



The 15th Asia-Pacific Conference on Giftedness

APCG2018

Inspiration, Motivation, and Creativity:
Leading the Way to Giftedness

20 - 24 August 2018

Queen Sirikit National Convention Center
Bangkok, Thailand

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G8-OP-02**Developing the school-based student information and talent database system****Hon Sang HO**¹, Lai Kwan CHAN^{2,*}, Xiaoyan SUN², and Man Lun CHENG²¹Shaukiwan Tsung Tsin School, Hong Kong²Jockey Club "Giftedness Into Flourishing Talents" Project, Faculty of Education, The Chinese University of Hong Kong, Hong Kong

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Abstract:

Jockey Club "Giftedness Into Flourishing Talents" Project (Project GIFT), the 3-year initiative funded by The Hong Kong Jockey Club Charities Trust, has closely collaborated with 20 primary and secondary schools and provided them with professional and on-site support to develop school-based talent development and gifted education. Shaukiwan Tsung Tsin School (SKWTTS) is one of the Project Schools. The school has set up the School-based Gifted Education Team since 2003 in response to the 3-tier implementation framework of gifted education laid down by the HKSAR government (Education Department, 2000), and have developed their school-based gifted education policy for nurturing the gifted and talented students. One critical step in implementing school-based talent development and gifted education is to understand the characteristics of students and then provide them with appropriate learning opportunities to cater for their diverse learning needs. In this paper, the development of school-based student information and talent database in SKWTTS is reported. The database system was built to enable teachers and students to work together to gather, record, and use information about students' strengths, interest and abilities so that appropriate programs and curriculum could be provided to develop students' talents and facilitate their learning to address students' diverse learning needs.

After joining Project GIFT in 2017, SKWTTS was supported by a group of professionals, comprising school development officers, scholars in gifted education and IT specialists, from the Faculty of Education, The Chinese University of Hong Kong, to improve the design and content of the database system. Students' information was collected from multiple sources, including school-based student portfolio such as students' academic performance in academic areas and non-academic activities, teachers' observation information, parents' nomination data and students' self-report interests. With the suggestion and support from Project GIFT, students' self-report multiple intelligences profile and learning styles, the non-verbal logical reasoning ability, subject-specific learning ability and creativity were also assessed and included into the database system across 3 phases. With the use of Excel spreadsheets and Visual Basic programming, the school-based Talent Database Management Team updated the student information regularly, managed the data collection process, conducted analysis, and provided technical support to school teachers for using the database system.

With the user interface friendly tools, the school collected comprehensive students' information and formed a systematic digital archive of each student, which largely facilitate teachers' understanding and in-depth comprehension of the characteristics of each student. With the better understanding of students' characteristics, interests, potential and talents, whole-class enrichment curriculum and adaptive teaching and learning strategies could thus be developed to cater for the diverse learning needs of students in the regular classroom. And appropriate school-based pull-out programs could also be developed for students gifted in different specific areas. Such digital system can also facilitate teachers to select and nominate gifted and talented students to participate in various gifted programs outside school.

KEYWORDS:

Hong Kong; Jockey Club "Giftedness Into Flourishing Talents" Project; school-based gifted education; student information and talent database; talent development



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