

Celebrating Ability

The River Runs Through Us: A Telecollaborative Study

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Overview

- Telecollaborative study
- Project design & development
- Foundational skills and attitudes for high ability learners
- Curricular dimensions for gifted learners
- Project implementation
- Reflections for gifted and talented education
- What's changed?

Travel Buddies



- “Monty the Mountie” representing Grade 4/5 Gifted and Talented students, Ranchlands School, Calgary
- “Sheila” and “Roo” representing Level 6 students of Sommerville House, Brisbane

Telecollaborative Study

- Purpose:
 - enrichment opportunity
 - inquiry based learning
 - engagement in an issue of local, national and global concern
 - build a capacity for telecollaboration through digital media
- International collaboration for teachers and students
- Project design and development
 - Four projects
 - Online collaboration in virtual teams
 - Publicize efforts to authentic audience

Foundational Skills and Attitudes for High Ability Learners



- Bloom's (1956) Taxonomy
- Creative Problem Solving (Parnes, 1981) strategies
- Paul's (1991) "Wheel of Reasoning" critical thinking model
- VanTassel-Baska's (2003) "Curricular Dimensions for Gifted Learners"
- Tele-research and telecollaboration (Harris, 2000) skills

Curricular Dimensions for High Ability Learners

- Inquiry into authentic real-world issue
- Emphasis on interdisciplinary connections
- Tune-in to metacognitive component

- Development of:
 - high-order critical thinking and reasoning
 - habits of mind of experts and mentors
 - inquiry-based learning and creative problem solving skills
 - Authentic, broad-based assessment

- Enrichment through pacing, passion, peers, process and product (Pyryt, 2004)

Project Implementation



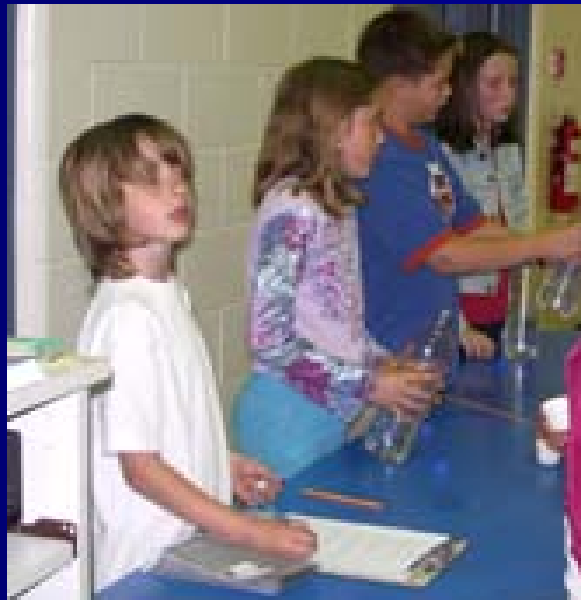
ICT Capacity

Announcements
Introductions
What Do We Know?
Project 1
Project 2
Project 3
Project 4
Virtual Teams
What's New
Discussion Board
Travel Buddy Bruce
Travel Buddy Monty
Tools
Communication

- Elluminate Live – Teacher planning
- Blackboard – communication, file exchange, information sharing and virtual teams
- Netiquette & acceptable use policies– communicating online
- Research – information fluency skills
- Expert modeling of presentation design principles for River Studies
- MS Publisher - Brochures

To Bottle or Not to Bottle?

- Virtual teams
- Taste-testing
- Dissemination of information



Reflections for Gifted and Talented Education

- Provide:
 - opportunities for choice and voice
 - differentiated guided instruction
 - inquiry and problem solving stance
 - time for individual reflection
 - small and large group leadership opportunities
 - a positive learning experience
 - access to technology, expertise, partnership and support for individuals and virtual teams

Student Perspectives

- Most important item I have learned...
- What I liked the most about this project...
- What I liked the least about this project...
- Would I like to do more projects like this one?

What's Changed?

- What current curricular-based issues of local, national and global concern may appeal to gifted and talented students?
- In what ways might we advance 21st century learning skills using Web 2.0 tools in Gifted and Talented Education?

Celebrating Ability

Thank You !

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