curriculum Model</li> <li>3.4 Acceleration;</li> <li>3.5 Curriculum Compacting;</li> <li>3.6 Ability Grouping within a class, and between classes;</li> <li>3.7 Creativity and Thinking strategies for school subjects;</li> <li>3.8 Curriculum reform and relevant issues, culminating in examples of key curriculum products;</li> <li>3.9 Adapting curricular in specific core subject areas and non-core subject areas (including thinking skills, creativity, leadership, and the arts); and</li> </ol> </li> <li>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,</li> </ol>

	<p>modifications for local, national and global institutions and their practices; and</p> <p>5. Applicability, controversial issues, and professional ethics pertaining to gifted education and talent development in local, national and global contexts.</p>																																																			
<p><b>Teaching/Learning Methodology</b></p>	<p>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.</p>																																																			
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="432 999 1490 1756"> <thead> <tr> <th data-bbox="432 999 922 1249" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="922 999 1114 1249" rowspan="2">% weighting</th> <th colspan="5" data-bbox="1114 999 1490 1178">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="1114 1178 1198 1249">a</th> <th data-bbox="1198 1178 1273 1249">b</th> <th data-bbox="1273 1178 1348 1249">c</th> <th data-bbox="1348 1178 1423 1249">d</th> <th data-bbox="1423 1178 1490 1249">e</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 1249 922 1355">1. Seminar Participation &amp; Presentation</td> <td data-bbox="922 1249 1114 1355">20 %</td> <td data-bbox="1114 1249 1198 1355">√</td> <td data-bbox="1198 1249 1273 1355">√</td> <td data-bbox="1273 1249 1348 1355">√</td> <td data-bbox="1348 1249 1423 1355">√</td> <td data-bbox="1423 1249 1490 1355">√</td> </tr> <tr> <td data-bbox="432 1355 922 1424">2. One Practice-based Project</td> <td data-bbox="922 1355 1114 1424">30 %</td> <td data-bbox="1114 1355 1198 1424">√</td> <td data-bbox="1198 1355 1273 1424">√</td> <td data-bbox="1273 1355 1348 1424">√</td> <td data-bbox="1348 1355 1423 1424">√</td> <td data-bbox="1423 1355 1490 1424">√</td> </tr> <tr> <td data-bbox="432 1424 922 1603">3. One Practice- based Project Report <i>OR</i> One Paper based on literature review</td> <td data-bbox="922 1424 1114 1603">30 %</td> <td data-bbox="1114 1424 1198 1603">√</td> <td data-bbox="1198 1424 1273 1603">√</td> <td data-bbox="1273 1424 1348 1603">√</td> <td data-bbox="1348 1424 1423 1603">√</td> <td data-bbox="1423 1424 1490 1603">√</td> </tr> <tr> <td data-bbox="432 1603 922 1682">4. One Final Test</td> <td data-bbox="922 1603 1114 1682">20 %</td> <td data-bbox="1114 1603 1198 1682">√</td> <td data-bbox="1198 1603 1273 1682">√</td> <td data-bbox="1273 1603 1348 1682">√</td> <td data-bbox="1348 1603 1423 1682">√</td> <td data-bbox="1423 1603 1490 1682">√</td> </tr> <tr> <td data-bbox="432 1682 922 1756">Total</td> <td data-bbox="922 1682 1114 1756">100 %</td> <td data-bbox="1114 1682 1198 1756"></td> <td data-bbox="1198 1682 1273 1756"></td> <td data-bbox="1273 1682 1348 1756"></td> <td data-bbox="1348 1682 1423 1756"></td> <td data-bbox="1423 1682 1490 1756"></td> </tr> </tbody> </table> <ul data-bbox="432 1809 1527 1998" style="list-style-type: none"> <li>• The grade is calculated according to the percentage assigned;</li> <li>• The completion and submission of all component assignments are required for passing the subject; and</li> <li>• Students must receive an overall pass grade when all components are combined in order to pass the subject.</li> </ul> <p data-bbox="432 2033 1527 2074">Explanation of the appropriateness of the assessment methods in assessing the</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 Practice- based Project Report <i>OR</i> One Paper based on literature review	30 %	√	√	√	√	√	4. One Final Test	20 %	√	√	√	√	√	Total	100 %					
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	<p>intended learning outcomes:</p> <p><b><u>Seminar Presentation and Participation</u></b>  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.</p> <p><b><u>One Practice-based Project</u></b>  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.</p> <p>The grade is calculated according to the percentage assigned.</p> <p>The completion and submission of all component assignments are required for passing the subject.</p>
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<p><b><u>One Practice-based Report /One Paper based on Rigorous Literature Review</u></b>  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</p>

	<p>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.</p> <p><b><u>One Final Test</u></b>  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>	
<b>Student Study Effort Required</b>	<p>Class contact: <b>TOTAL: 39 hours</b>  <b>( 27-hour lecture time: 9 three-hour lectures AND 12-hour seminar time)</b></p>	
	<ul style="list-style-type: none"> <li>▪ Lectures</li> </ul>	27 Hrs.
	<ul style="list-style-type: none"> <li>▪ Seminars</li> </ul>	12 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>• Workshop/Symposium/Conference Participation</li> </ul>	18 Hrs.
	<ul style="list-style-type: none"> <li>• Practice-based Project and Report Preparation</li> </ul>	50 Hrs.
	<ul style="list-style-type: none"> <li>• Self-directed Studies: Literature Review and Research-based Evidence</li> </ul>	22 Hrs.
	Total student study effort	129 Hrs.
<b>Medium of Instruction</b>	English supplemented with Chinese	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<p><b><u>Essential</u></b></p> <p>Davis G.A., Rimm S.B., &amp; Siegle, D. (2011). <i>Education of the gifted and talented</i>. (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.</p> <p>Gagné, F. (2007). Ten commandments for academic talent development. <i>Gifted Child Quarterly</i>, 51(2), 93-118.</p> <p>Heller, K.A., Mönks, F.J., Sternberg, R.J., &amp; Subotnik, R.F. (Eds.). (2000). <i>International handbook of giftedness and talent</i>. Oxford: Pergamon.</p> <p>Renzulli, J. S., &amp; Reis, S. M. (2008). <i>Enriching curriculum for all students</i>. Corwin Press: Thousand Oaks, CA.</p> <p>Starko, A.J. (2010). <i>Creativity in the classroom: Schools of curious delight</i>. New York: Routledge.</p> <p>Tomlinson, C. A., Ford, Donna H., Reis, S. M., Briggs, C. J., &amp; Strickland, C. A. (2003). <i>In search of the dream: Designing schools and classrooms that work for high potential students from diverse cultural backgrounds</i>. Washington, DC: The National Association for Gifted Children &amp; The National Research Center on the Gifted and Talented.</p> <p>Van Tassel-Baska, J.L., &amp; Stambaugh, T. (2005). <i>Comprehensive curriculum for gifted learners</i>. Amazon (FBA) website: <a href="http://www.amazon.com">www.amazon.com</a></p>	

### Supplementary

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- 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。
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- 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、康瑩儀、鄭思雅、賀倍(著)(2000): 多元才能——I.Q. 以外的能力。台北: 心理出版社。
- 趙志裕、康瑩儀、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。
- 黃世鈺。(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/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](http://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](http://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](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/](http://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/>

[gifted.org/Publications](http://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](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](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](http://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

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