SYLLABUS

1. Course title:

Pedagogical work with the gifted

2. Code:

3. Cycle of study:

1

4. ECTS credits:

5

5. Type of course:

(●) Mandatory ( ) Elective

6. Prerequisites:

no

7. Class restrictions:

no

8. Duration / semester:

1 7

9. Weekly contact hours:

9.1. Lectures:	2
9.2. Seminars:	2
9.3. Laboratory/Practice classes:	0

10. Faculty:

Faculty of Humanities and Social Sciences

11. Department/study program:

Pedagogy

12. Lecturer:

Lejla Muratović, assistant professor

13. Lecturer's e-mail:

lejla.muratovic@untz.ba

14. Web site:

www.untz.ba

15. Course aims:

The aim of the course is to familiarize students with the specifics of pedagogical work with gifted students as well as to point out the particularity of the educational needs of gifted students and the importance of adequate pedagogical support to stimulate and develop the potential of gift.
Also, the course objective is to enable students to plan and implement successful educational work with gifted students and to critically monitor scientific and professional literature in the area of education and teaching of gifted children.

16. Learning outcomes:

After successfully mastering the course, students will be able to:
- define concepts of giftedness, potential giftedness, and productive giftability,
- to understand the particularity of the educational needs of gifted students,
- indicate and describe the signs of potential giftedness among students
- Classify and explain the teaching methods and forms of teaching with gifted students
- indicate and describe forms of educational support to the potential of gifted students
- Develop an enriched program for gifted students

17. Course content:

Basic terminology in the field of educational work with gifted students
Potential gift - productive gift
Methodical approach to discovery and identification of gifted students
Dear students - students with special educational needs
Applying teaching methods and forms of work in teaching and gifted students - Didactic efficiency in working with gifted students
Differentiation and Individualization - Basic Teaching Principles in Working With Gifted Students
The role of pedagogues in developing the potential of giftedness among students
Forms of Educational Support to the Potentials of Gifted Students
Education of gifted children (acceleration - early school leaving and / or skipping classes and enriched programs for working with gifted students)
Principles for Creating Rich Program for Gifted Students

18. Learning methods:

In the lectures and exercises will be used didactic methods:
- Method of oral presentation
- Method of demonstration and illustration
- Method of conversation
- Method of written paper works
- Method of reading and working on the text

19. Assessment methods:

In the seventh week of the semester, students in writing form, in the form of NZOT's take the first partial exam, which includes previously treated topics from lectures and exercises. The maximum number of points that students can achieve into NZOT is 15 points. In the last week of the semester, students in writing form take the second partial exam that includes learning material from lectures and exercises from the second part of the semester. The maximum number of points for the second partial test is again 15 points. All students take the both tests in the course at the same time, which is important for achieving the uniformity of the level of knowledge that is being tested, as well as the conditions under which the student takes the exam. As part of the pre-exam activities students are obligated to develop individual seminar paper that will cover specific topics from the content of the subject. Student delivers seminar paper in written form to the subject teacher for review and evaluation, and then student orally present his work during the exercises. For done and presented seminar paper student can achieve from 0 to 10 points. During the semester student is obliged to come to the teaching lessons (L), and exercises (AV). The teacher and the subject assistant will trough the semester, on a specially designed form, monitor the presence of students. For the presence in the lectures, student achieves 3 points, and for the presence at the exercises, also can achieve 3 points. For continuous activity in lectures and exercises trough the semester, the student can achieve form 0 to 4 points. The final exam is in oral form. The right to access to the final exam is given to students who accomplished 50% of the total number of points on first and second partial exam, who continuously executed their obligations and tasks provided for the curriculum, and who created and presented a seminar paper. The maximum number of points a student can achieve at the oral exam is 50. Examinations for all forms of knowledge are recognized as the cumulative exam if the achieved result is positive after every individual examination and if it is at least 50% of the scheduled and/or required knowledge and skills. In order to pass the subject, student must achieve a minimum 54 cumulative points which includes a minimum of 25 points at the final oral exam.

20. Assessment components:

The exam score includes a maximum of 100 points and is determined according to the following scale:
Presence in lectures 3
Attendance at Exercises 3
Student activity 4
Seminar paper 10
Partial exam 30
Final Exam 25-50
Assignment based on the number of points awarded:
94-100 = 10, 84-93 = 9, 74-83 = 8, 64-73 = 7, 54-63 = 6; to 53 = 5

21. Required reading list:

Cvetković Lay, J. i Sekulić Majurec, A. (2008). Darovito je, što ću s njim? Zagreb: Alinea
Gojkov, G. (2008). Didaktika darovitih. Vršac: Visoka škola strukovnih studija za obrazovanje vaspitača "Mihailo Palov".
Jensen, E. (2003). Super-nastava. Zagreb: Educa.
Koren, I. (1989). Kako prepoznati i identificirati nadarenog učenika. Zagreb: Školske novine.
Maksić, S. (2007). Darovito dete u školi. Beograd: Zavod za udžbenike.
Malušić, S., (2000). Daroviti učenici i rad sa njima. Beograd: EMKA.

22. Web sources:

23. Applicable starting from the academic year:

2022/23.

24. Adopted in the Faculty/Academy session: