SYLLABUS

1. Course title:

Psychology of education of gifted and creative children

2. Code:

3. Cycle of study:

1

4. ECTS credits:

2

5. Type of course:

○ Mandatory ◉ Elective

6. Prerequisites:

none

7. Class restrictions:

none

8. Duration / semester:

1 6

9. Weekly contact hours:

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

10. Faculty:

Faculty of Humanities & Social Sciences

11. Department/study program:

Teacher Education

12. Lecturer:

13. Lecturer's e-mail:

14. Web site:

www.ff.untz.ba

15. Course aims:

Students will be introduced to theories and models of giftedness and creativity, and will be acquainted in detail with the constructs thatare essential determinants of talent and creativity as well as forms of teaching the gifted. They will learn to distinguish the manifestations of giftedness as well as the methods and techniques of recognizing and identifying gifted individuals.

16. Learning outcomes:

Based on the program contents and set goals, students will be able to:
- Understand and distinguish the manifestations of giftedness
- Understand and distinguish between manifestations of creativity
- Use methods and techniques to recognize and identify gifted and creative individuals
- Participate in working with the gifted in the school system
- Develop some specific competencies that can help in their own professional adjustment and futureprofessional work

17. Course content:

- Historical overview; An overview of important longitudinal talent research
- Different understandings of giftedness. Theories and models of giftedness
- Psychological constructs (intelligence, creativity, motivation, interests, etc.) and talent
- Giftedness and creativity; giftedness and genius
- Recognition and identification of the gifted
- Area-specific talents - talent
- Basic types of work with gifted and creative students
- Working with the gifted in the school system - acceleration
- Working with the gifted in the school system - enriching the program
- Families of gifted students, parent counseling
- Developmental problems and difficulties of gifted and creative children

18. Learning methods:

Lectures and practical classes with the use of various multimedia teaching aids, including active participation of students.
In lectures and practical classes will be used: the method of oral presentation, method of demonstration and illustration, seminar discussions, interactive teaching methods.

19. Assessment methods:

a) Written Exam
b) Oral Exam

The final exam

The written exam includes written knowledge assessment (objective and essay tests). Assessment will be realized through questions and answers regarding the course content. It will done after the realization of planned lectures.
Minimum number of points for passing the written exam is 24 (60%).
Oral exam is meant for students with minimum number of points in the written exam (24).
Written exam
Written exam follows after the end of the course. Students will be presented a combination of essay and objective questions.
Students who pass the written exam, i.e. achieve 24 to 40 points, gain conditions to take the oral exam. Students can earn a maximum of 40 points in the written exam. Minimum number of points to pass the exam is 24.
Oral exam
Oral exam will include questions and students' answers regarding the course content and it will last for 15 to 30 minutes. Maximum number of points that can be earned in the oral exam is 10. Minimum number of points required to pass the exam is 6.

Pre-exam points amount to a total of 50 points.
Students can earn a maximum of 50 points on the final exam.
By fulfilling all of their requirements, students can thus earn a maximum of 100 points.

20. Assessment components:

a) Attendance and participation in classes: attendance in lectures 10 points, class participation 10 points;
b) Individual/team project: individual project 20, team/group project 10;
Pre-exam points amount to a total of 50 points.
c) Written exam: 40
d) Oral exam: 10
Maximum number of points: 100
The following is the grading scale, showing the points, numerical grade, descriptive grade and letter grade:
0-53 5 (five) fail F
54-63 6 (six) satisfactory E
64-73 7 (seven) good D
74-83 8 (eight very good C
84-93 9 (nine) excellent B
94-100 10 (ten) outstanding A

21. Required reading list:

- Čudina-Obradović, M. (1991). Nadarenost: razumijevanje, prepoznavanje, razvijanje. Zagreb: Školska knjiga.
- Stojaković, P. (2000). Darovitost i kreativnost. Istočno Sarajevo: Zavod za udžbenike i nastavna sredstva Republike Srpske.
- Koren, I. (1989). Kako prepoznati i identificirati nadarenog učenika. Zagreb: Školske novine.
- Vlahović-Štetić,V. (2005.): Daroviti učenici: teorijski pristup i primjena u školi. Zagreb: Institut za društvena istraživanja u Zagrebu.

22. Web sources:

23. Applicable starting from the academic year:

2022/23

24. Adopted in the Faculty/Academy session: