

References

- Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R.,... Wittrock, M. C. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. (Complete edition). New York: Longman.
- Assouline, S. G., Colangelo, N., & VanTassel-Baska, J. (2015). *A nation empowered: Evidence trumps the excuses holding back America's brightest students*. Iowa City, IA: Connie Berlin & Jacqueline N. Blank International Center for Gifted Education and Talent Development.
- Bloom, B. S. (Ed.), Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook 1: Cognitive domain*. New York: David McKay Co., Inc.
- Bolton, G. M. (1986). *Selected writings on drama in education*. New York: Longman Inc.
- Boud, D., Keogh, R., & Walker, D. (1985). *Reflection: Turning reflection into learning*. London: Routledge.
- Brody, L., & Benbow, C. (1987). Accelerative strategies for the gifted: How effective are they? *Gifted Child Quarterly*, 3, 105-110.
- Chan, D. W. (1999). Counselling gifted students in Hong Kong: A critical need. *Educational Journal*, 27(2), 145-154.
- Chan, D. W. (2003). Adjustment problems and multiple intelligences among gifted students in Hong Kong. The development of the revised Student Adjustment Problems Inventory. *High Ability Studies*, 14(1), 41-54.
- Chan, D. W. (2008). Gifted education in China: Reflections and challenges. In S. T. Hann & M. W. Lewis (Eds.), *Education in China: 21st century issues and challenges* (pp. 39-59). Hauppauge, NY: Nova and Science.
- Chan, D. W. (2018). Gifted education in Asia. In S. I. Pfeiffer (Ed.), *APA handbook of giftedness and talent* (pp. 71-84). Retrieved from <http://dx.doi.org/10.1037/0000038-024>
- Clark, B. (2002). *Growing up gifted: Developing the potential of children at home and at school* (6th ed.). Ohio, NJ: Merrill/Prentice Hall.
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Boston, MA: D.C. Heath & Co Publishers.
- Education Bureau. (n.d.). *Chapter 2: Content and implementation mode of school-based gifted development programmes*. Retrieved from <https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/gifted/guidelines-on-school-based-gifted-development-programmes/chapter-two.html>
- Education Bureau. (2019). *Gifted Education*. Retrieved from <http://www.edb.gov.hk>
- Education Commission. (1990). *Education Commission Report No.4*. Hong Kong: Hong Kong Government.

- Education Department. (2000). *The development of gifted education in Hong Kong*. Hong Kong: Hong Kong Government.
- Feldhusen, J. (1982). Meeting the needs of gifted students through differentiated programming. *Gifted Child Quarterly*, 26, 37-41.
- Feldhusen, J., Hansen, J., & Kennedy, D. (1989). Curriculum development for GCT teachers. *Gifted Child Today Magazine*, 12(6), 12-19.
- Francek, M. (2018). "What is gallery walk?" *Starting point-teaching entry level geoscience*. Retrieved from <https://serc.carleton.edu/introgeo/gallerywalk/what.html>
- Gardner, H. (1983). *Multiple intelligences: The theory in practice*. New York: Basic Books.
- Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.
- Griggs, S. A., & Dunn, R. S. (1984). Selected case studies of the learning style preferences of gifted students. *Gifted Child Quarterly*, 28, 115-119.
- Hayes, J. R., & Flower, L. S. (1980). Identifying the organization of writing processes. In L. W. Gregg & E. R. Steinberg (Eds.), *Cognitive processes in writing* (pp. 3-30). Hillsdale, NJ: Erlbaum.
- Hui, A. N. N., & Lau, S. (2010). Formulation of policy and strategy in developing creativity education in four Asian Chinese societies: A policy analysis. *Journal of Creative Behavior*, 44, 215-235. Retrieved from <http://dx.doi.org/10.1002/j.2162-6057.2010.tb01334.x>
- Kanevsky, L., & Keighley, T. (2003). To produce or not to produce? Understanding boredom and the honor in underachievement. *Roepers Review*, 26, 20-28. Retrieved from <http://dx.doi.org/10.1080/02783190309554235>
- Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory into Practice*, 41(4), 212-218.
- Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (Eds.). (1964). *Taxonomy of educational objectives: The classification of educational goals. Handbook II: Cognitive domain*. New York: David McKay.
- Little, C. A. (2018). Teaching strategies to support the education of gifted learners in Asia. In S. I. Pfeiffer (Ed.), *APA handbook of giftedness and talent* (pp. 371-385). Retrieved from <http://dx.doi.org/10.1037/0000038-024>
- Maker, C. J. (1982). *Curriculum development for the gifted*. Rockville, MD: Aspen.
- Maker, J. C., & Nielson, A. B. (1996). *Curriculum development and teaching strategies for gifted learners*. Austin, TX: Pro-Ed.
- Marland, S. P., Jr. (1972). *Education of the gifted and talented: Vol. 1. Report to the Congress of the United States by the U.S. Commissioner of Education*. Washington, DC: U.S. Government Printing Office.

- Matthews, D. J., & Foster, J. F. (2009). *Being smart about gifted education: A guidebook for educators and parents* (2nd ed.). Scottsdale, AZ: Great Potential Press.
- Ogle, D. M. (1986). K-W-L: A teaching model that develops active reading of expository text. *The Reading Teacher*, *39*, 564-570.
- Olatoye, R. A., Akitunde, S. O., & Ogunsanya, E. A. (2010). Relationship between creativity and academic achievement of business administration students in South Western Polytechnics, Nigeria. *An International Multi-Disciplinary Journal*, *4*(3a), 134-149.
- Peterson, J. S. (2015). School counselors and gifted kids: Respecting both cognitive and affective. *Journal of Counseling and Development*, *93*, 153-162.
- Reis, S. M., & Purcell, J. H. (1993). An analysis of content elimination and strategies used by elementary classroom teachers in the curriculum compacting process. *Journal for the Education of the Gifted*, *16*, 147-170. Retrieved from <http://dx.doi.org/10.1177/016235329301600205>
- Renzulli, J. S. (1978). What makes giftedness? Re-examining a definition. *Phi Delta Kappan*, *60*(3), 180-261.
- Renzulli, J. S. (2003). The schoolwide enrichment model: An overview of the theoretical and organizational rationale. *Gifted Education International*, *18*, 4-14.
- Renzulli, J. S. (2010). *The three-ring conception of giftedness: A developmental model for promoting creative productivity*. Retrieved from <https://www.cambridge.org/core/terms>
- Renzulli, J. S., & Reis, S. M. (1994). Research related to the schoolwide enrichment model. *Gifted Child Quarterly*, *38*, 2-14.
- Renzulli, J. S., & Reis, S. M. (1997). *The schoolwide enrichment model: A how-to guide for educational excellence*. Mansfield Center, CT: Creative Learning Press.
- Renzulli, J. S., & Reis, S. M. (2014). *The schoolwide enrichment model: A how-to guide for talent development*. Waco, TX: Prufrock Press Inc.
- Renzulli, J. S., & Renzulli, S. R. (2010). The schoolwide enrichment model: A focus on student strengths and interests. *Gifted Education International*, *26*, 140-156. Retrieved from <http://dx.doi.org/10.1177/026142941002600303>
- Rogers, K. B. (2007). Lessons learned about educating the gifted and talented: A synthesis of the research on educational practice. *Gifted Child Quarterly*, *51*, 382-396. Retrieved from <http://dx.doi.org/10.1177/0016986207306324>
- Salovey, P., Bedell, B. T., Detweiler, J. B., & Mayer, J. D. (2000). Current directions in emotional intelligence research. In M. Lewis & J. M. Haviland-Jones (Eds.), *Handbook of emotions* (2nd ed., pp. 504-520). New York, NY: Guilford Press.
- Silverman, L. K. (1994). Affective curriculum for the gifted. In J. VanTassel-Baska (Ed.),

- Comprehensive curriculum for gifted learners* (pp. 325-346). Massachusetts: Allyn and Bacon.
- Stauffer, R. G. (1969). *Directing reading maturity as a cognitive process*. New York: Harper & Row.
- Sternberg, R. J. (2003). Creative thinking in the classroom. *Scandinavian Journal of Educational Research*, 47(3), 325-338.
- Sternberg, R. J., & O'Hara, L. A. (1999). Creativity and intelligence. In R. J. Sternberg (Ed.), *Handbook of creativity* (pp. 251-272). New York: Cambridge University Press.
- Sternberg, R. J., & Reis, S. M. (Eds.). (2004). *Definitions of giftedness*. Thousand Oaks, CA: Corwin Press.
- Tomlinson, C. A. (1994). Gifted learners: The boomerang kids of middle school? *Roeper Review*, 16, 177-182.
- Tomlinson, C. A. (2000). *Differentiation of instruction in the elementary grades*. Retrieved from <http://files.eric.ed.gov/fulltext/ED443572.pdf>
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A. (2019). *What it means to teach gifted learners well?* Retrieved from <https://www.nagc.org/resources-publications/gifted-education-practices/what-it-means-teach-gifted-learners-well>
- Tomlinson, C. A., Kaplan, S. N., Renzulli, J. S., Purcell, J., Leppien, J., & Burns, D. (2002). *The parallel curriculum: A design to develop high potential and challenge high-ability learners*. Thousand Oaks, CA: Corwin Press.
- Tuttle, F. B., Becker, L. A., & Sousa, J. A. (1988). *Program design and development for gifted and talented students*. Washington, DC: National Education Association.
- VanTassel-Baska, J. (1986). Effective curriculum and instructional models for talented students. *Gifted Child Quarterly*, 30, 164-169.
- VanTassel-Baska, J. (1994). Language arts curriculum for the gifted, In J. VanTassel-Baska (Ed.), *Comprehensive curriculum for gifted learners* (2nd ed., pp. 129-165). Necedham Heights, MA: Allyn & Bacon.
- VanTassel-Baska, J. (2003). *Curriculum planning and instructional design for gifted learners*. Denver, CO: Love Publishing.
- VanTassel-Baska, J. (2008). *Assessment of gifted students*. Waco, TX: Prufrock Press.
- VanTassel-Baska, J. (2018). Considerations in curriculum for gifted students. In S. I. Pfeiffer (Ed.), *APA handbook of giftedness and talent* (pp. 371-385). Retrieved from <http://dx.doi.org/10.1037/0000038-023>
- VanTassel-Baska, J., & Chandler, K. L. (2013). *Info-booklet: Differentiation for gifted learners in practice*. Hong Kong: Hong Kong Academy for Gifted Education.

- VanTassel-Baska, J., Cross, T. L., & Olenchak, F. R. (Eds.). (2009). *Social-emotional curriculum with gifted and talented students*. Waco, TX: Prufrock Press Inc.
- VanTassel-Baska, J., & Stambaugh, T. (2005). Challenges and possibilities for serving gifted learners in the regular classroom. *Theory into Practice, 44*, 211-217.
- Wallas, G. (1926). *The art of thought*. New York: Harcourt Brace.
- Wan, S. W. Y. (2016). Differentiated instruction: Hong Kong prospective teachers' teaching efficacy and beliefs. *Teachers and Teaching, 22*(2), 148-176.
- Wilson, L. O. (2019, March 28). *The second principle*. Retrieved from <https://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/>

參考文獻

- 丁旭輝 (2000)。《台灣現代詩圖像技巧研究》。高雄：春暉出版社。
- 文英玲 (2005)。〈神話文學在小學閱讀教學的應用〉。《中國語文通訊》，74，11-21。
- 周元 (1992)。《小學語文教育學》。上海：華東師範大學出版社。
- 林文琪 (2019)。《我寫·我思·我在：反思寫作教學的理論與實踐》。台北：五南。
- 林世仁 (2013)。《文字森林海》。台北：親子天下。
- 林玫君 (2005)。《創造性戲劇之理論與實務》。台北：心理。
- 香港心理衛生會賽馬會恆健坊 (2017年2月20日)。〈識己識人 用攝影「對焦生命」〉。《文匯報》。取自<http://paper.wenweipo.com/2017/02/20/ED1702200034.htm>
- 香港考試及評核局 (2019)。《全港性系統評估小學評估試卷及評卷參考》。取自<https://www.bca.hkeaa.edu.hk/web/TSA/zh/PriPaperSchema.html>
- 祝新華 (2001)。〈從學生作文心理角度開展作文教學改革〉。《課程、教材、教法》，3，20-24。
- 陳正治 (1982)。《兒童詩寫作研究》。台北：五南圖書出版股份有限公司。
- 陳偉業、盧浩元、梁玉麒與黃幹知 (2015)。《相入非扉》。香港：策馬文創有限公司。
- 袁珂 (1950)。《中國古代神話》。上海：商務印書館。
- 郭靜姿 (2000)。〈談資優學生的特殊適應問題與輔導〉。《資優教育季刊》，75，1-6。
- 郭靜姿 (2013)。〈如何實施資優學生的區分性教學?〉。《資優教育季刊》，127，1-11。
- 郭靜姿、胡純、吳淑敏、蔡明富與蘇芳柳 (2003)。《特殊需求學生特質檢核表》。台北：國立台灣師範大學特殊教育中心。
- 張玉佩 (2001)。〈以讀書治療來進行資優學生的情意教育〉。《資優教育季刊》，80，20-30。
- 張永德 (2011)。〈閱讀促進寫作：文學作為學習資源的思考〉。載於香港教育局課程發展處中國語文教育組 (主編)，《涓活清泉：小學中國語文課程的探索與實踐》(頁 171-182)。香港：香港教育局

課程發展處中國語文教育組。

教育局（2003）。《校本資優培育課程指引》。取自<https://www.edb.gov.hk/tc/curriculum-development/major-level-of-edu/gifted/guidelines-on-school-based-gifted-development-programmes/index.html>

教育局（2008）。《小學中國語文建議學習重點（試用版）》。香港：教育局課程發展處中國語文教育組。

教育局（2014）。《小故事·戲法多》。取自https://www.edb.gov.hk/tc/curriculum-development/major-level-of-edu/gifted/resources_and_support/l_and_t/chi/stories_and_magic.html

教育局（2019）。《資優生情意輔導攻略》。香港：教育局資優教育組。

教育署中文組（2001）。《中小學中文實用寫作參考資料（試用版）》。香港：教育署。

聞一多（1926）。〈詩的格律〉。取自<http://www.guoxue.com/wk/000461.htm>

蒯秀麗（2015）。《小學語文課程與教學實踐研究》。北京：新華出版社。

廖佩莉（2010）。〈加入戲劇元素：角色扮演在小學中國語文科的應用〉。《香港教師中心學報》，9，82-93。

鄭雅方與陳仁富（2012）。《2012年「一圖千言——圖畫書的繽紛世界」學術研討會論文集》。台北：國立屏東教育大學。

魯迅（1924）。《魯迅全集》。北京：人民文學出版社。

課程發展議會（1990）。《小學中國語文課程綱要》。香港：教育署。

課程發展議會（2008）。《小學中國語文建議學習重點（試用版）》。香港：課程發展議會。

課程發展議會（2017）。《中國語文教育學習領域課程指引（小一至中六）》。香港：課程發展議會。

劉聖宜（無日期）。《中國上古神話》。取自<https://www.chiculture.net/0401/html/c02/0401c02.html>

劉鳳鸞（2002）。〈淺論如何透過兒童文學作品的閱讀與寫作提高資優兒童的創造力〉。《教育曙光》，45，54-59。

謝錫金（1984）。〈中學生的寫作思維過程〉。《語文雜誌》，12，41-54。

謝錫金與林守純（1992）。《寫作新意念》。香港：朗文出版社。

謝錫金與岑偉宗（2000）。《中學中國語文科寫作教學設計》。香港：教育署輔導視學處中文組。

羅青（1978）。《從徐志摩到余光中》。台北：爾雅出版社。