

Universitas Negeri Surabaya Faculty of Education, Special Education Undergraduate Study Program

Document Code

Courses CODE Course Family Credit Weight SEMESTER Compliation LEARNING OF GIFTED CHLIDREN 00/00/253.2 Filacation T=1 P1_EICTS=2.18 3 July 17.2024 AUTHORIZATION SP Developer Course Cluster Coordinator Study Program Coordinator Study Program Coordinator Prof. Dr. Budiyanto, M.Pd., Dr. Asin Wijasalä, M.Pd. Dr. Asi Wijasalä, M.Pd. Dr. Asi Wijasalä, M.Pd. Dr. H. Parruji, M.Kes. Learning model P100 Study program which is charged to the course Exemption Dr. H. Parruji, M.Kes. PL0-10 Devisors special enclusion curclular and envice programs. PL0-10 Devisors special enclusion curclular and envice programs. PL0-10 Devisor special enclusion curclular and envice programs. PL0-10 Appropriate program State	SEMESTER LEARNING PLAN																				
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	Supporting	Prof. Dr. Budiyanto	o, M.F	Pd.																	

Week-	Final abilities of each learning stage	Ev	valuation	Help Learr Learning me Student Assig [Estimated	Learning materials [References	Assessment Weight (%)	
	(Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)	1	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand competencies, descriptions, sequence of material for gifted learning courses and lecture contracts	Mentions competencies, descriptions, sequence of learning material for gifted children	Criteria: 1.4: mention and explain the 4 CPs correctly 2.3: just mention and explain correctly the 3 CPs 3.2: name and explain correctly 2 CP 4.1: mention and explain 1 CP 5.0: did not answer Form of Assessment : Participatory Activities	Expository 2 X 50		Material: Material 1 Bibliography: Ashmen, Andrian and Elkins.John. 1994. Educating Children With Special Needs. New York: Prentice Hall	3%
2	Understanding the	1.Describe the	Criteria:	Scientific Collaborative Inquiry		Material:	2%
	nature of Giftedness Understanding the scope of Learning for Gifted Children	nature of giftedness 2.Describes the scope of Learning for Gifted Children	 1.4: the writing is close to the same, and describes the nature of giftedness and the scope of gifted children's learning correctly. 2.3: the writing is generally correct, only one aspect is incorrectly explained 3.2: the writing only contains two correct aspects. 4.1: writing in general does not answer commands. Form of Assessment : 	2 X 50		Material 2 Bibliography: Ashmen, Andrian and Elkins.John. 1994. Educating Children With Special Needs. New York: Prentice Hall	
2	Describe the	Formulate the	Participatory Activities	Colontific regitation		Motorial	204
3	Describe the definition of a gifted child	Formulate the concept of gifted children from various experts and references	 Criteria: 1.4: the writing is close to the same, and describes the definition of a gifted child correctly. 2.3: the writing is generally correct, only one aspect is incorrectly explained 3.2: the writing only contains two correct aspects. 4.1: writing in general does not answer commands. Form of Assessment : Participatory Activities, Portfolio Assessment 	Scientific recitation 2 X 50		Material: Material 3 Bibliography: Clark, Barbara. 1983. Growing Up Gifted, Second. Ed	2%
4	Identifying the characteristics of Gifted Children	Shows the characteristics of gifted children and the selection of gifted children based on Gardner's theory	Criteria: 1.4: correct content and placement; 2.3: the content is correct, there is a placement error, OR the content is incorrectly placed 3.2: partially correct content, and partially correct placement 4.1: partially correct and incorrect placement OR correct placement and incorrect content. Form of Assessment : Participatory Activities	Scientific inquiry 2 X 50		Material: Material 4 References: Cullatta, Richard A et al. 2003. Fundamentals of Special Education, What Every Teacher Needs to Know. New Jersey: Pearson Education	2%

5	Applying Bloom's taxonomy levels for Gifted Children	Formulating Bloom's taxonomy levels for gifted children	Criteria: 1.4: correct content, coherent/coherent, maximum length 150 words. 2.3: correct content, not coherent/coherent, maximum 150 words, 3.2: partially incorrect content, not coherent/coherent, less than 100 words long, 4.1: wrong content Form of Assessment : Participatory Activities, Portfolio Assessment	Scientific Humanistic 2 X 50	Material: Material 5 References: Cullatta, Richard A et al. 2003. Fundamentals of Special Education, What Every Teacher Needs to Know. New Jersey: Pearson Education	2%
6	Describe the principles of teaching gifted children	Demonstrates the principles of teaching gifted children using Gardner's Multiple Intelligence theory	Criteria: 1.4: say completely and explain correctly 2.3: call incomplete and explain correctly 3.2: mention some and explain correctly 4.1: mention some and explain wrong Form of Assessment : Participatory Activities	Scientific discovery 2 X 50	Material: Material 6 Bibliography: Gargiulo, Richard M. 2012. Special Education in Contemporary Society: An Introduction to Exceptionality. United State of America: Sage Publications, Inc	2%
7	Charting learning for gifted children using the perspective of Bloom's Taxonomy and Howard Gardner's Multiple Intelligence	 Compiling a teaching chart for gifted children from Bloom's taxonomy perspective Presents a chart of Howard Gardner's learning principles in a poster 	Criteria: 1.4: complete and correct content and attractive appearance 2.3: the content is complete and correct, the appearance is not attractive OR the appearance is attractive but there are inaccuracies in the content 3.2: the content is partly correct, the appearance is attractive 4.1: the content is incorrect and the appearance is not attractive Form of Assessment : Participatory Activities	Collaborative Scientific 2 X 50	Material: Material 7 Bibliography: Heward, WL 2009. Exceptional children: An introduction to special education (9th ed.)	2%
8	meetings 1-7	meetings 1-7	Criteria: Correct 8 : 100 Correct 7 : 90 Correct 6 : 80 Correct 5 : 70 Correct 4 : 60 Correct 3 : 50 Form of Assessment : Test	Test 2 X 50	Material: Material 1-7 References: Heward, WL 2009. Exceptional children: An introduction to special education (9th ed.)	10%
9	Analyzing gifted children's learning strategies	• Explain learning strategies for gifted children	Criteria: 1.4: mention 2 fields and explain them correctly. 2.3: mention 2 fields, and explain what is wrong. 3.2: mentions 2 fields, explains everything wrong 4.1: call wrong and explain wrong. Form of Assessment : Project Results Assessment, Porduct Assessment, Portfolio Assessment	Case study, reflection 2 X 50	Material: Material 9 Bibliography: Gargiulo, Richard M. 2012. Special Education in Contemporary Society: An Introduction to Exceptionality. United State of America: Sage Publications, Inc	5%

10	Applying the basics and principles of a differentiated curriculum	 Develop a learning program plan for gifted children Analyzing the role of models and taxonomies in curriculum planning 	Criteria: 1.4: correct according to theoretical and empirical, 2.3: theoretically correct, empirically partly incorrect; OR theoretical is partially wrong, empirical is correct, 3.2: theoretical is partly wrong, and empirical is partly wrong 4.1: theoretical is wrong, empirical is wrong Form of Assessment : Project Results Assessment / Product	ScientificCollaborative 2 X 50	Material: Material 10 References: Cullatta, Richard A et al. 2003. Fundamentals of Special Education, What Every Teacher Needs to Know. New Jersey : Pearson Education	5%
11	Implementing differentiated activities like gifted children using Bloom's taxonomy or Williams model	 Explains the basics of differentiated activities for gifted children Analyzing differentiated activities for gifted children using the Williams model 	Criteria: 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong Form of Assessment : Project Results Assessment / Product Assessment	Scientific discussion 2 X 50	Material: Material 11 References: Heward, WL 2009. Exceptional children: An introduction to special education (9th ed.)	10%
12	Implementing learning strategies for gifted children in inclusion classes	 Implement learning strategies for gifted children in inclusion classes 	Criteria: 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong Form of Assessment : Project Results Assessment / Product Assessment	ScientificCollaborative 2 X 50	Material: Material 12 Bibliography: Heward, WL 2009. Exceptional children: An introduction to special education (9th ed.)	10%
13	Implement activity differentiation strategies according to content and material for gifted children in inclusion classes	 Explain the basics of differentiation of material content Analyze the key components of the curriculum for gifted children 	Criteria: 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong Form of Assessment : Project Results Assessment / Product Assessment	Scientificdiscussioninquiry 2 X 50	Material: Material 13 References: Ichrom, M.Sholeh YA 1996. Identification and Early Education of Gifted Children, Jakarta: Depdikbud.	10%

14	Implementing strategies for differentiation of material content and processes based on multiple intelligence for gifted children in inclusion classes	 Explain the basics of differentiation of material content and process Analyzing the key components of the curriculum based on the multiple intelligences of gifted children 	Criteria: 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong Form of Assessment : Project Results Assessment / Product Assessment	scientificHumanisticDiscussion 2 X 50	Material: Material 14 Reference: Maker, CJ 1993. Creativity, intelligence, and problem solving: A definition and design for cross-cultural research and measurement related to giftedness Gifted Education International, 9 (2), 68 –	10%
15	Criticizing the basics of counseling for gifted children	• Explain the basics of counseling for gifted children	Criteria: 1.4: correct content, coherent/coherent, maximum length 150 words. 2.3: correct content, not coherent/coherent, maximum 150 words, 3.2: partially incorrect content, not coherent/coherent, less than 100 words long, 4.1: wrong content Form of Assessment : Project Results Assessment / Product Assessment	Humanisticdiscovery 2 X 50	Material: Material 15 References: Munandar, Utami . 1995. Developing the Creativity of Gifted Children, Jakarta: Depdikbud.	10%
16	UAS	UAS	Criteria: 10 questions with a weight of 5-10 each Form of Assessment : Test	UAS 2 X 50	Material: Material 1 to the end References: Munandar, Utami. 1995. Developing the Creativity of Gifted Children, Jakarta: Depdikbud.	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	13%
2.	Project Results Assessment / Product Assessment	57.5%
3.	Portfolio Assessment	4.5%
4.	Test	25%
		100%

Notes

- 1. Learning Outcomes of Study Program Graduates (PLO Study Program) are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process
- 2. The PLO imposed on courses are several learning outcomes of study program graduates (CPL-Study Program) which are used for the
- formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge. 3. Program Objectives (PO) are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material
- or learning materials for that course.
- 4. Subject Sub-PO (Sub-PO) is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- 5. Indicators for assessing ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 6. Assessment Criteria are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- 7. Forms of assessment: test and non-test.
- 8. Forms of learning: Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning. Learning Methods: Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning,
- 9. Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- 10. Learning materials are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 11. The assessment weight is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- 12. TM=Face to face, PT=Structured assignments, BM=Independent study.