

Syllabus

Course Description

Course Title	Talent promotion: strategies to support students with high cognitive potential (lect.)
Course Code	12497
Course Title Additional	
Scientific-Disciplinary Sector	PSIC-02/A
Language	Italian
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses (Loaned)	LM-85 bis Education German section LM-85 bis Education Ladin section
Lecturers	dr. Francesca Sangiuliano Intra, Francesca.SangiulianoIntra@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/40459
Teaching Assistant	
Semester	Second semester
Course Year/s	All
CP	2
Teaching Hours	20
Lab Hours	0
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The promotion of talents is a cornerstone of an inclusive educational system that is also able to build and support individual well-being in the sometimes difficult path of growth. The course aims not only to analyse different models for interpreting cognitive giftedness and the various functional profiles that can be encountered, but also to offer operational tools for understanding high potential; to this end, educational tools will be proposed that help gifted children realise their talents and overcome the problems associated with their giftedness.

Course Topics	The course will deal with specific methods for promoting and supporting giftedness and giftedness in the inclusive educational context of Italian pre-school and primary schools.
Keywords	Giftedness, developmental psychology, primary school, preschool/kindergarten
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	The lesson takes place remotely.
Mandatory Attendance	In accordance with the regulation.
Specific Educational Objectives and Learning Outcomes	Students are expected to achieve the following specific learning objectives: - Have an understanding of the subject of cognitive giftedness, of the different functioning profiles of high-potential students and the promotion of talents in different school orders. - Know how to recognise and promote talents in pre-school and primary - Knowing which network to activate for the detection and support of high cognitive potential in the different developmental dimensions of the child in the early years of schooling - Ability to critically reflect on contextual conditions (school, social, family) that promote/hinder the development of high cognitive potential Knowledge and understanding Students are expected to demonstrate basic knowledge of the subject of giftedness, the promotion of giftedness and the possible developmental asynchronies found in this particular group of children. They should demonstrate an understanding of the significance of developing professional sensitivity to these issues. Ability to use knowledge and understanding Students demonstrate knowledge and understanding of the topic of high cognitive potential and gifted development in pre-school and primary school. Students must show knowledge of the elements that might constitute indicators of a functioning profile attributable to giftedness in the early years of schooling and be able to reflect critically on them. Finally, students demonstrate basic teaching skills for the promotion, support and development of

	giftedness. Judgement skills Students demonstrate an attitude and sensitivity to the issue of talent promotion and can reflect on their role as teachers in pre-school and primary school. Students demonstrate the ability to reflect, analyse and critically evaluate case studies proposed to them and taken from their own professional activity in pre-school and primary schools, and can develop meta-reflection activities on their own educational role. Communication skills Students are able to communicate competently and professionally on the subject of giftedness with other professionals, children and parents. Learning strategies Students are aware that educational, pedagogical and didactic competence requires constant reflection on aspects of teaching practice and theory oriented educational action; they are able to develop learning strategies aimed at this reflexive circularity.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	The examination will be in written form with multiple-choice and open-ended questions. An optional exercise will also be offered which will weigh 3 points on the final assessment. Further details will be provided on the Course Teams and in class.
Evaluation Criteria	The written test will be assessed on the basis of the correctness of the answers for the multiple-choice part and according to the following criteria for the part relating to open questions and the exercise (if any): relevance of the answer to the proposed question, clarity of presentation and argumentation, ability to reflect critically on the knowledge and content proposed.
Required Readings	Zanetti, M.A.; Tamburnotti E., <i>Una Scuola Geniale, come riconoscere, accompagnare e valorizzare le alunne e gli alunni plusdotati</i>.
Supplementary Readings	It will be announced in the course of the lectures.
Further Information	
Sustainable Development	Reduced inequalities, Quality education

Goals (SDGs)	
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