



The 7<sup>th</sup> issue of *Gifted Gateway* has been released with contents covering corporate event, the learning opportunities in the HKAGE, a research sharing on “Analysis of Argumentation Techniques of Gifted Students by Investigating their Live Scripts in the Public Examination on Liberal Studies”, Gifted File and the forthcoming student events from September to November. We hope this quarterly e-newsletter can provide student members, parents, educators and people who are interested in gifted education with a source of information and we sincerely wish that this will facilitate student members’ applications for our programmes.

## Corporate Event

The Hong Kong Academy for Gifted Education (HKAGE) and The Education University of Hong Kong (EdUHK) joined hands to launch a one-year 'Pilot Scheme in Promoting Gifted Education to Education Sector' in January this year, offering on-site teacher training programmes to pre-service teachers. Through lesson observation and involvement in affective education programmes at the HKAGE, the participants will find out the importance of affective education.

Supported by City University of Hong Kong (CityU), the HKAGE and The Hong Kong University of Science and Technology rolled out the ‘Big History and Collective Learning’ in Hong Kong. Eight seminars and student forums were organised in February, encouraging secondary students to brainstorm on history and sustainability. In July, the HKAGE and CityU collaboratively held two programmes - ‘Introduction to Stop Motion Animation’ and ‘3D model for revealing the beauty of mathematics’ – to provide gifted students with special learning experiences. Looking ahead, we would seek collaboration with different partners to optimise gifted education.

## Learning Opportunities in the HKAGE

We offer high quality and challenging programmes and services to students in different learning areas. We would like to feature some past programmes from the Leadership Domain in this issue.

### Primary Leadership Programme Highlight

#### Adaptive@ Teens – Adaptive Leadership (AQ&EQ)

How do leadership skills help prepare gifted students for the fast-changing society? Unique by nature, the gifted demonstrate high-level reasoning ability, heightened sensitivity, high sense of worth and values. All these qualities are the foundation for developing advanced abstract thinking ability. The gifted always take the initiative to study a specific topic in great depth, learn independently, and committed to the tasks assigned to them. However, no leader can achieve greatness without help.



Gifted students may easily feel frustrated when dealing with differences among group members. Gifted leaders, in particular, have a hard time settling differences and striving to maintain a balanced peer relationship. Therefore, the gifted should possess Adaptive Leadership to fully utilise their gifts and become great leaders. This kind of leadership emphasises that leaders should be able to adapt to changes and uncertainties and that they are responsible to create conditions which enable dynamic networks of members to achieve common goals in an environment of uncertainty. (Rosalind & Martin, 2011) In view of this, leaders need to address conflicts in the values people hold, or to diminish the gap between the values people stand for and the realities they face (Heifetz, 1994).

Organised by the Hong Kong Academy for Gifted Education and Stewards, the “Adaptive@ Teens – Adaptive Leadership (AQ&EQ)” will introduce the theory of Adaptive Leadership and enhance gifted leaders' EQ & AQ, both of which will determine one's adaptive level and ability to deal with adversities and uncertainties. The course aims to prepare the gifted leaders for inevitable situations, changes and challenges. Through lectures, high-event adventure activities, outdoor training camps and intelligence group challenges, gifted students can expand their worldview by seeing things from others' perspectives. They will also learn how to turn adversities into opportunities, master the art of true leadership and acquire skills to embrace different challenges.



Co-organiser: Stewards

Website: <http://eng.stewards.org.hk/>

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## Secondary Leadership Programme Highlight

### **Becoming a Global Citizen – Leadership in the 21st century**

‘Globalisation’ and ‘Leadership’ have been widely used and heard so many times to the point that they have become clichés with their meanings fading away. Yet, we cannot deny that globalisation is happening, and we cannot deny that to progress with the times, the world, Hong Kong in particular, needs talents who can exercise cross-generational leadership.

At the same time, society becomes increasingly specialist-oriented. Scientists, engineers, business professionals and politicians are contributing to society with their specialties. To take things a step further, the 21<sup>st</sup> century leadership will bridge the gap between these domains. It means that we should embrace technology, explore different areas and understand globalisation better, rather than ignoring or resisting it.



In light of this, the HKAGE offered a course on globalisation and leadership from 1 to 22 April 2017. It was conducted by Inter Cultural Education (ICE), an award-winning social enterprise with the mission to connect people, allowing participants to see the world from diverse perspectives. Students were asked unsolved questions in political philosophy while viewing the changing world through the lens of history as well as behavioural economics. In addition to learning relevant theories, students had face-to-face conversations on global issues with international guests from Nigeria, Japan, Indonesia, Singapore and Germany to gain first-hand information and break the stereotypes as well as generalisation about foreign countries and cultures. Such valuable experience and insights could not be obtained from newspapers or textbooks. Moreover, to build empathy and increase understanding of other parts of the world, ICE also arranged an experiential simulation game (a sort of role play) featuring actors and props, in which students played rural West African coffee plantation workers. The course was wrapped up with a thorough debriefing session on global trade and social innovation.

We hope that future leaders will continue to foster their curiosity and step out of the comfort zone to lead society to a bright 21<sup>st</sup> century.

Co-organiser: Inter Cultural Education Limited (ICE)

Website: <http://interculturaleducation.asia/>



## Research Sharing

### **Analysis of Argumentation Techniques of Gifted Students by Investigating their Live Scripts in the Public Examination on Liberal Studies**

#### **Background**

Liberal Studies (LS) is a new compulsory subject in the Hong Kong Diploma of Secondary Education (HKDSE) starting from 2012. The subject demands students to respond to questions related to various contemporary social issues. Different thinking skills are required, such as problem solving, analytical and critical thinking skills, provision of explanations, and synthesis and evaluation of arguments.

It is found that the performance of student members of the Hong Kong Academy for Gifted Education (HKAGE) in LS public exam relatively clustered at the 'lower level' (i.e., Level 3 or Level 4). This phenomenon may be partly due to the nature of LS questions. However, it may reflect that some student members were weak in expressing their views and arguments in the LS public exam. In this regard, it is worth studying the responses of gifted students to this kind of questions so as to understand their argumentation techniques.

## **Methodology**

To facilitate the retrieval of live scripts, a file containing personal information of student members aged 18 in 2015, who would likely to be candidates of the 2015 HKDSE LS exam, was sent to the Hong Kong Examinations and Assessment Authority (HKEAA). Totally, around 900 students, whose 2015 HKDSE results were available, were identified. From these students, a representative sample of 72 live scripts was selected by HKEAA with all personal information being removed.

The HKDSE LS comprises two exam papers, Paper 1 and Paper 2. Paper 1 consists of three compulsory data-response questions, and Paper 2 consists of three extended-response questions. Candidates are required to answer only one of them. For each of these 72 live scripts, the Paper 2's question and a question selected from Paper 1 were re-marked according to the following eight aspects.

- (i) Understanding and application of relevant knowledge, key ideas and concepts of the subject;
- (ii) Handling of relevant information;
- (iii) Interpretation and analysis of the interdependence among personal, local, national and global issues;
- (iv) Synthesis of opinions/ suggestions;
- (v) Evaluation;
- (vi) Consideration of values and views of others;
- (vii) Respect for evidence; and
- (viii) Communication of ideas

## **Summary of Findings**

For each live script, both paper scores and scores of the eight aspects are available. These scores were analysed, focusing on their differences across various groupings (i.e., grade level, gender, domain and active status). The followings are found:

- (i) As expected, the difference in paper scores between students with lower level performance (i.e., Level 3 or Level 4) and those with higher level performance (i.e., Level 5 or above) was highly significant.
- (ii) A significant difference in paper scores was found between male and female student members. This is in line with the traditional point of view that female secondary students could articulate their explanations and arguments better than their male counterparts.
- (iii) Besides, active student members of the HKAGE (i.e., those who joined at least one course/workshop or competition) did perform significantly better than the inactive ones (i.e., those who never joined a course/workshop or competition) in terms of paper scores.
- (iv) With respect to the scores of the eight aspects, only grouping based on grade level (i.e. Level 3 or 4 vs. Level 5 or above) showed statistically significant differences.
- (v) The students with lower level performance in the LS exam did not do well in the aspects of evaluation and understanding (and application of relevant knowledge, key ideas and concepts of the subject), though quite a number of them were fairly good at synthesis, interpretation and analysis.

With respect to the aspect of evaluation, the sampled scripts showed that a number of these students did not attempt to argue against the opposite views in their responses at all. They simply stated their own positions and directly quoted those data and information already provided in the exam paper to support their own views. Besides, with respect to the aspect of understanding (and application of relevant knowledge, key ideas and

concepts of the subject), the sampled scripts showed that the students with lower level performance used inappropriate/irrelevant concepts and/or used the concepts without any elaborations.

Briefly speaking, to improve our gifted student members' argumentation techniques, when formulating arguments they should thoroughly consider others' concerns and knowledge, who may have different views and background.

## Gifted File

Comics created by Mr Jimmy Wong, Affective Education Division

1) Man-wai, a gifted student, had been performing well academically

2) But things changed when she got promoted to the next grade

3) Though Man-wai wasn't happy about her result of the first test,

4) she actually scored 95

5) The truth is she couldn't get full marks due to minor mistakes

6) and she couldn't let it go because of her perfectionism

7) It almost drives Man-wai to a dead end

8) Since then, she has lagged behind in academic performance

9) Worse still, Man-wai began to slack off

10) and become addicted to mobile games

11) She would only do her homework when her mum yelled at her

12) How can Man-wai's mother handle this situation?

### Recommendations from Affective Education Division

Man-wai is an 'unhealthy perfectionist' who cares too much about imperfection. 'Unhealthy perfectionists' couldn't stop blaming themselves for even a tiny mistake. Instead of trying harder, they tend to escape from reality or just give up if things do not go as perfectly as they wish, so it will be easier for them to accept failure. This mindset will lead to loss of learning motivation, laziness, and even a 'give-up-learning' attitude.



Parents can try the below methods to help children with an 'unhealthy perfectionist' tendency.

1. Care for and encourage your children, recognise their effort instead of simply focusing on their achievements.
2. Show tolerance for your children's mistakes; let them understand that to err is part of the learning process.
3. Do not discuss with others your children's ability and performance, either positively or negatively, when they are around.
4. Do not compare your children's ability and performance with others'.
5. Share with your children your personal experience in tackling challenges and failures.
6. Be your children's role model, embrace challenges and keep trying. When they fail to achieve their goals, tell your kids to appreciate their effort and things they have learnt.

### Forthcoming Student Programmes and Events in September to November 2017 (Free of charge)

Date	Programme/ Event	Target Participant (HKAGE student members)
<b>Mathematics (Primary)</b>		
9,16,23 and 30 Sep 2017	Across Domains and Interdisciplinary Course (Level 1): GamesXMaths ( <a href="#">MATP1051</a> ) <a href="#">Application</a> (Language: Cantonese)	P4 – P6
7,14,21 and 28 Oct,4 Nov 2017	Geometry and Topology Course (Level 1): Fold Up Paper, Brush Up My Math 2 ( <a href="#">MATP2022</a> ) <a href="#">Application</a> (Language: Cantonese)	P4 – P6
9 Sep 2017	Mathematics Talk: Interesting Mathematics in Daily Life ( <a href="#">MATT1210</a> ) <a href="#">Application</a> (Language: Cantonese)	P4 – P6
<b>Mathematics (Secondary)</b>		
23 Aug 2017 Aptitude Test 2, 9, 16, 23 Sep 2017	Maths Ignition – Number Theory ( <a href="#">MATS1113</a> ) <a href="#">Application</a> (Language: Cantonese)	S1 – S3
23 Aug 2017 Aptitude Test 25 Nov 2, 9, 16 Dec 2017	Maths Ignition – Combinatorics ( <a href="#">MATS1114</a> ) <a href="#">Application</a> (Language: Cantonese)	S1 – S3
23 Aug 2017 Aptitude Test 7, 14, 21 Oct, 4 Nov 2017	Numbers and Arithmetic Course (Level 1): Numbers Around Our Life ( <a href="#">MATS1411</a> ) <a href="#">Application</a> (Language: Cantonese)	S1 – S3
<b>Sciences (Primary)</b>		
2 Sep 2017 9:30 a.m. – 1:00 p.m. 9 Sep 2017 3:00 p.m. – 7:00 p.m. 16 Sep 2017 10:30 a.m. – 3:00 p.m.	Coastal Ecology Course (Level 1): On the Same Coast ( <a href="#">SCIP1261</a> ) <a href="#">Application</a> (Language: Cantonese)	P4 – P6
<b>Personal Growth and Social Development (Secondary)</b>		
16 Sept 2017 9:30a.m. – 12:30p.m.	Affective Education Workshop - Self-concept I ( <a href="#">PGSSW0021</a> ) <a href="#">Application</a> (Language: Cantonese)	S1 – S3
21 Oct 2017 9:30a.m. – 12:30p.m.	Affective Education Workshop - Self-concept II ( <a href="#">PGSSW0022</a> ) <a href="#">Application</a> (Language: Cantonese)	S1 – S3

25 Nov 2017 9:30a.m. – 12:30p.m.	Affective Education Workshop - Self-concept III ( <a href="#">PGSSW0023</a> ) <a href="#">Application</a> (Language: Cantonese)	S1 – S3
8 Sept 2017 6:00p.m. – 8:00p.m.	Frivers' nite: Life Education - How the Gifted Interpret Life ( <a href="#">PGSSS0016</a> ) <a href="#">Application</a> (Language: Cantonese)	S1 – S6
13 Oct 2017 6:00p.m. – 8:00p.m.	Frivers' nite: Relieving Stress - Have You Heard of Zentangle? ( <a href="#">PGSSS0017</a> ) <a href="#">Application</a> (Language: Cantonese)	S1 – S6
24 Nov 2017 6:00p.m. – 8:00p.m.	Frivers' nite: Time Management - Prioritising Tasks ( <a href="#">PGSSS0018</a> ) <a href="#">Application</a> (Language: Cantonese)	S1 – S6

### Tentative Student Programmes and Events in September to November 2017 (Free of charge)

Tentative Date	Programme/ Event	Target Participant (HKAGE student members)
<b>Humanities (Primary)</b>		
Nov to Dec 2017	Ethic 1 (Level 2): Movies, Ethics and our Life (HUMP1321) (Language: Cantonese)	P4 – P6
<b>Mathematics (Primary)</b>		
Nov 2017	Mathematics Talk: Mathematics and Politics (MATT1710) (Language: Cantonese)	P4 – P6
<b>Sciences (Primary)</b>		
Oct 2017	Forensic Science course (Level 1): Crime Scene Investigation (SCIP2321) (Language: Cantonese)	P4 - P6
Nov to Dec 2017	Energy and Changes - Heat Course (Level 1): More Heat is On (SCIP2012) (Language: English)	P4 - P6
Nov to Dec 2017	Astronomy 2 Course (Level 1) (SCIP2402) (Language: Cantonese)	P4 - P6
<b>Sciences (Secondary)</b>		
Oct to Nov 2017	Introductory Course in Computer Controlled Robots (TECS1131) (Language: English)	S1 – S3
<b>Personal Growth and Social Development (Primary)</b>		
Sept to Nov 2017 9:00a.m. – 1:00p.m./ 2:00p.m. – 6:00p.m.	Let Us Shine! (PGSPWCC0089, PGSPWCCA0017-0019) (Language: Cantonese)	P4 – P6
Oct to Nov 2017	Parent-child "1+1" Group (PGSPC0008) (Language: Cantonese)	P4 – P6
<b>Advanced Learning Experiences</b>		
Event Planning: Jul to Oct 2017	Student Organising Team for the Voice of Gifted Learners (SIE/TA/001so) (Language: Cantonese)	S2 – S5
Sep 2017 to Jan 2018	English Debate Team (EDT/001, EDT/002) (Language: English)	S3 – S6 HKAGE Student Members (Full members)
Nov to Dec 2017	Senior Student Club Event (SSCLUB/001) (Language: Cantonese)	S1 – S6 HKAGE Student Members (Full and preliminary)
<b>Student Conference</b>		
11 Nov 2017 (Sat)	The 3rd HAKGE Student Biennial Conference	All Secondary School Students are welcome

- For updated information of tentative student programmes and events, please visit: <http://www.hkage.org.hk/en/student-programme/face-to-face>.
- For details of online programmes, please visit: <http://www.hkage.org.hk/en/student-programme/online>.
- For details of Programme Subsidy Scheme for Student Members, please visit: <http://www.hkage.org.hk/students/student/programmes/subsidy-scheme/for-students>.
- For details of parent and educator programmes, please visit: <http://www.hkage.org.hk>.