

MAKING THE RESEARCH PRACTICAL II: WHAT TEACHERS OF GIFTED LEARNERS CAN DO TO ENSURE OPTIMAL TALENT DEVELOPMENT

Master Class Presentation to LAUSD Gifted Children's Association by Professor Karen B. Rogers

Where is Our Research Coming From?

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- Individual studies usually conducted in field-based settings in collaboration between university and school faculty. (Hard to control the moderating variables, let alone the independent variables, but... some good studies have come out of this.)
- Meta-analyses, usually synthesized by university researcher, who may or may not have background in our field. This approach DOES collect all the individual studies out there on a specific practice and tells us what the effects of that practice are, in general.
- Meta-syntheses, usually synthesized by university research, who under no circumstances has the background in our field. This approach DOES collect all the meta-analyses that are out there on all educational practices and tries to tell us what the effects of those practices are.

What Meta-Analyses Do We Have in Gifted Education?

Topic	Researchers	Year	# Studies	Outcomes
ACCELERATION	Kulik & Kulik	1984	26	Strong A Small S/E
	Rogers	1991	380	Moderate A Small S/E
	Kent	1992	23	Small S/E
	Kulik	2004	26	Moderate A Moderate E Small S
	Rogers	2004	308	Moderate A
	Rogers	2008	42	Moderate A Small-Moderate S/E
	Steenbergen-Hu & Moon	2011	38	Moderate A Small S/E
	Rogers	2014	132	Moderate A Small S Moderate E

Karen Rogers LAUSD Master Class II 2014

So What Did These Gifted M-As Tell Us About “Relevant” Educational Practice?

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□ **Acceleration**

- Gifted kids who are accelerated, either by grade-based or subject –based acceleration options do better academically, socially, and emotionally than gifted kids who were not accelerated
- **Strong** academic effects are most likely with acceleration options:
 - Accelerated honors high school classes
 - Advanced Placement classes
 - Computer on-line courses taken independently in lieu of regular HS curriculum
 - Honors classes at university
 - International Baccalaureate Diploma programs
 - Saturday classes on university campus
 - Grade skipping
 - Radical acceleration
- **Moderate** social effects are most likely with acceleration options:
 - Grade skipping
 - Summer university courses
 - Honors classes at university

What Meta-Analyses Do We Have in Gifted Education?

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Topic	Researchers	Date	# Studies	Outcomes
GROUPING				
Elementary/Sec.	Kulik & Kulik	1984	31	Moderate A Moderate E
Secondary	Kulik	1985	24	Moderate A Moderate E
Within-Class	Kulik & Kulik	1987	19	Moderate A Small S
Within-Class	Lou, Abrami et al	1996	66	Small A
Elementary/Sec.	Noland & Taylor	1986	50	No A (all ability groups mixed)
Within-Class	Puzio & Colby	2010	15	Moderate A (R)
Grouping Options	Kulik & Kulik	1992	28	Moderate A Moderate E
Cooperative Learning	Neber, Finsterwald, Urban	2001	12	Small A

So What Did These Gifted M-As Tell Us About “Relevant” Educational Practice?

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□ **Grouping**

- Within class groups are not as effective academically as other forms of ability or performance grouping
- Ability grouping of the gifted leads to moderate academic improvement
- When effects of homogeneous studies of ability grouped vs. non-ability grouped students are reported, there are academic gains. When there is a gifted ability group but its effects are averaged in with the effects of other kinds of ability groups, there are no reported academic gains.

What Meta-Analyses Do We Have in Gifted Education?

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Topic	Researchers	Date	# Studies	Outcomes
PROGRAMMING				
Pull-out	Vaughn, Feldhusen, Asher	1991	9	Moderate A
Single Gender Groups	Goldring	1990	23	Small A/E/S
Gender Differences in Program Selection and Participation	Petersen	2013	130	Moderate gain for boys
Summer Programs	Cooper & Charlton	2000	7	Small A/E/S
Creativity Training	Ma	2006	34	Small A/E
	Scott, Loritz, Mumford	2004	70	Small A/E
Music Training	Folkestad	2005	56	Moderate A

So What Did These Gifted M-As Tell Us About “Relevant” Educational Practice?

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□ ***Gifted Programming Options***

- Pull-out programs are good when there is a single, year-long focus for academic extension, creative thinking or critical thinking. The longer the weekly or bi-weekly pull-out the greater the academic gain.
- Girls fare somewhat better academically and show greater leadership skill and motivation to learn,
- Boys are more likely to be identified and programmed for in school and in summer programs for the gifted.
- Summer enrichment programs show academic gains for gifted learners but only stem the “summer loss” for other ability levels.

What Meta-Analyses Do We Have in Gifted Education?

Topic	Researchers	Date	# Studies	Outcomes
COGNITIVE/AFFECTIVE				
Metacognition Training	Alonso	1999	10	Moderate A
IQ and Religiosity	Zuckerman, Silberman, Hall	2013	63	Moderate E/S
Personality, Interests	Staggs, Larson, Borgen	2007	50	Small, positive E/S
GT in Foster Homes	Van Ijzendoorn, Lujik, Jutter	2008	75	No A Negative E
Mental Disorders	Martin, Burns, Schonlau	2010	9	No A, Negative E
GT/EBD Shootings	Salyers	2008	3	Negative A Negative E Negative S

So What Did These Gifted M-As Tell Us About “Relevant” Educational Practice?

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- Gifted children with strong spirituality fare better socially and emotionally.
- Gifted children who are trained to think critically fare better academically.
- Gifted children with positive personality characteristics (motivation to learn, persistence, value of effort) or with “passions” fare better socially and emotionally, but cannot relate this to academics.
- Gifted children with dysfunctional family situations or with mental disorders do not fare, as expected, academically and do not thrive socially or emotionally.

Lessons Learned From Our Individual Studies and Meta-analytic Research

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- Learners of high ability and/or high performance must be rigorously challenged in all academic core areas, on a consistent basis. (KEY IDEA ONE)
- The curriculum of these learners must focus on concepts, issues, problems, principles, generalizations. (KEY IDEA TWO)
 - Inquiry-based projects, problem-based units of instruction, discovery projects and experiences must be offered.
 - Use of the Socratic Seminar method is recommended.
 - There must be “space” for open-ended thinking and exploration
 - Care must be taken that the focus is on HOTS, not MOTS
 - The curriculum and learning experiences provided must address Passow’s three standards for what makes curriculum “gifted”: Would? Could? Should?
- Teachers need to deliver their instruction in differentiated ways (KEY IDEA THREE)
 - Care must be taken to eliminate “excess” drill and review when mastery has already been demonstrated.
 - The big ideas, concepts, etc. must be taught whole-to-part (deconstructivist, rather than part-to-whole.
 - The pacing must reflect the complexity of the content and skills being taught:
 - In lower computational or calculations mathematics, the pacing should be double or triple time pacing, when compared with the regular pacing of math teaching.
 - In more complex and conceptual or deep learning, the pacing may be much longer than would “normally” be provided for the regular learner, such that depth and breadth can be adequately addressed.

Rigorous Challenge in All Academic Areas

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- Although the rigor does not need to be daily, we know that even though performances may not be equally high in all academic areas, the learner's ability predicts that the rigor is needed.
- We know that what these kids receive will be spontaneously transferred, in most cases, to other contexts and contents (Scruggs & Mastropieri) when compared to doing this for all learners.
- The brighter (IQ-related) a student is, the more there is a need for this additional challenge.
- This can be provided through:
 - ▣ Subject extensions, acceleration
 - ▣ Continuous progress learning
 - ▣ Small group, individual learning
 - ▣ Mentorships, out-of-school experiences
 - ▣ Resource Room programs
 - ▣ Alternate task assessments and learning experiences provided by “regular” teachers’

How to Provide Rigorous Academics in All Core Areas

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- Accelerate the core academic standards by 1-2 grade levels when the standard is not a one-time outcome.
- Differentiate the core academic standards for all areas, using a set of consistent strategies to be applied whenever the core standard is too simplistic and its iteration in the next grade level or two up does not go far enough
- Sandra Kaplan's 11 Strategies for Depth, Complexity, and Breadth work beautifully for this

How to Provide Rigorous Academics in All Core Areas

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- Kaplan's 11 Strategies: Complex? Deep? Broad?
 - Language of the Discipline
 - Details
 - Patterns
 - Trends
 - Unanswered Questions
 - Rules
 - Ethics
 - Big Ideas
 - Over Time
 - Different Point of View
 - Interdisciplinary Connections

How Do We Make This Happen?

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- Someone takes the Kaplan strategies and applies them directly to the outcomes we are responsible for (teacher writing time, purchasable curriculum developed on Kaplan “model”, curriculum that applies one or more of Kaplan’s strategies)
- Regular standards are “compacted” and replacement activities focus on increased depth, breadth, or complexity. (We can’t have these kids doing “more” work so much as doing “different work” that embeds the basic standard within a more complex frame.

Curricula Focused on Concepts, Issues, Problems, Principles, Generalizations

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- Selection of already developed and field tested curriculum that organizes learning experiences with this focus.
- Implementing these curricula with adaptations to one's own educational setting, resource levels, and teacher capability.

Curricula that has been field tested and come out with flying colors!

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- College of William and Mary units
 - Language Arts
 - Mathematics
 - Social Studies
 - Science
 - Reading Navigators
 - Jacob's Ladder
- Royal Fireworks Press
 - Michael Clay Thompson Language Arts programs for elementary and secondary GT students
 - Shelagh Gallagher Problem-Based science units
- Kendall-Hunt
 - M2 (Mentoring Young Mathematicians)
 - M3 (Mentoring Mathematical Minds)
 - Gifted Education Center units
- Prufrock Press
 - William & Mary units
 - Jacob's Ladder

Potential Resources from Kendall-Hunt

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□ Research-Based Curriculum Units

□ M2 – Mentoring Young Mathematicians (K-2)

- K: Sizing Up the Lily Pad Space Station: Measuring With the Frogonauts
- K: Exploring Shapes in Space: Geometry with the Frogonauts
- 1: Exploring Shape Games with Imi and Zani
- 1: Creating the School Measurement Fair: Measuring with Imi and Zani
- 2: Developing a Shape Gallery: Geometry with the Meerkats
- 2: Using Everyday Measures: Measuring with the Meerkats

□ M3 – Mentoring Mathematical Minds

■ Strand 1: Number and Operations

- 3: Unraveling the Mystery of the MoLi Stone (place value and numeration)
- 4: Factors, Multiples, and Leftovers (linking multiplication and division)
- 5: Treasures From the Attic (exploring fractions)

Potential Resources from Kendall-Hunt

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- Research-Based Curriculum Units
 - M3 Mentoring Mathematical Minds
 - Strand 2: Algebra
 - 3: Awesome Algebra (patterns and generalizations)
 - 4: At the Mall With Algebra (variables and equations)
 - 5: Record Makers and Breakers: Using Algebra to Analyze Change
 - Strand 3: Geometry and Measurement
 - 3: What's the Me in Measurement All About?
 - 4: Getting Into Shapes
 - 5: Funkytown Fun House (proportional reasoning and similarity)
 - Strand 4: Data Analysis and Probability
 - 3: Digging for Data (search within research)
 - 4: Analyze This (representing and interpreting data)
 - 5: What Are Your Chances?

Potential Resources from Kendall-Hunt

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- Research-Based Curriculum Units: Gifted Education Center
 - ▣ Language Arts
 - 1-2: Beyond Words
 - 2-3 Journeys and Destinations
 - 4-6 Literary Reflections
 - 4-6 Patterns of Change
 - 4-6 Autobiographies
 - 6-7 Persuasion
 - 7-9 The 1940s: Decade of Change
 - 7-9 Utopia
 - 8-10 Threads of Change in the 19th Century
 - 10-12 Change Through Choices

Potential Resources from Kendall-Hunt

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- Research-Based Curriculum Units (Gifted Education Center)
 - ▣ Social Studies
 - 2-3: Ancient Egypt: Gift of the Nile
 - 2-3: Ancient China: The Middle Kingdom
 - 4-6: Building a New System: Colonial America
 - 4-6: The World Turned Upside Down
 - 4-6: A House Divided: The Civil War
 - 6-8: The 1920s in America: A Decade of Tensions
 - 6-8: The 1930s in America: Facing Depression
 - 6-8: The Road to the White House
 - 10-12: Defining Nations
 - 10-12: Primary Sources
 - 10-12: The Renaissance and Reformation

Potential Resources from Kendall-Hunt

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- Research-Based Curriculum Units (Gifted Education Center)
 - ▣ Science
 - 2-3: Where's the Beach? Examining Coastal Erosion
 - 2-3: What a Find
 - 4-6: Acid, Acid Everywhere
 - 4-6: Electricity City
 - 4-6: Animal Population
 - 6-8: Nuclear Energy: Friend or Foe?
 - 6-8: Something Fishy

Potential Resources from Prufrock Press

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- Mathematics “Quality” Units
 - K-1: Splash: Modeling and Measurement Applications for Young Learners (Johnson)
 - 2-4 Spatial Reasoning (Johnson)
 - 3-6: Beyond Base Ten: A Math Unit for High Ability Learners (Johnson)
 - 3-5: Polygons Galore (Johnson)
 - 4-5: Time Travel Math: An Advanced Geometry Adventure (Bernstein)
 - 6-8: Moving Through Dimensions: A Math Unit for High Ability Learners (Johnson)
 - 6-8: Math Road Trip: A Math Unit for High Ability Learners (Blauvelt & Cote)
 - 6-8: Mathematics in the Marketplace: A Math Unit for High Ability Learners (Cote & Blauvelt)

Potential Resources from Prufrock Press

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□ Science Units

- K-1: Water Works: A Physical Science Unit for High Ability Learners (CGE)
- K-1: Survive and Thrive: A Life Science Unit for High Ability Learners
- 1-2: Budding Botanists: A Life Science Unit (CGE)
- 2-3: What's the Matter: A Physical Science Unit for High Ability Learners (CGE)
- 3: Dig It: An Earth and Space Science Unit for High Ability Learners (CGE)
- 3-4: The Earth Beneath Our Feet: An Earth Science Unit for High Ability Learners
- 3-4: An Invitation to Invent: A Physical Science Unit for High Ability Learners
- 6-8: Understanding Physical and Chemical Changes (Interactive, Discovery-Based Science Unit for High Ability Learners (Blauvelt & Cote)

Potential Resources from Prufrock Press

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□ Social Studies

- 4-8: Electing the President: An Interactive Simulation on the Electoral Process
- 4-8: Engaging With History in the Classroom: The American Revolution (Robbins & Tieso)
- 4-8: Engaging With History in the Classroom: The Civil Rights Movement (Robbins & Tieso)
- 4-8: Engaging With History in the Classroom: The Civil War (Robbins & Tieso)
- 4-8: Engaging With History in the Classroom: The Post-Reconstruction Era (Robbins & Tieso)
- 4-8: Ancient Roots and Ruins: A guide to Understanding the Romans, Their World, and Their Language (VanTassel-Baska)

Potential Resources from Prufrock Press

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- Social Studies Units
 - 6-8: Ecopolis (Cote & Blauvelt)
 - 6-8: Exploring America in the 1950s: Beneath the Formica (Sandling & Chandler)
 - 6-8: Exploring America in the 1960s: Our Voices Will Be Heard (S & C)
 - 6-8: Exploring America in the 1970s: Celebrating the Self (S & C)
 - 6-8: Exploring America in the 1980s: Living in the Material World (S & C)
 - 6-8: Exploring America in the 1990s: New Horizons (S & C)
 - 6-8: Exploring America in the 200s: New Millennium, New U.S. (S & C)
 - 6-8: Order in the Court: A Mock Trial Simulation (Cote & Blauvelt)
 - 6-8: What's Your Opinion? An Interactive, Discovery-Based Unit for High Ability Learners (Cote & Blauvelt)
 - 6-9: Top Secret Files: The Civil War: Spies, Secrets, Missions, and Hidden Facts From the Civil War (Bearce)
 - 6-9: Real Patriot Games: Study of Intelligence and Espionage Based on the Multiple Menu Model (Murdock)
 - 7-9: Blind Justice: Courtroom Simulations for the Classroom (Hoey)
 - 6-9: Fables and Folktales: Writing Workshop: An Interactive Discovery-Based Language Arts Unit for High Ability Learners

Potential Resources from Prufrock Press

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- **Specific Grade Level Multi-Disciplinary Units** (McGee & Harrelson)
 - **Grade 1: Patterns**
 - Literature, Arts, and Science
 - Body, Cycles, and Graphs
 - Economics, Biography, and Citizenship
 - **Grade 2: Changes**
 - Rights, Resources, and the Weather
 - Programs, Reactions, and History
 - Communication, Honesty, and Inventions
 - **Grade 3: Relationships**
 - Ecosystems, Comparisons, and Power
 - Environment, Cause and Effect, and Citizenship
 - Economics, Opposites, and Social Action

Potential Resources from Prufrock Press

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- **Specific Grade Level Multi-disciplinary Units** (McGee & Harrelson)
 - **Grade 4: Systems**
 - Exploration, Culture, and Ecology
 - Settlement, Currency, and Measurement
 - Economics, Climate, and Comparisons
 - **Grade 5: Structures**
 - Geology, Expansion, and the Arts
 - Cultures, Geometry, and Energy
 - Government, cycles, and Physics
 - **Grade 6: Frontiers**
 - Pioneers, Genetics, and Energy
 - Geography, Explorers, and Literature
 - Geology, Astronomy, and the Environment

Potential Resources from Prufrock Press

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- Multi-age, Multi-disciplinary Units (Triska, McGee, Harrelson)
 - Grades 1-3
 - Cycles
 - Discoveries
 - Faces
 - Gifts
 - Symbols
 - Grades 4-6
 - Balances
 - Choices
 - Explorations
 - Questions
 - Viewpoints
 - Grades 6-8
 - Ages
 - Conflicts
 - Connections
 - Images
 - Powers

Potential Resources from Prufrock Press

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- Jacob's Ladder Reading Comprehension Program
 - ▣ Level 1 (grades 2-3) – myths and fables, poetry, non-fiction
 - ▣ Level 2 (grades 4-5) – short stories, poetry, non-fiction
 - ▣ Level 3 (grades 5-6) – short stories, poetry, non-fiction

□

Potential Resources from Royal Fireworks Press

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Michael Clay Thompson Programs and Texts: Strands for Grammar, Vocabulary, Poetry, Writing, Practice, and Literature

Elementary Program

- Level 1 (3 and up): Grammar Island, Building Language, Music Hemispheres, Sentence Island, Paragraph Island, Mud Trilogy
- Level 2 (4 and up): Grammar Town, Caesar's English 1, Building Poems, Paragraph Town, Alice/peter, Mole Trilogy
- Level 3 (5 and up): Grammar Voyage, Caesar's English, A World of Poetry, Essay voyage, Paragraph Voyage, Search Trilogy (Treasure Island, HG Wells' Invisible Man, Call of the Wild)

Middle and High School: Same Strands

- Level 4 (6 and up) Magic Lens 1, Word Within Word 1, Poetry and Humanity, Academic Writing 1, Academic Writing 1, Search Trilogy
- Level 5 (7 and up) Magic Lens 2, Word Within Word 2, Poetry, Plato, Beauty, Academic Writing 2, Academic Writing 2, Time Trilogy (HG Wells' Time Machine, Twain's Connecticut Yankee, A Christmas Carol), SHADOW Trilogy (Hound of the Baskervilles, Murders at Rue Morgue, Dr. Jekyll and Mr. Hyde)
- Level 6 (8 and up): Magic Lens 3, word Within Word 3, Poetry, Plato, Truth, Academic Writing 3, Academic Writing 3, Autobiography Trilogy (Autobiography of Benjamin Franklin, Narrative of Frederick Douglass, Thoreau's Walden)

Interdisciplinary Units: The Self-Evident Truths

- Jefferson's Truths
- Lincoln's Ten Sentences
- Free At Last

Interdisciplinary Units: Thinkers

- Relativity, Quanta, and consciousness
- Classics in the Classroom
- Classic Words
- The Conceptual Dialectic
- Thinkers
- The Heart of the Mind
- The Sesquipedalian Neologist's Lexicon

Potential Resources from Royal Fireworks Press

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- Shelagh Gallagher's Units on Problem-Based Learning
 - ▣ Ferret Ecology: "Ferret It Out"
 - ▣ Final Appeal: The First Amendment and TKAM (Free Speech)
 - ▣ Hull House: Living Democracy in the Progressive Era (Chicago Settlement House)
 - ▣ Plague: Problem Studies (Black Death)
 - ▣ All Work and No Play (Child Labor)
 - ▣ Excluded: Chinese Immigration to the US

Potential Resources from Royal Fireworks Press

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- Problemoids Math Challenge Program for Gifted Learners
 - ▣ Mentor (teacher manual) and workbook for grades 4-6
 - See sample problems in handout
- Additional Books
 - ▣ Chi Square, Pie Charts, and Me (Baum et al)
 - ▣ Supplemental Math for the Curious: Number Systems (Dawson)
 - ▣ Supplemental Math for the Curious: Number Theory (Dawson)

One last curriculum resource

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- By searching Google or Yahoo for “William and Mary Navigators” you will find the list of “Navigators”, developed by the William & Mary Center for Gifted Education. These small booklets use the ICM model for each selected model – all within EACH Navigator. More Navigators are being developed as we speak around well-respected novels with varying levels of difficulty for gifted readers. You can also download the general teachers’ guide for using these Navigators for your own use.
- Once you get the hang of how these have been developed, it is very likely you will be ready to develop a few Navigators of your own around the important novels you wish to share with gifted readers.

Instructional Differentiation

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- Instructional sequence
- Amount of Review and Practice
- Pacing
- Learning Preference-Based
 - ▣ Independent study
 - ▣ Programmed instruction
 - ▣ Matched dyad or mentor projects
 - ▣ Lecture
 - ▣ Like ability discussion synthesis

Making Instructional Differentiation Practical (Problems and Solutions)

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- Unless you can group these kids homogeneously by ability or performance, can one truly teach whole-to-part with the big idea presented in its entirety up front?
- How can you satisfy your own concerns with whether or not the students have had “enough” practice and review? How much can you find time to do in terms of pre-assessments and compacting?
- How can you find out if you have set your pace appropriately for the content and skills you are trying to teach these kids?
- How can you find out if you have gone deeply enough into a concept to satisfy this cognitive need of these learners?
- What would be the “best” 3-4 ways FOR YOU to deliver differentiated curriculum using what you know about these learners’ preferred instructional delivery strategies?

A Simple (and Single) Study

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- *Professional and intellectual traits* of effective teachers of the gifted are the most important characteristics to gifted learners, (Rogers, 2007).
- Gave students grades 7-12 (a whole school of gifted learners, n = 1,500) a questionnaire on what they think are important characteristics of a “best” teacher
 - 81 characteristics that the research literature has found to be “important”
 - Two open-ended questions:
 - Think of the “best” teacher you ever had. In short phrases or using descriptive words, describe this person
 - Think of the “worst” teacher you ever had. In short phrases or using descriptive words, describe this person

The Most Important *Professional and Intellectual* Traits of the “Best” Teacher

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- ❑ Covering the material that is “supposed” to be covered
- ❑ Eliminating excess drill and review
- ❑ Compacting the curriculum through pre-assessment
- ❑ Adjusting instructional pace appropriate to subject matter
- ❑ Providing immediate corrective feedback
- ❑ Providing scaffold (whole of the concept) up front, followed by chance to analyze and reflect on its parts
- ❑ Making individual accommodations for some learners
- ❑ Is organized and clear in presentations

The Most Important *Personal* Traits of the “Best” Teacher

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- ▣ Seeing the gifted learner as a unique individual
- ▣ Liking able students in general
- ▣ Being patient and even-tempered in nature
- ▣ Having a sense of humor “in line” with the subject matter
- ▣ Exhibiting enthusiasm for subject, continuing to learn in that area along with students
- ▣ Showing no overt biases toward race or gender in the treatment of students
- ▣ Trusting students to make good learning choices and providing opportunities for independent learning

What Do GT Learners Say Makes an “Effective Teacher”? (U.S. Survey Research)

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- Patience
- Sense of humor
- Treats each student as individual
- Is not a performer, but a facilitator
- Gives regular, accurate “feedback”
- Provides new material regularly with less repetition of old “stuff”
- Moves quickly through material

Last Words

- *It is plain that teachers can be wonderful learners. They can master just about any kind of teaching strategy or implement almost any kind of sensible curriculum –if appropriate conditions are provided. It is also clear that those who criticize the motivations of teachers, worry about their willingness and ability to learn, or believe that the only way to improve the teaching profession is to change the personnel are fundamentally wrong. High quality training will give excellent results. Important new learning involves pain, and teachers are well able to withstand the discomfort...*
- *Go forth and multiply –you good teachers, you!*