EDCI 509: SEMINAR: TRENDS AND ISSUES IN GIFTED EDUCATION
ONLINE COURSE SYLLABUS
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CATALOG DESCRIPTION:
Current problems, trends, and issues in gifted education are researched. Emphasis is placed on current research and literature relating to the definition of giftedness, identification, and programming for the gifted student. Counseling and Guidance of gifted/talented students are emphasized. (Three [3] credit hours.)

GENERAL COURSE OBJECTIVE:
To explore and investigate selected problems, trends, and issues in gifted education.

SPECIFIC COURSE OBJECTIVES:
The student will:

- Outline the problems or trends surrounding selected major issues in gifted education.
- List and characterize the supporters and non-supporters of selected issues.
- Describe further research and study needed to move forward in gifted education and make progress even as we continue to face certain problems and issues.
- Explore issues surrounding the major facets of gifted education.

MAJOR TOPICS FOR DISCUSSION:

- Nature Vs. Nurture
- Gifted Adolescent and Suicide
- Bridging the Gap between Home and School: Strategies for Strengthening Home-School Relations
- The Culturally Different: Strategies for Assessing Learning
- Learning Styles and the Culturally Different Learner
- Why should we educate gifted students in the regular classroom?
- What problems and solutions do program developers and administrators have in their attempt to accommodate the needs of gifted students in regular classrooms?
- What techniques appropriate for gifted students can be used to benefit all children?
How can regular classroom teachers manage their classrooms to enable them to meet the needs of children with a variety of talents and abilities when they have 25 to 30 children in their classes?

What kinds of programs can be used to extend the learning of gifted students beyond the regular classroom setting?

How can the necessary elements of a defensible program be addressed by and incorporated into a regular classroom delivery system?

Bibliotherapy
Perfectionism
Career Decisions and the Gifted
Mentorship and the Gifted
Counseling the Gifted and Talented

COURSE RESOURCES:
A variety of articles will be used in this course in place of a textbook.
These resources may be useful for those needing additional information:
Critical Issues in Gifted Education: Programs for the Gifted in Regular Classroom, C. June Maker.
Education of the Gifted and Talented, Davis and Rimm, Allyn and Bacon

COURSE ACTIVITIES:
1. Select a topic, a problem, trend or issue in gifted education for study. Adhere to the specifications provided. Present a description of the proposed report for approval. Attach to this proposal a “preliminary bibliography.”

Prepare a powerpoint presentation. Document the source of each viewpoint surrounding the issue and add a copy of your bibliography (at least 10-12 sources) for the class.

The Powerpoint presentation should be based on current literature as well as surveys or interviews of teachers, students, parents, administrators or leaders in the field. Submit RAW DATA—the actual surveys completed or interview notes from the participants—Upload to the RAW DATA DROP BOX.

Please document the source of all information included in your powerpoint. Plagiarism, the use of the work of others as if it is your own, will not be tolerated. Submit your powerpoint presentation to www.turnitin.com and make any changes necessary so that your presentation consists of a high percentage of original work.

2. Submit a list of 5 websites addressing where grants may be submitted.
Provide the name of the company or corporation; evaluate each of the grants, the proposal requirements for each, the approximate amount of funding available, and whether or not you would be successful in applying for each of the grants. Post a description of the grant that you would like to apply for and post a quality response to at least one of your classmates regarding his/her post. Local grants that are very possible for a teacher to acquire should be submitted for this
3. Submit a power point presentation of the salient features of the study (**no less than 20 slides**). Follow the format given in this syllabus.

4. During the first half of the class you will prepare abstracts of articles which I have selected; these articles address issues in gifted education and are located under Doc Sharing. Article abstract format attached.

**During the second half of the class, you will then select articles that will address the topic you have selected to study.** Adhere to the specifications provided by the instructor for the articles you select during the last half of the class. **The specifications are available under DOCU SHARING. Abstracts are to be submitted weekly.**

5. Make scheduled reports (MAINTAIN A WEEKLY LOG) of your progress (See the course calendar). Let me know what progress you are making. Students are asked not to try to complete the entire study during the last days of class.

6. Maintain an organized collection of all article abstracts, notes and handouts received in class.


**PROBLEMS, TRENDS, ISSUES WHICH MAY BE RESEARCHED:**
- The rural gifted
- The Gifted Learning Disabled Student
- Identification
- Identification of the economically disadvantaged and culturally different
- Educating Preschool Gifted Children
- Thinking Skills Programs
- Acceleration
- Gifted Females
- Classroom Management and the Gifted Student
- IQ Tests
- Competitive vs. Cooperative Learning Structures
- Creativity
- Precocity and Gender
- Creativity: The Forgotten Basic
- Honors/Gifted
- Underachieving Gifted
- Social and Emotional Needs of the Gifted
- Critical Thinking Skills Programs
- Curricular Development in Small Schools
- Motivation of Gifted Students
- Differentiating Curriculum
Pullout Service
The State Plan for Gifted
Ability Grouping
Others...

**EVALUATION PROCEDURES:**
Grades from all activities will be averaged to arrive at the final grade for the course.
- Discussion Posts
- Pre-selected Article Reviews
- Articles You will Select and Review for PowerPoint Presentation
- PowerPoint Presentation – Report and Presentation

☐ Was a Proposal submitted and approved?
  - Did the powerpoint report/presentation follow the format outlined in the syllabus?
  - Were the articles submitted during the last half of the class used in the presentation?
  - Were teachers, students, administrators, or parents interviewed or surveyed and included in this PowerPoint Presentation and Report?
  - Were the findings from the interview or survey included in the report/powerpoint report?
  - Were the articles selected in view of the Article Specifications for this class?
  - Was a bibliography included in the powerpoint report/presentation?
  - Was the powerpoint report/presentation submitted to [www.turnitin.com](http://www.turnitin.com)?
  - Was the powerpoint report/presentation free of more than 3 grammatical errors

95 - 100  A
90 - 94   A-
85 - 89   B
80 - 84   B-
79 and Below Resubmit

**SELECTED REFERENCES:** (attached)

**ABSENCES:**
Students are encouraged to show presence in the class in a regular, on-going fashion. Students should call Dr. Miller concerning events that may prevent regular, on-going presence in the online class.

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FORMAT FOR the AUDIO POWERPOINT PRESENTATION

Follow the following format. You may modify or manipulate this format if you find that it does not meet your needs. This outline should, however, provide you with an idea of the kind of information required.

INTRODUCTION

What topic are you studying and why? Why is it important? What do you hope to add to the field of knowledge regarding this topic? What do we know about this topic already and what remains to be known?

DEFINITIONS OF THE TERMS TO BE USED

STUDY QUESTIONS — What major questions will you seek to answer by means of your research and study?

REVIEW OF THE LITERATURE — Who are the writers addressing this topic? What areas have been thoroughly studied? Include a description and discussion of the overall issue and the specific opposing points of view surrounding the issue. The article abstracts you complete during the last section of the class should be used as your review of the literature.

INTERVIEW OR SURVEY RESULTS - include interviews of 3-5 gifted educators, students, parents, administrators regarding the topic under study.

SUMMARY AND PRESENTATION OF FINDINGS — Summarize what you uncovered from the literature. (PRO-CON; ADVANTAGES- DISADVANTAGES; ADVANTAGE LIMITATIONS; GREEN LIGHT - RED LIGHT) Present in chart form, graphs or narrative quotes…
IMPLICATIONS FOR GIFTED EDUCATION

RECOMMENDATIONS TO HELP SOLVE THE PROBLEM ~ IMPLICATIONS FOR CHANGE

RECOMMENDATIONS FOR FURTHER STUDY

BIBLIOGRAPHY – LIST OF THE ARTICLES YOU INCLUDED IN YOUR LITERATURE REVIEW

POWER POINT PRESENTATION

Present your powerpoint report in audio powerpoint format. Because the presentation is made online, and the class will not have access to your complete study, please be thorough in presenting information. Follow the format outlined above.