



BRANDON UNIVERSITY

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Faculty of Education Graduate Studies & Field Research

04.760 (NET) Education of Children Who are Gifted, Talented and Creative Spring 2013 Both Term (May 6 – June 20)

Instructor Name: Instructor: Mary-Anne Ploshynsky

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Course Description: The intent of this course is to provide educators with an increased knowledge about the nature of giftedness. Traditionally, gifted education has been reserved for high achieving, teacher pleasing students. This course will explore the origins of giftedness; and the expansion of enriched educational programming experiences to include:

- marginalized populations,
- nonconformists,
- dropouts,
- children from minority groups,
- low socio economic status learners,
- students whose talents are not evident in the domains of reading, writing, and math.

In summary, it is necessary to provide different educational opportunities for different students. Topics such as inclusive philosophies, planning processes, and strategies for developing the talents of all students will be examined.

Course Objectives:

By the end of the course participants should be able to:

- Explain the development of giftedness
- Explain the traits and needs of gifted learners.
- Understand the key principles of differentiation, and how it applies to gifted learners.
- Apply guidelines of differentiation to unit /lesson plans for gifted learners.
- Describe instructional strategies that are effective for diverse learners.
- Planning and managing instruction for diverse learners.

Required Texts & References:

Growing Up Gifted: Developing the potential of children at home and at school.

(8th edition).

Author: Clark, Barbara

Additional Resources (internet links):

<http://www.bced.gov.bc.ca/specialed/gifted/app1.htm>

This site is a resource guide that provides information on how to provide enrichment in the regular classroom.

<http://www.gifted.uconn.edu/>

This site provides research information on the Gifted and Talented, including information on school wide enrichment models (SEM).

<http://www.engine-uity.com/manipulatingBloomsTaxonomy.htm>

This site provides differentiated resources that are linked to Bloom's Taxonomy of higher level thinking skills.

<http://www.hoagiesgifted.org>

This site contains articles and research, booklists, parent forums, links, and education programs and tools when looking for Gifted and Talented information.

Course Assignments (APA version 6.0 required):

Respond and Reflect Journal Entry. Use the Moodle platform to post 3 journal assignments. (Weight = 45%)

Topic #1 :“The Nature of Giftedness”

Monday May 6 to Sunday May 12, 2013:

1. View and listen to the powerpoint presentation on Moodle for Week 1.
2. Read Chapter 1, 2, 3 in your text.
3. Complete a Respond and Reflect journal entry that is based on the readings in Chapter 1, 2, 3 and the information in the powerpoint presentation. Each entry should be 600 to 800 words / 3 or 4 typed, double spaced pages. The required font is Times New Roman, size 12. The journal entry requires a running header that identifies the assignment and (you) the author.
4. The following are some focus questions to consider while you read and to incorporate into your journal interaction for week 1:
 - What is intelligence? What is giftedness? What is Creativity?
 - Who is the gifted learner and what are their needs?
 - Can all children become gifted?

- What is the interaction between heredity and environment in the development of intelligence?

Marking criterion for journal posting #1:

- Synthesis of key concepts and ideas (Considerations include responses to questions, what was affirmed that I already knew; what did I learn that was new to me): /5
- Application to issues in teaching and your current practice (Considerations may include where do I stand? what am I willing to implement? what obstacles or concerns do I have?): /5
- Reflect on your current practice and consider some of the following in the conclusion of your journal interaction: Where do I stand? What do I need to do next? What can "I" do to overcome obstacles/concerns: /5

Due Date: Monday May 13 complete and post your journal entry #1 on Moodle.

Topic #2: Giftedness in The Culture of Poverty and Diversity.

Monday May 13 to Sunday May 19, 2013:

1. View and listen to the powerpoint presentation on Moodle for week 2 .
2. Read chapters 4, 5, 6 in your text.
3. Complete a Respond and Reflect journal entry that is based on the readings in Chapter 4, 5, 6, and the information in the powerpoint presentation. Each entry should be 600 to 800 words / 3 or 4 typed, double spaced pages. The required font is Times New Roman, size 12. The journal entry requires a running header that identifies the assignment and (you) the author.
4. The following are some focus questions to consider while you read, and to incorporate into your journal interaction for week 2:
 - What are the elements that optimize learning for all?
 - Are there barriers to equity? If so, what are they?
 - Do teachers adapt expectations based on student background?
 - How does knowing about the brain, help educators understand the need to provide a better education for all learners? (eg. more growth producing alternatives)
 - Is IQ a measure of a person's capacity to learn?
 - What are the components for fair assessment to inform planning?

Marking criterion for journal posting #2:

- Synthesis of key concepts and ideas (Considerations include responses to questions, what was affirmed that I already knew; what did I learn that was new to me): /5
- Application to issues in teaching and your current practice (Considerations may include where do I stand? what am I willing to implement? what obstacles or concerns do I have?): /5
- Reflect on your current practice and consider some of the following in the conclusion of your journal interaction: Where do I stand? What do I need to do next? What can "I" do to overcome obstacles/concerns: /5

Due Date: Monday May 20 complete and post your journal entry #2 on Moodle.

Topic # 3: “Optimizing Learning Through Thoughtful Differentiation”

Monday May 20 to Sunday May 26:

1. View and listen to the powerpoint on Moodle for week three.
2. Read chapter 7, 8, 9, 10 in your text.
3. Complete a Respond Reflect journal entry that is based on the readings in Chapters 7, 8, 9, 10 and the information in the powerpoint presentation. Each entry should be 600 to 800 words / 3 or 4 typed, double spaced pages. The required font is Times New Roman, size 12. The journal entry requires a running header that identifies the assignment and (you) the author.
4. The following are some focus questions to consider while you read, and to incorporate into your journal interaction for week 3:
 - In your current teaching situation, are there shifts in thinking, or an incorporation of practices that need to occur to ensure that students needs are the focus that inform the planning process.
 - How can we gauge student success/engagement by looking beyond the test results?
 - Can gifted students be at risk when they have so much going for them?
 - Why is it important to profile the students in your class to plan differentiated instruction for gifted education in the classroom.?
 - What is the rationale for differentiating instruction in classroom's?
 - What are some of the barriers to differentiating instruction? How can we work around the barriers?

Marking criterion for journal posting:

- Synthesis of key concepts and ideas (Considerations include responses to questions, what was affirmed that I already knew; what did I learn that was new to me): /5
- Application to issues in teaching and your current practice (Considerations may include where do I stand? what am I willing to implement? what obstacles or concerns do I have?): /5
- Reflect on your current practice and consider some of the following in the conclusion of your journal interaction: Where do I stand? What do I need to do next? What can “I” do to overcome obstacles/concerns: /5

Due Date: Monday May 27 complete and post your Respond and Reflect journal entry #3 on Moodle.

2. Course Participation. (Use the Moodle platform for this assignment) Weight: 5 interactions x 2 marks = 10%

The course will use Moodle to facilitate the posting of your journal entry, and your interactive responses throughout the duration of the course to any 5 of the Read and Reflect, journal postings that your peers have submitted. Interactive responses may include support statements, offering strategies/tools that may be helpful, asking for clarification, or asking a question that is directed to your peer(s), to name a few. Please ensure all 5 postings are **completed by midnight on Thursday June 30.**

3. Case Study Activity.

Weight = 20%

Due Date: Saturday June 8

You will be given two case studies to read on the Moodle Platform. The goal of this activity is to learn about the traits and needs of gifted learners from these case studies. You will be given a chart/matrix to complete that will focus on learner traits, learner needs, and teacher responses.

4. Final/Summative Assignment:

(Weight = 25%)

Due Date: Thursday June 20.

Choose one of the following assignments that is most appealing to you:

- View the movie "*Freedom Writer*" with Hilary Swank, or read the book "*Freedom Writer*" by Erin Gruwell. Write an APA style paper that identifies and discusses the critical components in the movie/book that have promoted student success. The paper should note and discuss specific strategies/techniques the teacher uses to optimize potential and challenge and meet the needs of the gifted learners in the regular classroom. The paper should make reference to articles, books, and web information that support your views/observations. The reference list should contain at least 8 sources. Required font is Times New Roman, size 12. (Approximately 8 pages in length.)

Marking Criterion

- Conformance to APA: /5
- Introduction, Development, Conclusion: /5
- Synthesis of key concepts and ideas: /5
- Application to issues in teaching: /5
- With what do you agree, disagree, where do you stand, what next: /5

- Read the book "*Mindset: How We Can Learn to Fulfill Our Potential*" by Carol S. Dweck, Ph.D. Write an APA style paper that identifies and discusses the ideas presented in this book. The paper should include information on brain research and make reference to articles, books, and web information that support your views. The reference list should contain at least 8 sources. Required font is Times New Roman, size 12. (Approximately 8 pages in length.)

Marking Criterion

- Conformance to APA: /5
- Introduction, Development, Conclusion: /5
- Synthesis of key concepts and ideas: /5
- Application to issues in teaching: /5

- With what do you agree, disagree, where do you stand, what next: /5
- Develop a powerpoint presentation that you could use to inform peers or a group of parents about the most important ideas and information for developing/optimizing a child's potential. The powerpoint should include 20 to 25 slides with your speaker notes. The reference list at the end of the powerpoint should include at least 8 sources. The purpose of this assignment is to provide an opportunity to develop a practical tool that you can use at your work place.

Marking Criterion

- Conformance to APA: /5
 - Introduction, Development, Conclusion: /5
 - Synthesis of key concepts and ideas: /5
 - Application to issues in teaching: /5
 - With what do you agree, disagree, where do you stand, what next: /5
- Write an APA style scholarly paper based on a question that interests or intrigues you that is related to Children Who Are Gifted, Talented, and Creative. The paper should examine answers to your question that is based on journal articles, books, and web site information. The reference list should contain at least 8 sources. Your paper should also include your own ideas, and provide a summative/concluding response to your question. Required font is Times New Roman, size 12. (Approximately 8 pages in length.)

Marking Criterion

- Conformance to APA: /5
- Introduction, Development, Conclusion: /5
- Synthesis of key concepts and ideas: /5
- Application to issues in teaching: /5
- With what do you agree, disagree, where do you stand, what next: /5

Course Grade Evaluation:

-Minimum grade requirement for graduate program: **B**

-Grade Equivalencies:	A+ 96-100	B-	70-74
	A 90-95	C+	65-69
	A- 85-89	C	60-64
	B+ 80-84	D	50-59
	B 75-79	F	Under 50%

Academic dishonesty will cancel out all the calculations above and result in a final grade of F-AD (Fail-Academic Dishonesty)
(refer to the Graduate Calendar, section 5.3.2)

Instructor / Course Evaluation:

The anonymous course evaluations will be completed online. All students are expected to complete the evaluation. Dates of the evaluation will be communicated by the instructor through the Graduate Studies Office.

Instructor suggestions for getting the most out of the course:

- A general suggestion for Moodle users: Complete all your assignments/tasks on "Microsoft Word", and then paste/post your entries on the Moodle platform.
- Complete all course requirements and follow the assignment schedule on the course outline.
- You will **not be able to** access the course site on Moodle after the course completion date.

Attendance at Lectures and Practical Work:

(refer to the Graduate Calendar, section 5.3.1)

1. All students are expected to be regular in their attendance at lectures and labs. While attendance *per se* will not be considered in assessing the final grade, it should be noted that in some courses participation in class activities may be required.
2. For limited enrolment courses, students who are registered but do not attend the first three classes or notify the instructor that they intend to attend, may have their registration cancelled in favour of someone else wishing to register for the course.
3. Students who are unable to attend a scheduled instruction period because of illness, disability, or domestic affliction should inform the instructor concerned as soon as possible.
4. Instructors may excuse absences for good and sufficient reasons.