Syllabus

NURTURING & TEACHING GIFTED & OUTSTAND. STUD. - 34295

Last update 08-03-2015

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Teacher Education - Teaching Certificate

Academic year: 1

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Judy Kohan-Mass

Coordinator Email: judy.kmass@mail.huji.ac.il

Coordinator Office Hours: Thursday, by appointment

Teaching Staff: Dr. Judith Kohan-Mass
Course/Module description:
Examination of the world of giftedness in-depth knowledge of the basic issues related to giftedness and gifted education.

Course/Module aims:
Define giftedness and how to measure it
Know the policy of the Ministry of Education regarding gifted education
Recognize ways of teaching and learning unique for gifted students in Israel and worldwide

Learning outcomes - On successful completion of this module, students should be able to:
Plan and develop appropriate teaching units for gifted students
To address differentiated needs of the gifted child in gifted classes and in a heterogeneous class

Attendance requirements(%):
80

Teaching arrangement and method of instruction: Lectures and discussions, as well as meeting with gifted students and teachers

Course/Module Content:
What is gifted? How to measure giftedness? What a gifted child needs? What is the difference between giftedness and excellence? How to bring their full potential? Should a teacher for the gifted be gifted?

Required Reading:
General:

Definition of giftedness


Deary, Ian J.1; Batty, G. David; Gale, Catharine R. (2008), Bright Children Become Enlightened Adults, Psychological Science, Volume 19, Number 1, pp. 1-6 (6)


Young, P. & Tyre C. (1992), Gifted or Able? Realizing Children's Potential, Milton Keynes: Open University Press

Renzulli, J.S. (2002). Expanding the conception of giftedness to include Co-Cognitive traits and to promote social capital, Phi Delta Kappan, 84 (1), 33-58

Gifted Education

Gabbay, R. (1998). Special education frameworks adult achievement predictors identified as gifted as they mature: a long-term study. Tel Aviv: Tel Aviv University.

David, h. (1997), "Education for gifted students - in special classes or regular classes?", Pages, Volume 25, 1997, p 126149-.

Zorman Rachel, Rhml Shlomit Ilana Shaked (2004), Principles unique curriculum development for gifted students, the Ministry of Education, Department of Talented and Gifted Students, 2004.
Ziv, Avner and others (1994), special classes in regular schools, Tel Aviv University, Research Report .

Welcomes Verona (1999), 'chemicals through the swamp, the Ministry of Education.

D. Betsy McCoach, Del Siegle (2007), What Predict Teachers' Attitudes Toward the Gifted, The Gifted Child Quarterly 51, 3; Children Module pp. 246-255

Karen B. Rogers (2007), Lessons Learned About Educating the Gifted and Talented Gifted Child Quarterly, Vol. 51, No. 4, 382-396


Nevo Baruch, Rachmel Shlomit (2009), Education of Gifted Children: A General Roadmap and the Case of Israel

Seon-Young Lee (2008), A National Picture of Talent Search and Talent Search Educational Programs, Gifted Child Quarterly, Vol. 52, No. 1, 55-69

VanTassel-Baska (2007), Toward Best Practice, The College of William and Mary The Gifted Child Quarterly; 51, 4; Research Library pg. 342


Additional Reading Material:
none

Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 0 %
Project work 100 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:
none