

EDUCATING THE GIFTED STUDENT: EAGERNESS TO ACHIEVE AS A CURRICULAR COMPETENCE

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INTRODUCTION



Adaptation of curricular contents and competencies, to equip students with high abilities knowledge and skills for professional application.



Characteristic skills and talents that provide a different categorization for the study of ICA student profiles in relation to early research.

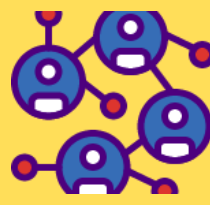


Recent qualitative research that requires the development of new personalized methodologies and analytical precepts for the understanding of high skills in secondary education.

OBJECTIVES

- ✓ Identify in the pre-university period the competence that promotes achievement.
- ✓ To distinguish early the abilities of students with high abilities in order to work and empower them to apply them in the working environment.

METHODOLOGY



Total: 342 participants
180° evaluation questionnaire with Likert scale model.

38 ACI Students

Teachers (3 per ACI student)

Partners (3 per ACI student)

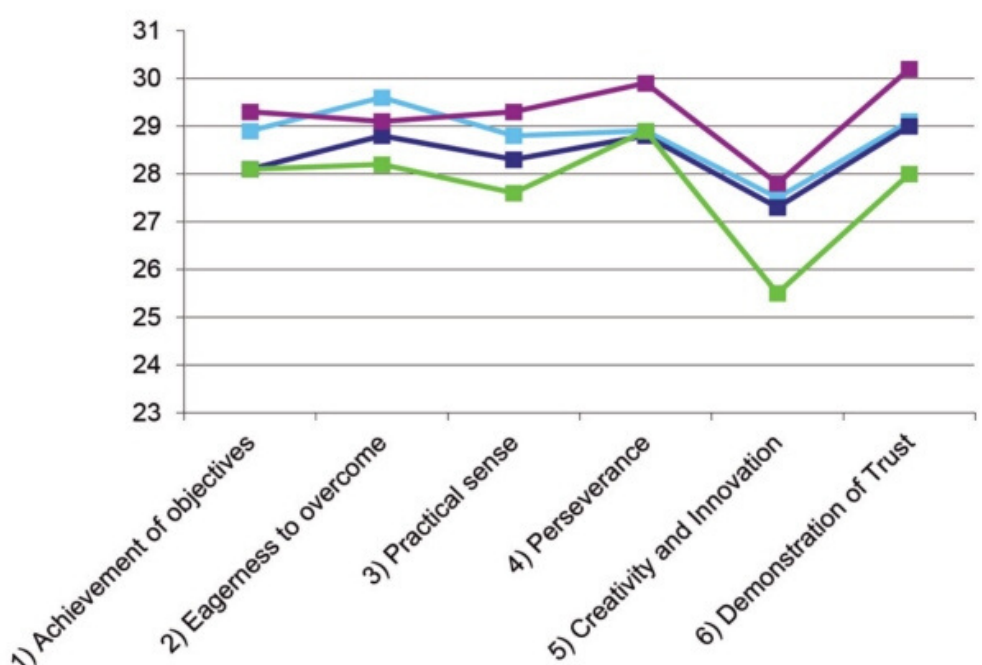
Family (parental partner per ACI student)

RESULTS

The competencies examined are identified in both students with high capacity students and teachers.

Non-gifted students consider their gifted peers to be pursuing achievement in a particular way, even though their scores are lower than family and teacher matches.

Figure 5. Average scores of the participating groups for each of the items in the questionnaire



CONCLUSIONS



Both the educational context and the family environment are relevant to encourage the teaching-learning process in a transversal way, not only as part of formal education.



This study reinforces the idea that it is possible to carry out an education for students with ICA with successful results, conditioned, however, by the identification and deepening of competences and skills.



For future research, it is advisable to include additional items in the questionnaire including the psychic factor and the professional scenario for early detection and in-depth study.

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