1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST5803 Developing Effective Programmes for Gifted Students, UNSW 2014 (6 units of credit)
Semester 1, 2014 (Online)

2. STAFF CONTACT DETAILS

Course Convenor: Bronwyn MacLeod
Office Location: John Goodsell 133
Email: bronwyn@gatewayseducation.com.au
Phone: 93851979
Availability: By appointment
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Developing Effective Programmes for Gifted Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including online class hours, readings, class preparation, assessment, follow up activities, etc.</td>
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**Schedule**

Lecture

This online course runs for five weeks beginning with the Orientation Week on February 12th, 2014.

**Summary of Course**

This course focuses on current research on the components of appropriate program development for gifted and talented students. Program models currently used in Australia and internationally will be critically evaluated. Students will be required to conduct needs analyses, develop program goals and design programs appropriate for gifted students within the administrative structures and education systems of their state or country. Research on the effectiveness of enrichment, acceleration and various forms of ability, achievement and interest grouping will be closely examined, with particular attention to the effects of these strategies on the students' academic and social development. The need for counselling and mentoring to be included in programs for gifted students and programs designed to include minority, twice-exceptional and underachieving students will also be a focus.

**Aims of the Course**

The aim of course is:
1. To familiarise educators with the research literature in order to inform their role in supporting and enhancing the education of gifted and talented students.
2. To provide educators with the theoretical understandings and research evidence needed to develop educational interventions, which respond to the intellectual and socio-affective characteristics and needs of gifted students.
3. To assist practicing educators to acquire an understanding of relevant components of appropriate program models, which lead to improved gifted student outcomes.

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
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<tbody>
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<td>1</td>
<td>1, 2</td>
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<td>2</td>
<td>1, 2</td>
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<td>3</td>
<td>2</td>
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<tr>
<td>4</td>
<td>2</td>
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<tr>
<td>5</td>
<td>2</td>
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EDST5803 Developing Effective Programmes for Gifted Students, UNSW 2014
### Graduate Attributes

<table>
<thead>
<tr>
<th>Standard</th>
<th>Attribute</th>
<th>Assessment/s</th>
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</table>
| 1        | Advanced disciplinary knowledge and practices  
Demonstrate an advanced understanding of the field of inclusive education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments. | 1,2 |
| 2        | Research-based learning  
Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education. | 1,2 |
| 3        | Cognitive skills and critical thinking  
Demonstrate advanced critical thinking and problem solving skills. | 2 |
| 4        | Communication, adaptive and interactional skills  
Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership. | 1,2 |
| 5        | International outlook  
Demonstrate an understanding of international perspectives relevant to the educational field | 1,2 |
| 6        | Ethical and responsible professional practice  
Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education | 2 |
| 7        | A respect for ethical practice and social responsibility | 2 |
| 8        | The skills of effective communication | 1,2 |
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The content of the course provides an overview of the major issues that may be relevant to educational programming for gifted and talented students. The teaching approach attempts to engage students actively as they discuss current theory and practice, and learn new information and skills. Classes are designed to present key information on a range of issues in the grouping and acceleration of gifted and talented students.

Group discussion and educational activities will assist students to become more thoroughly familiar with practices which are shown to be effective in programming for gifted and talented students.

5. TEACHING STRATEGIES

The learning activities in the course include: (a) Online lectures and workshops, which will use a range of teaching strategies; (b) class and whole cohort discussion with colleagues via online discussion boards; (c) self-directed reading; and (d) the preparation of written responses to discussion forums and assignments.
6. COURSE CONTENT AND ONLINE STRUCTURE

**Wednesday 13th February, 2014 (Orientation Week)**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Topics</th>
</tr>
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</table>
| 4 - 6 hours | • Introduction to the Course requirements  
• Introduction to website functionality  
• Introduction to assessment requirements |

**Wednesday 20th February, 2014 (Week One of Online Course)**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 6 hours | • Current research in programming for gifted students: An overview of grouping and acceleration research and practices  
• The myths and misconceptions surrounding programming for gifted students  
• Grouping gifted students – what does the research say?  
• Determining current positions: Using the “Pyramid of Options” to analyse school practice |

**Wednesday 26th February, 2014 (Week Two of Online Course)**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Topics</th>
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</thead>
</table>
| 6 hours | • Programming strategies for twice-exceptional students  
• Ability and achievement grouping Part One: Advantages and disadvantages  
• Ability and achievement grouping Part Two: Strategies for implementing grouping practices in schools  
• Counselling and mentoring gifted students: the research. |

**Wednesday 5th March, 2014 (Week Three of Online Course)**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Topics</th>
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</table>
| 6 hours | • Counselling and mentoring gifted students: Practical classroom strategies (Primary and Secondary groups)  
• Acceleration practices – definitions and a global research perspective  
• Strategies for implementing acceleration practices in schools  
• Deciding when to accelerate – experiences from the field. Case studies and practical examples.  
• Re-visiting the Pyramid of Options – planning a way forward |

**Wednesday 12th March, 2014 (Week Four of Online Course)**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 6 hours | • Course Assignments – Details and strategies  
• Electives A:  
  o E.g. Predictors of attitudes to gifted programs/provisions: Evidence from pre-service educators.  
• Electives B:  
  o E.g. Predictors of attitudes to gifted programs/provisions: Evidence from pre-service educators.  
• Evaluating gifted programs: Research findings and practices  
• Evaluating gifted programs |
7. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefing Paper</td>
<td>1000 – 1500 words</td>
<td>40%</td>
<td>1,2</td>
<td>1, 2, 4</td>
<td>TBA</td>
</tr>
<tr>
<td>Program Proposal or Evaluation</td>
<td>3000 – 3500 words</td>
<td>60%</td>
<td>3,4,5,6</td>
<td>1 - 7</td>
<td>TBA</td>
</tr>
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**Briefing Paper**

Choose one of the programming strategies for gifted students covered in the course and develop a multimedia presentation to share with your staff (real or hypothetical) highlighting the research supporting the use of this strategy and any conflicting research or viewpoints, which may cause challenges in their implementation in a school. Your presentation should include the presenter notes to show how you would present this and what you would say. Alternatively, you may want to record what you would say to each slide.

**Program Proposal or Evaluation**

Please choose one of the assignments below.

**Choice One:**

Choose one of the provided case studies as the focus of the assignment and complete as follows:

1. Analyse and evaluate the level to which the program described in the case study meets the needs of the students it serves in light of the literature in the field. Your analysis and evaluation should follow a literature review on the key programming strategies of ability / achievement grouping, acceleration and mentoring.
2. Develop a proposal for the ways in which the program might continue, including appropriate modifications to encourage a best practice model. Your full evaluation will be presented to the leaders of the school community and so should be supported with research references.
3. Develop a multimedia presentation to share your analysis and proposal with the rest of the stakeholders at the school.

**Choice Two:**

Develop a proposal for a gifted program. This proposal will be presented to the rest of the Executive staff using a multimedia format and the written program proposal. The presentation should engage them in your belief in the program you are proposing and be no longer than 20 – 30 minutes in duration (NB, you should include speaker notes and/or a recording of this presentation.)
### SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
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<tbody>
<tr>
<td>• Exhibits accurate and elaborated breadth and depth of understanding of the key concepts in the knowledge domain. Demonstrates an appreciation of the limitations and temporary nature of conceptual knowledge in the field.</td>
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<tr>
<th>Depth of analysis and/or critique in response to the task</th>
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<tr>
<td>• Presents insightful and accurate interpretation of the research evidence; establishes strengths and weaknesses of research; and presents an in-depth analysis and evaluation of major points of view.</td>
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<tr>
<td>• Significant demonstration of originality and independent thought.</td>
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<table>
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<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
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<tbody>
<tr>
<td>• Strong evidence of independent reading beyond the provided materials. Uses sources which are valid, reliable and relevant to the topic, and appropriate to the purpose of the review.</td>
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</table>

<table>
<thead>
<tr>
<th>Structure and organisation of response</th>
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<tbody>
<tr>
<td>• All expectations and conventions with all expected attributes present but have been creatively interpreted to suit personal style and the specific execution of the task. A unique but appropriate presentation of work.</td>
</tr>
<tr>
<td>• Highly organised and easy to follow. Excellent subject knowledge is evident throughout the project. All information is clear, highly appropriate, and consistently correct.</td>
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<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
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</thead>
<tbody>
<tr>
<td>• Use of academic conventions such as referencing and citation is accurate, consistent and appropriate for the discipline. Able to adapt the approach to different disciplinary conventions.</td>
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### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer: [Name]  
Date: [Date]

Recommended: [Score] /100  (FL, PS, CR, DN, HD)  
Weighting: [Percentage]

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, lecturers 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.**
Submission of Assessment Tasks
Students are required to follow their lecturer’s instructions when submitting their work for assessment. Some work may be required to be submitted in class but most assessments are to be delivered to the locked boxes near the School of Education office and submitted online via Moodle. 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.

A penalty of 3% per day (24 hours) applies to work submitted after the due date (including weekends and holidays) without an approved extension. Extension request forms can be downloaded from https://education.arts.unsw.edu.au/students/resources/forms/ and must be approved by the appropriate course convenor prior to the due date. Extensions will only be granted for illness or serious problems beyond a student’s control. Please note that the submission of a request for an extension does not necessarily guarantee approval of the request. Requests for extensions on the grounds of illness must be supported by a medical certificate or other documentation. This process does not take the place of lodging an application for Special Consideration through MyUNSW at https://iaro.online.unsw.edu.au/special_consideration/home.login and students must consider the merits of both options available.

Please note: Computer malfunctions will not be considered as sufficient grounds for extension.

8. RESOURCES

Reading materials will be supplied online to students on the first day of the course, along with an additional set of readings as appropriate to be found on the course website. Pre-reading materials will be emailed out one month prior to the course commencement.

Please note: This course does not use Moodle and all assignments and materials will be accessed through an alternative website emailed to students on February 11th, 2014.
9. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

Examples of plagiarism include:

- Direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying materials, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person’s assignment, or the student’s own assignment from a previous course, without appropriate acknowledgement;

- Quotation without the use of quotation marks;

- Paraphrasing another person’s work with very minor change keeping the meaning, form and/or progression of ideas of the original;

- Citing sources which have not been read, without acknowledging the ‘secondary’ source from which knowledge of them has been obtained;

- Piecing together sections of the work of others into a new whole;

- Presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or tutor;

- Claiming credit for a proportion of work contributed to a group assessment item that is greater than that actually contributed;

- Submitting your own assessment item that has already been submitted for academic credit at UNSW or elsewhere may also be considered plagiarism;

- Using another person’s ideas or words in an oral presentation without crediting the source.

Students are encouraged to seek advice from academic staff whenever necessary to ensure that you avoid plagiarism in all its forms. Further information on plagiarism and academic honesty can be located at: https://student.unsw.edu.au/plagiarism In addition, UNSW has produced a booklet to assist students with essential information for avoiding plagiarism which can be downloaded from https://my.unsw.edu.au/student/academiclife/Plagiarism.pdf

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. UNSW is committed to helping students understand the conventions which govern academic communication to assist them avoid action which may result in academic misconduct. Further information on the Student Misconduct Rules is available at: https://student.unsw.edu.au/conduct

In the interests of maintaining high standards in scholarship and research, the University reminds students that when they are writing essays, theses, and assessment items of any nature they are ethically bound to refrain from plagiarism in all forms. Students are advised to inform themselves about University policies and practices concerning assessment and Academic Misconduct (including plagiarism). Wherever possible, students should also take up those opportunities provided to them by the University to improve their academic and/or information literacy.

Cheating: It is a serious offence to submit any work that is copied from the work of another student, whether that work was submitted in the current year, previously or in another course. In such cases
both students may be penalised. Similarly it is an offence to cheat at examinations, get other students to write your assignments, etc. If you have been working in close cooperation with another student undertaking (say) research for an assignment, you should discuss the nature of that cooperation with your subject convenor to ensure that no misunderstandings arise about the originality of your work, and to identify clearly your own contribution to the work. Where group assessments are produced your lecturer needs to be aware of each person’s contribution.

*Cheating and plagiarism may attract serious penalties, ranging from failure in the course to failure in all courses and exclusion from the university for a specific period (See also student responsibilities 8 – Misconduct).*

Misconduct: Academic misconduct is a serious matter. In the first instance cases of misconduct are dealt with by the Head of School but it may be necessary to refer them to the Dean or the University Disciplinary Committee. For detail please go to: https://student.unsw.edu.au/conduct

Proof reading: Proof-read your assignment before submission, as avoidable errors are likely to result in marks being deducted.

Email: Unless the lecturer expressly gives permission, students are not permitted to submit assessment via email.

Non-sexist language: it is university policy to avoid sexist language. Use words which include both sexes when you are referring to both sexes; e.g. 's/he', 'she or he', 'people', etc.

10. COURSE EVALUATION AND DEVELOPMENT

Periodically student evaluative feedback on the course is gathered, using UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

11. OTHER INFORMATION

*Assessment Principles and Procedures*

The primary aim of university assessment is to support student learning, hence there should be a clear and explicit relationship between stated assessment tasks and expectations, course objectives and course content. Assessment tasks are carefully designed to:

- Recognise, motivate and encourage deep learning

- Incorporate a clear developmental perspective which recognises and supports students’ growing competence over the course of the program (i.e. assessment tasks set earlier in the course of study are likely to be different in focus from those given later in the course).

Variation in assessment tasks within and across the School is encouraged in order to maintain student interest, to cater for and stimulate different ways of student thinking and learning, to reflect the different academic and professional demands of different courses as well as to foster student development and progression over the length of a program. Such variations also provide a good model of assessment for teachers and future teachers enrolled in the school’s programs.

In the School of Education all potential failure are double-marked as are all suspected plagiarism cases. All staff are also required to undertake small-group standardisation of a representative sample of assignments (Grades HD, D, C, P) with staff teaching in similar areas (e.g. as part of specialisation or course-level activities) at least once each semester before the submission of results. Grade distributions for each class are also closely monitored and evaluated.

*School of Education Grade Descriptors*
**High Distinction**

(85% and above)

The assignment is of exceptional quality. It not only reveals an excellent understanding of the question or issue under consideration, but also demonstrates highly informed analytical and evaluative thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature. The assignment is also very well-organised and very well-written.

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**Distinction**

(75-84%)

The assignment is of excellent quality. It demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates to his or her arguments to the findings of the literature. The assignment is well-organised and well-written.

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**Credit**

(65-74%)

The assignment is of good quality. It demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking. The writer displays some familiarity with that research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. The assignment is moderately well-organised and moderately well-written.

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**Pass**

(50-64%)

The assignment is of adequate quality. It demonstrates a clear understanding of the question or issue under consideration. The writer displays a familiarity with some of the research literature relating to the issues discussed. The assignment is moderately well-organised and the arguments can be clearly understood.

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For more information regarding the UNSW assessment policy please visit:


**Attendance**

Unless specific and formal permission (see note below) has been granted, failure to attend 80% of classes in a course may result in failure in that course. Explanation of absences, or requests for permission to be absent from forthcoming classes, should be addressed to the lecturers/tutors responsible for those classes. Explanation of an absence of more than one week (or half a day in the case of intensive courses) should also be addressed in writing and, where applicable, should be accompanied by a medical certificate.

Students are expected to give priority to their university study commitments. Any absence from assessable activities, including formal end of semester examinations, must be clearly for extenuating circumstances only that were unexpected and beyond the control of the student. Work commitments are not considered a justification. Please refer to Special Consideration for further information.

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Note: The School of Education gives permission to participate in lectures online only on a case by case basis and only in the following circumstances:

a. The student is able to demonstrate that they have no other option but to participate in lectures online.
b. The student must be able to access, at minimum, a sound recording of the missed lecture either through Echo360 or independent recording. The Course Convenor can reserve the right to refuse the lectures in their course to be recorded independently.

c. The Program and Course Convenor(s) must give their approval for participation in lecture to be undertaken online.

d. Permission will only be granted for lectures, not tutorials or method courses and for no more than one course at a time.

e. Permission will not be granted when it results in over-enrolment. Students may apply for formal permission to participate in lectures online.

Students may access further information and the application form to participate in lectures online at https://education.arts.unsw.edu.au/media/EDUCFile/Permission_to_Participate_in_Lectures_Online.pdf

Special Consideration

On some occasions, illness, misadventure, or other circumstances beyond the immediate control of a student may prevent his/her attendance at an examination, or may significantly affect their performance in an assessment. Students who believe that their performance in a course, either during the semester or in an examination, has been adversely affected by illness or any other reason should submit a request for Special Consideration. Applications for Special Consideration are lodged online (https://iaro.online.unsw.edu.au/special_consideration/home.login) and must be made within three working days of the assessment to which it refers to. For more information regarding Special Consideration please visit: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

University Counselling Service

The Counselling Service offers free and confidential counselling to students of the University. The Service provides assessment and short-term counselling for students. Students use the Counselling Service for a wide variety of reasons, ranging from issues relating specifically to their studies through to more personal concerns or difficulties.

When students start at University, they may encounter a variety of issues which can cause them concern: academic or administrative problems, study difficulties, transition from school, work or home to University. In addition, students may have personal difficulties such as relationship or family problems, anxiety, depression, or stress. Sometimes students are unsure whether a counsellor is the most appropriate person to seek about their situation. In this instance, it is often worth making an appointment talking to a counsellor as they usually find the most appropriate source of help.

Location: The 2nd floor of the East Wing of the Quadrangle Building, Telephone: 9385 5418.

Website: https://www.counselling.unsw.edu.au

Equity and Diversity

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course. Students are also encouraged to contact the Equity Officer (Disability) in the Equity and Diversity Unit, Telephone: 9385 4734 or check the website https://www.studentequity.unsw.edu.au.

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.