



Affective Education Workshop – Self Management (III)

(PGSSW0006)

Introduction

Learning styles refer to students' preferred physical and socio-psychological conditions and preferred learning methods (Dunn & Griggs, 1988). It is not surprising that gifted students have varied learning styles. When teaching style and learning style are at odds, problems may result. Many of us may feel frustrated and uncomfortable in classroom because of our sensitivities and priorities related to learning. While some resist the teaching styles that do not match their own preferences, the others accommodate to fit in the system. The current session helps participants understand why they appreciate some teachers more than others and why they are having troubles in some classes. We will also examine participants' time management skills - the capacity to estimate, allocate, and execute within time constraints. Some overcommitted gifted students are involved in band, orchestra, soccer, chess club, and taking some Advanced Placement courses, and yet still find time to volunteer at the hospital. These students easily get into heated argument with parents on their time management skills. Prioritisation and limitation on their activities could help these students with multipotentiality to balance their busy student life. The session will end with the Dark Side of Competition. Participants will put competition into perspective and discuss the negative feelings found in competitive situations. In short, our third Self Management session covers the following three –

Self Management (III)	Learning Styles
	Dark Side of Competition
	Time Management

Programme

Workshop Series / Intermediate ([Token required](#))

Type / Level

Instructor

Mr Victor Ching, Educational Psychologist (Affective Education), HKAGE



Target Participants



S1 to S3 HKAGE student members, priority will be given to those who attended Affective Education Workshop - Self Management (I).
Class size: 25

Medium of Instruction



Cantonese, with handouts in English

Certificate



❖ A certificate will be awarded to participants who have attended the workshop.

Intended Learning Outcomes



Upon completion of the programme, participants should be able to:

1. Consider how giftedness may affect how they experience stress
2. Learn new responses to stress and unlearn responses that have become bad habits
3. Explore strategies for combating perfectionism

Screening



Please answer the screening question in the online application form.

*The screening question is designed to help the applicant understand the course level and the course content. The question must be answered by the student applicant and it can only be attempted once. The answer cannot be changed once the application is submitted. Selection is based on students' performance in answering the question.

Schedule



Date	Time	Venue
23 Apr 2016	9:30 a.m. – 12:30 p.m.	Room 403, The Hong Kong Academy for Gifted Education, Sha Kok Estate, Sha Tin, N.T..

Application Deadline

5 April 2016

Application Result Release Date

8 April 2016

Enquiries



For enquiries, please contact Mr Wong at Tel: 3940 0104 or Email:

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