



Nurturing Talents

APFG Newsletter 2019 Issue 6 No. 1



Special Issue on STREAM Education for Gifted Students in Asia-Pacific

Published by Asia-Pacific Federation on Giftedness
Editors: Mantak Yuen & Suzannie Leung

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STREAM Education for Gifted Students in Asia-Pacific: Announcement

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Greetings from the Asia-Pacific Federation on Giftedness!

We are pleased to share with you the APFG Newsletter Special Issue on STREAM* Education for Gifted Students in Asia-Pacific.

https://www.facebook.com/Asia-Pacific-Federation-on-Giftedness-Newsletter-1983120048646826/?modal=admin_todo_tour

Special thanks to the graphic designer, Suzannie Leung, and the following contributors to this issue: Chung-po Wong, Paromita Roy, David Yun Dai, Ugur Sak, Jae Yup Jung, Kyungbin Park, Jiyoung Ryu, Miran Chun, Barbara Swicord, Serene Chan, Tiffany Sin, Suzannie Leung and Mantak Yuen.

I hope you will enjoy and benefit from this sharing of knowledge and experience. Please feel free to pass on the APFG Newsletter to your colleagues, friends, students, administrators and policy makers. You can also invite them to join our conference APCG2020 in Korea. Details will be released in the APFG website. http://www.apfggiftedness.org/apfg_www/

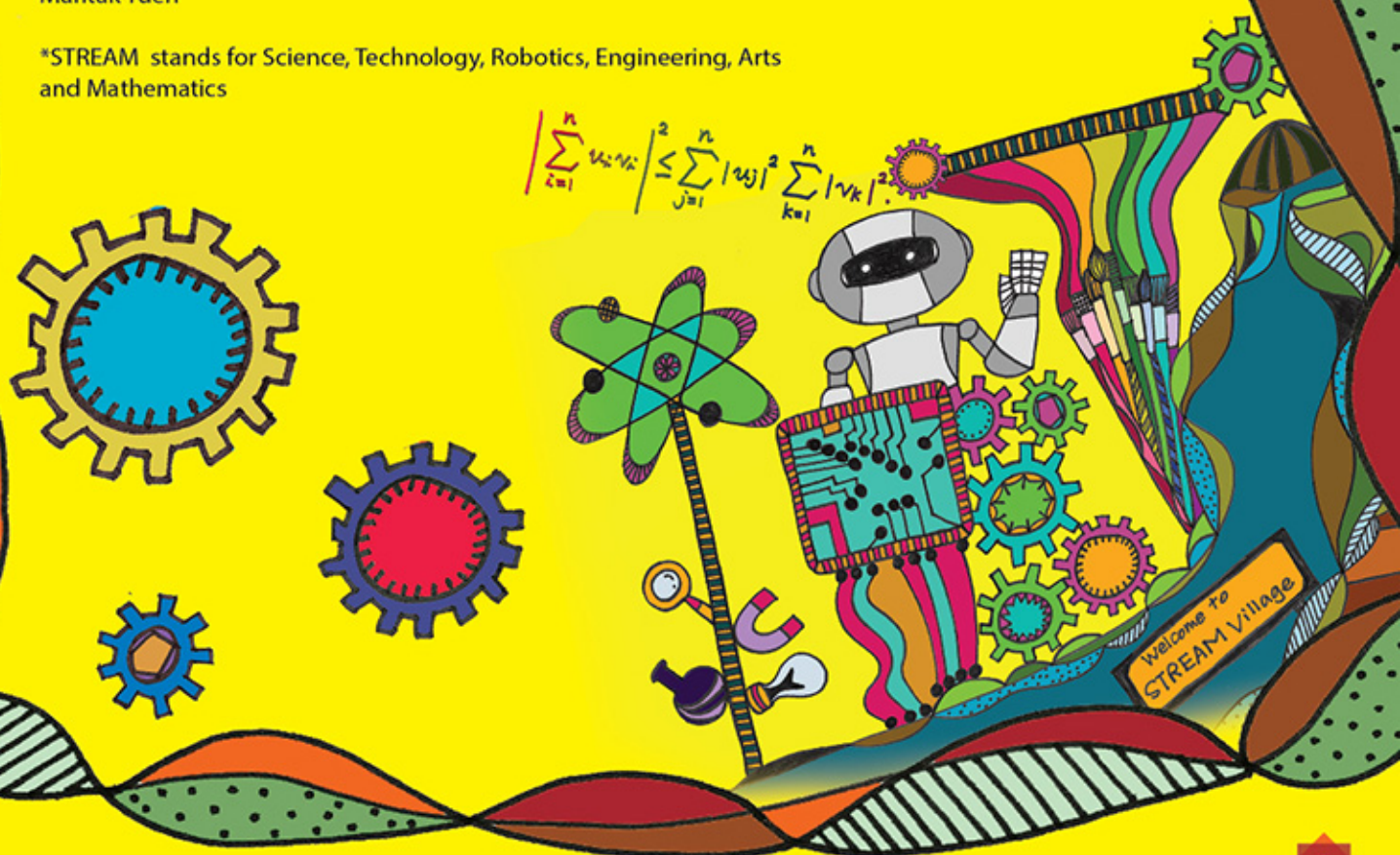
If you have any suggestions or comments, please do not hesitate to contact me.

Kind regards,

Mantak Yuen

*STREAM stands for Science, Technology, Robotics, Engineering, Arts and Mathematics

$$\left| \sum_{k=1}^n u_k v_k \right|^2 \leq \sum_{j=1}^n |u_j|^2 \sum_{k=1}^n |v_k|^2$$



Structured Learning Pathways in STEM Education at The Hong Kong Academy for Gifted Education

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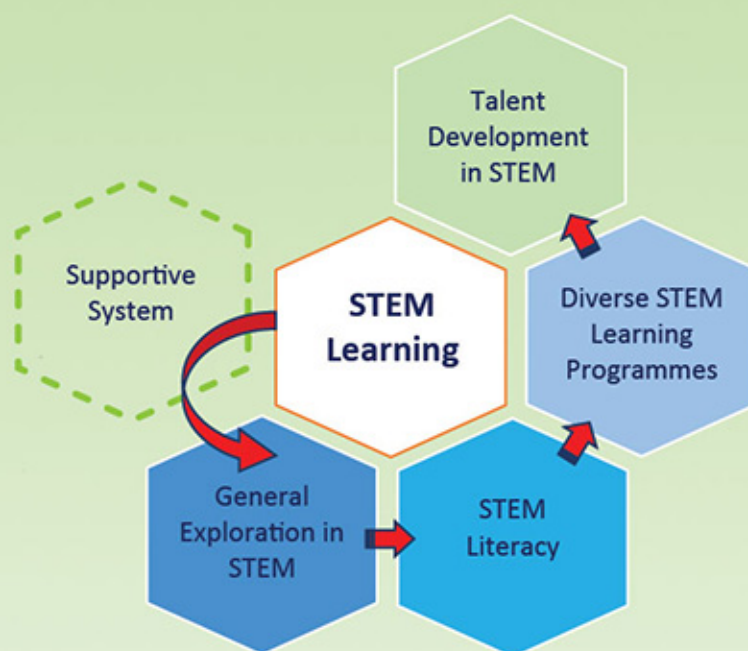
The Hong Kong Academy for Gifted Education (HKAGE) is the only organization in gifted education receiving full subvention from the Government in Hong Kong. We have been seizing every opportunity to maximize the potential of our gifted students. Over the years, numerous programmes in different domains have been developed and offered to cater for the learning and affective needs of our gifted student members.

Recently, the Government of SAR has been very actively promoting STEM education with a view to supporting innovation and productivity in our society. HKAGE, with its mission of enhancing the development of the talent pool in Hong Kong, has devoted resources and effort to complement the advocacy of the Government. We have restructured our STEM-related provision in order to better groom our gifted students and open up multiple learning pathways for them to reach their potential in STEM.

STEM education combines rigorous academic disciplines of sciences, technology, engineering and mathematics. This deliberate grouping is essential for the development and enhancement of students' critical thinking, creativity, engineering design processes and problem-solving skills. A well-designed STEM programme enables students to learn about key concepts and ideas in the disciplines involved and, most importantly, allows students to integrate the knowledge and skills from these seemingly disparate disciplines for the pursuit of solutions to real-world problems.

When pursuing study in a STEM programme, students will be engaged in learning processes and activities that enable them to appreciate the interplay and interdependence among the disciplines of science, technology, engineering or mathematics. This more integrated understanding is preferable to the traditional way of learning where subject knowledge in the four disciplines is acquired as discrete units. Students build conceptual links between the various domains and ultimately produce innovative ideas that reflect integrated knowledge and skills to help solve a problem. To achieve this outcome, the STEM programme enables students to work in teams, guided by a teacher or a group of teachers. They engage in problem-related or investigative activities such as hypothesizing, estimating, carrying out measurements, using information gathered to support hypotheses, and communicating their findings to others. This process involves analysis, reflection and the planning of proposed action that synthesizes new knowledge, new insights and possible solutions to a problem.

In order to enable effective learning among our gifted students and to stretch their potential, it is of paramount importance that we structure their learning in a way that essential scaffoldings and supportive system are built along their learning path. In this connection, we develop a model of structuring STEM learning for HKAGE students with a view to facilitating effective learning and higher achievements. Diagrammatic representation of the Model is shown here:



Details of the model are elaborated in the following paragraphs to build the basis for curriculum planning and programme development.

1. General Exploration in STEM

Various STEM talks and workshops are organized to allow students to get a feel of STEM related careers in industry or business. Enrolling in different talks of this type enables students to know more about how different strands in STEM contribute to that area of work. This assists them in selecting the learning pathways they should follow in order to specialise in their future studies in the Academy. These talks and workshops prepare our students psychologically and attitudinally to take on challenging STEM-related studies.

2. STEM Literacy

In order to pursue a specialization in STEM-related study one must possess essential knowledge and skills that they can flexibly integrate and apply in problem-solving or investigative situations during their course of study. These areas of knowledge may include understanding of scientific principles, statistical concepts, data analysis skills, research skills, ICT skills and problem-solving skills. Providing foundation programmes in the above areas will ensure all students proceed to higher level of studies with a strong knowledge-base and related skills in STEM. Opportunities will also be provided to students in this stage of learning to let them appreciate the possible social impact of STEM development. This will include awareness of ethical issues that may be brought about by radical breakthroughs in STEM development. The infusion of elements of affective education and critical thinking in the learning programmes is essential for enhancing students' sense of social responsibility.

3. Diverse STEM Learning Programmes

Once students possess essential STEM literacy, they can fully comprehend the requisite knowledge that enables them to pursue studies in different STEM domains of their own interests. Providing diverse learning programmes allows students to get a deeper understanding of a particular area in STEM. They can also experience the inter-disciplinary nature of STEM and develop their interest and aspiration for more advanced level of study later.

4. Talent Development in STEM

Advanced study in STEM, with specialization, allows students to gain hands-on experience in areas of their interests and aptitude in order to strive for higher achievement and excellence. This is brought about by enhanced partnership with tertiary education sector, local and overseas business and industry, resulting in the provision of practicum in a professional sector. In parallel, social and emotional support will also be rendered to these exceptionally gifted students to ensure their affective needs are catered for during their course of advanced learning. Advanced learning can often bring about stress and pressure as well as challenges to their existing value system.

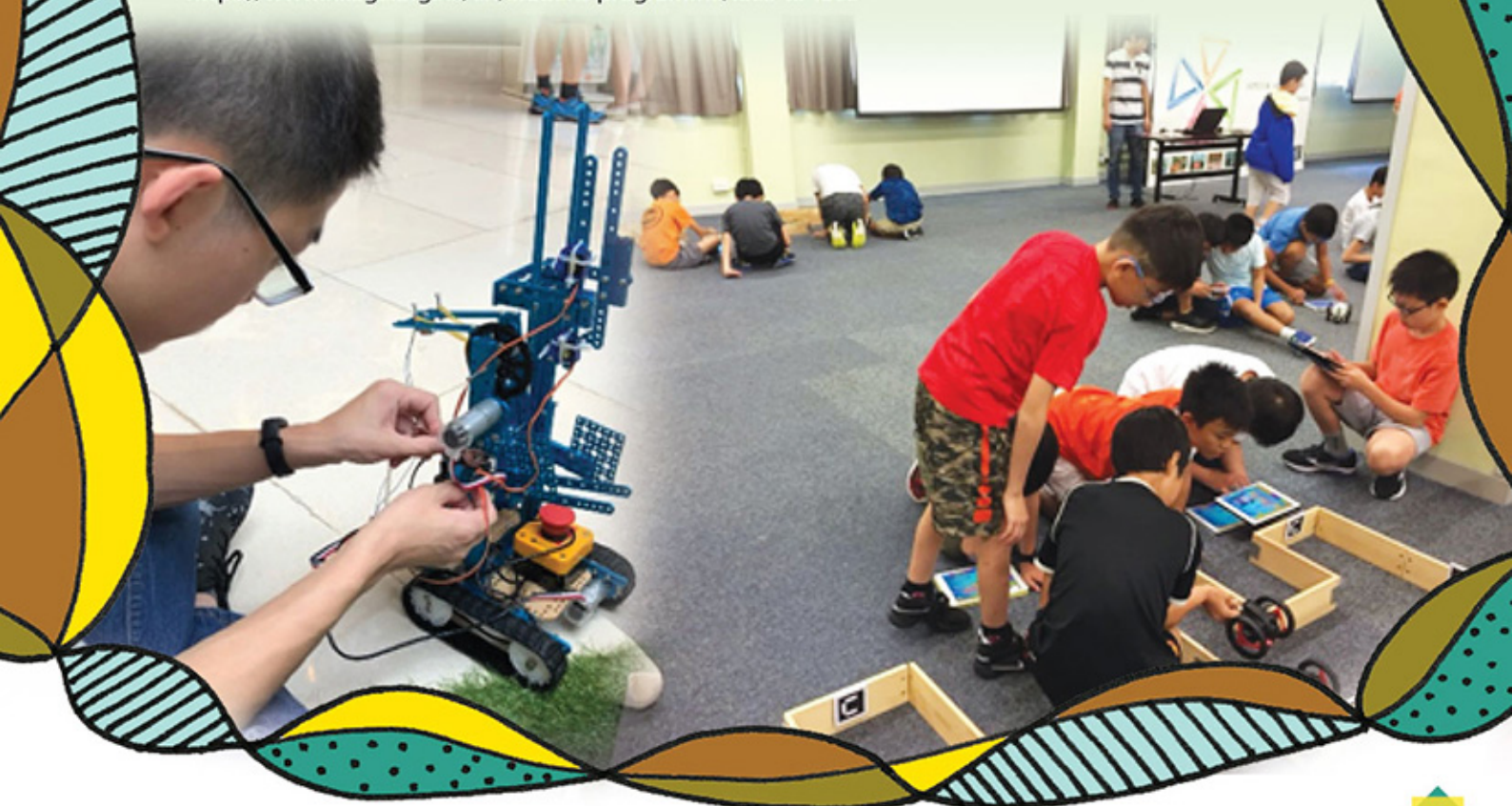
5. Supportive System

To commence the learning cycle and maintain the quality assurance of STEM learning programmes, essential measures are necessary to increase STEM teaching quality. Personnel involved are provided with information about the characteristics and learning styles of gifted students, so that appropriate strategies could be planned, and effective pedagogy adopted in lessons. Professional exchanges among personnel in STEM learning are also arranged to enhance the cross-fertilization of ideas and experiences.

With this model in mind, the Academic Programme Development Division of HKAGE endeavors to explore and develop programmes in STEM education with different learning pathways. This allows students to opt for different areas of specialization they may wish to aspire to in higher education. These may include (but is not limited to) areas like artificial intelligence and robotics, big data analyses, bio-medical studies, astrophysics, environmental sustainability studies and financial technology.

Useful website on HKAGE STEM Initiatives

<https://www.hkage.org.hk/en/student-programme/face-to-face>



Understanding Giftedness in the Indian Context

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Perception of giftedness is contextual and cultural. Notions about what constitutes giftedness, who should be termed as gifted and talented, and what society should propose to do with its gifted and talented individuals is entrenched within social, cultural and economic fabric of its people and their interactions. A common question that researchers working with gifted and talented students face from all sections of society is "How do you define it? Is your definition of giftedness appropriate for intellectual and practical purposes?" More than a century of research to answer this seemingly simple and legitimate question have resulted many different definitions. Researchers and educators around the world have attempted to give a coherent and globally acceptable definition of giftedness, while many others have spoken of the various conceptions held about giftedness.

Defining giftedness is impossible without understanding the common and uncommon conceptions held about its nature. Historically, giftedness was associated with superior academic ability or achievement measured by grade point average or IQ. In recent times a noticeable shift has occurred from a one-dimensional conception of giftedness corresponding to IQ measurements, to meanings and definitions reflecting more diverse sources of giftedness, with environment playing a crucial role in terms of how these components get realized and developed (Gagné, 1993; Gardner, 1997; Sternberg, 1986; Renzulli, 2004; Heller, 1993). It is in the context of culture and giftedness that one sees a major divide between Eastern and Western philosophy on the nature-nurture issue. Eastern notions of giftedness accord more importance to environmental influences as compared to Western notions that give priority to genetic influences. While eastern philosophy believes all children to have potential and capability that need cultivation through persistence and hard work, western philosophy shows an affinity towards superior individual abilities and aptitudes leading to a diagnose-and-treat model (Freeman, 1998).



There is little empirical research study documenting Indian conceptions of giftedness and talent, except for a general view that Indians tend to view human behavior and performance contextually. Until about a century ago, there was a strong relationship between spirituality and giftedness, suggesting a strong moral connotation with more importance given to giftedness as of benefit to a collective society rather than for attaining individual excellence. Even today, Indians tend to accept the notion of human potential with unlimited capacity (Raina & Srivastava, 2010). Panda and Yadav (2005) argue that the Indian notion of giftedness emphasizes relational, social, and interpersonal aspects rather than cognitive, analytical or utilitarian aspects.

Answering the basic question “what constitutes giftedness” is no trivial matter in an egalitarian society with divergent views, conflicting needs, and social and economic imbalance. Despite this, the past couple of decades has witnessed programs for talented students initiated by the government and non - government organizations that have been designed to improve the overall quality of education in India with emphasis directed toward rural and minority populations (Roy & Kurup, 2016; Roy, 2016).

To seek a broad consensus on gifted education in Indian, it is important to study conceptions of giftedness and talent held by different educational stakeholders in India. An emerging idea about how opinions, prejudices, and acceptance and rejection of giftedness co-exist in India can be obtained in the backdrop of common views in favor or against gifted and talented education.

A two-year study in 2015 explored the conception of giftedness in India, with an inventory of 45 statements regarding giftedness and gifted education. The representative sample of 2050 Indians consisted of identified gifted and talented students and general category students, together with gifted and talented professionals, teachers and researchers, persons from the general community and people working in the field of gifted and talented education. This inventory enabled respondents to articulate their personal and collective conceptions of giftedness that are social, ethical and psychological in nature.

The purpose of the study was to provide empirical data in India with respect to general perceptions and beliefs held by Indian students, teachers, and professionals about giftedness and gifted education. The study provided the first large-scale survey of Indian students, teachers, and professionals with a focus on the notion of serving a special group of students often under served in the Indian context.

The results of the study point towards the lack of consistency in views on either nature or nurture as the psychological foundation of giftedness. While these findings may be surprising to the Western cultures, it may reveal a contextual view of giftedness among Indians, as discussed earlier. Indians in the study believe that performance-based identification is more desirable than other forms, suggesting again that Indian conceptions and definitions of giftedness may consider both nature and nurture as valid indicators of giftedness. There is strong support for the notion of nurturing academic needs of gifted and talented learners. This expression of support can serve as an initial consensus to inform policy making. Regarding the perception of whether the Indian education system gives sufficient attention to gifted and talented learners, students and teachers alike were split regarding whether such students are well supported or not in the education system. It is likely that most Indian educators and students are not sure how to gauge the adequacy of gifted education services and may not be in an informed position to appreciate the academic and social needs of gifted and talented students.

We argue that if India were to further advance this cause of education as a valid way to promote talent development in the service of national interest, as well as individuals' welfare, more research is needed along this line to clarify beliefs and values, conceptions and misconceptions Indians hold about giftedness and gifted education, and to articulate a vision of gifted education that will help achieve both excellence and equality in the Indian context.

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Acknowledgements

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Over 800 Gifted Students Compete to Get Enrich Education from UYEP Center at Anadolu University Turkey

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On December 16, 2018, over 800 fifth graders took the admission exams of the ÜYEP Center, in the hope of obtaining acceptance for its Education Programs for Talented Students at Anadolu University, Turkey. The Center can serve about 100 students a year and accepts talented students at fifth grade. Students can then participate in enriched education until they graduate from middle school (8th grade). Although every year nearly 1000 students apply to the UYEP Center to get enriched education, only 28 are accepted into each program.

The Center offers mostly science and mathematics courses during the fall and spring terms, and these require admission exams. In the summer 30 courses are offered, lasting two weeks with no admission exam necessary. Each student can select up to six courses during the summer programs. The courses are available to all gifted students throughout the country and students who need accommodation can stay at a small tourist hotel near the campus.



News from Australia

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There have been many exciting developments relating to gifted education in Australia since the last Asia Pacific Federation on Giftedness newsletter was published in 2018. These include the following:

Australasian Journal of Gifted Education

Two issues of the *Australasian Journal of Gifted Education* (editor Dr Jae Yup Jared Jung) were published. This is the only regular transnational English language peer reviewed academic journal devoted to gifted education research in the Asia Pacific region.

The June 2018 issue comprised five articles—one relating to teachers' perceptions of a pilot process for the identification of intellectually gifted 6 and 7 year old children (Dr Eileen Slater and Dr Christine Howitt), one discussing the contribution of self, place, and belonging in enabling ability and growing talent (Dr Nadine Ballam and Dr Marg Cosgriff), another exploring the perceptions of mathematically able female adolescents involved in acceleration (Julie Bartley-Buntz and Dr Leonie Kronborg), the fourth reporting the psychosocial changes for gifted students who were engaged in solving a community problem (Dr Sharn Donnison and Dr Margaret Marshman), and a final contribution reflecting on the Differentiated Model of Giftedness and Talent (Lesley Henderson).

The December 2018 issue of the journal was a special issue edited by Dr Nadine Ballam and Jo Dean, and comprised research articles prepared by gifted education researchers based in New Zealand. The first article related to tensions with the term "gifted" among infant and toddler teachers (Andrea Delaune), the second reported the findings of a study that examined boys' experiences of acceleration in New Zealand (Lindsay Yeo, Dr Tracy Riley, and Dr Vijaya Dharan), and the third investigated acceleration practices and provisions at single-sex girls' schools in New Zealand (Margaret Crawford). The final article by Dr Rosemary Cathcart was an opinion piece on "giftedness for our time and place".

The *Australasian Journal of Gifted Education* publishes original research, theory and related articles (including book reviews and interviews) on the education, training or development of individuals of high intellectual, creative, socio-affective or sensorimotor abilities, in all of their respective dimensions, broadly defined. Many researchers from the Asia Pacific region have submitted manuscripts to, and have had their manuscripts published in, the journal (http://www.aaegt.net.au/?page_id=736).

2018 AAEGT Research Colloquium

On the 24th and 25th of September 2018, Flinders University in Adelaide hosted the 2018 AAEGT (Australian Association for the Education of the Gifted and Talented) Research Colloquium with the theme of "Gifted Education in Australia: Towards a National Research Agenda" (chairs Lesley Henderson and Dr Jane Jarvis).

The purposes of the colloquium were:

1. To raise the profile of gifted education in Australia by fostering a strong research community and national agenda, aligned with and informing the national education research agenda
2. To provide a forum to examine gifted education research in Australia and to set priorities for future research.
3. To explore opportunities for collaborative research in Australia, including large-scale research projects
4. To foster productive relationships amongst the gifted education research community and provide an important opportunity for peer networking; and
5. To enable early career researchers in gifted education to engage with more experienced researchers and to have a voice in shaping the agenda for future research in the field.

Keynote speeches were made at the colloquium by Dr David Curtis (Flinders University) and Associate Professor Tracy Riley (Massey University). Dr Amanda Harper was awarded the biennial AAEGT John Geake Outstanding Thesis Award for her PhD thesis "Paving the practical pathway: The place of gifted education pedagogy in undergraduate clinical skills education in Australia". The 2020 AAEGT National Gifted Conference will also be held in Adelaide.

2019 Gifted Awareness Week

From the 17th to the 23rd of March 2019, Giftedness Awareness Week (<http://gaw.aaegt.net.au/>) was successfully held across all states and territories of Australia under the theme of "Belonging" (national facilitator, Melinda Gindy). Some of the events of the week included public screenings of "2e2: Teaching the Twice Exceptional", information sessions run by various state and territory affiliate organisations of the AAEGT, conferences, and family picnics. Gifted Awareness Week Australia was founded in 2015 by the AAEGT to raise awareness of the identification, support and learning needs of gifted children and to celebrate the dedication of individuals and educational bodies making a positive difference in the lives of gifted children and their families. The annual event will also be hosted by the AAEGT in 2020.

Australian Gifted Voices

Finally, the very first newsletter of the AAEGT (editors Kate Mitchell and Robert Perkins) was successfully launched in December 2018. The newsletter was designed to allow the sharing of ideas and experiences from different perspectives of giftedness by giving voice to parents, students, educators and researchers from across Australia. Feedback on the inaugural issue was very positive, and the comments received will inform future issues of the newsletter.

Australian Gifted Voices

Issue 1



News from Korea: Emotional Development Program for Students Gifted in Science

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It is often suggested that when gifted students specialize too early in one particular part of the curriculum, they may miss out on a more balanced education that includes other disciplines. This program to help the emotional development and 'whole-person development' of students gifted in science was offered by KAIST GIFTED (Global Institute for Talented Education) and KOFAC (Korea Foundation for the Advancement of Science and Creativity) in science high schools. The following activities were planned to assist these gifted students to accumulate liberal arts knowledge and awareness as well as science knowledge and skills. The activities also aim to help the students clarify their direction in life and begin to plan a career path.

Meet the Poet, for you who forgot poetry and art. Cultivate liberal arts knowledge through the encounter between science gifted students and poets.

Career Mentoring Camp: University students, scientists, professors, venture CEOs, who have graduated from science high schools were invited to give a mentoring service for science-related careers.

Group Counseling Program: Psychologist conducted counseling programs to improve students' self-esteem and self-awareness.

Expert Mentoring: Scientists from the science and technology laboratories were invited to share information and answer questions about their careers.

Peer Mentoring Program: Elementary and junior high school students were invited to the Science High School to engage in question and answer sessions.

Online Learning Program: The science students answered online questions about mathematics and science from nationwide elementary and junior high school students.

Conference with parents of science high school students: Meetings were organized with parents to discuss psychological adjustments of gifted students, and to discuss the supporting role of parents.

2-day residence camp with parents: The camp provided an opportunity for students and parents to understand each other better while doing various activities on the college campus.

Through these activities, gifted students who are specializing in science can build a positive perception of themselves and gain self-confidence. This helps them to think seriously about their future and conceive their career map. In the future, the Science Creative Foundation and KAIST will provide the above program to 28 science high schools nationwide.



Book review of Your Passport to Gifted Education, written by Monita Leavitt, Ph.D.

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Monita Leavitt wrote *Your Passport to Gifted Education* to help North American teachers new to the field of gifted education become effective facilitators of learning for these students. The book also has international appeal because the author has incorporated key principles and ideas from her extensive experience. A key understanding in her work is the underlying assumptions that gifted students share common needs, regardless of location.

Dr. Leavitt uses the analogy of a passport to divide the book into three parts:


Part 1. Embarking on a journey-knowing where you want to go in gifted education

Part 2. Preparing for Departure

Part 3. Planning for Arrival

In Part 1, Dr. Leavitt enters the ongoing debate to find a definition for giftedness that satisfies all educators, and she provides us with a contextual definition based in history and culture. This introduction also references legislation that has hampered effective provision for gifted students, and highlights the fact that teachers are still ill-prepared to work effectively with them.

Chapter 2 focuses on the 'flight plan' aspect of gifted education, or how you will best get to where you want your students to be. Schools and school districts tend to rely on a plan or a model of gifted education to make decisions in the best interest of setting up appropriate practices. The author highlights four established educational models: Renzulli's Three-Ring Conception of Giftedness, Tannenbaum's Sea Star Model, Gagné's Differentiated Model of Giftedness and Talent, and Eyre's High-Performance Learning Framework. A common thread in all these models is the provision of opportunities and experiences for children of potential to develop their talents. Opportunity should be a characteristic of any school program or intervention.




Once a model is selected, Leavitt emphasizes a five-step plan for identification of gifted students.

1. Determine a definition of giftedness.
2. Select an identification model and a program that aligns with the model, such as Renzulli's Schoolwide Enrichment Model with its Three-Ring Conception of Giftedness.
3. Select appropriate identification tools, such as a combination of tests, teacher and other nominations, portfolios, and interviews.
4. Use multiple criteria that reflect a range of students' abilities and potential.
5. Design the program content and provisions, determine staffing needs, and provide professional development.

Chapter 3 speaks to the concept of accelerated asynchronous learning in gifted students, the need for early strategies, including pre-assessment, flexible grouping, and in- and out-of-school activities and experiences.

In Part 2, Leavitt begins to explore the characteristics of giftedness and distinguishes between 'bright' and 'gifted' children, and reminds us that within the population of gifted students there are groups that are underrepresented, such as minorities and twice-exceptional students. Teachers who have not been trained to work with twice-exceptional learners will find Leavitt's practical strategies very useful. Chapter 5 also touches on 'learning styles' and 'underachievement,' with suggestions for intervention. In this part she also gives some attention to the fact there are different levels of giftedness (mild, moderate, high, and profoundly gifted) and she discusses the characteristics, needs and strategies for working with exceptionally gifted students.

Part 3 looks at various enrichment experiences that educators can provide for gifted students to help prepare them for real life. Leavitt notes that enrichment is important because it provides opportunity for self-discovery and discovering new passions or talents. Enrichment in schools can occur through cluster groups, problem-based learning, creative problem solving, and leadership opportunities. In addition to enrichment, Leavitt discusses the additional value of including acceleration which helps move students through their educational programs at a faster rate than their chronological peers. She reviews many of the possible methods of acceleration.



Finally, the author includes information on social and emotional needs of gifted children. She discusses topics such as cognitive intensities, emotional intensities and over-excitabilities, so that teachers need to have intervention strategies to help students cope and thrive. According to Leavitt, strategies include creating a supportive environment where they feel safe, providing outlets in areas that interest them and engage their emotions, and raising awareness of the students' behavior with them through feedback and assessment. Leavitt ends the book with a look at perfectionism, a call to dispel myths about giftedness, and a plea for all of us to celebrate the uniqueness of every gifted child. Gifted children may not remember what you said but will always remember how you made them feel.

Your *Passport to Gifted Education* provides a useful overview and introduction to important information that would assist teachers in understanding gifted and talented students, and in setting up a program to meet their needs. The use of case studies throughout keeps the reader's interest and makes the content personal and relevant. *Passport* is a useful resource for teachers and parents seeking to understand and assist gifted and talented children. As the topics touched upon are broad and not covered in great depth, readers interested in a deeper understanding will need to seek out additional resources.

For further information about the book, please visit the webpage below.

<https://www.springer.com/us/book/9783319476377>

Postgraduate Professional Program in Gifted Education and Talent Development at the University of Hong Kong

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The MEd (Gifted Education and Talent Development) is a professional course designed for administrators, teachers, student affairs professionals, and guidance personnel concerned with various aspects of gifted education and talent development in schools and similar settings.

The course is based on the belief that talent development is essential for *all* school students, not merely those identified as gifted. The course provides a theoretical framework for gifted education and also presents many practical strategies for implementing activities to foster creativity and talent development in all students. Due attention is also given to supporting students' social and emotional development, as well as career preparation. The course ensures that participants develop key competencies necessary for implementing school-wide gifted education and talent development programs in schools and other settings. Participants in this specialism are encouraged to reflect on their own practices and strategies that can contribute to the building of a school-wide talent development approach.

The specialist courses are:

- *Psychology and education of the gifted and talented*
- *Counselling, career education and talent development in schools*
- *Nurturing creativity: Theories and practices*
- *Social and emotional needs of gifted learners*

In addition to the specialist courses, all participants will undertake a research methods course, plus the option of either one elective course and a dissertation or three elective courses and a project. Participants can choose the elective courses from a pool of more than 25 courses offered by the Faculty of Education which are available in each academic year. On completion of the MEd program, participants are eligible to apply for admission to the doctoral program at the HKU Faculty of Education.

For more information, please visit our website:

<http://web.edu.hku.hk/prospective-students/programmes-finder>



The Missing Piece of the Well-being Puzzle: Unleashing Gifted Students' Potential through Teacher Training in Affective Education

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The Hong Kong Academy for Gifted Education

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Research has shown that gifted students may display a diverse range of characteristics that have the potential to hinder their personal and educational development. These characteristics include asynchronous development (Sliverman, 2002), perfectionism (Chan, 2009), feeling of being different (Colangelo & Wood, 2015) and over-excitability (Dabrowski, 1966). Teachers need to be aware of these characteristics and have the necessary knowledge and strategies to identify them and deal with them in a positive way. However, teacher training rarely gives sufficient attention to enhancing a teacher's capacity to address gifted students' affective needs, and they may have the misconception that gifted students have the ability to learn independently and excel in every area without affective support from others.

In order to promote the well-being of gifted students, it is essential to provide all teachers with the insights required to understand the affective development and needs of gifted students. Teachers should acquire appropriate pedagogy in affective education, and must learn effective strategies to cater for the affective needs of gifted students. Affective education will then contribute to a holistic approach which goes beyond the academic and promotes whole-person development for nurturing gifted children.

Introduction of the Hong Kong Academy for Gifted Education

The Hong Kong Academy for Gifted Education (HKAGE) has become a regional hub of its kind with an effective framework for strategic planning and delivery of appropriate programmes to encourage and nurture gifted students. HKAGE provides support to teachers and parents as well as to other researchers and related organisations within Hong Kong. We strive to promote appropriate learning and development opportunities for gifted students aged 10 to 18 years in Level 3: offsite support of the Three-tier model (Education Bureau, 2000) to enable them to realise their potential in a wide range of domains. These domains include the academic and non-academic areas, such as leadership, creativity and interpersonal skills and also to cater for their social and emotional needs and their sense of commitment to the local community.

Introduction of Affective Education Division of HKAGE

To develop programmes in affective education, HKAGE has combined its Parent Support and Teacher Professional Development Divisions into the Affective Education Division (AED) in October 2015. Affective education (AE) addresses students' feelings, attitudes, values, motivation, emotions and morals (Martin & Reigeluth, 2013). AED believes that whole-person development of gifted students can be promoted in a holistic way.

From the affective development perspective, we believe teachers play a crucial role in nurturing gifted students during the learning process and thus it is important that they recognise the value of affective education. HKAGE has always attached high importance to the participation of teachers and educational practitioners as partners, and has been providing trainings for teachers on AE. Through seminars, workshops and sharing sessions teachers are better able to understand the characteristics and affective needs of gifted students and also acquire practical strategies.

Programme Highlights in AE Teacher Training

In 2017, Education and Youth Affairs Bureau of the Government of the Macao Special Administrative Region invited AED to deliver a 1-day teacher workshop for primary and secondary teachers in Macau. The training workshop aimed to increase teachers' awareness of gifted education, strengthen their knowledge in identification of twice-exceptional students (their characteristics and social-emotional needs) and acquire affective intervention strategies for these students.

Collaboration with Universities

Since January 2017, HKAGE and The Education University of Hong Kong (EdUHK) joined hands to launch a 'Pilot Scheme in Promoting Gifted Education to the Education Sector', offering on-site teacher training programmes for pre-service teachers. Through lesson observation and involvement in affective education programmes at HKAGE, the pre-service teachers are helped to realise the importance of affective education.

To support twice-exceptional students, AED has been invited by the Department of Special Education and Counselling, EdUHK to deliver a sharing on understanding of the needs of twice-exceptional students and facilitating in-service teachers to apply affective intervention and support strategies.

To facilitate knowledge exchange and experience sharing on AE, colleagues of HKAGE shared their experiences with students from HKU. The session involved theoretical and practical aspects in catering for the affective needs of gifted students. Case studies, interactive activities and group discussions were included in the sharing.

Conclusion

AED will continue to collaborate with tertiary institutes, other educational organizations and professionals to provide high-quality programmes to facilitate teachers' understanding of the need to nurture gifted children's affective development and well-being, and to enhance their knowledge and skills. Our belief is that raising teachers' awareness of the significance of affective education will foster whole-person development of gifted students and positively promote their multiple potentials through diverse learning opportunities. When teachers acquire the appropriate pedagogies and skills in nurturing gifted students and promoting their wellness, the missing piece of the well-being puzzle can be put in place.

For more information on the affective education programmes at HKAGE, please visit the webpage: <https://www.hkage.org.hk/>

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Collaboration with Education and Youth Affairs Bureau of the Government of the Macao Special Administrative Region

Sharing with Students from HKU MEd (Gifted Education and Talent Development) Programme



Digital Play for Young Children in Gifted Education

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Today, children can take videos, upload them onto the web, and share them on social networking platforms with ease. Video arts have become a very creative way for them to interweave all their non-verbal abilities and skills in an art project. This article describes a video-making project with young children as an exemplar for suggesting future possibilities for digital play in gifted education.

In 2017, a two-day video-taking workshop called Moving Images for Young Visual Thinkers was conducted as part of a Programme for Creativity and Talent Development (CTD) sponsored by the CAISE in the Faculty of Education University of Hong Kong. The participants were nine gifted children aged five to eight. The workshop enabled these children to: (1) engage in filming and editing skills that give voice to their ideas through visual means; (2) synthesize their thoughts and viewpoints as moving images; and (3) apply their creative talents through the medium of film.

Participants were provided with necessary technical support in the form of moving-image equipment (video-recording cameras, tripods, and computer notebooks for editing). The two-day workshop taught the children video concepts, cinematic language, technical skills, and narrative skills (story-board drawing).





On the first day of the workshop, we explained the concept of moving images to the whole group, and introduced a flipbook and shared slides. The children then viewed an age-appropriate video to elaborate on concepts such as filler effect, long take, on-off screen, point-of-view shot, and zoom in/out effect. Children were then invited to engage in a post-screening discussion. Interestingly, the youngest child in the group best explained the idea of “long take,” calling it “a shot that is taken over a very long time, from sunrise to sunset.” After the discussion, the children were separated into three groups, with teaching assistants supporting them to implement the filming techniques. The children had been asked to bring one or two toys from home to include in the films, and they brainstormed ideas for their movies. These ideas were represented on a storyboard. They were guided in this by the following questions: (1) What is the toy’s name? (2) What does he/she look like? (3) Which kind of food does he/she like to have? (4) What does he/she like to do? (5) What do you like to do with him/her?

Children started shooting during the second day of the workshop, based on their storyboards. Adults supported them when necessary, for example by holding the camera and managing their props. The children took on the role of film director, and the adults acted as production assistants. Children shot all the footage they wished to have, based on their storyboards. As a final step we helped them record voiceover clips to insert into the visual footage. There were two professional editors in this workshop, both alumni of the School of Creative Media from City University of Hong Kong. They helped the children edit their footage into a one-minute video clip. Later that afternoon, parents were invited to attend a screening at which directors’ dialogues were shared with the audience.

The aims of the workshop were achieved because the children were motivated to express themselves and create a video successfully by using the storyboards, operating a digital video camera and applying cinematic techniques. They were able to apply film language creatively, and they introduced their toys to the audience through this visual medium. One participant aged eight had used orange-colour filter to convey to parents her warm friendship with her toy dog. “I am taking her for a walk and we always have a great time.” Another girl, aged seven, creatively used close-up shots to invite the audience to guess what her toy was—and finally used a wide shot to show that her toy was a kaleidoscope. The youngest boy, aged five, used off-screen effects to play with his toy and act out how “they play together, fight together and sleep together.”

In contemporary visual arts genre, painting and sculpting have been joined by digital art, and this has opened new opportunities for fostering children’s creativity and talents. Some previous studies have suggested that using technology in the early years could have a negative impact on children’s creative and aesthetic development (Stephen & Plowman, 2002). In contrast to that perspective, other scholars argue that digital devices can actually support children’s learning (Falloon, 2013; Terreni, 2011). Outcomes from this workshop certainly seem to suggest that digital technological and the interactive nature of video recorders facilitates children’s use of imagination in creating open-ended content such as moving images (Stephen & Plowman, 2014).

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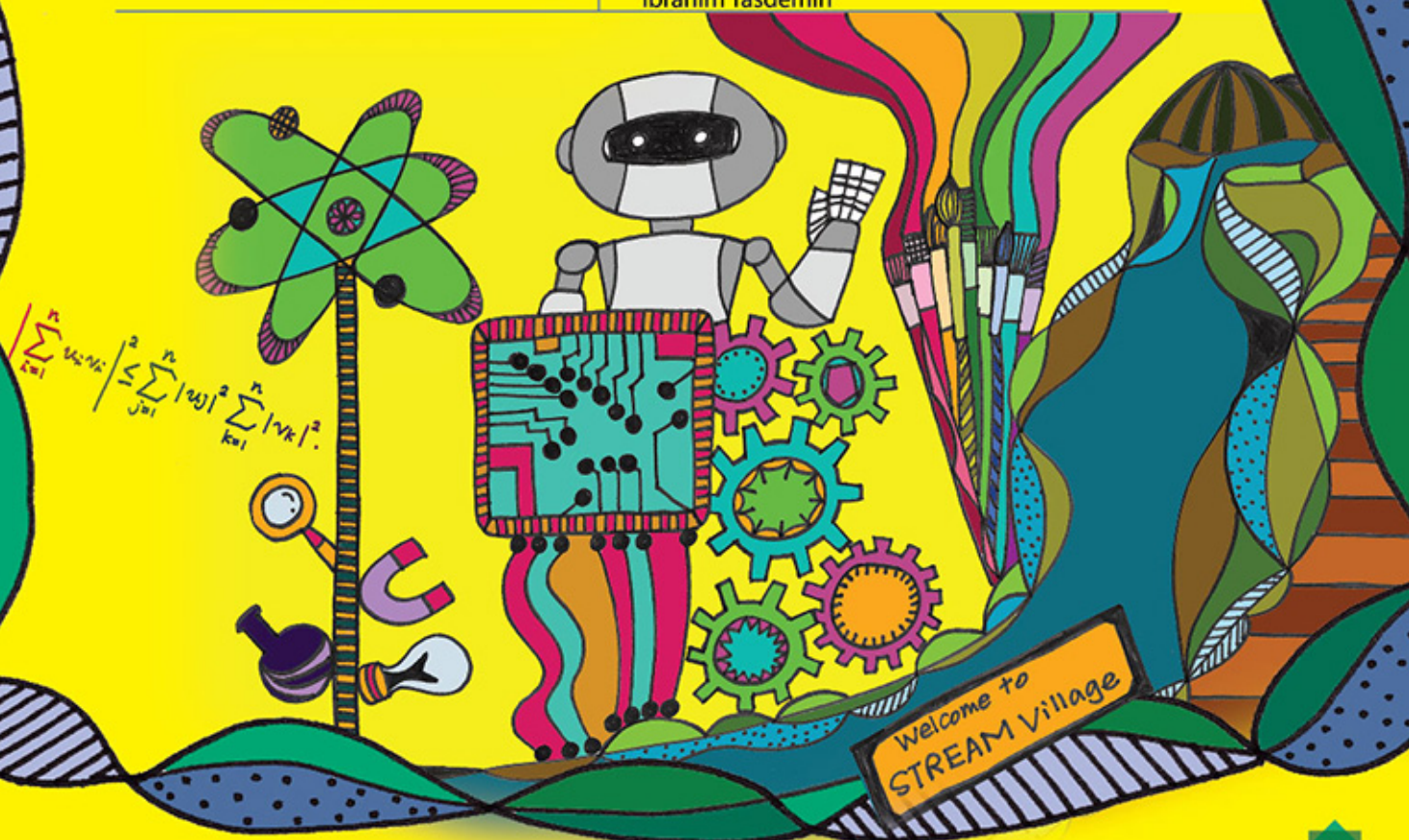


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To apply for membership, please send the completed attached form to **Dr. Quek Chwee Geok** (Quek_Chwee_Geok@moe.gov.sg), our secretary who will update memberships, and **Professor Ugur Sak** (ugursak@gmail.com), our treasurer who will prepare the receipts to be issued when payment is made. As fees will only be collected in person, please contact your country representatives and seek their assistance to pay your membership fees through them if they plan to attend the 2020 APCG Conference in Daegu, South Korea.

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a Village

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Meetings and Conferences in Brief

2019 IRATDE Biennial Conference

12-16 April 2019 Taipei

<http://www.iratdetaipei.org/>

Hosted by National Taiwan Normal University, Department of Education of the Taipei City Government, the University of Taipei, and the National Changhua University of Education

World Council for Gifted and Talented Children (WCGTC) 23rd World Conference

24-29 July 2019 at Nashville, Tennessee, USA

<https://worldgifted2019.com/>

Hosted by World Council for Gifted and Talented Children Executive Committee

2019 1st Thematic ECHA Conference on Creativity

16 – 18 October 2019, Dubrovnik, Croatia

<https://echathematic2019.info/>

Hosted by The ECHA (European Council for High Ability), and the Faculty of Education in Osijek, Croatia

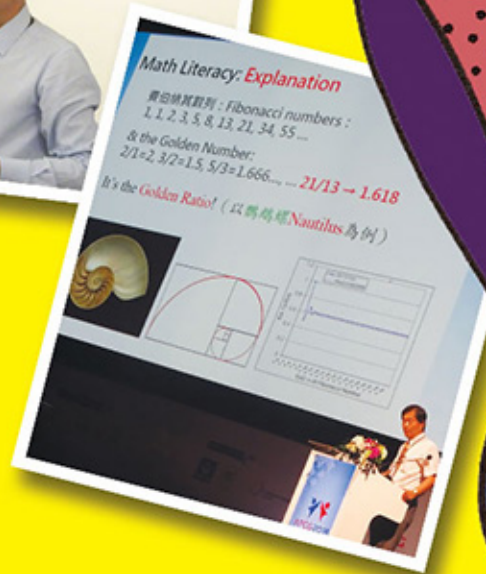
2020 The 16th Asia Pacific Conference on Giftedness

Daegu, Korea

http://www.apfgiftedness.org/apfg_www/static.php?p_id=2

hosted by Asia-Pacific Federation on Giftedness (APFG) Executive Committee

Details to be announced



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