



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

EDST4096

Responding to Gifted and Talented Students

Semester 1

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### IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST4096 Responding to gifted and talented students (6 units of credit)  
Semester 1, 2016

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Susen Smith  
Office Location: Room 120 John Goodsell Building  
Email: [Susen.smith@unsw.edu.au](mailto:Susen.smith@unsw.edu.au)  
Availability: Email for an appointment

Course Tutor: Dr Peta Hay

## 3. COURSE DETAILS

<b>Course Name</b>	Responding to Gifted and Talented Students
<b>Credit Points</b>	6 units of credit (6 uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	
Lectorial	Thu 12-14 (w1-4,5-12, MathewsThB)
Tutorial/s	Fri 12 (w1-3,5-13, Quad 1047) Fri 13 (w1-3,5-13, Quad 1047) Fri 14 (w1-3,5-13, Quad 1047) Fri 15 (w1-3,5-13, Quad 1047) Thu 16 (w1-3,5-13, Mat 112) Thu 17 (w1-3,5-13, Mat 112) Thu 18 (w1-3,5-13, Mat 112)

*Note: Attendance at all Lectorials and Tutorials is compulsory in this course.*

### *Summary of Course*

The course covers key issues in the education of gifted and talented students, with a focus on:

- (i) gifted students' cognitive and affective development and learning needs;
- (ii) assessment techniques and identification processes;
- (iii) ways of differentiating teaching in response to the characteristics and learning needs of individual gifted students, and;
- (iv) the exploration of a range of teaching strategies and program options.

### *Aims of the Course*

This course aims to:

- (i) increase understandings of the cognitive and affective characteristics and associated needs of gifted students;
- (ii) enhance student teachers' skills in identifying and responding to the individual needs of intellectually gifted students;
- (iii) introduce student teachers to varying differentiation teaching strategies and programs;

- (iv) develop student knowledge and understandings of gifted students from disadvantaged backgrounds, underachievers, and students with twice exceptionalities.

***The main ways in which the course has changed since last time as a result of student feedback:***

- Assessment has been reduced from three assessment tasks to two assessment tasks. Later Lectorial time provided and more tutorials. Encourage students to read the readings before the Lectorials. Course will revert to Dr Susen Smith as the course convenor.

*Student Learning Outcomes*

Outcome	Assessment/s	
1	Demonstrate command of current issues & attitudes affecting policy making, identification of gifted students and associated educational provisions	1
2	Match research on the cognitive and affective characteristics of gifted students to practical teaching strategies and individual learning needs	1 & 2
3	Identify strengths and weaknesses of identification processes & provisions for the individual academic, social and emotional needs of gifted students	1
4	Demonstrate familiarity with varying strategies needed to differentiate teaching and learning for gifted students	2
5	Justify the need for multiple-criteria identification procedures and relevant provisions for gifted students, including underachieving students and students with dual exceptionalities	2
6	Apply research-based decision-making to link identified characteristics with appropriate differentiated curriculum, teaching and learning.	2

*Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)*

Standard	Assessment/s	
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1 & 2
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1 & 2
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities (as includes students with dual exceptionalities)	2
1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	2
3.2	Plan sequenced learning activities using knowledge of student learning, content and effective teaching strategies	1 & 2
3.3	Include a range of teaching strategies	1 & 2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1 & 2
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1 & 2
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.	1 & 2

### National Priority Area Elaborations

Priority area		Assessment/s
Aboriginal and Torres Strait Islander Education	1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12	1
Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9,10	2
Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13, 14	1 & 2
Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	2
Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	2
Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The content of the course provides an overview of the major issues that would be relevant to teachers of gifted and talented students. The teaching approach attempts to actively engage students as they discuss and reflect upon current theory and practice, and learn new information, strategies, and skills. Students will be encouraged to take responsibility for their own learning in this course.

#### 5. TEACHING STRATEGIES

The course comprises a mixture of self-directed readings, inter-active in-class teaching strategies, and learning activities, flexible grouping tasks in both lectorials and tutorials. Lectorials will blend findings of educational research on appropriate provisions for gifted students with practical examples of strategies, differentiated teaching and learning, and program design. Tutorials will provide opportunities for discussion of key issues in the field of research, investigating identification techniques, and exploration of strategies to differentiate teaching and learning for gifted students in students' various method areas. Audios of Lectorials will be provided and one or two Lectorials may be online. A Moodle website will provide additional resources, readings, videos, and communications to support student learning.

Please don't hesitate to discuss your individual learning needs with the course coordinator so accommodations can be made where possible.

#### **Professionalism**

Professionalism as an educator includes consideration of self and others through attendance, timely arrival, contributing to classroom activities, and respecting the norms of classroom decorum, which are appropriate at the higher education level. Attendance at both Lectorials and tutorials is compulsory in this course and please arrive at the designated time to participate and not interrupt other's learning and inhibit your own learning. Please do not use electronic devices such as cell

phones, pagers, etc. during class, nor undertake non-course-related activities on your computer or iPad during class. Please do not engage in parallel conversations during Lectorials, tutorials, learning activities, and classroom discussions. Every student has background experiences that could enrich the learning of others, so your productive participation in classroom activities will enhance both your own learning and the learning of others.

## 6. COURSE CONTENT AND STRUCTURE

Week/Lectorial	Lectorial & Tutorial Focus
Week 1 March 3 <sup>rd</sup>	<b>1. Conceptions of Giftedness &amp; Talent</b> <ul style="list-style-type: none"> <li>• What conception of giftedness and talent is used in Australia?</li> <li>• What is the teacher's role in supporting talent development?</li> <li>• What catalysts support or hinder talent development?</li> <li>• See Moodle for Readings NPAE: ATSIE #6, #11, NESB #1 &amp; #2</li> </ul>
Week 2 March 10 <sup>th</sup>	<b>2. Cognitive Characteristics and Educational Needs of Students with Giftedness</b> <ul style="list-style-type: none"> <li>• What are some specific cognitive characteristics of gifted children?</li> <li>• What domains and levels of giftedness are there?</li> <li>• What is the relationship between characteristics and educational needs of gifted students?</li> <li>• See Moodle for Readings NPAE: SSEN #2; NESB #6</li> </ul>
Week 3 March 17 <sup>th</sup>	<b>3. Identifying Giftedness &amp; Talent</b> <ul style="list-style-type: none"> <li>• What types of identification processes are most commonly used in Australia to identify students for gifted programs?</li> <li>• Who or what provides guidance for identifying gifted students?</li> <li>• What is the classroom teachers' role?</li> <li>• See Moodle for Readings NPAE: ATSIE #1/NESB #3 &amp; #4</li> </ul>
Week 4 March 24 <sup>th</sup>	<b>Lecture only this week, and no Tutorial</b> <b>4. Nurturing Socio-affective Needs of Students with Gifts or Talent</b> <ul style="list-style-type: none"> <li>• Consider the impact of myths and misconceptions on gifted students.</li> <li>• Explore authentic case studies to examine social interactions and coping skills to address issues, such as, exclusion, discrimination, &amp; stereotyping.</li> <li>• Examine resulting behaviours and supportive strategies.</li> <li>• Understand the need for holistic education of gifted and talented students.</li> <li>• See Moodle for Readings NPAE: ATSIE #1/NESB #3 &amp; #4</li> </ul>
March 28	Mid-semester Break
Week 5 April 7 <sup>th</sup>	<b>Assessment 1 Due April 4</b> <b>5. Curriculum Differentiation I: Framework for Differentiating for Talent Development</b> <ul style="list-style-type: none"> <li>• Introduced to a framework to support differentiating for individual learning.</li> <li>• Examine differentiating assessment: Knowledge of assessment principles and practices to differentiate learning for individuals with gifts and talents.</li> <li>• See Moodle for Readings NPAE: L &amp; N #2, #12, &amp; #13</li> </ul>
Week 6 April 14 <sup>th</sup>	<b>6. Curriculum Differentiation II Models for Enriching Learning</b> <ul style="list-style-type: none"> <li>• Know principles of evidence-based and differentiated practices.</li> <li>• Possess a repertoire of models and instructional strategies to enrich student learning and enhance critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.</li> <li>• See Moodle for Readings NPAE: L &amp; N #2, #12, &amp; #13; ICT #4, #9, &amp; 10</li> </ul>
Week 7	<b>7. Curriculum Differentiation III: Strategies for Scaffolding/Self-regulating</b>

April 21st	<p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• Explore specific models and strategies for differentiating through grouping and scaffolding student learning.</li> <li>• See Moodle for Readings NPAE: ICT #11 &amp; #12</li> </ul>
Week 8 April 28 <sup>th</sup>	<p><b>8. Other Programs and Provisions: Asynchrony, Acceleration &amp; Autonomy</b></p> <ul style="list-style-type: none"> <li>• Explore acceleration options.</li> <li>• How can attitudes towards acceleration influence talent development?</li> <li>• How can acceleration support the development of gifts into talents?</li> <li>• See Moodle for Readings NPAE: CM #2, #3, #4, &amp; #5</li> </ul>
Week 9 May 5 <sup>th</sup>	<p><b>9. Twice or Multi-Exceptionalities and Talent Development</b> Mr Jake Widjaya will be a guest Lecturer for this session and he will outline his journey as a gifted student with a disability.</p> <ul style="list-style-type: none"> <li>• Explore a range of twice or multiple-exceptionalities.</li> <li>• Contemplate associated student characteristics and needs.</li> <li>• Use information, assistive technologies, and strategies to plan for the needs of exceptional students.</li> <li>• See Moodle for Readings NPAE: SSEN #6 &amp; #7</li> </ul>
Week 10 May 12 <sup>th</sup>	<p><b>10. Disadvantage &amp; Underachievement: Impacts on Talent Development</b></p> <ul style="list-style-type: none"> <li>• Understand the challenges and influences of disadvantage and underachievement.</li> <li>• Learn how to support academic achievement for talent development.</li> <li>• See Moodle for Readings NPAE: ATSIE #3 &amp; #10; NESB #9</li> </ul>
Week 11 May 19 <sup>th</sup>	<p><b>11. Using the Model of Dynamic Differentiation in planning and implementing a differentiated teaching and learning in your method area</b></p> <ul style="list-style-type: none"> <li>• Reinforce content and strategies according to method areas.</li> <li>• Support for the final assignment.</li> <li>• See Moodle for Readings</li> </ul>
Week 12 May 26 <sup>th</sup>	<p><b>Lecture attendance and Online Tutorial this week.</b> <b>12. Whole school approach to teaching students with gifts and/or talents</b> Mr Ben North, PhD candidate in Gifted Education, will be guest Lecturer for this session bringing his wealth of experience to the course.</p> <ul style="list-style-type: none"> <li>• Understand the different programming options for gifted students including opportunity classrooms, selective schools, and gifted programs.</li> <li>• Identify school and community resources that support differentiation for gifted students.</li> <li>• Communicate and consult with school personnel about the characteristics and needs of individuals with gifts and talents, including gifted individuals from diverse backgrounds.</li> <li>• Understand dominant cultures' role in shaping schools and the differences in values, languages, and customs between school and home.</li> <li>• See Moodle for Readings NPAE: ATSIE#9; NESB #8 #10</li> </ul>
Week 13 June 2 <sup>nd</sup>	<p><b>13. No Lectorial this week, so in the tutorial we will:</b></p> <ul style="list-style-type: none"> <li>• Explore technologies to support talent development.</li> <li>• Examine students' final questions regarding supporting gifted underachievers.</li> <li>• Be supported for the final assignment as needed.</li> </ul>
June 9	<p><b>Assessment 2 Due</b></p>

## 7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Priority Area Elaborations	Due Date
1. Topic Response	2400	40%	1, 2, 3	1.1, 1.2, 3.2, 3.3, 3.4, 4.1, 5.3	ATSIE 1, 6; TSFNESB 3 & 4; C & T 6	4 April 5pm
2. Authentic Case Study Report	3600	60%	3, 4, 5, 6	1.1, 1.2, 1.5, 1.6, 3.2, 3.3, 3.4, 4.1, 5.3	ICT 11; LN 2; SSEN 7; C & T 3	9 June 5pm

### EDST4096 Assessments:

Students are expected to pre-read the assigned readings before the lectorials, and attend all lectorials and tutorials.

#### Assessment 1: Topic Response 40%

2400 words

Due April 4th, 2016

Title page: Please include a title page at the front of your assignment that includes your name, student Id, course code/title, method areas, tutorial day/time, and the choice of the following topic that you will cover in your response, and the specific subject/method area around which your response would be based.

Topic: Choose 1 of the following topics to respond to. Use the guiding questions provided to guide your response.

- a) Conceptions of Giftedness: How can understanding conceptions of Giftedness and Talent inform your understandings of the educational needs of gifted students? How can teachers support intellectually gifted students' talent development?  
OR
- b) Characteristics: How can understanding the impacts of the characteristics of gifted students assist in enhancing or inhibiting the academic success of gifted students? What strategies match these characteristics to support gifted students' development?  
OR
- c) Identification: How can gifted students be identified? What assessment processes and identification techniques can be used to identify and support them, especially underachievers?  
OR
- d) Misconceptions: What are some myths and misconceptions about giftedness? What techniques or actions or strategies could be used to help overcome these misconceptions and support gifted student's development?

Response format: Responses can be in essay form, with or without graphically organised tables or charts, or in another form of your choice that is relevant to the task response and your method area.

Structure: Ensure that there are clear headings throughout your response. Reference the relevant lectorials, tutorials, course readings and texts, and wider reading. Include an appendix if you want to add additional material to support your responses, but this is not expected and will not be included in the word count.

Assessment grid inserted at end of assignment: See the assessment grid for more specific guidelines for the assignment. Insert the assessment grid below at the end of your assignment before submission so it can be used to provide feedback.



UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST4096 RESPONDING TO GIFTED AND TALENTED STUDENTS  
 Assessment 1: Topic Response 40%

Student Name:

Student No.:

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Adequacy of the response to all component parts of the questions or issues</li> <li>• Identified important issues/concepts/ideas relevant to the chosen topic/questions</li> <li>• Appropriateness for year group/subject/method area to the content</li> <li>• Appropriateness of identification techniques <u>and/or</u> provision strategies for gifted students</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Analysed/evaluated chosen techniques/strategies/theories/models used in this course</li> <li>• Demonstrated higher order thinking skills (e.g., analysis, synthesis, evaluation)</li> <li>• Showed depth of thinking e.g. Identification of relationships between key issues/concepts</li> <li>• Originality/creativity in applying chosen techniques/strategies/theories/models</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Appropriateness of reading content and sources</li> <li>• Referenced course text/readings/Lectorial notes/Lectorials</li> <li>• Wide reading beyond the course recommendations</li> <li>• Familiarity with different perspectives, issues, or concepts identified in the literature</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Succinct introduction, logical sequencing and flow of content, concluding paragraph drawing together key outcomes of the response</li> <li>• Appropriateness of graphic organisers linked with the chosen topic if used</li> <li>• Appropriate use of technology e.g. Inspiration or other graphic software, PowerPoint/Prezi. Word, Data Bases, Spelling/Grammar Check, Internet searches, Endnote for referencing, Moodle to access readings and resources</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity of writing, such as sentence structure, paragraphing, proof reading evident, vocabulary, spelling, punctuation, word length, readability</li> <li>• Use of a serious, formal and academic style of writing</li> <li>• Use of APA conventions in academic writing, such as quoting, paraphrasing, in-text referencing, citations, and reference list.</li> <li>• Clarity of tables, figures, graphics where applicable</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS</b>					

**Lecturer:**

**Date:**

**Recommended: /20 (FL PS CR DN HD)**

**Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, Lectorials may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

## Assessment 2: Authentic Case Study of a student with intellectual gifts and/or talents

60%

3600 words

Due June 9, 2016

Title page: Please include a title page at the front of your assignment that includes your name, student Id, course code/title, method area, grade of student/s case, and tutorial day/time.

Case Study: Choose an authentic case study from your course readings or from readings of your choice and amend it according to one of your method areas into a one page overview that includes a description of the background/needs of the student or students in your case study to be addressed, the grade of the student, and any other relevant information. Or you can write a one page case overview of a student that you already know, but use pseudonyms. Place this after the title page.

Planning provisions: Use the components of the Model of Dynamic Differentiation (MoDD) to plan support for talent development in your chosen student case. In your report, you will address topics and questions like the following so use these as headings in your assignment:

- a) **Assessing Learning:** How could you assess the student to identify her/his strengths, interests, learning needs? Why did you choose these assessments? How are they relevant to your method area and the student's or students' needs?
- a) **Enriching Learning:** What enrichment or acceleration techniques would you use in your method area to support this student's individual needs and justify your choices? e.g. any of the models or frameworks i.e. William's model, SOLO, De Bono's Thinking Hats etc. or other learning strategies, or techniques such as curriculum compaction.
- b) **Individualising Learning:** What five sequenced learning activities could you use in one topic in one of your method areas to support this student's individual needs and justify your choices?
- c) **Scaffolding Learning:** What teaching, grouping, or scaffolding techniques could support this student's learning and explain why? How could these be implemented in your method, classroom, or school context?
- d) **Self-regulating Learning:** How could you teach this student to be an autonomous learner and what learning activities would you use to support autonomous learning for this student?

Response format: Responses will be in report form but graphics/tables might be included. Appendices are optional, but might include resources to support the report's content or lesson plan overviews that might be useful for your teaching experience in future. Whole lesson plans are not expected and appendices do not count towards the word count.

Structure: Ensure there is an introduction, clear headings throughout the report, and a conclusion. Reference the relevant lectorials, tutorials, course readings, and texts and wider reading.

Assessment grid inserted at end of assignment: See the assessment grid for more specific guidelines for the assignment. Insert the assessment grid below at the end of your assignment before submission so it can be used to provide feedback.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST4096 RESPONDING TO GIFTED AND TALENTED STUDENTS  
 Assessment 2: Authentic Case Study Report 60%

Student Name:

Student No.:

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Adequacy of the response to all component parts of the question or issue</li> <li>• Identified important issues/concepts/ideas relevant to case study</li> <li>• Relevant assessment techniques to identify student strengths, interests &amp; learning needs</li> <li>• Differentiated teaching strategies &amp; learning activities match case study student needs</li> <li>• Matched student learning needs to relevant grouping or scaffolding techniques</li> <li>• Showed how to provide opportunities for autonomous learning</li> <li>• Identified support needed for the development of talent</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Analysed/evaluated chosen techniques/strategies/theories/models from this course</li> <li>• Demonstrated higher order thinking skills (e.g., analysis, synthesis, evaluation)</li> <li>• Depth of thinking e.g. identified relationships between key issues/concepts</li> <li>• Originality/creativity in applying chosen techniques/strategies/theories/models</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Appropriateness of reading content and sources</li> <li>• Referenced course text/readings/Lectorial notes/Lectorials</li> <li>• Wider reading beyond the course recommendations</li> <li>• Familiarity with different perspectives, issues, or concepts identified in the literature</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Succinct introduction, logical sequencing and flow of content, concluding paragraph drawing together key outcomes of the report</li> <li>• Appropriate use of technology e.g. Inspiration or other graphic software, PowerPoint/Prezi. Multi-media, Word, Data Bases, Spelling/Grammar Check, Internet searches, Endnote for referencing, UNSW Library searches, Moodle to access readings and resources</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity of writing, such as sentence structure, paragraphing, proof reading evident, vocabulary, spelling, punctuation, word length, readability</li> <li>• Use of serious, formal and academic style of writing</li> <li>• Use of APA conventions in academic writing, such as quoting, paraphrasing, in-text referencing, citations, and reference list.</li> <li>• Clarity of tables, figures, graphics where applicable</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS</b>					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, Lectorials may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

*Assessment Details*

### *Submission of Assessment Tasks*

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via EDST4096 Moodle site by 5pm. As hard copy assignments will not be submitted, students no longer need to use a cover sheet but a title page to each assignment is still required. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

## **8. RESOURCES**

### *Required texts*

Vialle, W., & Rogers, K. B. (2009). *Educating the gifted learner*. Terrigal, NSW: David Barlow Publishing.

Gross, M.U.M., MacLeod, B., & Pretorius, M. (2003). *Gifted students in secondary schools: Differentiating the curriculum* (2nd ed.). Sydney, NSW: GERRIC.

### *Required Readings*

Individual readings will be provided on the EDST4096 Moodle Website & links. These are required for pre-reading each week and for your first assessment task.

### *Further Recommended Readings*

See the EDST4096 Moodle Website & links.

### *Useful Recommended References*

\*\*\* Highly recommended source

Clark, B. (2007). *Growing up gifted* (7th ed.). Columbus, Ohio: Pearson/Merrill Prentice Hall.

Colangelo, N., & Davis, G. (2003). *Handbook of gifted education* (3rd ed.). Boston, MA: Allyn & Bacon.

Davis, G., Rimm, S., & Siegle, D. (2011). *Education of the gifted and talented* (6th ed.). Boston, MA: Allyn & Bacon.

\*\*\*Heacox, D., & Cash, R. M. (2014). *Differentiation for gifted learners: Going beyond the basics*. Minneapolis, MA: Free Spirit Publishers.

Jarvis, J.M. (2014). Supporting Diverse Gifted Students, In M. Hyde, L. Carpenter, & Conway, R, (Eds.) *Diversity, Inclusion and Engagement* 2nd Ed. (p. 297-316), South Melbourne, Australia: Oxford University Press.

Jarvis, J.M. (2015). Inclusive classrooms and differentiation. In Weatherby-Fell, Noelene, ed. *Learning to Teach in the Secondary School*. Port Melbourne, Victoria: Cambridge University Press, pp. 154-171.

Smith, S. R. (2015). A dynamic differentiation framework for talent enhancement: Findings from syntheses and teachers' perspectives. *Australasian Journal of Gifted Education*, 24(1) 59-72.

VanTasselBaska, J., & Stambaugh, T. (2006). *Comprehensive curriculum for gifted learners* (3rd ed.). Sydney, NSW: Pearson.