

How can gifted students be challenged through personalized learning?

Dr. Inbal Shani
University of Haifa, Israel

ishani1@staff.haifa.ac.il



session plan

Definition of giftedness and educational programs for gifted students

What is it like to have a gifted students in class?

Characteristics of gifted students



Personalized learning:

The learning experience and psychological implications

Definitions of giftedness

Statistical definition:

1%-3% top students of the general population



Top 1-3%
gifted students IQ>130
Based on two-stages test

conceptual definition:



high ability
students and high
achievers are often
confused

High achievers



put the time and effort to succeed in school

have learning skills

well-organized, compliant

usually need clear instructions , strive to the 'right' answer

High ability students



can be average or underachievers

sometimes use their high ability instead of developing learning skills

prefer high-order thinking tasks

don't like routine tasks

prefer creative and explorative tasks

Gifted education policy in Israel

Three major goals:

- (a) To identify and realize the individual's potential and special talent
- (b) To develop and evaluate educational programs and interventions in order to meet the special needs of the students
- (c) To train teachers who will expertise in the needs of high-ability students



Contribution to the individual as well as to the society

Educational programs for gifted students (in Israel)



Special classes

Full-time class

Acceleration



Pull-out programs

One day a week in a gifted center

Enrichment

Trained teachers

challenges of gifted students in the regular classes

What it is like having a gifted student in class?

curious

smart, fast understanding

motivated, enthusiastic

eager for knowledge

bored, interrupt others

want to show their ability

unmotivated to do routine tasks

Lack of learning skills

demanding, argumentative

ambivalent feelings

The learning experience of the gifted students at the regular class

- not challenging
 - uninspiring
 - Need to perform task they already master
 - Don't get 'credit' for their unique ideas or abilities
 - Sometimes perceived as lazy ('bright but not trying hard enough')
 - not recognized for their difficulties
- decreased learning motivation

Motivational learning profiles

- **Mastery approach:** those who set goals to increase their personal best
- **Mastery avoidance:** those who are fine with being “good enough,” thus their goals are set to a minimum
- **Performance approach:** those who set goals to beat others or be number one
- **Performance avoidance:** those who set goals so as not to fail

Psychological characteristics of gifted students

Asynchronous development

the disparity between the cognitive ability and the chronological age or emotional development



Implication for learning experience
and emotional development

Intelligence Quotient

- How is the Stanford-Binet scored?
 - IQ (intelligence quotient)

$$IQ = \frac{\text{mental age}}{\text{chronological age}} \times 100$$

Psychological implications

Asynchronous development



Implications for emotional experience

parental expectations

anxiety, perfectionism, fear of failure

feeling different

self identity

conflict between the high potential and the inner desire

Common teaching solutions for gifted students

- Making gifted students tutors
- Giving the students additional work rather than deeper and more complex assignments
- Giving the gifted students free time when they finish their assignments
- Giving the students other assignments without teacher guidance
- Assessing them by standard methods

Personalized learning

The purpose of the Personalized Learning Plan is to deepen and strengthen the learning experience





intended to facilitate the academic success of each student by first determining the **learning needs, interests, and aspirations of individual students**



Customized learning experiences

Five elements of personalized learning

- **Knowing your students**
- **Allowing voice and choice**
- **Implementing flexibility**
- **Broad assessments and competency based progression**
- **Integrating technology**

Development of high order skills

- Giving multiple-solution, non algorithmic tasks
- accepting diversity
- Implementing flexibility in teaching methods and assessment tools
- supporting inherent characteristics such as dealing with uncertainty, self confidence, meta cognition

Psychological view

Addressing the specific needs of a student is not only important for maximizing academic potential

It is also crucial to their emotional development and well being