

Διαδικτυακή Ομιλία

«Η συμβολή της διαφοροποιημένης διδασκαλίας στην εκπαίδευση μαθητών με υψηλές ικανότητες και ταλέντα»

Δευτέρα 14-12-2020, 17.30-19.30

Βιβλιογραφία

Assouline, S. G., & Whiteman, C. S. (2011). Twice-exceptionality: Implications for school psychologists in the post-IDEA 2004 era. *Journal of Applied School Psychology*, 27(4), 380-402.

Βαλιαντή, Στ. & Νεοφύτου, Λ. (2017). *Διαφοροποιημένη Διδασκαλία. Λειτουργική και αποτελεσματική εφαρμογή*. Εκδόσεις Πεδίο.

Baldwin, L., Omdal, S. N., & Pereles, D. (2015). Beyond stereotypes: Understanding, recognizing, and working with twice-exceptional learners. *Teaching Exceptional Children*, 47(4), 216-225.

Baum, S. M., Cooper, C. R., & Neu, T. W. (2001). Dual differentiation: An approach for meeting the curricular needs of gifted students with learning disabilities. *Psychology in the Schools*, 38(5), 477-490.

Berninger, V. W., & Abbott, R. D. (2013). Differences between children with dyslexia who are and are not gifted in verbal reasoning. *Gifted Child Quarterly*, 57(4), 223-233.

Besnoy, K. D., Swoszowski, N. C., Newman, J. L., Floyd, A., Jones, P., Byrne, C. (2015). The advocacy experiences of parents of elementary age, twice-exceptional children. *Gifted Child Quarterly*, 59, 108-123.

Caldwell, Daniel William (2012), "Educating Gifted Students in the Regular Classroom: Efficacy, Attitudes, and Differentiation of Instruction". *Electronic Theses & Dissertations*. Georgia Southern University.

Davis, G., Rimm, S. & Del Siegle (2018). *Εκπαίδευση χαρισματικών παιδιών* (6η εκδ.) (Επιμέλεια: Αντωνίου, Στ., Παπαδάτου-Παστού, Μ., Πολυχρονόπουλου, Στ.), Πανεπιστημιακές Εκδόσεις Παρισιανού.

Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. New York: Ballantine Books.

Earl, L.M. (2003). *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*. Thousand Oaks, CA: Corwin Press, Inc.

Foley-Nicpon, M., Assouline, S. G., & Colangelo, N. (2013). Twice-exceptional learners: Who needs to know what?. *Gifted Child Quarterly*, 57(3), 169-180.

Gagne, F. (2004a) Giftedness and talent: reexamining a reexamination of the definitions. In: R.J. Sternberg & National Association for Gifted Children, eds. *Definitions and conceptions of giftedness*. Thousand Oaks, Calif: Corwin Press, pp. 79-95.

Gagne, F. (2004b) Transforming gifts into talents: the DMGT as a developmental theory 1. *High Ability Studies*, 15 (2) 119-147.

Gardner, H. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st century*. New York: Basic Books.

Gregory, G. H., & Chapman, C. (2012). *Differentiated instructional strategies: One size doesn't fit all*. Corwin Press.

Jensen, E. (2005). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.

Kalbfleisch, M. L. (2014). Twice-exceptional learners. In Plucker, J. A., Callahan, C. M. (Eds.), *Critical issues and practices in gifted education: What the research says* (pp. 671-690). Waco, TX: Prufrock Press.

Manoj Chandra Handa (2019). Leading Differentiated Learning for the Gifted, *Roeper Review*, 41:2, 102-118, DOI: 10.1080/02783193.2019.1585213

Neihart, M. (2008). Identifying and providing services to twice exceptional children. In Pfeiffer, S. I. (Ed.), *Handbook of giftedness in children: Psychoeducational theory, research, and best practices* (pp. 115-137). New York, NY: Springer.

Neumeister, K. S., Yssel, N., & Burney, V. H. (2013). The influence of primary caregivers in fostering success in twice-exceptional children. *Gifted Child Quarterly*, 57(4), 263-274.

Manning, S., Stanford, B. P., & Reeves, S. (2010). Valuing the advanced learner: Differentiating up. *The Clearing House*, 83(4), 145-149.

Παντελιάδου, Σ. & Φιλιππάτου, Δ. (2013). *Διαφοροποιημένη Διδασκαλία: Θεωρητικές προσεγγίσεις και εκπαιδευτικές πρακτικές*. Εκδόσεις Πεδίο.

Pereles, D. A., Omdal, S., & Baldwin, L. (2009). Response to intervention and twice-exceptional learners: A promising fit. *Gifted Child Today*, 32(3), 40-51.

Reis, S. M., Baum, S. M., & Burke, E. (2014). An operational definition of twice-exceptional learners: Implications and applications. *Gifted Child Quarterly*, 58(3), 217-230.

Slavin R. E. (2006). *Εκπαιδευτική ψυχολογία. Θεωρία και πράξη* (Επιμέλεια: Κ. Κόκκινος, Μετάφραση: Ε. Εκκεκάκη). Αθήνα: Μεταίχμιο.

Sternberg, R. (1997). What does it mean to be smart?, *Educational Leadership*, 54(6), 20-24.

Tomlinson, C.A. (2017). *How to differentiate instruction in mixed-ability classrooms*, Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C.A. (2003). *Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C.A. (2014). *The Differentiated Classroom: Responding to the needs of all Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C.A. & Allan, S. D. (2000). *Leadership for Differentiating Schools and Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

VanTassel-Baska, J., Hubbard, G.& Robbins, J. (2020). Differentiation of Instruction for Gifted Learners: Collated Evaluative Studies of Teacher Classroom Practices, *Roeper Review*, 42:3, 153-164, DOI: 10.1080/02783193.2020.1765919

Weinfeld, R., Barnes-Robinson, L., Jeweler, S., Roffman, Shevitz B. (2006). *Smart kids with learning difficulties: Overcoming obstacles and realizing potential*. Waco, TX: Prufrock Press.

White, Sarah E. (2013), "*Differentiating Instruction for Gifted Learners in the Regular Classroom: A QuickReference Guide for Teachers*". Honors Theses. 265.
https://aquila.usm.edu/honors_theses/265

Willard-Holt, C., Weber, J., Morrison, K. L., & Horgan, J. (2013). Twice-exceptional learners' perspectives on effective learning strategies. *Gifted Child Quarterly*, 57(4), 247-262.

Στοιχεία επικοινωνίας των ομιλητριών

Διαμάντω Φιλιππάτου
Αναπληρώτρια Καθηγήτρια
Τμήμα Ψυχολογίας
ΕΚΠΑ
e-mail: filipd@psych.uoa.gr

Παναγιώτα Δημητροπούλου
Επίκουρη Καθηγήτρια
Τμήμα Ψυχολογίας
Πανεπιστήμιο Κρήτης
e-mail:
p.dimitropoulou@uoc.gr

