



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Giftedness							
Course Code		CGB412		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	2	Workload	54 (Hours)	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		In this course, it is aimed to gain skills to identify the gifted child, to identify the child by analyzing the developmental profile, to develop, practice and evaluate appropriate support programs according to child's needs, to consult family and teachers of gifted children.							
Course Content		Definition of giftedness, definition of intelligence, theories of giftedness (Triple circle theory, pentagon theory, Gagne model, Dabrowski's hypersensitivity approach, Abraham Tannenbaum's genius theory, Cohn's theory of giftedness, Taylor's theory of multi), giftedness areas (general mental ability, special academic ability, creativity, giftedness in leadership, psychomotor ability, giftedness in fine arts, music, drama, art), giftedness traits in children (characteristics related to creativity, learning-related features , leadership qualities, motivational characteristics), developmental characteristics of gifted children (mental development, language development, physical development, social development, personality traits), early recognition of giftedness (infancy, childhood), characteristics of gifted children in adolescence problems faced by gifted children (self-esteem, perfectionism, Twice different gifted children, learning difficulties in gifted children, attention deficit hyperactivity disorder in gifted children), guidance to families, identification of gifted children (individual verbal and non-verbal intelligence tests, ability tests), educational models for gifted children (teaching strategies, material selection, educational institutions etc. in Turkey.), science and art centers (educational principles, diagnostic and placement, to nominate, group scanning, individual examination, registration and placement, training, compliance programs, support education, support education classes) , activity examples, techniques, examples from abroad.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Case Study					
Name of Lecturer(s)									

Prerequisites & Co-requisites

Prerequisite	CGB311&CGB316
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Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	30
Final Examination	1	55
Assignment	1	15

Recommended or Required Reading

1	Metin,N., Dağlıoğlu, H., Saranlı, G. (2018). Gifted Children from a Developmental Perspective. Ankara: Hedef Yayıncılık
2	Sak,U.(2010)Gifted Intelligence, Features, Diagnostics, Trainings. Maya Akademi Yayınları,Ankara
3	Bildiren, A. (2018). Gifted Children. 4. Baskı. Ankara: Pegem

Week	Weekly Detailed Course Contents	
1	Theoretical	The definition of superior ability
2	Theoretical	Characteristic features of gifted children
3	Theoretical	Outstanding talent types
4	Theoretical	Developmental characteristics and needs of gifted children
5	Theoretical	Developmental characteristics and needs of gifted children
6	Theoretical	Identification of gifted children and information resources
7	Theoretical	Midterm Exam
8	Theoretical	Social-emotional problems seen in gifted children
9	Theoretical	Social-emotional problems seen in gifted children
10	Theoretical	Training models
11	Theoretical	Training models
12	Theoretical	Principles of program development and application for gifted children
13	Theoretical	How parents and teachers approach gifted children



14	Theoretical	Preparation for final exam
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Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	1	2	42
Assignment	1	3	1	4
Midterm Examination	1	2	1	3
Final Examination	1	4	1	5
Total Workload (Hours)				54
[Total Workload (Hours) / 25*] = ECTS				2

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	Knows the characteristics of gifted child
2	Makes developmental diagnosis of gifted child,
3	Plans support programs according to the needs of children and makes appropriate directions
4	Prepares, implements and evaluates individual support program
5	Makes necessary consultancy work for family and professionals

Programme Outcomes (Child Development)

1	Comparatively evaluate and interpret the reliability and validity of the knowledge he / she has by using the basic and updated theoretical and practical educational and training tools and resources in the field of child development.
2	In line with the theoretical and practical knowledge he has acquired in the field of child development, he has the skills to evaluate children who show typical and atypical development with different methods and tools, develop support programs, provide family counseling and inform the society.
3	Uses his/her knowledge about self-care, physical-motor, cognitive-language, social-emotional development of 0-18 year old children for the developmental and educational diagnosis of children, in the units related to his/her profession for the benefit of children, families and society.
4	Analyzes the problems of their children and their families in terms of health, development, education and social service in the country and produces appropriate solutions and original ideas by using evidence-based knowledge on these problems.
5	Using the basic knowledge in the field of child development, he produces individual and group studies
6	He plans and implements research, professional projects and activities for the social environment in which it lives with the awareness of social responsibility, and monitors and evaluates the process.
7	Acts in accordance with the ethics of science, observes the psychological state of the children and their families in experimental researches on children.
8	Behaves in accordance with laws, regulations and legislation and respectful of democracy, human rights, social, scientific and professional ethical values, presenting an example for the society with his/her attitude, behavior and appearance.
9	Has adequate awareness about quality management and processes, individual and environmental protection and occupational safety issues including infants, children and families, participates and behaves accordingly in these processes.
10	He can integrate her professional knowledge with knowledge from different disciplines, he takes responsibility in multidisciplinary, interdisciplinary and transdisciplinary studies by participating in teamwork and fulfills his duties effectively.
11	Developing the habit of keeping research and learning awareness and knowledge up-to-date throughout life, he knows all the concepts related to development and education for children and young people aged 0-18 and follows the studies on this subject with a critical approach.
12	Using information and communication technologies together with the computer software required by the field.
13	To follow the changes and developments in the field using at least one foreign language.

Contribution of Learning Outcomes to Programme Outcomes 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

	L1	L2	L3	L4	L5
P1	4	4	4	4	4
P3	4	4	4	4	4
P4	3	3	3	3	3
P6	4	4	4	4	4
P7	3	3	3	3	3
P8	3	3	3	3	3
P9	3	3	3	3	3
P11	4	4	4	4	4

