

SUMMER REGULAR SEMESTER, 1983

INSTRUCTOR: Colin Laine

Monday 5:30 - 9:20

LOCATION: on campus

OBJECTIVES:

- A. That students become familiar with the development and education of the gifted learner through a survey of several topics.
- B. The students have an in-depth knowledge of one issue (eg. testing counselling, curriculum differentiation from the research into "gifted education").
- C. Students will know ways of integrating research and practical approaches into school programs.

REQUIREMENTS: (2 essays, plus one Instructional Project)

1. Prepare a major paper on one aspect of this field. The paper should be one that could be shared with someone who has expressed a wish to know more about the selected topic. References used which would be of significant interest must be included.
2. Overview and critique the rationale for special attention or programming for identifying extraordinary or a typical learner as outlined by a district or provincial policy. Attention should be paid to determining whether this policy could be defended for a special group or for all children.
3. Plan and present (program of) studies to illustrate ways of integrating knowledge of gifted learners into a mainstream class activity or of generating a challenge to extraordinary learners.

TOPICS:

1. Child Development: genetic and environmental influences: differences between children as to intellectual, social, emotional development
causal attribution of differences.
2. Nature of Giftedness: theories regarding the intellect, the forms of extraordinary ability as a result development, characteristics found in and variations among gifted and talented learners.
3. Identification of Gifted Learners: Process of identifying learning needs. Tools and practices: behaviour checklists, tests, nominations, interviews. The role of standardized testing.
4. Programming Options: provision within the regular class. Examination of various practices. Enrichment, acceleration, early entry advanced placement, I.E.P.'s, special classes, mentors. Teacher and community attitudes, teaching strategies, curriculum and its differentiation, career preparation and counselling.
5. Support services and evaluation: the use of the community in the education of the gifted learner. Student evaluation, program evaluation.
6. The future of Gifted Education: research, areas of concern.

TEXT:

Clark, Barbara. Growing Up Gifted. Charles E. Merrill, 1979.

A reading list will be made available on the first day. Books and papers will be lodged with the library reserve.