Spring Program for the Gifted and Talented 2011 (Activity Summary and Snapshots)

1. Course Application

Spring Program for the Gifted and Talented 2011 was organized by the Program for the Gifted and Talented (PGT) from April 26 to June 4, 2011. The program was specially designed for Primary 3 to Secondary 7 gifted students, with the aim of enhancing students' knowledge and talents in different domains. A total of more than 600 applications were received this year. After the selection process, about 400 students were admitted into the program and 40 of them were awarded with one of our scholarships: Madam LO TSE Yin Man Scholarship, Scholarship from Parents' Donation or Scholarship from PGT.

2. Activity Snapshots

Among the 27 courses conducted in the *Spring Program for the Gifted and Talented 2011*, 16 courses were opened for primary students and 11 for secondary students. Courses covered the areas of creativity, languages, mathematics, oral skills training, arts, biological and medical sciences, natural sciences, social sciences (economics and psychology) and personal development. Under the supervision of the instructors, students learned through lectures, games, discussions, experiments and field trips, and consolidated their knowledge and skills by collaboration with classmates. They also got to know fellow students and widened their social network in the process. The following are photos of class activities:

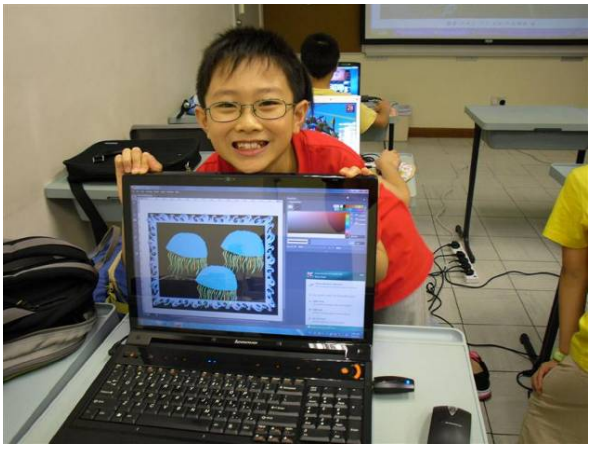
Primary Section

Students of *Writing Fun in an English World* were asked to design recipes, prepare the ingredients, and demonstrate how to make the dish through a mini cooking competition so as to sharpen their English writing skills and build up their confidence in presenting in front of the class.

Students in the *Creative Thinking Training Course* polished their problem-solving skills and learned to corporate with one another through a group activity called the Zoo in which they had to communicate with each other using non-verbal methods.

Students in *Introduction to Mathematical Puzzles 2011* playing the Matches Game. With the guidance of the instructor, students learned to find their own ways to effectively solve the puzzles.

The instructor of *A Colourful World – Painting and Craft Studio* provided ideas and stimulation for the students to make a picture of a tree using a collage of stamped leaves. Through painting and reflection, they learned to appreciate and treasure the nature.



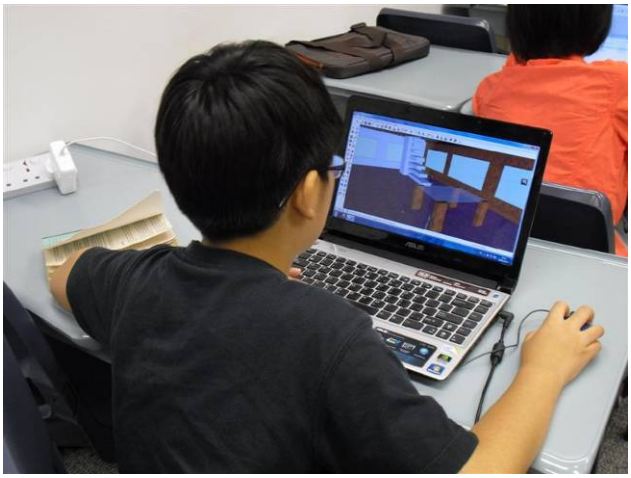
A student in *Creative Digital Art Classroom — Life in the Deep* applied what he learned to draw a picture of jellyfish. He presents it with a satisfactory smile as shown in the picture.

Students at the *Creative Thinking via Drama* act as their imaginary role, trying to protect the oak tree of their village. Through role-playing, students learned to use language appropriate to their role as they presented their arguments.

The instructor of *Comprehensive Oral Skills Training (Advanced)* giving feedback on the spot to a student, praising his performance and helping him polish his presentation skills.

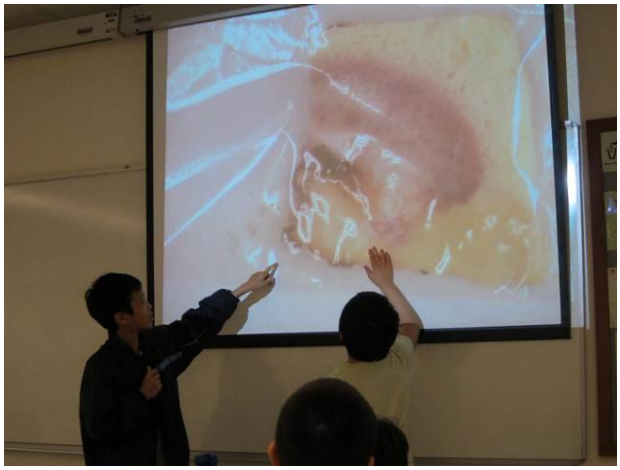
In the course *Be a Gifted Leader*, students strengthened their skills on critical thinking, self-management, communication and leadership through project-based learning and oral presentation. Photo on the right depicts their finished products of their projects.

Comprehensive Oral Skills Training equipped students with both theoretical knowledge and practical training. A student speaks in front of the class while receiving immediate feedback from the instructor.



A student in *Creative Digital Art Classroom ─ 3D Digital Models for Beginners* creates a 3D image of a model as he learns to present his artistic ideas in a three-dimensional medium.

Two Students in *Painting an English World with Words* demonstrate the recipe of a dish that they have prepared for the class. The instructor added on the students' presentation so as to expand their lexicon and improve their English vocabularies.



The instructor of *Dear Cells!* introduced students to the biology of cells and germs. Students shown are presenting the growth of mold they collected on pieces of bread, in an experiment that shows how the germs are affected by different environments.

Students in *Mathematical Puzzles 2011* learned problem solving strategies through different puzzles and games. Students shown are playing a game called Lizard Checkers that utilize the students' reverse thinking skills and help them to pinpoint the keys to problem-solving.

In *Mathematical World Beyond Imagination*, students were encouraged to solve challenging mathematics problems through different activities like games, competitions. A student challenges a difficult problem that the instructor presented during class.

In the course *Scientific Study of Genetics Through Fruit-flies*, students had the opportunity to carry out experiments on fruit-flies with a simple procedure of DNA extraction.

In the course *Get to Know Yourself*, the instructor led students to engage in different activities that helped them explore their strengths and qualities in different aspects. Students shown are exploring the strengths of their physical self through a game in class.

Secondary Section

Instructor of *Funny Laboratory of Earth Science I* arranged experiments and field trips to give students first-hand understanding about the Earth Science. Students shown are carrying out a stimulation of a volcanic eruption to gain a better understanding on the theories behind volcanic formation.

Students in *Creative Digital Art Classroom — Web Gallery Design for Beginners* learned practical skills on how to create a personal web gallery. After learning the basic skills, students tried to create their personal webpage. Instructor shown is giving immediate feedback to the student to help improve her skills.

The instructor of *Logic and Problem-solving Skills* presented different logical, deduction and analyzing skills, to give students a solid foundation on rational analysis. Students were also introduced to higher level logic concepts such as the game theory to broaden their horizons.

Through lectures, field trips and experiments, students in *Aspects of Chinese Medicine* learned about different types of Chinese herbal medicine, including the identification and the usage of various common Chinese herbs.

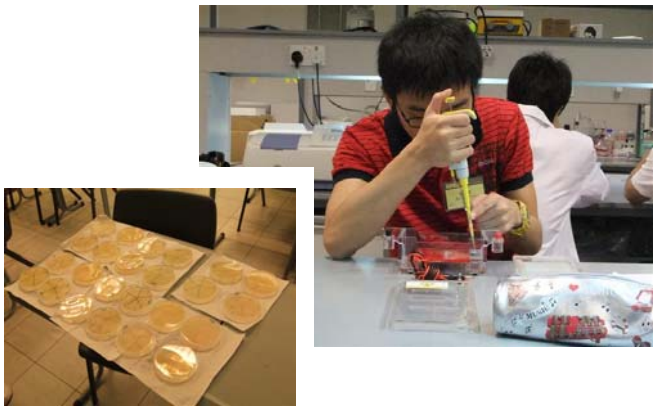
The instructor of *Workshop on Public Speaking Skills* employed an interactive teaching method. Through the preparation, presentation, evaluation and reflection on their own oral presentations, students' skills and confidence in public speaking were improved.

Dr. Chung, the instructor of *The Wonderful Marine Organisms* emphasized the message of nature conservation, teaching students through lectures, experiments and outings on marine life and organisms.

Students in *The Psychology of Thinking: An Introduction* were introduced to the process of cognitive thinking and decision making in human beings. Students were encouraged to review their thinking process and develop the most effective ways of decision making.

Apart from learning economic theories, students of *Economics Zone* were also led to apply these theories into daily life and explain common societal phenomena in new perspectives.

In *Back-of-envelope Calculation and Probability Modeling,* students learned about the probability models and applied what they learned to solve the problem of cutting a large cube of fish cake into 3 equal triangular cones.



Students in *Genes, Cells and Biotechnology* perform experiments related to life science at the University's laboratory. They were introduced to topics including genetics and DNA, cancer cells, and various biomedical procedures.

In *Introduction to Cognitive Science — A Thematic Study Group*, after the instructor had introduced basic concepts, students presented the key points and their opinions to the class according to their reference book on Cognitive Science. These students showed strong interest in psychology and were keen on participating in discussions.

3. Feedback and Overall Comments from Student Participants

In order to know more about students' understanding and comments towards the courses, they were asked to fill out a course evaluation form at the end of each course. The evaluation form included items assessing students' overall satisfaction to the course they attended on a scale of 1 (very dissatisfied) to 5 (very satisfied). All classes in the Spring Program were rated with an overall satisfaction of 4 or above, with 10 classes receiving an overall satisfactory rating of 4.5 or above, these classes included: *Creative Digital Art Classroom - Life in the Deep, Comprehensive Oral Skills Training - Advanced Course, Comprehensive Oral Skills Training, Creative Digital Art Classroom - 3D Digital Models for Beginners, Dear Cells!, Funny Laboratory of Earth Science I, Logics and Problem-solving Skills, Workshop on Public Speaking Skills, Wonderful Marine Organisms,* and *Economics Zone.*

The followings are some of the comments from our students:

"Introduction to Mathematical Puzzles 2011"

我覺得很開心，能學會很多知識

I like the "Chessboard games" because it's a mixture of Math and Chess. I also like the "curvy lines".

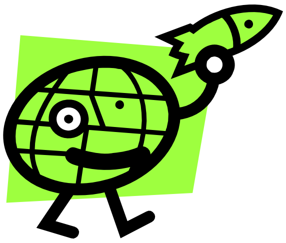
對這個課程最深刻的是：自選神州大地的遊行，因為大家都去了同一個地方，非常神奇！

"A Colourful World — Painting and Craft Studio"

如果可以時間多些比較好。

^_^ 開心 ^_^

連起來一起創作一個世界。



"Creative Digital Art Classroom — Life in the Deep"

它令我對Design這一項工作更了解，可以幫助我做工作(我是個Designer)

可多加一點時間上課

最後一課 - shells

"Creativity Training via Drama"

我對這個課程最深刻或喜歡的是：

傳電，running writing

做戲很好玩。

我覺得很開心。

希望下年可以再玩。

“Comprehensive Oral Skills Training – Advanced Course”

我對這個課程最深刻或喜歡的是：

辯論、持物演說、朗讀

導師非常友善！

我很喜歡這個課程，還認識了不少朋友!!

其他感受：

Happy！很好玩！

“Be a Gifted Leader"

我對這個課程最深刻或喜歡的是：

專題研習

·和組員成功完成專題研習
·書報紙考
·到兒童探知館

其他感受：

覺得遊戲很好玩！希望[illegible]加多幾堂！

非常開心。

“Comprehensive Oral Skills Training”

學會了很多口才的技巧，對我日後interview或演說很有幫助。

我最喜歡朗誦古詩和講笑話。

其他感受：

開心！

依依不捨

非常開心，學到很多東西

“Creative Digital Art Classroom – 3D Digital Models for Beginners”

我對這個課程最深刻或喜歡的是：

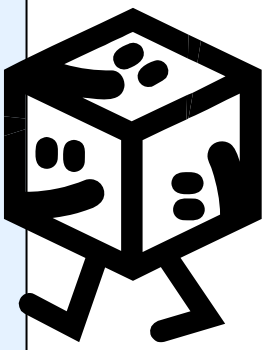
I loved everything this course has taught me and everything I did in the course was very interesting.

我對這個課程的建議是：

我希望可以把上課時間加長些。

我對這個課程最深刻或喜歡的是：

做完 final Project 十成功感



“Painting an English World with Words”

Please state what you like or impressed you the best

Rewriting a song.

Very Good.

The workshop is fun and full of creativity. I love it! ^^

Recommendation for the workshop

I hope to recommend to others. >< v

“Dear Cells！”

我對這個課程最深刻或喜歡的是：

用顯微鏡看蔬菜皮洋蔥的細胞。

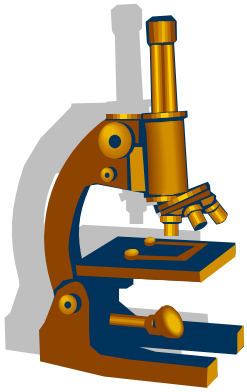
學會關於細胞的東西。

我對這個課程的建議是：

可以增多天數(幾日)

其他感受：

感到很有成功感



“Mathematical Puzzles 2011”

我對這個課程最深刻的是交流意見的時候因為可以互相分享。

I like to play the "Mancala" game, because it didn't include luck. I also like the lesson about tangram, it can improve my skills, I can do it much faster.

我覺得很開心和知多了一些數學的遊戲。

我對這個課程最喜歡的地方就是所有平面拼圖和不同七巧板的技巧。這些遊戲令我對數學的認識增長。

“Mathematical World Beyond Imagination”

我對這個課程最深刻或喜歡的是：

當中能學到更有趣學知識。

魔術 Novel games

分組活動

天台 形

不不 遊戲

合24

“Scientific Study of Genetics Through Fruit-flies”

我對這個課程的建議是：

多些上課時間，做多些實驗，加進階班專門觀察！

我對這個課程最深刻或喜歡的是：

最後一天個實驗

覺得老師好作文！！！

“Get to Know Yourself”

我對這個課程最深刻或喜歡的是：

更體現我，因為很多都是我以前不知道的！

我對這個課程的建議是：

加些課節

其他感受：

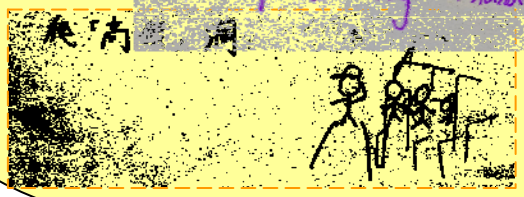
很高興能參與是次課程，如有這類課程，我會繼續參與！

“Funny Laboratory of Earth Science I”

我對這個課程最深刻或喜歡的是：

In-class experiments

Field trip to High-Island Reservoir (climbing rocks)



“Creative Digital Art Classroom – Web Gallery Design for Beginners”

我對這個課程最深刻或喜歡的是：

I can made my own 1st website

可以設計自己的網站

其他感受：

幾好

“Logic and Problem-solving Skills”

最深刻：相對論

最喜歡：Paradox（Apollo 計劃的影片）

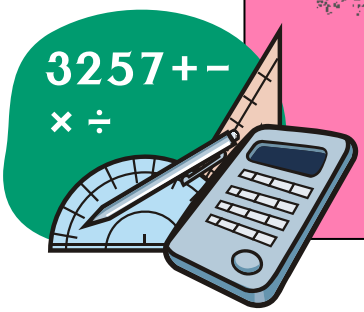
我對這個課程的建議是：

節數太少，只有三日。如有更多節數，能更深入問題

其他感受：

Good. I have learnt many things. I will attend this workshop in the future.

Thanks a lot, Prof Chan =) You taught me a lot =)
Hope we will meet in the future! =D



“Aspects of Chinese Medicine”

我對這個課程最深刻或喜歡的是：

刮痧和拔罐　中醫基礎理論

我對這個課程的建議是：

可略略講解西生物化學

“Workshop on Public Speaking Skills”

我對這個課程最深刻或喜歡的是：

創意及論辯式演講

自己在出來講五分鐘

其他感受：

這個課程可以針對演講，對平時很有很大的幫助所以我很喜歡這個課程。

“The Wonderful Marine Organisms”

我對這個課程最深刻或喜歡的是：

到大埔公路看紅樹林及海邊的生態

I like the most are the experiments, it was very interesting to know what is lice in the deep ocean.

我對這個課程的建議是：

增加多些實驗

其他感受：

- 十分有意義
- 很開心

“The Psychology of Thinking: An Introduction”

Please state what you like or impressed you the best

Overall, I liked the content of this course. It is interesting and made me wanna to study Psychology. I found the Game Theory section most interesting.

Game Theory is quite interesting

The professor is very humorus, I feel more relax.

Other opinions

It is funny! =) overall

“Economics Zone”

導師分享他的故事.

我對這個課程最深刻或喜歡的是：

沒有答案的問題，令我思考更多.

其他感受：

- 導師很風趣

我對這個課程的建議是：

More lesson time eg. 2Q lessons

Wonderful!!!

“Back-of-envelope Calculation and Probability Modelling”

我對這個課程最深刻或喜歡的是：

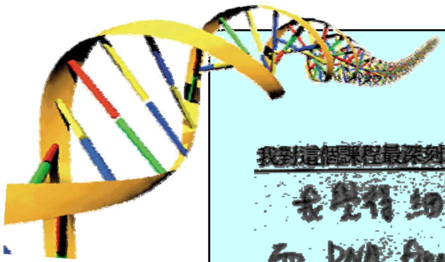
- dimensional analysis.
- more about Probability.

內容有趣，生活化.
導師幽默生動

其他感受：

I have enjoyed this course very much.

內容十分實用



"Genes, Cells and Biotechnology"

我對這個課程最深刻或喜歡的是：

我覺得細菌培植很有趣，它讓我們了解細菌的生長！而 DNA fingerprinting 和 Biotechnology 的講解亦很有趣，對於自己能做到大學程度的實驗更是十分好！

可以參觀大學的實驗室，接觸中學不教授的範圍

了解更多 DNA, genetics 的 knowledges, polymorphism, PCR reaction 等中學課程中學不到的東西，very innovative, excellent!!

其他感受：

跟一班同學一齊交流很開心 :(

"Introduction to Cognitive Science — A Thematic Study Group"

Please state what you like or impressed you the best

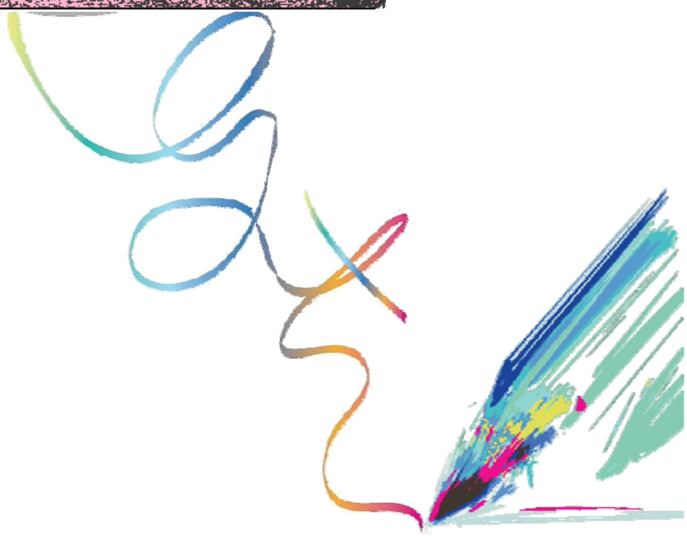
I especially like the session talking on consciousness, as it was ~~the~~ most abstract ~~and~~ part in the scope of cognitive science.

Each student has to make a presentation on a topic.

→ The form of learning, which include presentations & interactions between professors and students

Other opinions

This course was far more engaging than regular ~~courses~~ classes; I'll miss it!



4. Parent Activities

To help parents better understand their gifted children and develop effective parenting and communication skills, the Program for the Gifted and Talented organized 9 sessions of parent seminars and workshops, namely *Gifted Education and Related Resources in Hong Kong* (3 sessions), *Getting to Know Children – the Cognitive and Affective Characteristics and Needs of Gifted Students*,「知孩善導 ── 知孩篇(十二至十六歲組別)」、「協助資優子女展潛能」、「親子溝通:「代溝」還是「待溝」?」、「透過數碼藝術提升創意和學習技能」and *Raising a Gifted Child: Capturing "Parentable" Moments* during the course of the Spring Program. Prof. David Yun DAI from United States shared his valuable experiences in the parent seminar under the last mentioned topic. In the parent seminar, Prof. DAI pointed out the key to nurture gifted children was to capture "Parentable" moments. Building children's strengths and resilience was an important goal of parenting. Parents should support their children to cope with the setbacks and failures faced in order to promote their growth.

For further information about the Spring Program for the Gifted and Talented 2011,
please call us at 2603-7444 / 2603-7463 / 2603-7485.