Successful Online Learning with Gifted Students

Designing Online and Blended Lessons for Gifted and Advanced Learners in Grades 5–8

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ROUTLEDGE

Successful Online Learning with Gifted Students

This innovative, technology-based resource provides those who teach gifted and advanced learners in grades 5–8 with quality, research-based, online lessons, tools, and insights.

Throughout, you'll find ready-to-implement virtual lessons, simulations, and learning modules. You'll also learn how to create, differentiate, and modify existing lessons through an online platform. In addition, the book offers helpful strategies addressing online student accountability, etiquette, and collaboration, and shares useful tips for communicating with parents.

Whether you are looking to enrich learning within the classroom, provide students with extensions outside the classroom, or engage students in distance learning, this book will be invaluable in meeting the needs of your gifted and advanced learners.

Vicki Phelps, Ed.D. is an Assistant Professor of Education at Milligan University where she teaches both undergraduate and graduate level courses. She has been involved in gifted education for over 20 years, including collaboratively developing and opening a gifted magnet school, providing professional learning opportunities to schools seeking to improve best practice in gifted education and differentiation, and writing gifted curricula. Dr. Phelps is the recipient of the 2021 NAGC Book of the Year Award (with Emily Mofield) for their coauthored work, *Collaboration, Coteaching, and Coaching in Gifted Education.*

Dedication

To my loving husband, David, who endlessly encourages me to chase all my dreams,

To my children, Brittany, Becca, and David, whose love and support mean everything to me,

To my family, near and far, who inspire me and remind me of what is truly important in life.

Soli deo gloria.

"สำหรับเพื่อการศึกษาเชิงวิชาการเท่านั้น"

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List of Support Material

As you read this book, you'll notice the Support Material icon next to the following tools. The icon indicates that these tools are available as protected downloads on our website, www.routledge.com/9781646322213, via the Instructor Hub so you can easily print and distribute them to your students.

Resource 1 Pre-planning Guide: Designing Online Learning for Gifted and Advanced Learners 12

Resource 2 'What, How, Why: Then Justify' Planning Template 18

Resource 3 SOLVE: Escape Room Planning Sheet 42

Resource 4 Learning Module Feedback Document 47

Resource 5 Planning Sheet for Simulation Learning Tasks with Associated Rewards 85

Resource 6 Soldiers of A.L.I.V.E. Handbook 94

Resource 7 Metaphorical Mind-Map Organizer 102

Simulation links in Chapters 4 and 5 can all be found at www.routledge.com/9781646322213 via the Instructor Hub.

Organization of the Book

Chapter 1 explores technology as a driving force in learning. Background information on gifted motivation and engagement, as well as underachievement in online learning, is also provided. Guidance for evaluating online learning tasks is explored, and an introduction to the "What, How, Why: Then Justify" approach is discussed as a foundation to online instructional design. Further features of differentiation, formative assessments, and reflection in online instruction complete the chapter.

Chapter 2 discusses the importance of collaboration and social interaction in online learning while also providing the context for understanding the role of task-valuation and individual interests. A variety of activities for establishing a conducive learning environment, creating a sense of community, and setting the stage for respectful and accountable talk within online instruction is also explored.

Chapter 3 introduces Google Forms as a tool for creating learning modules focused on meeting the needs of gifted and advanced learners. After a brief overview of the navigational features and key considerations of Google Forms, guidance on transforming existing lessons into learning modules and developing escape rooms and simulations is provided. The chapter concludes with a focus on providing personalized feedback.

Chapter 4 expounds upon and provides access to a fully developed Google Forms simulation guiding students through ACES Astronaut Training (Advanced Criteria Evaluation Specialists), which includes learning modules focused on advanced thinking processes. Through the context of the simulation, students are presented with a variety of research-based gifted processing tools to direct them into deeper analysis of content. In addition to providing access to this ready-to-implement simulation, step-by-step directions are provided for how to create an online simulation in this manner.

Chapter 5 provides an overview of how to implement a long-term simulation through Google Sites. After an overview of key features, the chapter establishes the purpose, structure, and guiding principles for integrating gamification into this type of simulation experience, focused on eliciting greater motivation and engagement from gifted and advanced learners. Classroom management tips and instructions for implementing the ready-to-use homesite are also provided.

Chapter 6 shares examples of additional applications for continued engagement and enrichment through virtual field trips, choice boards, virtual showcases, and various other options to enrich online instruction. The I-LEARN Process for independent study is introduced as a guiding structure for online independent research, along with multiple strategies to further engage gifted and advanced learners in online learning.

Chapter 7 delves into supporting parents and guardians as partners in online learning by focusing on key areas of identified need and proactive planning. Structures for successful home learning are discussed, and then the conclusion and final thoughts are shared.

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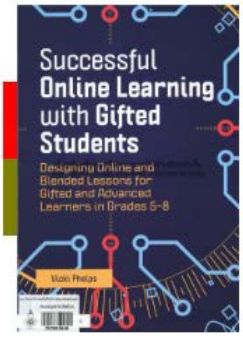

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