

How Talenta Is Organized Today

S C H O O L T A L E N T A Z U R I C H



Association Talenta: Promotion of the Gifted

Head Office, Info, PR

Admission, Counselling

Managing Committee: Pres., CFO, Dir.

School Talenta Zurich

Director

Teaching staff

30 pupils (2/3 boys)

Group Blue Group Red Group Green

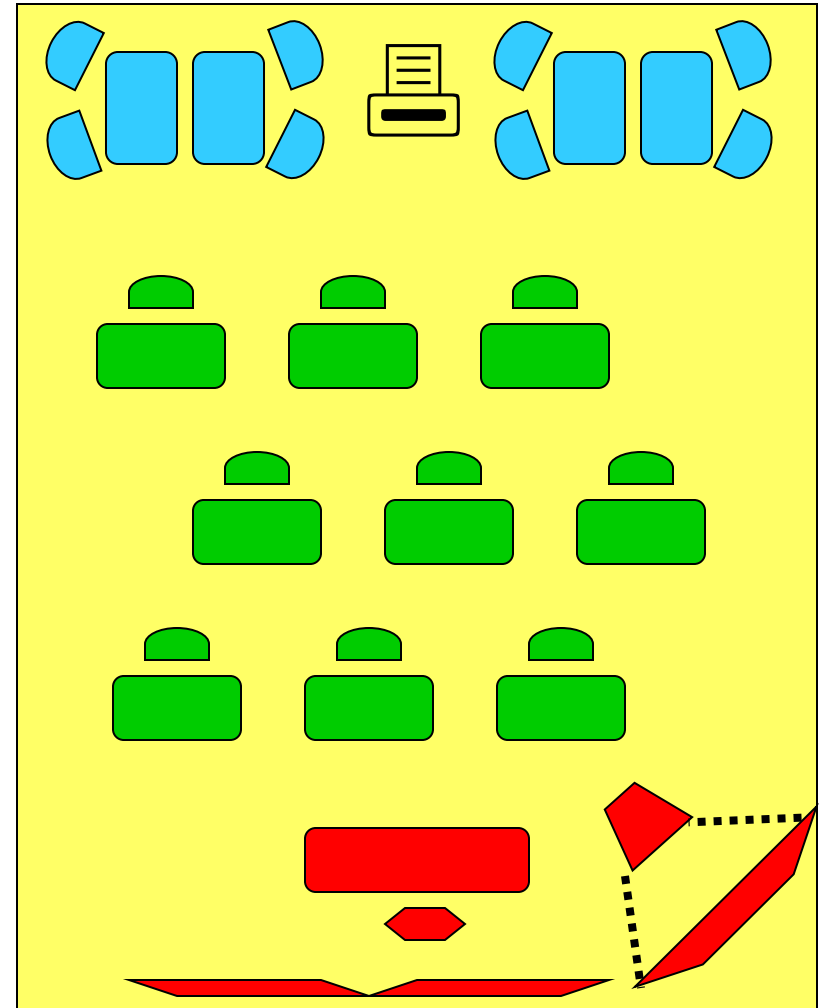
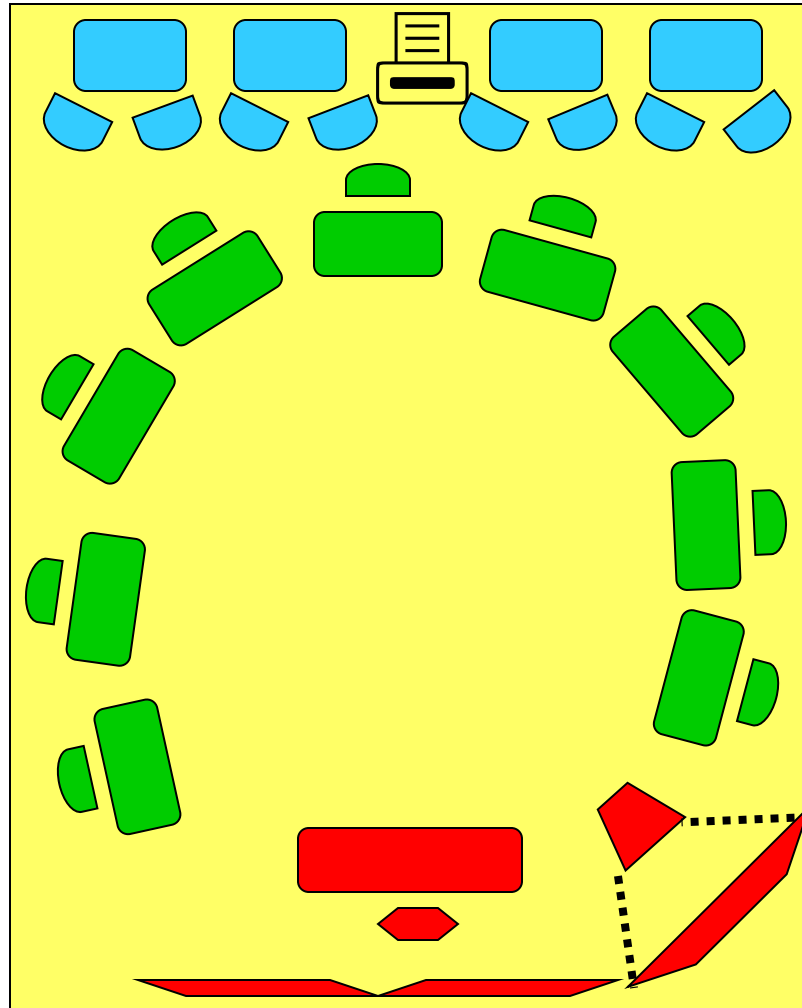
**Scientific
Evaluation**

**Parents'
Council**

Independent Supervision

IT in the Talenta Classroom

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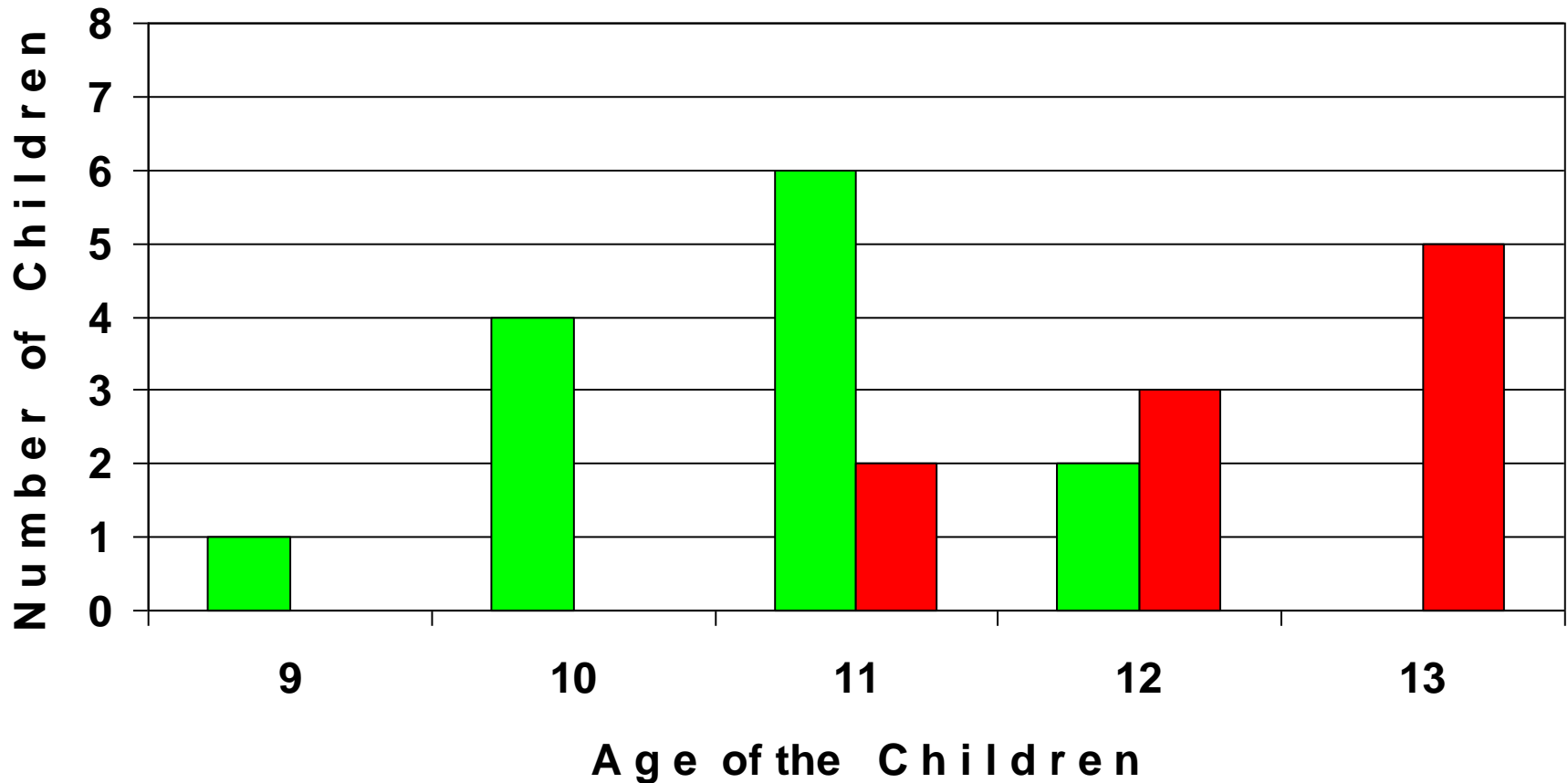
Age of 2nd & 3rd Level Talenta-Kids

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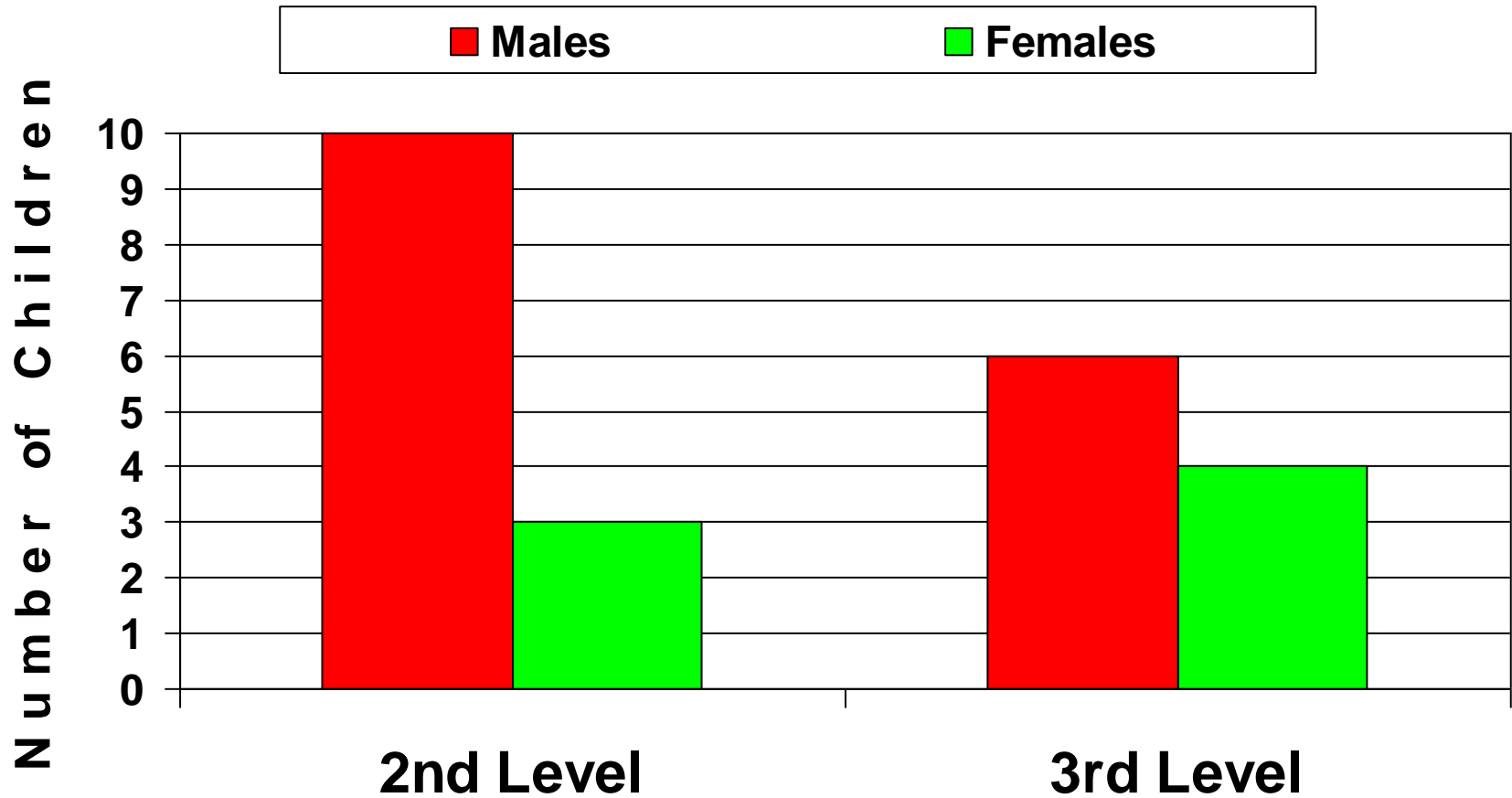
■ 2nd Level Talenta-Kids per Age

■ 3rd Level Talenta-Kids per Age



Sex of 2nd & 3rd Level Talenta-Kids

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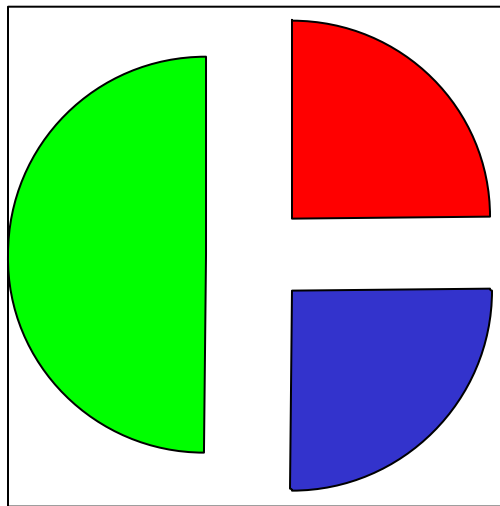


Talenta-Kids: Various Aspects of IT

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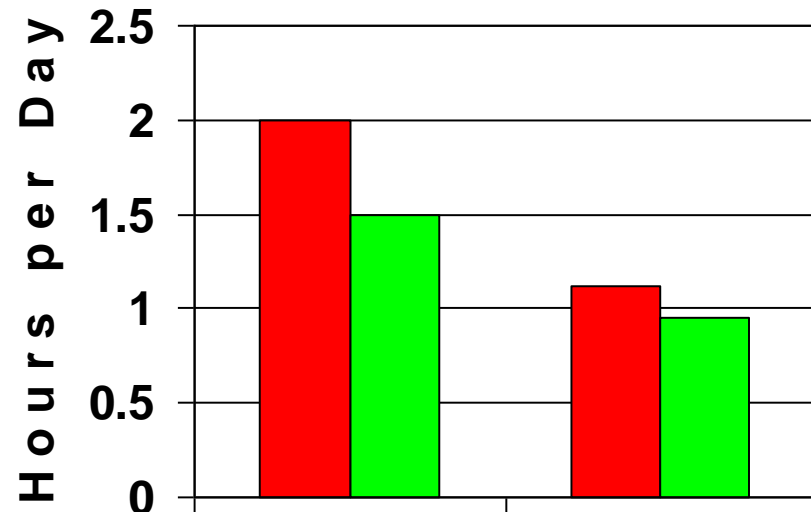


"I sit alone at the PC"



always 50% mostly

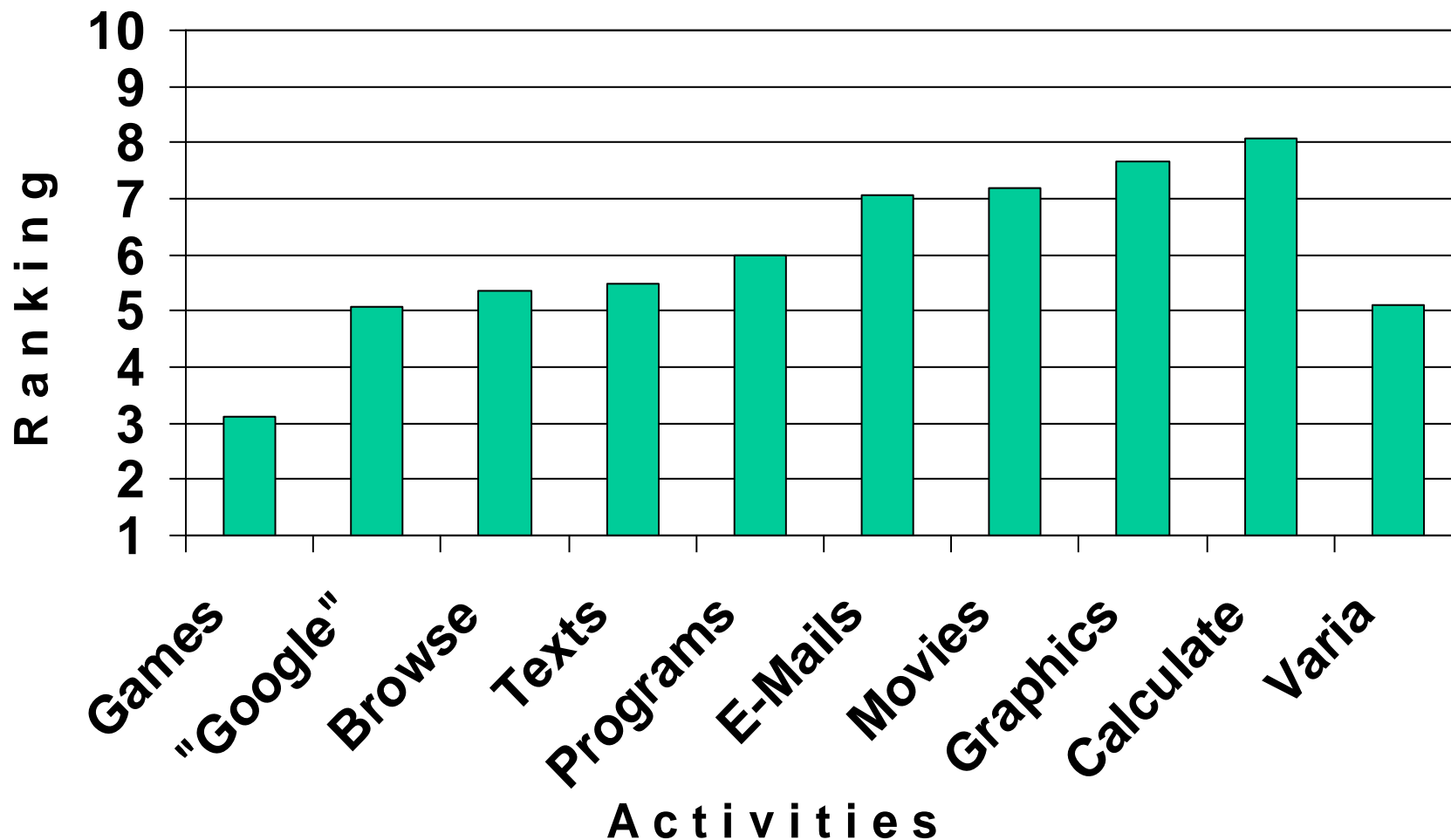
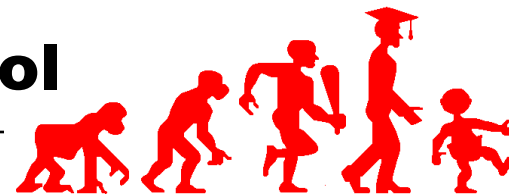
"How many Hours per Day?"



Male Pupils Female Pupils

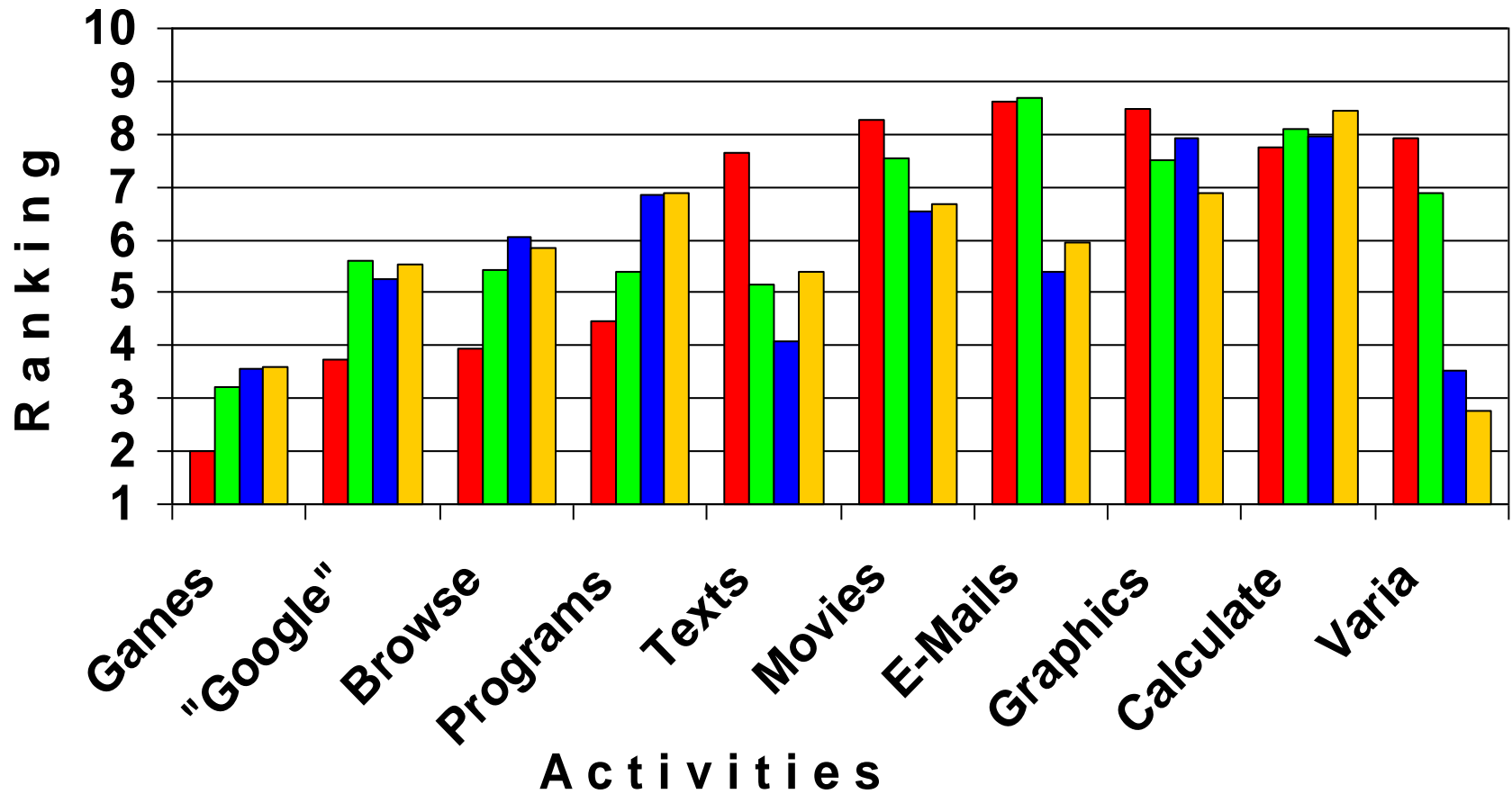
23 Talenta-Kids: IT Home & School

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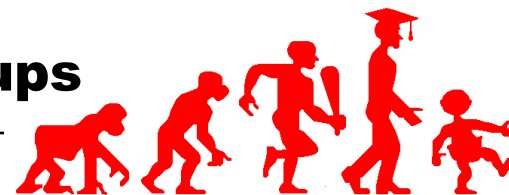
How Do 23 Talenta-Kids Use IT?

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Parallel Setting for Instruction of 2 Groups

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2 Groups	IT- Instruction Group	Comprehensive I. Group
<i>Topic</i>	CD „Chemie macht Spass“ =	<i>Chemistry is fun (science phen.)</i>
<i>Age & No.</i>	21 pupils: 10 ≈10 years	11 ≈12 years (Green,Red)
Gender	2 Girls GREEN 2 Boys GREEN 2 Girls RED 2 Boys RED	1 Girl GREEN 5 Boys GREEN 2 Girls RED 5 Boys RED
Time Frame	8 hours work at the PC within 4 weeks(01/2003)	4 double lessons within 4 weeks (January 2003)
Specifics	Enough time for 3 repetitions of IT programs	Only one run (a lot of time for experiments etc.!))
Testing / Scores (max.44.5)	January 8, 2003: 14.63 February 5, 2003: 25.28 March 6, 2003: 25.56	January 8, 2003: 18.73 February 5, 2003: 31.20 March 6, 2003: 29.13

Understanding 32 Scientific Phenomena

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Individual Scores of Boys and Girls

2nd Level Kids / 10 Years



3rd Level Kids / 12 Years



Understanding 32 Scientific Phenomena

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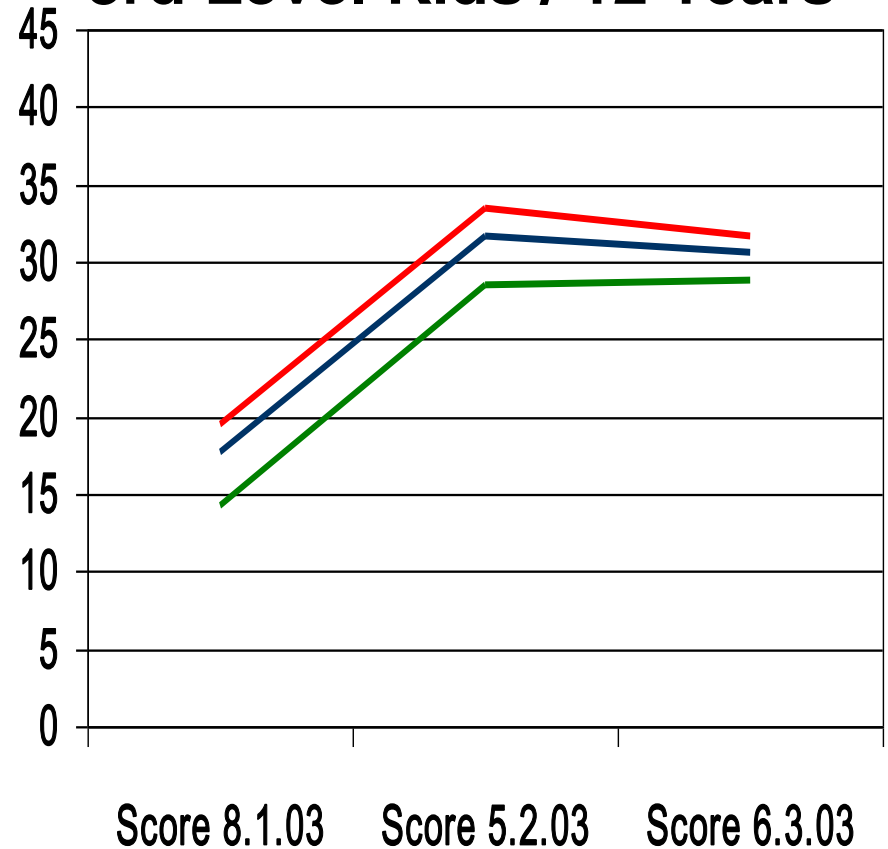


Comprehensive Instruction / **Average** / **IT-Instruction**

2nd Level Kids / 10 Years



3rd Level Kids / 12 Years



Practical Results at Talenta School

SCHOOL TALENTA ZÜRICH



- Most pupils preferred comprehensive instruction
- IT programs tend to bore pupils (method. limits?)
- Scores were very much the same (long term?)
- 3 repetitions (IT) did not provide better results
- All pupils hardly forgot anything within a month
- There may be (few) pupils who do better with IT
- Comprehensive instruction = work & equipment!

Two Ways & Their Pros and Cons

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+/-	IT Instruction	Comprehensive I.
Pros	individual pace can easily be respected	portfolio of abilities in a team: synergies
	several repetitions within a given time	multiple (tactile!) long term memory access
Cons	less social learning possible (1, dyads)	workload for teacher (preparation/control)
	less methodical variety: motivation?	need of broad (& expensive) equipment

7 IT „Rules“ at Talenta Zurich

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- PCs are in every **classroom**, but not on the desks
- One PC for **two** pupils is sufficient (6-12 years)
- **20-30 min.** PC work per day is enough for Primary
- Main use: as a **resource** for „browsing & googling“
- Strict **limits** of access ...and practice **handwriting!**
- Of high importance for the gifted: **touch-typing!**
- PCs are just there as **natural tools** for our children

Two Types of Talenta Projects

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Type	Science-based	Language-based
Approach	Experiment & Conclusion	Analysis & Verification
Access	„Solve this problem!“	„Acquire this text!“
Typical activities	Plan experiments, use objects Train handling of instruments Draw up tables & diagrams <u>Answer questions (checklist)!</u>	Read carefully (hard words!) Acquire background knowledge Team: solve in-depth questions <u>Write essay ! Pass dictation !</u>
„Subjects“	Physics, Chemistry, Biol.	Plus: History, Geography
Academic gains	Set up hypotheses, arrange exp. & validate	Critical reading & verification & interpretation

Results after 5 Years

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- 1. First contact „on equal terms“ (broad input)
- 2. Social training camp, preventing isolation
- 3. Better self esteem & respect for peers
- Less fixation on the teaching person
- Refining skills in maths & language (precision)
- New planning/proceeding/evaluation-techniques
- Responsible for peers, equipment, workplace