



香港資優教育學苑
The Hong Kong Academy for Gifted Education

**Essential Education to Positive Parent-child Relationship:
Cultivating Affective Development for Gifted Students through
Creative Problem Solving Framework**
正向親子關係的基礎教育:
透過創意解難框架培養資優生的情意發展

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香港資優教育學苑 The Hong Kong Academy for Gifted Education



We are a non-governmental organisation, providing research, training opportunities for teachers (through our training opportunities) and their parents, and experts from around the world.

HOME STUDENTS PARENTS TEACHERS

- Based in Hong Kong → regional hub
- Provide support to all gifted students aged 10 – 18 in Hong Kong
- Provide support to their parents, teachers and other educational practitioners.

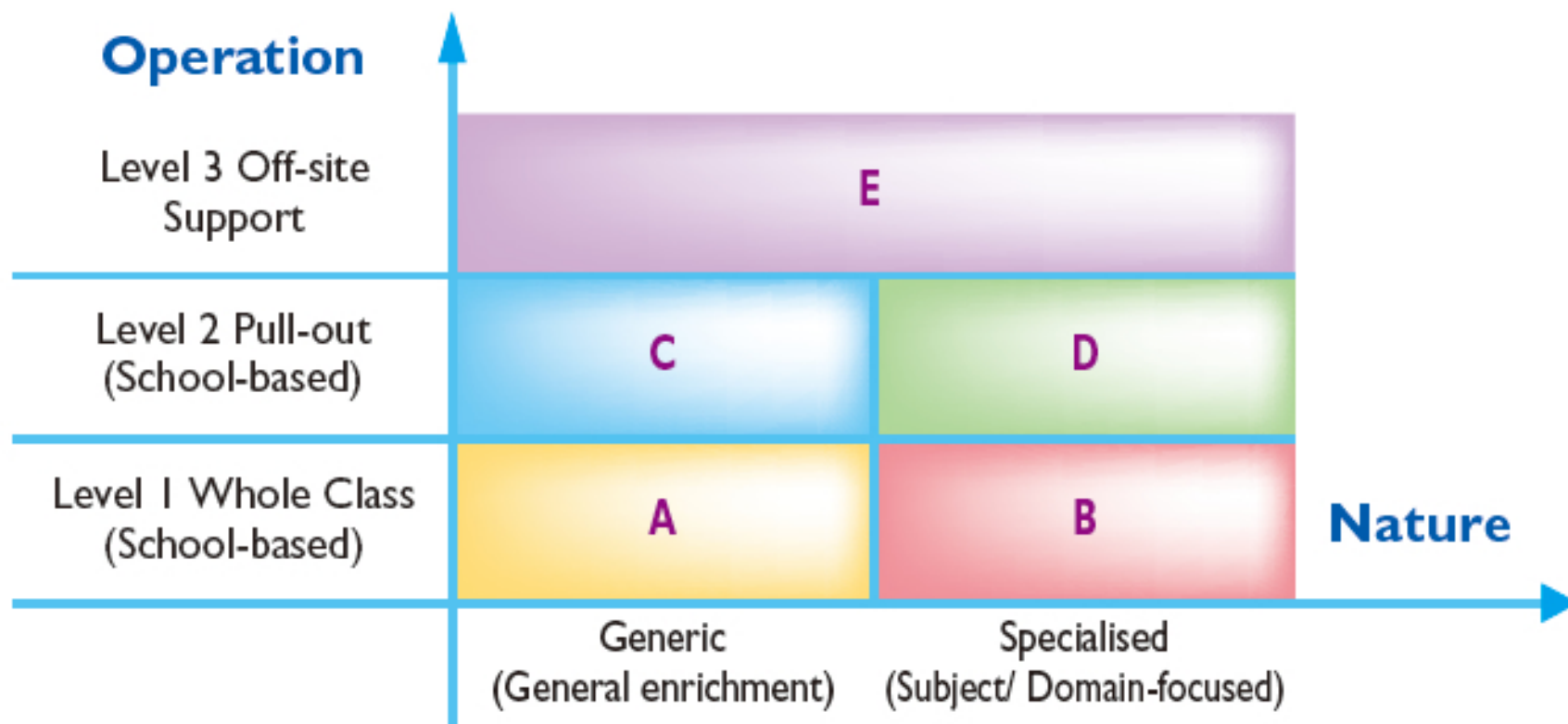


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GE Policy and GE Support Framework in HK



Source: EDB

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Giftedness is ...

Gift or Burden ?



Giftedness can be a barrier to positive social interaction

(Coleman & Cross, 2005)

Cause: Personality characteristics

e.g.

- perfectionism,
- over-excitability,
- over-sensitivity,
- nonconformity,
- strong sense of justice

Effects: Challenges / frustrations

- poor social skills,
- inability to negotiate in conflict,
- bullying,
- difficulties in finding likeminded peers and developing social and romantic relationship.

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What is Affective Education?

Affective education is conceived as "the educational process involving the **emotional aspects** of student learning, embedded with **humanistic values** or 'psychological conditions' such as **respect, trust, unconditional regards** for student affective and cognitive development" (Patterson, 1977, p. 324).

Mostly, these explore the concepts and issues concerning **building students' inner potential, inter-personal relationship and social skills**. The emphasis is on promoting **positive self-concepts** (Lang, Best, & Lichtenberg, 1994).

Studies found that there are several components of affective education for gifted students. **Empathy** is the key to understand how people feel and how they think about the world (Goleman & Senge, 2014).

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The problems can be resolved only by properly addressing the **affective needs** of gifted children (Peterson, 2015).



Jean S. Peterson

Affective components should be infused in the nurturing programmes in order to develop gifted students' social ability and sensitivity to others' needs and feelings (Renzulli & D'Souza, 2013).



Joseph Renzulli

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Research Objectives and Background

Evaluate the Affective Education Strategy in “1+1” Group:

- Its effectiveness
 - ✓ To explore how **parental expectations** affect affective development of gifted students;
 - ✓ To enhance **parent-child relationship** by appreciating and accepting their children's uniqueness;
 - ✓ To promote affective development of gifted students by using **Creative Problem Solving (CPS) skills**.
- Its implications that the experiment and research findings bring to gifted education practices especially in affective education.



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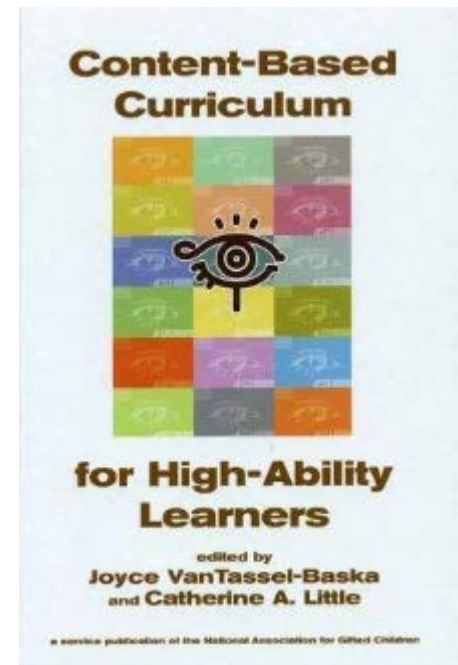


Programme Design:

Differentiated Instruction (DI)

Differentiated instruction (DI) encourages teachers to vary the learning environment, instruction, assessment and evaluation tool to meet the unique learning needs of students (Bender, 2012). A tailor-made intervention programme for gifted students should be differentiated.

- student-centered approach
- opportunities to explore, discuss, communicate, collaborate and reflect together with their peers as well as their parents/guardian.
- learn to have self awareness, develop problem solving ability as well as gain insights and enhance skills in handling interpersonal relationship.

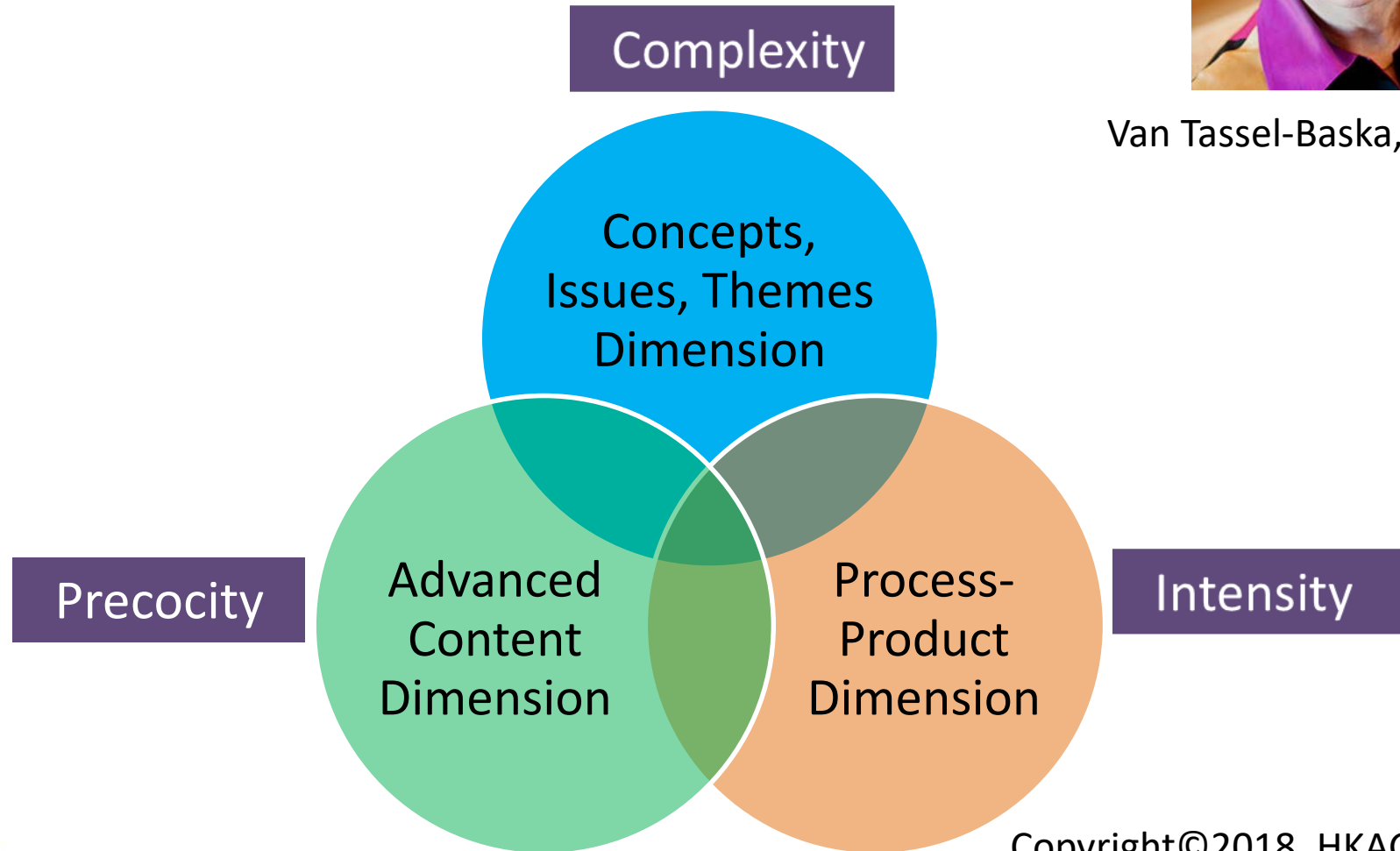


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Programme Design: Integrated Curriculum Model (ICM) for Gifted Learners

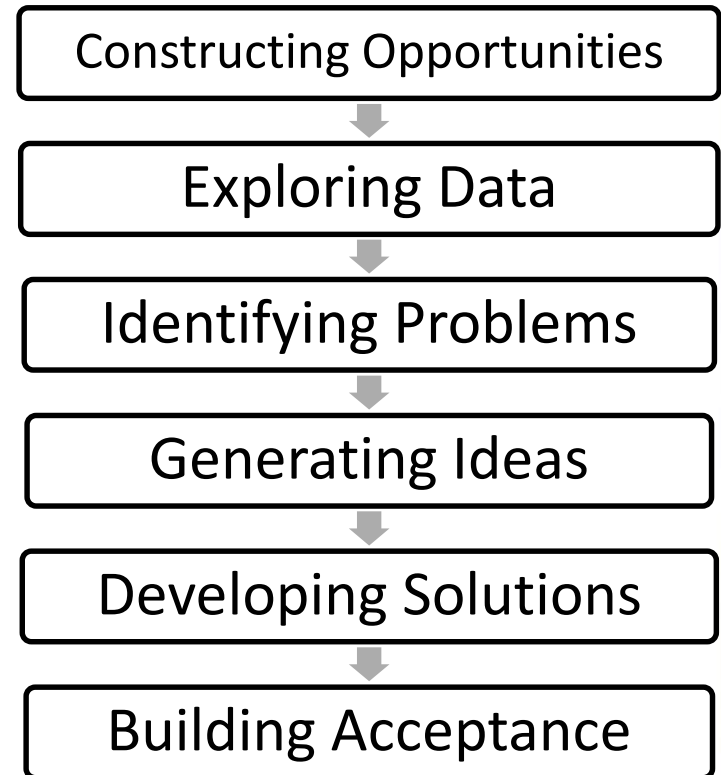
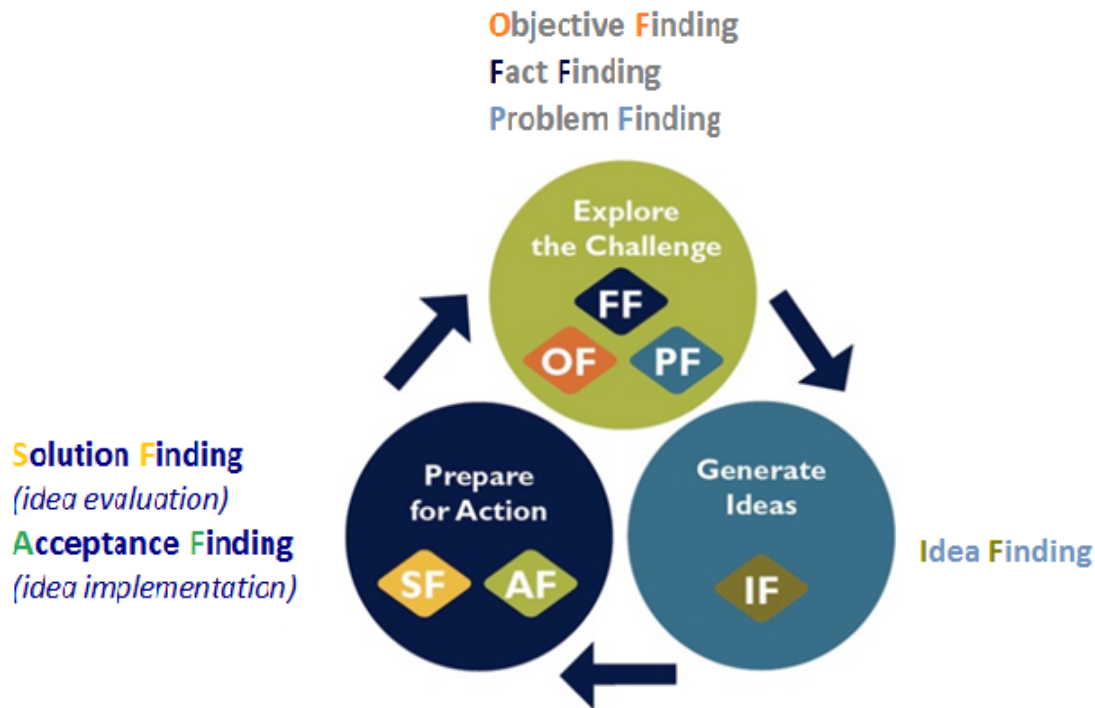


Van Tassel-Baska, 1987



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Programme Design: Creative Problem Solving (CPS)



Programme Design:

Creative Problem Solving (CPS)

CPS well matches the Integrated Curriculum Model as a pedagogical practice

- ✓ high degree of **flexibility and openness**
- ✓ with the help of **different cognitive skills and tools**
- ✓ recognition of different **personal characteristics and styles**
- ✓ take **ownership** and responsibility for themselves and their actions
- ✓ a good opportunity for **introspection**

CPS enhances students' ability and confidence in problem-solving in affective domain, e.g. challenges related to **psycho-social issues**.

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Programme Design:

Parent-Child Interaction and Peer Learning Elements

Parents' involvement in the programme

- ✓ various experiential activities
- ✓ observe their children's learning styles, personal characteristics and how their children interact with one another
- ✓ post-activity parent consultation of each session
- ✓ share practical skills in nurturing gifted children
- ✓ appreciate children's ability and strengths

Peer learning environment

- ✓ Sharing platform
- ✓ Discovery and expression
- ✓ Interpersonal relationship development



Study Sample



Experimental Group

- Compare or relate
- Interpretation

Operation

Level 3 Off-site Support

Level 2 Pull-out (School-based)

Level 1 Whole Class (School-based)

Generic (General enrichment) Specialised (Subject/ Domain-focused)

Nature



Control Group

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Idea of “1+1” Group

“1” is
primary
student
member

P4 – P6 students, aged 10 – 12

HKAGE student members, nominated by schools or parents

Some of them are 2E students*

* 2E = twice-exceptional is used to describe kids who are gifted and have special educational needs (adhd, asd, dyslexia, etc.)

“1” is
his/her
parent

continuous learning

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Objectives of “1+1” Group

Children



facilitate children's **personal, interpersonal and emotional development**



develop interests and **strengths** of children



learn to appreciate and accept **gifted peers** through interaction with them



being given the opportunity of performance / **project showcase**

Parents



enhance parents' knowledge and skills in **nurturing gifted children**



build up a **support network** among families and strengthen their positive energy

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Overview of "1+1" Group Content

- **15-hour-course** (2.5 hours, 6 sessions in total, briefing session excluded)
- **30 mins** parent consultation at the end of the session
- Participants attend the programme **once every week**

Session	Focus
Briefing Session	Programme Introduction and Research Briefing
1 st	Parent-Child Relationship Exploration I : understanding parental expectations
2 nd	Parent-Child Relationship Exploration II : Personal Values Exploration
3 rd	Creative Problem Solving (CPS) I
4 th	Creative Problem Solving (CPS) II
5 th	Creative Problem Solving (CPS) III
6 th	"1+1" Group Project / Product Dissemination

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Features of “1+1” Group

P-C Communication

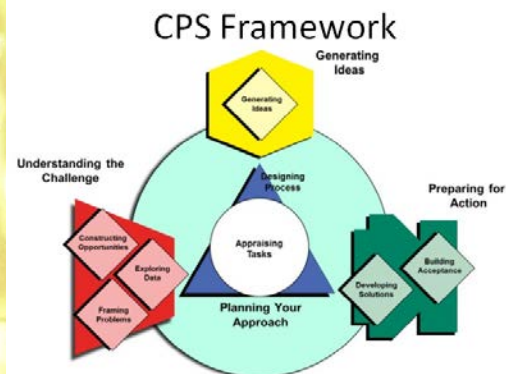
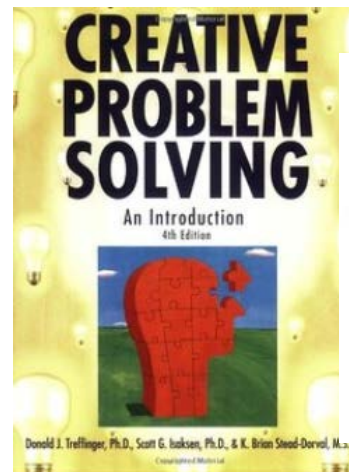


我們的故事
故事主題：一個難忘的片段
在我二年級考完第三次試的時候，學校有一個親子才藝比賽，我和爸爸一起比賽。爸爸表演跳繩，我就表演單輪車。我和爸爸練習得很努力，所以表演也十分成功。最後，我和爸爸的表演拿到了總冠軍。老師也稱讚我。我很快樂。真是一個難忘的片段啊！

(以上故事由 Judy & Duncan 提供)



Creative Problem-solving (CPS)



Learning Outcome Dissemination

Peer Collaboration



我們的溫差發電鞋



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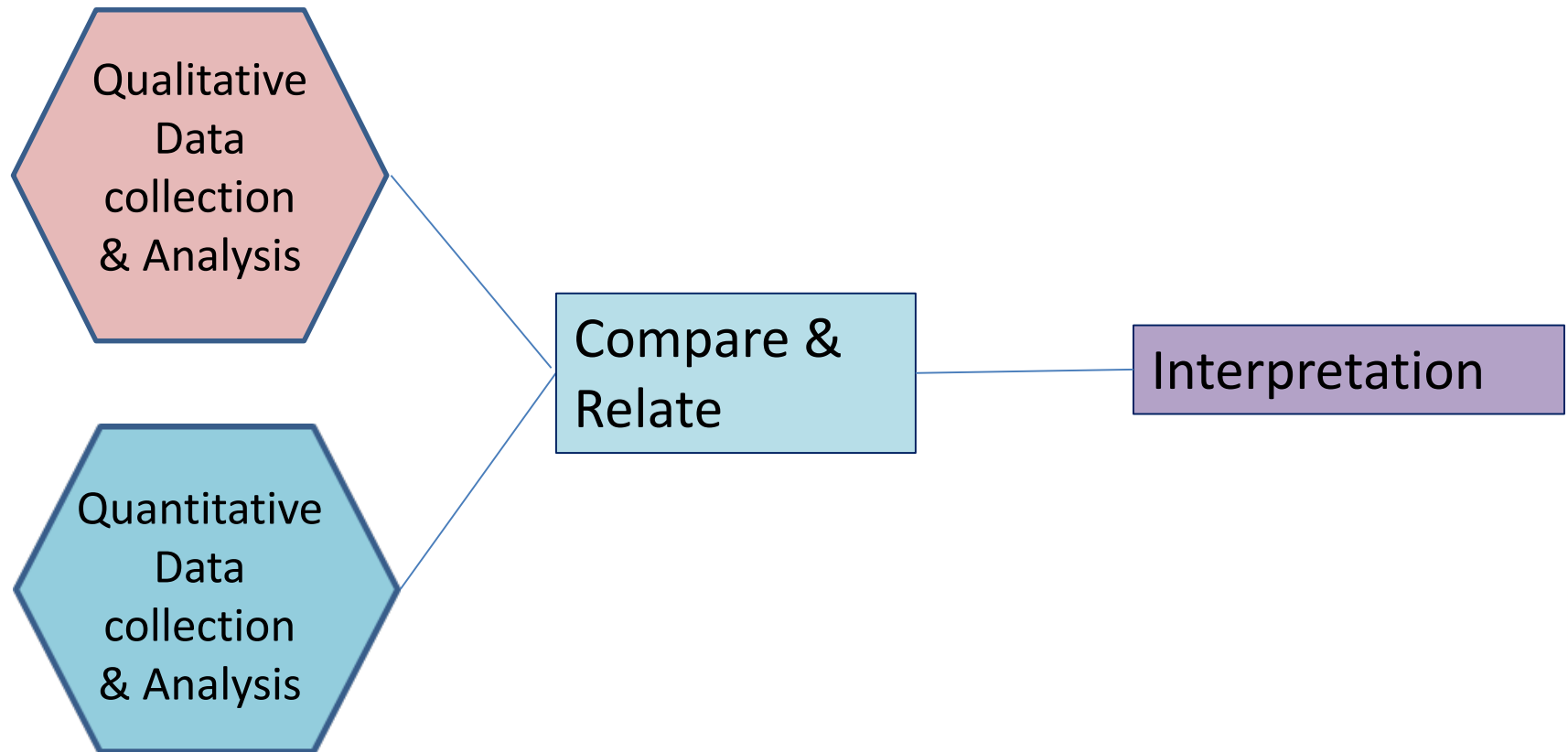
Procedure

A briefing session

- Fully inform parents about the programme and the study
- Participation in the research is voluntary
- the research and findings are for educational purpose
- Consent forms
- Anonymity
- Confidentiality

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Research Methods



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Assessment Measures

- Learning journal 
- Field observation (class and behavioral observation) 
- Pre-post survey (to parents and students) 
- Parent and student work 
- Programme Feedback Form 

1 + 1 Group (PGSPC0011)
Feedback Form
回應表

Date & Time : 13th July 2018 – 10th August 2018 6:30 p.m. – 9:00 p.m.
日期、時間 : 2018年7月13日 - 8月10日 晚上6:30 - 9:00

Location : Room 105, The HKAGE, Sha Kok Estate, Shatin, New Territories, HK
地點 : 香港新界沙田沙角邨香港資優教育學苑105室

Facilitator : Sung Hung Mui Violet, Guidance Counsellor, The HKAGE
導師 : 香港資優教育學苑輔導主任 宋紅梅女士
Chan Man Yee, Kimmy, Programme Development Officer, The HKAGE
香港資優教育學苑發展主任 陳文慧女士
Kwok Ching Man, Tracy, Guidance Counsellor, The HKAGE
香港資優教育學苑輔導主任 郭靜雯女士

Part A: Please indicate how much you agree to the following statements using the rating below:
1 — strongly disagree; 2 — disagree; 3 — agree; and 4 — strongly agree.
請在下列句子右旁，把每題最適合的圈填滿 (例如：⊙ ⊙ ⊙ ⊙)

1 是極不同意，2 是不同意，3 是同意，4 是極同意。

	Strongly agree 極同意	Agree 同意	Disagree 不同意	Strongly disagree 極不同意
1. The topic is relevant. 這次聚會的主題很適合我。	⊙	⊙	⊙	⊙
2. Tackle problems with creative problem solving skills. 運用創意解難能力處理自己的問題。	⊙	⊙	⊙	⊙
3. Enhance adaptability to face the challenges in everyday lives. 增強靈活性去面對日常生活的挑戰。	⊙	⊙	⊙	⊙
4. Learn to appreciate and accept children's uniqueness. 學習欣賞和接納子女的獨特性。	⊙	⊙	⊙	⊙
5. I have built relationships with other parents. 我與其他家長彼此建立關係。	⊙	⊙	⊙	⊙
6. The venue of the group is appropriate. 小組舉行的地點很恰當。	⊙	⊙	⊙	⊙
7. The starting time of the group is appropriate. 小組舉行的時間很恰當。	⊙	⊙	⊙	⊙
8. Overall I am satisfied with the group. 總括來說，我對此小組感到滿意。	⊙	⊙	⊙	⊙

PG-001
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P. 1 of 2

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The Hong Kong Academy for Gifted Education
Attachment Education Division
Student Feedback Form for Programme 學生意見調查表

Feedback Form for Programme 學生意見調查表

Programme Name: (請填寫課程名稱)
Teacher Name: (請填寫老師姓名)
Subject: (請填寫科目)
Date: (請填寫日期)
Time: (請填寫時間)

1. The content of the programme is relevant to my needs.
(課程內容與我的需要相關)
⊙ ⊙ ⊙ ⊙

2. The teacher is knowledgeable and professional.
(老師知識豐富且專業)
⊙ ⊙ ⊙ ⊙

3. The programme has helped me to develop my potential.
(課程幫助我發展潛能)
⊙ ⊙ ⊙ ⊙

4. The programme has helped me to develop my confidence.
(課程幫助我建立信心)
⊙ ⊙ ⊙ ⊙

5. The programme has helped me to develop my communication skills.
(課程幫助我發展溝通技巧)
⊙ ⊙ ⊙ ⊙

6. The programme has helped me to develop my leadership skills.
(課程幫助我發展領導技巧)
⊙ ⊙ ⊙ ⊙

7. The programme has helped me to develop my teamwork skills.
(課程幫助我發展團隊合作技巧)
⊙ ⊙ ⊙ ⊙

8. The programme has helped me to develop my problem-solving skills.
(課程幫助我發展解決問題技巧)
⊙ ⊙ ⊙ ⊙

9. The programme has helped me to develop my self-management skills.
(課程幫助我發展自我管理技巧)
⊙ ⊙ ⊙ ⊙

10. The programme has helped me to develop my social skills.
(課程幫助我發展社交技巧)
⊙ ⊙ ⊙ ⊙

11. The programme has helped me to develop my emotional skills.
(課程幫助我發展情緒技巧)
⊙ ⊙ ⊙ ⊙

12. The programme has helped me to develop my physical skills.
(課程幫助我發展體能技巧)
⊙ ⊙ ⊙ ⊙

13. The programme has helped me to develop my artistic skills.
(課程幫助我發展藝術技巧)
⊙ ⊙ ⊙ ⊙

14. The programme has helped me to develop my sports skills.
(課程幫助我發展運動技巧)
⊙ ⊙ ⊙ ⊙

15. The programme has helped me to develop my other skills.
(課程幫助我發展其他技巧)
⊙ ⊙ ⊙ ⊙

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Affective Education Strategies & Psychological Tools

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I-Statements

understand in what ways the self-concept has been built



1 + 1 小組 第二節

「我是誰？」問卷 小報告

問卷簡介



「我是誰？」問卷(Twenty Statements Test, TST; Kuhn & McPartland, 1954) 是一套探索自我概念(self-concept)常用的工具。參加者需就「我是誰？」這一簡單問題，在指定時間內填上二十個不同的答案。我們根據香港中文大學心理與教育研究學院(Bond & Cheung, 1983)及美國紐約大學 Eun Rhee 教授研究團隊(Rhee, Uleman, Lee & Roman, 1995)的歸類方式，將答案分為社會認同(social identity)、個人屬性(personal attributes)、個人事實(personal facts)及未能歸類(uncodable responses)四大類，解說如下：

1. 社會認同 (social identity)

此類答案包括意思指向自己的答案，如「我是 x x x」，或者代表與自己身份/角色的答案，如「我是女學生」、「我今年 11 歲」等。



2. 個人屬性 (personal attributes)

此類答案包括外表（如「我很瘦」、「我有近視」）、興趣/嗜好（如「我喜歡打機」、「我討厭英文」）、志向（如「我希望成為一名 youtuber」）、信念（如「我是無神論者」）或心理特質（如「我是資優」、「我的性格充滿矛盾」、「我愛別人敬謝」）。

3. 個人事實 (personal facts)

包括陳述事件、情況或擁有物件的答案，如「我此刻正在填寫問卷」、「我有一隻狗」。



4. 未能歸類 (uncodable responses)

不對題的答案，或在我們無法理解的答案，都會落入此類，如「我旁邊的人在偷看我的答案」、「我是一朵雲」。另外，其他與自己有關但未能歸類的身份也在此列，如「我是人」、「我是一隻細胞」。

(Bond & Cheung, 1983)

結果

姓名: [REDACTED]				
社會認同 (social identity)				
	選子	答案	選子	答案
角色 (role) - 學校	-	-	角色 (role) - 出生地	-
角色 (role) - 家庭	-	-	角色 (role) - 宗教	-
角色 (role) - 職業/職務	-	-	角色 (role) - 語言	-
角色 (role) - 性別	-	-	角色 (role) - 關係	-
角色 (role) - 社會/組織成員	-	-		
個人屬性 (personal attributes)				
	選子	答案	選子	答案
情緒	-	-	活動	4
外貌	-	-	評價	7
價值/德行	6	6	特質	8
其他	2	-		
個人事實 (personal facts)				
	選子	答案	選子	答案
個人事實	1	-	物品	-
狀態	-	1	其他	-
未能歸類 (uncodable responses)				
	選子	答案	選子	答案
質疑/宏大	-	-	未能歸類	-
存在主義	-	-		
總數			20	20

References:

Bond, M. H., & Cheung, T. L. (1983). College students' spontaneous self-concept: The effect of culture among respondents in Hong Kong, Japan, and the United States. *Journal of Cross-cultural Psychology*, 14(2), 153-171.

Kuhn, M. H., & McPartland, T. S. (1954). An empirical investigation of self-attitudes. *American Sociological Review*, 19, 68-76.

Rhee, E., Uleman, J. S., Lee, H. S., & Roman, R. J. (1995). Spontaneous self-descriptions and ethnic identities in individualistic and collectivistic cultures. *Journal of Personality and Social Psychology*, 69, 142-152.

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Our Stories

facilitate bonding and build up a support network among the families

我們的故事

故事主題：一個很無奈(情緒字眼)的片段

《圖書館裡的小風波》

星期六下午三時許，媽媽、爸爸帶著雅雅和麗麗到公共圖書館去看圖書和做功課。媽媽跟雅雅說：「雅雅，我們在圖書館完成所有的功課，我們回家就可以看電視了。現在開始就集中精神，盡快完成，好嗎？」。雅雅雖然答「好」，但總是坐唔定，進度非常慢，沒可能在閉館前完成。未幾，圖書館的廣播響起：「圖書館將在十五分鐘後關門...」。媽媽忙讓雅雅收拾功課，準備離開。但雅雅突然很激動地大叫：「我唔走，媽媽說把功課做完才可以回家，嗚嗚...」，還抓著椅子不肯起來。爸爸只好強行抱走雅雅，她的叫聲更大，麗麗也哭起來，也驚動了圖書館管理員和其他讀者。圖書館管理員勸說：「妹妹，明天再來吧！明天九時開館」；看更叔叔說：「妹妹，你不能這樣對你的爸爸媽媽呀！」。圖書館落閘後，雅雅貼着閘門，把她未完成的功課一本一本本地寫完。爸媽和麗麗只有一直等着雅雅。他們最後七時多才可以回家。

- (以上故事由Violet提供)

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Value Cards & Auction Game

Understand the values of each other through auction

持續的自我探索/
認識自己

發揮創造力/
有創意

對別人有影響力

Continuous self
exploring / knowing
oneself



Mastering creativity /
being creative



Being influential to
others



經過這個活動後，在拍賣的過程中，
由看見這樣事物起，要想清楚這個物件
的價值，便向其他商討值得投資與否，經過
這個過程，令我認識及明白到自己與孩子的
重視程度與想法這些是我一觸及以
來是沒有察覺到的，有些意外的發現，
非常有趣及豐富！



I know more about my
child's values and his views
through this game.

活動完成後，你對人生任何價值有甚麼看法？

知道小朋友一些價值觀，未必是自己的預期。
短短短短的20分鐘，但當中能自己才能競投
的到自己想要的，後悔，因為最後自己別
有些
有中餘下，當中還有10對人，每個人的價值
都有所不同，更加要提納自己的小朋友



I know my child has certain
values which are a bit
different from what I've
expected.

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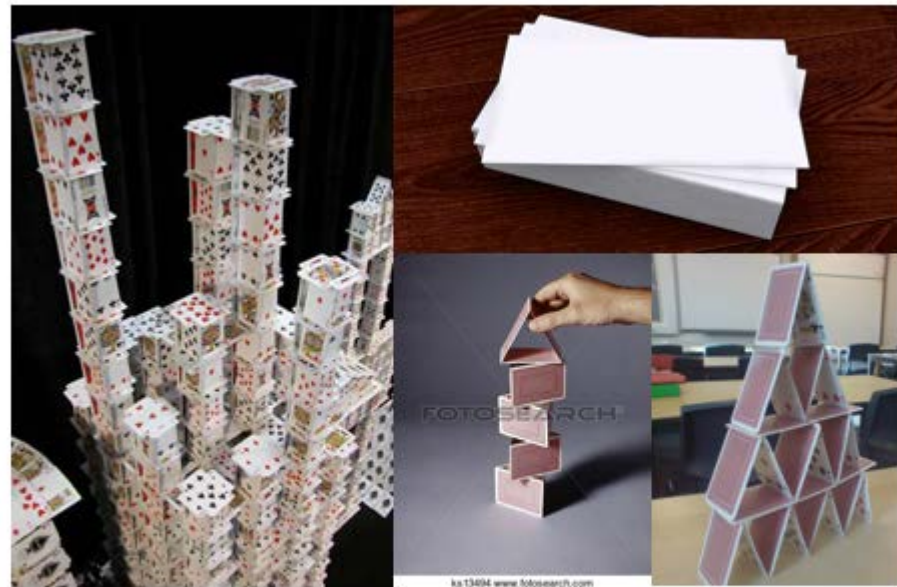
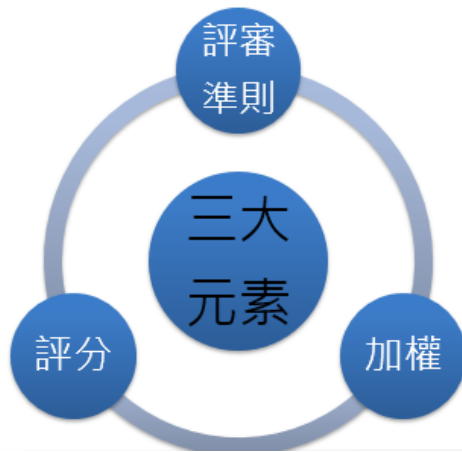


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Card Tower

understand the importance of “letting go” and “being tolerant”

刪欄分析法
Grid Analysis



選擇眾多，如何是好？

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Learning Journal

qualitative feedback that aims at collecting learning experiences and feelings from the parents and children

第一節 感想 Reflection

請用文字/圖畫形式表達你對今天活動的感受/看法。

Use words/drawings to tell your feelings/ideas on the activity.

會開始用別的角度看小朋友的問題,其實可以放寬一些處理事情,可能會更加得到好的回應。

I learn to use other perspectives to view my child's problems, which may result in better handlings.

「要自己突破自己,不要等別人來突破你。」— 周永明
"Challenge yourself before being challenged." — Peter Chou

5

第二節 感想 Reflection

請用文字/圖畫形式表達你對今天活動的感受/看法。

Use words/drawings to tell your feelings/ideas on the activity.

遊戲要互相合作,互相信任

Collaboration and trust are important in gaming.

「談話的藝術是聽和被聽的藝術。」— 赫茲裡特
"The art of conversation is the art of hearing as well as of being heard."

— William Hazlitt

第四節 感想 Reflection

請用文字/圖畫形式表達你對今天活動的感受/看法。

Use words/drawings to tell your feelings/ideas on the activity.

學會了 SMART 方法,
學習了思考的方法,
學習與人合作,

I learn S.M.A.R.T goal, thinking skills, collaboration with others.

「但凡人能想像到的事物,必定有人能將它實現。」— 凡爾納
"Anything one man can imagine, other men can make real."

— Jules Verne

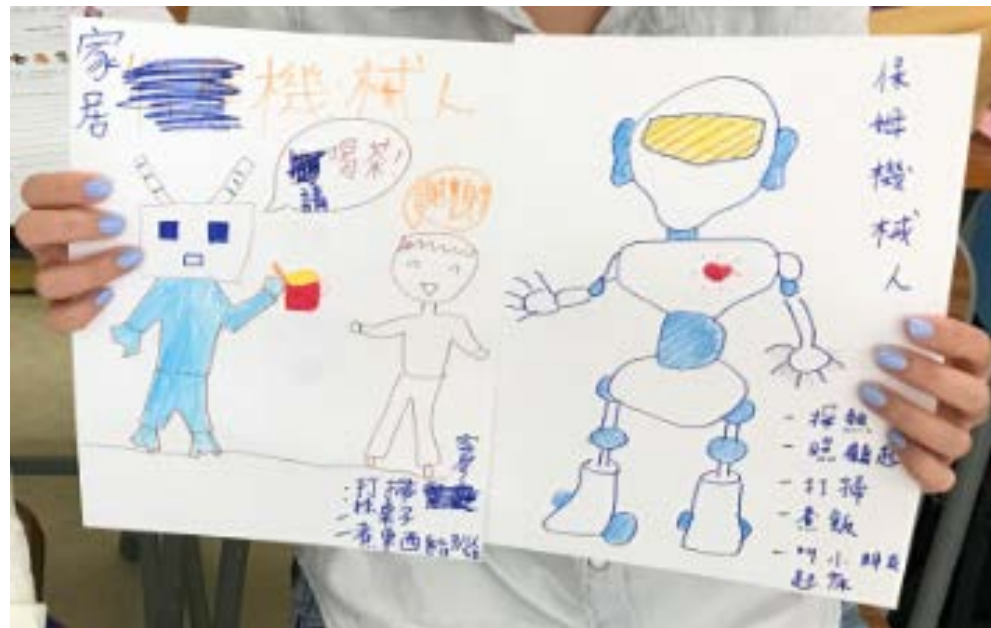
8

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Projective Drawing (robot-design)

help participants to reveal their inner thoughts/ideas



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“1+1” Group Project Dissemination

apply CPS learnt in class on the idea / creative work



Group photo of the “1+1” Group Creative Project Dissemination.



Parents and students of Po Leung Kuk Chong Kee Ting Primary School.



HKAGE student members and their parents.

<https://www.hkage.org.hk/en/parents/PEPReview>

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The Hong Kong Academy for Gifted Education

In the “1+1” Group Creative Project Dissemination, which was the first collaboration between the HKAGE and a local primary school, students identified challenges, generate diverse ideas and implement innovative solutions and produced inspirational work using Creative Problem Solving skills. There were altogether seven pieces of outstanding work.

Projects

“Automatic Production Machine”

“How do we slow down global warming?”

“Thin-film Solar Cell”

“Automatic Cooking Robot”

“Pollution (air and waste)”

“Intelligent Cashbox”

“Huge Air Freshener”



薄膜太陽能電池
研究目的 (OF-objective finding)

- 開發一種新式電池, 為人類生活帶來便利
- 新電池需具如下特性:
 - 輕薄
 - 耐用
 - 環保 (可再循環使用)
 - 無污染
 - 安全
 - 成本低

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創意問題解難法
Creative Problem Solving

如何減慢全球暖化速度

學者專家預測, 全球氣溫的上升, 將造成兩極氣溫增高, 常開水災的南方發展中國家地區將會遭遇更多的熱帶颱風, 乾旱和嚴重的沙漠化, 農業產量下降, 亦可能導致大量人口死亡, 每年平均溫度上升華氏一度, 對都市的影響最重, 希望減慢全球暖化的速度, 使用創意解難法解決此問題。

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Portfolio

document their learning journey and growth in the group

- Cover sheet
- Programme summary
- Products
- Parent-child learning journals
- Overall experiences reflection
- Instructors' observation and comment

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I particularly enjoyed the
“auction game” activity
because it was my first time to
play such game.



1. Please share how this meeting has given you an idea to have a breakthrough in parenting.
請分享今天的聚會如何啟發你在子女教育上有所突破。

很高興小朋友可以進步不少，勇敢站上台上表達自己

I am happy to see my child has had improvement, she is expressive on stage.



Thematic analysis & Case Studies

Theme 1 : Parental expectations on gifted students

- Realistic parental expectation
- Case study #1 : unhealthy perfectionism

Theme 2: Parent-child relationship

- Supportive family relationships and authoritative parenting style
- Case study #4 : encourage children's creativity
- Case study #5 : the intensity of emotions

Theme 3: Affective development of gifted students through Creative Problem Solving (CPS) skills

- positive attitudes about problem solving
- Creativity is the measure of our resilience
- High order thinking through project dissemination

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Research Results

1. Parental expectations affect the affective development of gifted students. The programme raises parents' awareness of setting **realistic expectations** on their children.
2. Parent-child relationship is enhanced when parents **appreciate and accept their children's uniqueness**. In the programme, parents and children learn **positive communication techniques** to express themselves and understand that **attitudes and values** play an important role in interpersonal relationship.
3. Creative Problem Solving (CPS) skills helps promote the affective development of gifted students. It offers a systematic thinking framework for gifted students to apply the CPS model in **day-to-day messy situations** and affective issues and handle them with creativity.

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Educational Implications

To date, this study is the first research in Hong Kong (in Tier-3 Off-site support) to adopt **qualitative case studies** to examine the affective education strategy to gifted students and evaluate the effectiveness of an intervention programme through a parent-child group. The findings bring remarkable **educational implications for education practitioners in schools (i.e. Tier 1 & 2)**. Results suggest that education practitioners may **consider balancing the growth of gifted students**. They **should not only focus on academic performance, but also students' affective development**.

The findings of this study provide an exemplary practice and insights for schools in promoting affective development of gifted students. This intervention programme is not a remedial kind of programme that aims to fix a problem; instead it takes a **proactive, preventive and developmental approach** to foster positive parent-child relationship through working on three important areas - parental expectation adjustment, positive parent-child communication, and incorporating CPS to promote affective development of gifted students.

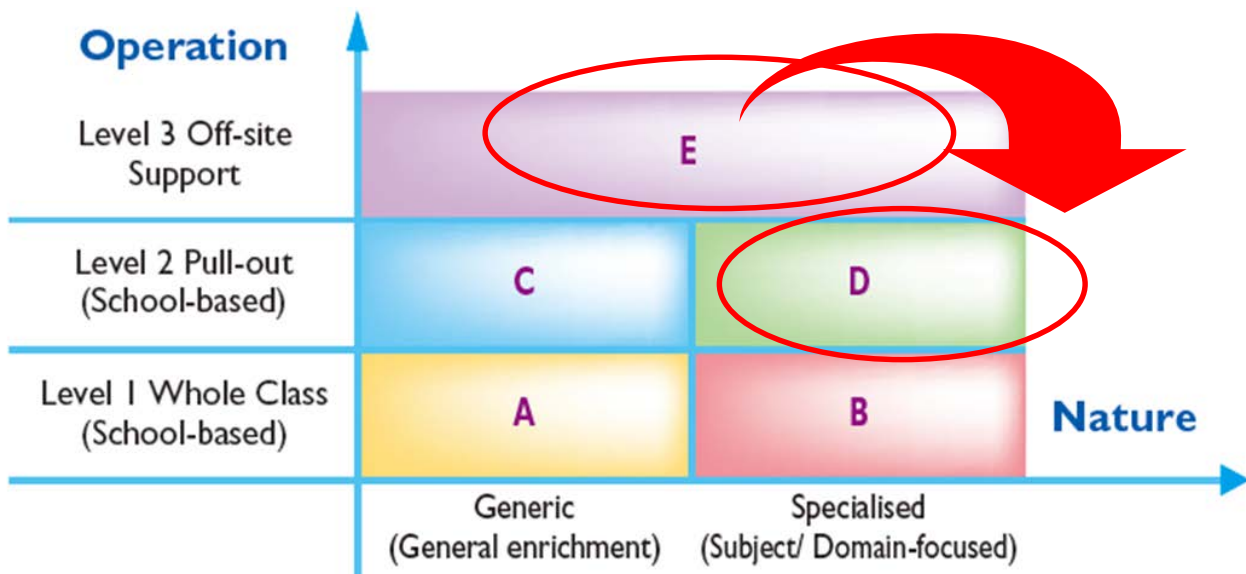
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Conclusion & Suggestions

The research takes a proactive, preventive and developmental approach to foster **positive parent-child relationship** through working on three important areas, namely **(1) parental expectation adjustment**, **(2) positive parent-child communication**, and **(3) incorporation of CPS** to promote the affective development of gifted students.

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Conclusion & Suggestion



It provides an exemplary practice and insights for schools (Tier 2) in promoting the affective development of gifted students.

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Thank You

