



Accelerated Learning and Students Performance in Biology Among Gifted Students

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Abstract

Accelerated learning is one of the recommended teaching pedagogies for gifted learners. Students are usually accelerated by subjects or by grade. This study examines accelerated learning experience of gifted students at Pusat PERMATApintar™ Negara, National University of Malaysia (n=113). Pusat PERMATApintar™ Negara is the very first gifted school in Malaysia since January 2011. Curriculums beyond national syllabus are given to the students to challenge their learning ability and to enhance their potential in academic. Selected gifted students who are admitted into the center's high school program were given accelerated learning experience for one year in Biology. Throughout the term, students are required to complete curriculum comprises of national syllabus (Malaysian Certificate of Education), Advanced Placement Biology and degree Biology. This study employed an action research approach to research design. Pre and post intervention data was collected through summative and formative assessments such as laboratory reports, quizzes, assignments and final examination. Findings from the study which compared pre and post results shows that at the beginning, the students had difficulty following the accelerated curriculum and had showed poor performance in their academic works. The accelerated curriculum were later revised and given to the students. Data from the revised curriculum shows that the students were able to perform better in their examination and others academic tasks given to them. This paper also discusses implication of the findings in teaching and learning for the gifted and talented.