

## Specification of courses for the book of courses

<b>Study program</b>		Preaschool teacher	
<b>Module</b>		/	
<b>Type and level of studies</b>		Basic vocational studies - 1st level study program (professional bachelor degree)	
<b>Name of the subject</b>		Early identification of Giftedness	
<b>Teacher (for lectures)</b>		/	
<b>Teacher/associate (for practical classes)</b>		Biljana Vujasin	
<b>Teacher/associate (for other forms of teaching)</b>		/	
<b>Year of study when the component is delivered</b>		2	
<b>Semester/trimester when the component is delivered</b>		4	
<b>Number of ECTS</b>		3	<b>Status of the course (compulsory/optional)</b> optional
<b>Condition</b>	None		
<b>Goal of the course</b>	Students need to understand the importance of identifying gifted children at an early age. Students need to get acquainted with theory of giftedness, gain knowledge about ways to identify early giftedness in cognitive development, motorical development, language development, self-help and socialization. Students need to be trained to create challenging situations for expressing child's giftedness.		
<b>The outcome of the course</b>	After the successful completion of the course, students should be able to: 1. use acquired knowledge about approaches, essence and importance of early identification of giftedness; 2. competently identify giftedness of preschool children; 3. apply modern methodologies for early detection of gifts; 4. create situations in which children can express their giftedness.		
<b>Course content</b>			
<b>Theory classes</b>	/		
<b>Practical classes (other forms of teaching, research work during the studies)</b>	Approaches to defining giftedness - intellectual, motoric, linguistic, musical. Process diagnostics - spotting, monitoring and creating challenging situations for expressing and encouraging giftedness. The relationship between the method of defining giftedness and choosing methodological approaches. Identifiers of early giftedness in cognitive development, language development, motorical development, musical giftedness, socialization and self-help. Early Age Identification - pro et contra. Characteristics of motorical skills and natural forms of the movement of gifted toddlers and preschool children. Methods of early identification and encouragement of motorical giftedness. Practical teaching: Introduction and application of early giftedness identification tools.		
<b>Bibliography</b>			
1	Gojков, G., Sturza-Miliћ, N., Gojков- Raјiћ, A., Stoјanoviћ, A. (2002): <i>Рана идентификација</i>		
2	Gojков, G., (2008): <i>Дидактика даровитих</i> . Вршац. Висока школа струковних студија за		
3	Максић, С. (1999): Рана идентификација креативности, у: <i>Зборник бр. 5</i> . Виша школа за		
4	Јанежић, М. (2003): <i>Музичке предиспозиције</i> . Београд. Про Арт.		
5	Андре, Л. (2009): <i>Педагогија музичког конструкта</i> , Београд. Андрејевић.		
<b>Number of active classes per week during a semester/trimester/ year</b>			
<b>Lectures</b>	<b>Practical classes</b>	<b>Research work during the course</b>	<b>Other classes</b>
0	2		1
<b>Teaching methods</b>	Academic presentation, explanation with rhetorical questions, summarizing ideas; presenting problems; conflicting opinions; self-organized and interactive learning; Discussion on a pre-announced topic; anticipation of consequences.		
<b>Mode of delivery</b>		face-to-face	
<b>Knowledge assessment (maximum number of points 100)</b>			
<b>Pre-exam obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
<b>In class activity</b>	20	<b>Written exam</b>	/
<b>Practical classes</b>	/	<b>Oral exam</b>	60
<b>Colloquium</b>	/		
<b>Seminar papers</b>	20		
<b>Language of instruction</b>	Serbian/English		