



Unlocking Potential: A Multidisciplinary Enrichment Program for High-Ability Students

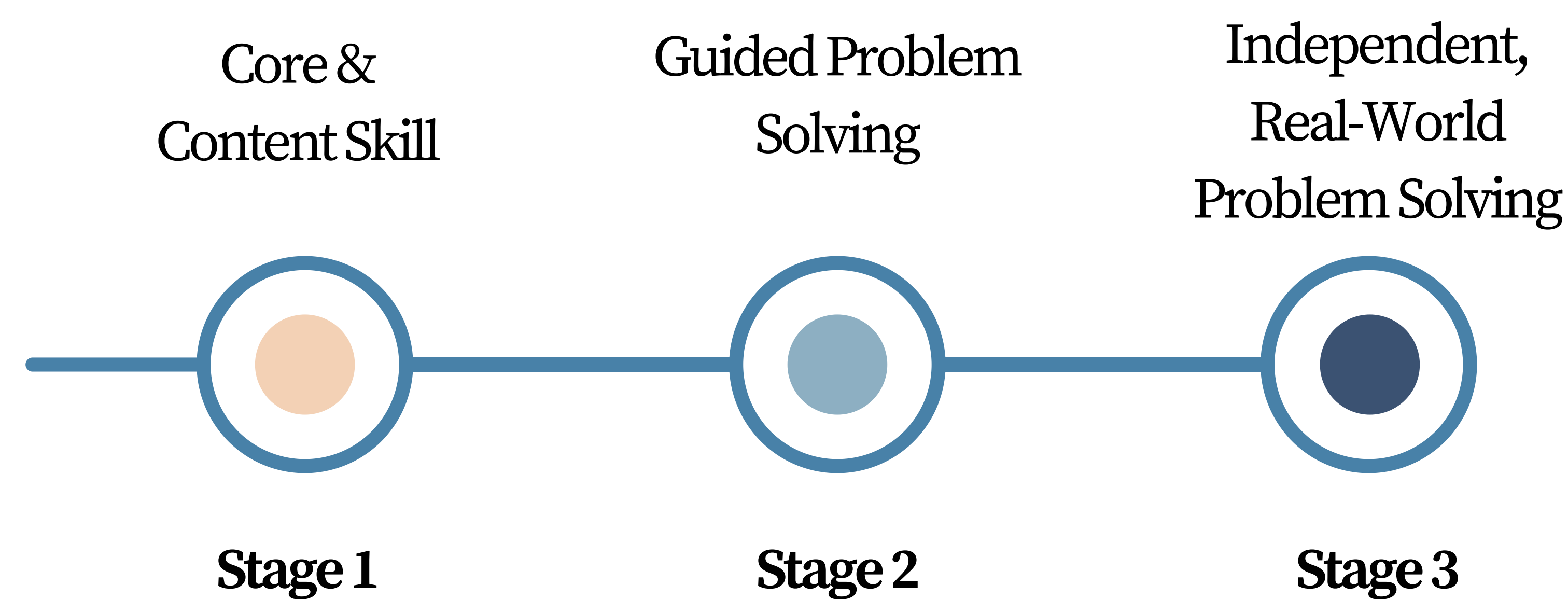
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INTRODUCTION

Gifted or high ability students are those who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields; and need services or activities not ordinarily provided by the school in order to fully develop those capabilities (Robinson, 2022). However, in the US the scenario of gifted programs in schools is still restricted where students from minoritized background and lower socioeconomic status are under-referred to this program (Harry, 2014). Thus, we design a multilevel intervention model as an enrichment programs for gifted students on the university campus (Pereira et. al, 2016; Pereira & Gentry, 2010). The model offers multidisciplinary courses in STEM and humanities as a two- to four-week long courses; combined with a socioemotional curriculum created from the Purdue Affective Model (Jen et. al, 2017) which focuses on achievement motivation. Every year we evaluate the model using questionnaire containing two subscales for students and one scale for parents, also conducting semi-structured interview with teachers, and also an in-class observations.

METHOD

Purdue Three-Stage Enrichment Learning Model



IMPLEMENTATION

Super Summer

For Kindergarten (K) to 4th grade

Summer Residential Camp

For 5th to 12th grade

- During summer, we offer multidisciplinary courses in STEM and humanities, geared at least two grade levels above each student's current school grade.
- Stage 1: Students master core content and skills. Teachers lead critical and creative thinking exercises and provide instruction on targeted skills.
- Stage 2: The pace and challenge intensifies as students engage in inquiry related to the curriculum. Strategies used at this stage include problem solving, inductive and deductive reasoning, and analysis of arguments and concepts.
- Stage 3: Students apply their knowledge to real problems through independent investigations, self-directed inquiry, and the development of products.

IMPACT

- Student Perspective
Opportunity to develops students' interests, connects students with like-minded peers and those with similar interests and passions.; less boredom in class and as it provides the opportunities to enhance creativity thinking (Stephen, 2022); new, above-grade-level concepts comprehension (Miller & Gentry, 2010); stronger self-confidence and being more open to people (Jen et. al, 2017).
- Parents Perspective
Children becoming more open to new experiences and learning, enjoying the classes and the learning process, developed their potential in their interest areas with new and meaningful experiences and challenges, continued interest and foster future career aspirations (Tay et. al, 2018).

REFLECTION & CONCLUSION

Holding a summer enrichment program for gifted students, particularly those from underserved backgrounds, was a profoundly enlightening experience that underscored the transformative power of education in nurturing potential and fostering equitable opportunities.

