



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST4096

Responding to Gifted and Talented Students

Term 1, 2019

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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/resources/policies-guidelines/>

The School of Education acknowledges the Bedegal 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)
Term 1 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Peta Hay
Office Location: Room 101, John Goodsell Building
Email: p.hay@unsw.edu.au
Availability: Email for an appointment

Course Tutor: TBA

3. COURSE DETAILS

Course Name	Responding to Gifted and Talented Students
Credit Points	6 units of credit (6 uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html

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.

MAIN WAYS IN WHICH THE COURSE HAS CHANGED

IMPORTANT INFORMATION

Assessment: Students must pass ALL assessments to pass the course. Only by passing all assessments can the AITSL Professional Graduate Teaching Standards be achieved.

Attendance: It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal documentation and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

Please note the following attendance expectations, requirements, and consequences:

- A minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for the subject in which you are enrolled is required by UNSW

- Attendance in person is the only option for tutorials, seminars, and workshops.
- Where attendance is recorded for a scheduled class (i.e. lectures, tutorials, workshops, seminars) either by electronic means or via an attendance register it is the responsibility of the student to make sure they successfully record their attendance by providing all the details required.

It is the responsibility of the student to catch up on any learning missed due to absences.

The School of Education upholds the UNSW attendance policy and is in accordance with the Arts and Social Sciences guidelines and expectations. UNSW policy on Attendance and Absence that can be found at: <https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/#attendanceguidelines>

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Describe current issues in the education of gifted students	1
2	Match research on the cognitive and affective characteristics of gifted students to practical teaching strategies and individual learning needs	2
3	Differentiate teaching and learning for gifted students	2
4	Justify the need for multiple criteria identification processes and procedures, and relevant provisions to meet the academic, social and emotional needs of gifted students	1 & 2
5	Apply research-based decision-making to link identified characteristics with appropriate differentiated curriculum, teaching and learning.	2

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1 & 2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	2
3.2.1	Plan sequenced learning activities using knowledge of student learning, content and effective teaching strategies	2
3.3.1	Include a range of teaching strategies	2
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	2

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A: Aboriginal and Torres Strait Islander Education	11	2
B: Classroom Management	3, 7, 9, 10, 12	2

C: Information and Communication Technologies	4, 7, 9,10	2
D: Literacy and Numeracy	7, 9, 10	2
E: Students with Special Educational Needs	1, 2, 3, 4, 6, 7, 9, 10, 11, 12	1
F: Teaching Students from Non-English-Speaking Backgrounds	11	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The content of the course provides an overview of the major issues that are relevant to teachers of gifted students. The teaching strategies were selected 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 learning in this course.

5. TEACHING STRATEGIES

The face-to-face and online teaching strategies to be used in the course will comprise a mixture of lectures, tutorials, flexible group activities, and self-directed online activities that reflect evidence-based teaching practices.

6. COURSE CONTENT AND STRUCTURE

Module	Dates	Topic Focus
Week 1	20/2/19	The nature of giftedness <ul style="list-style-type: none"> • Early definitions of giftedness • Misconceptions • Models of giftedness • Gagné's Differentiated Model of Giftedness and Talent
Week 2	27/2/19	The characteristics of gifted students <ul style="list-style-type: none"> • Cognitive characteristics of gifted students • Affective characteristics of gifted students • Behavioural manifestations
Week 3	6/3/19	The underachievement of gifted students <ul style="list-style-type: none"> • Types of gifted underachievers • Causes of underachievement • Reversal of underachievement
Week 4	13/3/19	The identification of gifted students <ul style="list-style-type: none"> • Principles of identification • Program of identification • Identification instruments <p>Online Quiz Available 13/3/19, 5pm</p>

Week 5	20/3/19	<p>Assessment 1 due: 19/3/18, 5pm</p> <p>Twice exceptionality</p> <ul style="list-style-type: none"> • Categories of twice exceptionality • Addressing the needs of twice exceptional students
Week 6	27/3/19	<p>Disadvantaged gifted students</p> <ul style="list-style-type: none"> • Identification of disadvantaged gifted students • Interventions for disadvantaged gifted students • Indigenous gifted students
Week 7	3/4/19	<p>Curriculum differentiation I</p> <ul style="list-style-type: none"> • Elements of differentiation • Assessment
Week 8	10/4/19	<p>Curriculum differentiation II</p> <ul style="list-style-type: none"> • Models of curriculum differentiation • Tiered Instruction
Week 9	17/4/19	<p>Curriculum differentiation III</p> <ul style="list-style-type: none"> • Williams Model • SCAMPER • Classroom management of differentiation
Week 10	24/4/19	<p>Programs and provisions</p> <ul style="list-style-type: none"> • Enrichment • Ability grouping • Acceleration <p>Assessment 2 due: 26/4/19, 5pm</p>

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
1. Presentation Slides with Notes	1,500 words + one page	40%	1, 4	1.1.1, 1.2.1	E	19/3/19, 5pm
2. Curriculum Differentiation	2,500 words	60%	2, 3, 4, 5	1.2.1, 1.5.1, 3.2.1, 3.3.1, 3.4.1	A, B, C, D, F	26/4/19, 5pm

**Assessment 1: Presentation on Giftedness (40% of total assessment for the course)
1,500 words (excluding the reference list) + 1 page quick reference guide for identification process
Due 19/3/19, 5pm, Week 5**

Record a 1500 word presentation that explains giftedness and how to identify it using 2 tools that are relevant to your method. Provide a ONE page (single-sided) 'Quick Reference Guide' that outlines a process to identify gifted students in your method area.

You are also advised to carefully examine the specific criteria noted in the feedback sheet. Further details on Moodle.

UNSW SCHOOL OF EDUCATION

FEEDBACK SHEET

EDST4096 RESPONDING TO GIFTED AND TALENTED STUDENTS

Assessment 1: Presentation Slides with Notes

Student Name:

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Appropriateness of presentation content • Adequacy of DMGT application to method area • Adequacy of the identification recommendations • Accuracy of content 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Appropriateness of the application of research to the task • Appropriateness of identification process • Usefulness of the provided examples • Demonstration of a deep level of understanding of the relevant issues • Demonstration of original and independent thought 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Appropriateness of the reading of the literature • Breadth of the reading of the literature 					
Structure and organisation of response <ul style="list-style-type: none"> • Appropriateness of structure/organisation • Logical sequencing • Flow of ideas • Overall cohesiveness 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity of writing (e.g., sentence structure in “notes” section, vocabulary, spelling, punctuation) • Use of a appropriate language and presentation conventions • Use of APA conventions (e.g., citations, paraphrasing, referencing) • Clarity of tables, figures and graphics where applicable • Compliance with word limit 					
GENERAL COMMENTS/RECOMMENDATIONS					

Lecturer:

Recommended: /20 (FL PS CR DN HD)

Date:

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, 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.**

Assessment 2: Curriculum Differentiation (60% of the total assessment for the course)
2,500 words (excluding the reference list)
Due 26/4/19, 5pm, Week 11

Plan a series of three activities/tasks (which may include online activities/tasks) for a unit of work which the majority of students in the class will undertake. For each of these activities/tasks, describe the content and process (i.e., the way in which the content will be presented to students) and how you will differentiate the content and process for the gifted students in the class.

Students are also advised to carefully examine the specific criteria noted in the feedback sheet. Further details on Moodle.

UNSW SCHOOL OF EDUCATION

FEEDBACK SHEET
 EDST4096 RESPONDING TO GIFTED AND TALENTED STUDENTS
 Assessment 2: Curriculum Differentiation

Student Name:

Student No.:

SPECIFIC CRITERIA	(-) (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Appropriateness of the response • Adequacy of the response (i.e., consideration of all necessary issues) 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Demonstration of deep and critical thinking of all relevant issues • Presentation of insightful and accurate interpretations of the research • Appropriateness of the application of the research • Demonstration of originality and independent thought 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Appropriateness of the reading of the literature • Breadth of the reading of the literature 					
Structure and organisation of response <ul style="list-style-type: none"> • Appropriateness of the structure/organisation • Logical sequencing • Flow of ideas • Overall cohesiveness 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity of writing (e.g., sentence structure, paragraphing, vocabulary, spelling, punctuation) • Use of serious, formal and academic style of writing • Use of APA conventions (e.g., citations, paraphrasing, reference list) • Clarity of tables/figures (as applicable) • Compliance with word limit 					
GENERAL COMMENTS/RECOMMENDATIONS					

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, 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.**

Assessment Details

Submission of Assessment Tasks

All assessment tasks need to be submitted online via EDST4096 Moodle site by 5pm on the due day. 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. The student is responsible for providing a further copy of their assignment if needed. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties, and hurdle requirements etc.

<https://education.arts.unsw.edu.au/students/resources/policies-guidelines/>

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
1. Presentation Slides and Notes	Written via Turnitin	Within 10 Working Days
2. Curriculum Differentiation	Written via Turnitin	Within 10 Working Days

8. RESOURCES

Resources for the course may be accessed on Moodle.