האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM

The Hebrew University of Jerusalem

Syllabus

The challenge of teaching gifted and outstanding students - teaching practice and workshop - 34055

Last update 31-10-2021

HU Credits: 4

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Teaching Training - Diploma

Academic year: 0

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: Thursdays, by appointment

Teaching Staff:
Dr. Judith Kohan-Mass,
Ms. Maya Ben Dor

Course/Module description:
In every heterogeneous classroom, outstanding and gifted students are also taught. Meeting their needs is a challenge that every teacher must deal with. The belief that we must provide them a differential solution leads the practitioners to search for different ways in order to maximize their potential. Therefore, many issues concern teachers in the field - among them: What is giftedness? How can we measure giftedness? What does the gifted student really need? What is the difference between giftedness and excellence? Should a gifted teacher be gifted? In this course, we will examine the entire world of giftedness and excellence, with an in-depth knowledge of the basic issues, through meetings with students and teachers for gifted children, with the aim of building and practicing unique pedagogies that will meet their needs.

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: teaching practice and workshop

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? gifted girls, twice-exceptionality, the gifted and his family

Required Reading:
General:
Subotnik, R. et al. (2011) Rethinking giftedness and gifted education: a proposed direction forward based on psychological science, Psychological Science, 12 (1), 3-54.

Definition of giftedness

Ariel from. (1998). Are IQ tests predict future achievements of gifted students ?, in: Avner Ziv (Editor), giftedness and gifted special talent and excellence. Pp 103-118. Ramat Aviv: The Open University.

Gardner, The. (1997), multiple intelligences, Jerusalem: Institute Branco-Weiss foster thinking.

Gross from. (1998). The early development of three highly gifted children with an IQ of 200. In: Avner Ziv (Editor), giftedness and gifted special talent and excellence. Pp 170-131. Ramat Aviv: The Open University

S. Kahn., Guzman a. (1994), the stability of IQ in children identified as gifted, Trends, Vol thirty-six (1), pp 77-67.

P. Klein. (1990). Identifying the active elements in the development of intelligence, in: Pnina Klein (ed), child smarter. 4. edition Ramat Gan: Bar Ilan Publishing.

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)

Renzulli, J.S. (1978). What makes giftedness? Reexamining a definition? Phi Delta Kappan, 60, 18-24.

Sternberg, R.J. & L.F. Zhang (1995), What Do We Mean By Giftedness? A Pentagonal Implicit Theory, Gifted Child .Quarterly, vol. 39, 1995, pp. 88-94

*Tannenbaum, A. (1992), Early Signs of Giftedness - Research and Commentary, The Journal for the Education of the Gifted, vol. pp. 104-133. 1992, (2) 15 **

*Terman, L.M. (1954) The Discovery and Encouragement of Exceptional Talent, American Psychologist, vol. 9, pp. 221-231 **

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: 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

Marcia AB Delcourt (2007), Cognitive and Affective Learning Outcomes of Gifted Elementary School Students, Gifted Child Quarterly, Vol. 51, No. 4, 359-381

Michelle Muller, Wilkins Jesse LM, Oliver Tamra (2006), Differentiating the Curriculum for Elementary Gifted Mathematics Students, Teaching Children Mathematics, Vol 13 No 1. pp.3-16.

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

Van Tassel-Baska, (2003) Introduction to Curriculum for Gifted and Talented

Students: A 25-Year Retrospective and Prospective, The College of William and Mary

http://www.corwin.com/upm-data/7157_tassel_intro.pdf
Dori, Y. J., Zohar, A., Fischer-Shachor, D., Kohan-Mass, J. & Karmi, M. (2018) "Gender-fair assessment of young gifted students' scientific thinking skills". International Journal of Science Education, 40(6), 595-620

Kohan-Mass, J. & Tal, L. (2018) "Differences in self-efficacy beliefs between girls in the top 1.5% and the top 3% in general cognitive ability (GCA) who participate in gifted programs". Gifted Education International, 0261429417753130

Kohan-Mass, J., Dakwar, B. & Dadush, V. (2018) "Israel's Arab Sector High Schools: An Island of Gender Dominance in STEM Subjects". Gifted Education International, 0261429417754205

Kohan-Mass, J. (2016). Understanding Gender Differences in Thinking Styles of Gifted Children. Roeper Review, 38(3), 185-198.

Additional Reading Material:

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