

F-2: Programming for Gifted Students

Instructor: Daria Trischuk

Location: Kelowna

Date: August 15–24, 1994

Days: Monday–Saturday

Time: 8:30 a.m.–12:30 p.m.

*UVic

SFU

UBC

Course Number: ED-D 487

Section Number: Q51

TT or Cat Number: 49754

✓ EDUC 371

T2.00

20198

EPSE 390D

96Z

66589

COURSE DESCRIPTION

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

INSTRUCTOR PROFILE

Daria Trischuk has been employed as the District Support Teacher for Gifted Education for the Vancouver School Board since 1987. Her teaching experience includes regular classroom teaching (Grades 7 and 8), teaching gifted students in academically talented classes, itinerant teacher for the gifted, and Program Consultant for Gifted and Talented Educators for six years with the Saskatoon Board of Education. Daria studied with Dr. Dorothy Sisk in Florida, completed a Master's degree in Gifted Education at the University of Connecticut with Dr. J.S. Renzulli, and has completed three years of doctoral course work in Educational Administration at the UBC, Vancouver. Special interests include Gifted Learner Summer Program, Mentorship, electronic communication, Future Problem Solving and Osborne-Parnes Creative Problem Solving and Progroff Intensive Journal Writing.

COURSE REQUIREMENTS

Interest in learning about giftedness and openness to the giftedness in self, others, and most especially, in young people. 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 will have input to the evaluation criteria based on their level of entry knowledge about and experience with gifted learners and their learning goals for the course. Assignments will include:

1. Daily journal reflecting on learning experiences, readings, beliefs and goals.25%
2. Collection and review of resources and materials for use with gifted learners.20%
3. 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 aspect of giftedness and its development.40%
4. Development of questions regarding giftedness and the gifted response.10%
5. Attendance and class participation. 5%

READINGS

Readings to be provided by the instructor.

Required Texts—choose either Introductory or Advanced, depending on your level of experience

Introductory:

Feldhusen, J., Van Tassel-Baska, J., and Seeley, K. *Excellence in Educating the Gifted*. Denver: Love Publishing Company, 1989.

Advanced:

Colangelo, N. and Davis, G.A. *Handbook of Gifted Education*. Toronto: Allyn and Bacon, 1991.

Optional Text:

Clark, B. *Growing up Gifted*, Third Edition. Toronto: Merrill Publishing Company, 1988.