

Course Description

MEDD8876 Psychology and Education of Gifted and Talented Individuals

Course description and objectives	
<p>The course examines gifted education and the psychology of gifted and talented individuals. Content will include the following topics: understanding gifted and talented individuals, gifted education in Hong Kong and other parts of the world, gifted education and education reform, identification of gifted and talented individuals, multiple intelligences, psychological adjustment, guidance and counselling for gifted students, school-wide enrichment and provisions for talent development, curriculum models, parenting gifted and talented children, teaching for creativity, programme development and evaluation, gifted underachievers, social development, moral leadership and career development. Selected case studies and critical issues in implementing gifted programmes will be examined.</p>	
Course objectives	
<p>The primary aim of the course is to equip educators with sound knowledge regarding theories and practices in gifted education and talent development. Hence, the key objectives of the course are to acquaint the participants with basic concepts, principles and practical strategies, and also to examine critically research data on gifted education and the psychology of gifted and talented individuals.</p>	
Course learning outcomes (CLOs)	Aligned programme learning outcomes (PLOs)
1. Ability to apply some of the basic concepts and principles of gifted education in regular classrooms and beyond	PLOs 1, 2, 4
2. Ability to plan, implement and evaluate educational programmes for gifted and talented individuals	PLOs 1, 2, 3, 5
3. Appreciation of the need to develop appropriate attitudes and skills for identifying gifted and talented individuals.	PLOs 2, 5
Course assessment methods	
<ul style="list-style-type: none"> • Moodle tasks • Group Presentation • Individual Written Assignment 	
Course content and topics	
<ul style="list-style-type: none"> • Conceptions of giftedness and talent development • Nurturing creative and critical thinking skills • Gifted under achievement • Curriculum models for nurturing talents • Gifted education in Hong Kong • Multiple intelligences and talent development • Identification of giftedness and talents • Career development for talented students • Creative leadership development; programme evaluation and enhancement • Synthesis and reflections on course content; course evaluation talented students 	
Required / recommended readings and online materials	
<ul style="list-style-type: none"> • Beghetto, R.A., & Kaufman, J.C. (2010). Nurturing creativity in the classroom. Cambridge University Press. • Callahan, C. M., & Hertberg-Davis, H. L. (2017). Fundamentals of gifted education: Considering multiple perspectives. Routledge. • Colangelo, N., & Davis, G. A. (2003). Handbook of gifted education. 3rd edition. Allyn and Bacon. 371.95 H23 • Coleman, L. J., & Cross, T. L. (2005). Being gifted in school. 2nd edition. Prufrock. LB 371.95 C6 • Dai, D. Y. (2010). The nature and nurture of giftedness: A new framework for understanding gifted education. 	

Teachers College Press.

- Dai, D. Y., & Chen, F. (2014). Paradigms of gifted education: A guide to theory-based, practice-focused research. Prufrock Press Inc.
- Desailly, J. (2012). Creativity in the primary classroom. Sage Publications.
- Dixon, F. A., & Moon, S. M. (2006). The handbook of secondary gifted education. Prufrock. E 371.9573H2
- Drapeau, P. (2014). Sparking student creativity: Practical ways to promote innovative thinking and problem solving. Association for Supervision & Curriculum Development.
- Goodwin, M., and Sommervold, C. (2012). Creativity, critical thinking, and communication: Strategies to increase students' skills. Rowman & Littlefield Education.
- Jolly, J., Treffinger, D. J., Inman, T. F., & Smutny, J. F. (2011). Parenting gifted children. Prufrock Press.
- Johnson, A.P. (2000). Up and out : using creative and critical thinking skills to enhance learning. Allyn and Bacon.
- Kaufman, J. C., & Sternberg, R. J. (2006). The international handbook of creativity. Cambridge University Press
- Mendaglio, S. & Peterson, J. S. (2007). Models of counseling gifted children, adolescents, and young adults. Prufrock Press. 371.95 M6
- Pfeiffer, S. I. (2008). Handbook of giftedness in children: Psychoeducational theory, research, and best practices. Springer Science+Business Media, LLC
- Robers, J. L., & Boggess, J. R. (2015). Differentiating instruction with centers in the gifted classroom: K-8. Hawker Brownlow Education. 371.95 D56 R
- Silverman, L. K., & Baska, L. (1993). Counseling the gifted and talented. Love Pub.
- Sisk, D. A. (1996). Leadership, a special type of giftedness. Royal Fireworks Press.
- Shavinina, L. V. (2009). International handbook on giftedness. Springer.
- Sternberg, R. J., Jarvin, L., & Grigorenko, E. L. (2011). Explorations in giftedness. Cambridge University Press. 371.95 S839 e96
- Sternberg, R., & Grigorenko, E. L. (2003). The psychology of abilities, competencies, and expertise. Cambridge University Press
- VanTassel-Baska, J. (2006). Comprehensive curriculum for gifted learners. Pearson.
- VanTassel-Baska, J., & Little, C. A. (2010). Content-based curriculum for high-ability learners. (2nd ed.). Prufrock Press. E 371.953 C76
- VanTassel-Baska, J. (2009). Social-emotional curriculum with gifted and talented students. Prufrock Press. E 371.953 S67

Other additional course information

NIL