Syllabus

Course Description

Course Title	Gifted education (VL)
Course Code	12487
Course Title Additional	
Scientific-Disciplinary Sector	PAED-02/A
Language	German
Degree Course	5 year master degree in Primary Education - German section
Other Degree Courses (Loaned)	LM-85 bis Education Italian section LM-85 bis Education Ladin section
Lecturers	Mag. rer. nat Bernadette Maria Grießmair, BernadetteMaria.Griessmair@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/40756
Teaching Assistant	
Semester	Second semester
Course Year/s	Wahlfach/Optional course
CP	2
Teaching Hours	20
Lab Hours	0
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	Promoting giftedness is a cornerstone of our inclusive education system. Recognising and promoting special talents is a corresponding task and challenge in the design and provision of learning environments as well as in learning support in nurseries and primary schools.
Course Topics	The elective deals with current research findings on the topic of giftedness and specific methods of gifted and talented development in inclusive settings in kindergarten and primary school.
Keywords	Giftedness

	Inclusive development of giftedness Intelligence vs. giftedness
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	The optional course takes place remotely. The individual contents are primarily presented in lectures. In addition, students are involved in various individual activities that allow them to actively engage with the research results and individual concepts in greater depth. These also serve as preparation for the final examination.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Students should achieve the following specific educational goals: - Have a basic knowledge of the topic of giftedness and particularly gifted children - Recognise and promote special talents in kindergarten and school - Be able to critically reflect on the challenges and opportunities of special talents for children and their environment. Expected learning outcomes and competences: Knowledge and understanding Students have basic knowledge of current topics relating to giftedness and high sensitivity and their significance for their work. Applying knowledge and understanding Students demonstrate understanding and competence for current developments and can critically reflect on possible effects of giftedness and special partial talents in kindergarten and school, but also for the entire social context of the children. They have initial knowledge of support diagnostics and know the basics of promoting giftedness and excellence. They have basic didactic skills for this. Judgement Students have an attitude that promotes giftedness and reflect on their own role as educators in kindergarten and primary school. They reflect, analyse and critically evaluate case studies from the practice of kindergarten and primary school work, assess current

	trends in contexts and reflect critically on these developments and on their attitude and behaviour. Communication Students are able to discuss the topic on the basis of scientific facts and to prepare and disseminate these in an understandable way for professionals, children and parents. Learning strategies Students are aware that educational science, pedagogical and didactic competence requires constant reflection on the aspects of theory-led practice and practice-orientated theory; they can develop appropriate learning strategies for this.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Final written examination: Single-choice test on the compulsory literature listed, which is identified as such in OLE.
Evaluation Criteria	The overall assessment is based on the final written examination.
Required Readings	Behrensen, Birigt u.al. (2016)- Grundwissen Hochbegabung in der Schule. Beltz Verlag . Weinheim und Basel Huser, J. (2007)- Lichtblicke für helle Köpfe- 5. Auflage. Lehrmittelverlag des Kanton Zürich Koop, C. u. Seddig, N. (2021)-Wissen kompakt-Hochbegabung bei Kindern erkennen und begleiten. Herder Verlag. Freiburg Breisgau Mönks, F. u. Ypenburg, I.(2005)- Unser Kind ist hochbegabt-Reinhardverlag. München Koop, C. et. al (2010)-Begabungen wagen. Verlag das Netz. Weimar Berlin Vohrmann A. und Rott, D. (1. Aufl. 2023). Begabungen von Kindern erkennen und fördern. Kohlhammer. Stuttgart Mönks, F. (2000). Begabungen erkennen-Begabte fördern. InH.Joswig (hrsg.) Seitz, S. et al. (2016). Hochbegabung inklusive. Beltz Verlag. Weinheim

	Urban, K. (2004). Kreativität- Herausforderung für Schule, Wissenschaft und Gesellschaft. LIT Verlag Münster. MünsterS.99-107 Sternberg R.J. Selbstaktivierung statt Selbstsabotage. In R.J. (Hrsg.), Erfolgsintelligenz (S.275-295). München-Lichtenberg Csikszentmihalyi, M. (2002)- Flow-das Geheimnis des Glücks. Stuttgart.Klett-Cotta S.50-103+ S.104-110 https://besondersbegabte.alp.dillingen.de/images/Dokumente_red/ISBLeitfaden/ https://besondersbegabte.alp.dillingen.de/images/Dokumente_red/ISBLeitfaden/ https://av.tg.ch/public/upload/assets/82135/TG_BBF_Leitfaden_fuer_Schulen.pd www.kargstiftung.decommonkfppdfprojekteKarg-Heft9_web.pdf www.fachportal-hochbegabung.decommonkfppdfpublikationenFAQ-Hochbegabung_2020.12.pdf https://av.tg.ch/public/upload/assets/8946/BLDZ_Leitfaden_BBF.pdf
Supplementary Readings	Announced at the beginning of the course and recorded in writing in Moodle (OLE)
Further Information	
Sustainable Development Goals (SDGs)	Quality education