



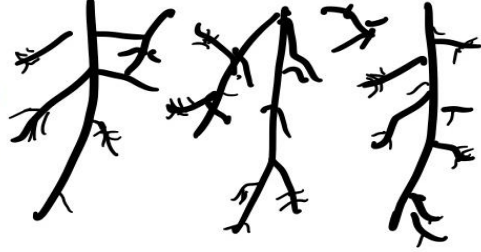
**NAGC 2019**

**Thank you for the opportunity!**

You don't find  
yourself,  
*you make yourself!*



# learning ISSUES board



# ROOTED IN THE STORY

ASSESSMENT INCLUDES

CONTENT

PROCESS

ANALYSIS

REFLECTION

ill structured problems

WHAT ARE THE INTENDED AND

PBL 101  
a journey toward expertise

UNINTENDED CONSEQUENCES

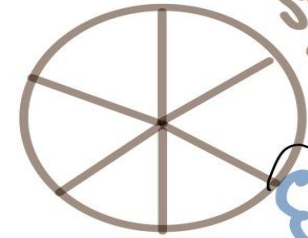


student INVESTMENT

**BEWARE**  
of our assessment

not the **RIGHT** answer, but the **BEST** answer for the issue.

learning happens at a **BRICK WALL**



Students steer the wheel

find the high **FLYERS**

STUDENTS

IMMERSE IN CONTENT

INQUIRY-BASED EDUCATION

**CREATIVITY** happens around **CONSTRAINTS**

go on an expert journey **TOGETHER**

## Speed Geeking!

Tammy Broadhead

- Audience members had 5 minutes to present their favorite apps and websites
- Attached is a list of some of my favorites I gleaned from the class
- Blendspace is a site I have already implemented with my GT kids
  - \*Enables a user to easily and quickly attach video, internet sites, PDFs, google documents, and other digital content to a presentation or assignment.
  - \*My students have been assigned the task of acting as a planning committee for the City of Rupert. They are to research and plan a Christmas festival highlighting Christmas traditions and customs from around the world for the citizens of Rupert.
  - \*I was able to compile all of the resources they would need to complete their task in one place using Blendspace.

[Christmas Task Blendspace](#)

[Apps and Website Recommendations](#)

Kim Grove

# GROUPING TIPS FOR PROBLEM BASED LEARNING

Ideas we learned for "gifted" learners will be beneficial for all learners.

💡 Create flexible groups to do different tasks for the research based on the skills they need to practice.

Ex. One can look up definitions for the vocabulary, one can research one question, while another group researches another.

Later you could be whole class, then groups can change again.

**I'm already applying this to groups for our day 4 and 5 projects in Wonders.**

I was able to assign tasks that were better suited to specific children or make certain groups smaller for kids who worked better with less people. When assigning tasks, I can also think about which children might need more practice with a specific skill.

# Championing Creativity to Improve Critical Thinking

Jaclyn Barkes

- Creativity skills are essential for our gifted learners to develop and reach their full creative thinking potential as adults. This will improve the ability to think abstractly and to grasp concepts quickly and deeply. This will also improve problem-finding abilities and higher-order relations, and the ability to apply these skills to their learning across contents.
- Creativity builds *divergent thinking*. This includes:
  - ◆ Fluency (many ideas)
  - ◆ Flexibility (different types of ideas)
  - ◆ Originality (unusualness of ideas)
  - ◆ Elaboration (details of ideas)
- As an educator we must plan for the building of creativity in our classrooms by “using a wide range of idea creation techniques, create new worthwhile ideas, and elaborating, refining, analyzing, and evaluating one’s own ideas in order to improve and maximize efforts” (Piiro, 2011). Being innovative in our planning and instruction is essential to help foster students’ creative thinking skills.

# Identifying and Nurturing Exceptional Ability in Young Children

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## **Giftedness develops over time.**

Our focus in early childhood should be on  
“Talent Development”.

If we start to develop talent early, we set them up for  
success down the road.

- Exposure to various domains
- Deliberate cultivation of talents
- Closing the “unequal opportunity to learn” gap
- Listen to our students and let them take ownership of their education
- Frontloading, cluster grouping, inquiry/problem- based approaches

As we start the identification process early, we close  
the opportunity gap!





INSTEAD OF ASKING, WHAT DO YOU WANT TO BE WHEN YOU GROW UP, WHAT PROBLEMS DO YOU WANT TO SOLVE WHEN YOU GROW UP.