

Education 371-3
Special Topics: Programming for Gifted Students
(T2.00)
(Cat #32410)

Summer Session, 1993
(August 3-12)
Tuesday through Thursday
8:30 a.m. - 12:20 p.m.
Location: Castlegar

Instructor: D. Trishuk

PREREQUISITE:

EDUC 401/402 and certified practising teacher. Interest in learning about giftedness and openness to the giftedness in self, others, and most especially, in young people is important. Previous teaching experience, education and psychology coursework would be an asset. Previous training and work with gifted students will be viewed as an opportunity to work on an advanced level. Students may take no more than three Tri-University courses toward a degree or diploma.

COURSE DESCRIPTION

The purpose of this course is to help teachers clarify gifted student learning needs and appropriate creative teaching practices. The participants will focus on recognizing, relating to, and planning for and with gifted learners in schools and classrooms. The course will review giftedness based on historical perspectives as well as current conceptions and definitions and involve participants in an exploration of motivations, developmental challenges, processes, meaning-making and joy of making connections as experienced by individuals with gifted abilities. Participants will examine their own experiences as learners and relate to giftedness through readings, simulation activities, videos of gifted students, class discussions, journal writing, development of educational plans and self-assessment. The self-assessment will include beliefs about giftedness, goals for gifted learners, teaching style, and personal and cognitive style preferences.

COURSE OBJECTIVES

The main objective of this course is to enable participants to examine their perspectives on giftedness, to look for giftedness in self and others and to teach in ways which will encourage gifted responses from their students.

COURSE REQUIREMENTS

- Demonstrate knowledge about different conceptions of giftedness and the usefulness of these perspectives.
- Recognize a variety of characteristics and vulnerabilities of gifted learners and the related challenges faced by the gifted individual with respect to physical wellness, intellectual and academic choices, social relationships, self-acceptance, and career goals.
- Determine appropriate modifications for gifted students with respect to learning goals, teaching strategies, curriculum processes, content, products and classroom environments.
- Recognize personal and professional beliefs and motivations which support and hinder appropriate education of gifted learners in classrooms.
- Provide alternative resources and processes to support gifted students in their classrooms, e.g., creative problem solving.

(please turn over)

GRADING

Evaluation criteria will be discussed with the class prior to assignments being given. Students will have input to the criteria based on their level of entry knowledge about and experience with gifted learners and their learning goals for the course.

Assignments will include:

- Daily journal reflecting on learning experiences, readings, beliefs and goals. **25%**
- Collection and review of resources and materials for use with gifted learners. **20%**
- Project or Paper: E.g., development of a lesson, unit, educational plan for an individual gifted student, or school-based program for gifted students; exploration of one issue, challenge or aspect of giftedness and its development. **40%**
- Development of questions regarding giftedness and the gifted response. **10%**
- Attendance and class participation. **5%**

REQUIRED PRE-READING

A package of pre-readings will be sent to students prior to the beginning of classes. Students will be charged for the cost of course materials. Payment will be collected at the first class.

Introductory Level:

Feldhusen, J., Van Tassel-Baska, J., & Seeley, K (1989). *Excellence in educating the gifted*. Denver: Love Publishing Company.

Advanced Level:

Colangelo, N., & Davis, G.A. (1991). *Handbook of gifted education*. Toronto: Allyn & Bacon.

Alternate:

Clark, B. (1988). *Growing up gifted* (3rd Edition). Toronto: Merrill Publishing Company.