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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.
LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST4096 Responding to gifted and talented students (6 units of credit)
Semester 1, 2015

1. STAFF CONTACT DETAILS

Course Coordinator: Dr Jennifer L Jolly
Office Location: Room 107 John Goodsell Building
Email: j.jolly@unsw.edu.au
Phone: 9385 8628
Availability: Monday and Tuesday by appointment

Course Tutor: Sarah Mulholland
Office Location: Part time staff office Room 132 John Goodsell Building
Email: s.mulholland@unsw.edu.au
Availability: Tuesday and Friday by appointment

2. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Responding to Gifted and Talented Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (6 uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
</tr>
<tr>
<td>Monday 16:00 – 18:00, Rex Vowels Theatre</td>
</tr>
<tr>
<td>Tuesday 09:00 – 10:00, Mathews 123</td>
</tr>
<tr>
<td>Tuesday 11:00 – 12:00, Mathews 107</td>
</tr>
<tr>
<td>Tuesday 12:00 – 13:00, Mathews 107</td>
</tr>
<tr>
<td>Tuesday 13:00 – 14:00, Mathews 107</td>
</tr>
<tr>
<td>Tuesday 14:00 – 15:00, AGSM Seminar Room LG06</td>
</tr>
<tr>
<td>Tuesday 15:00 – 16:00, Mathews 107</td>
</tr>
<tr>
<td>Tuesday 16:00 – 17:00, Mathews 107</td>
</tr>
<tr>
<td>Tuesday 17:00 – 18:00, Mathews 107</td>
</tr>
</tbody>
</table>

Note: Attendance at all Lectures 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 dual exceptionalities.

**Student Learning Outcomes**

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

**Graduate Attributes (AITSL Professional Graduate Teaching Standards)**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning</td>
</tr>
<tr>
<td>1.2</td>
<td>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching</td>
</tr>
<tr>
<td>1.5</td>
<td>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)</td>
</tr>
<tr>
<td>1.6</td>
<td>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability</td>
</tr>
<tr>
<td>3.2</td>
<td>Plan sequenced learning activities using knowledge of student learning, content and effective teaching strategies</td>
</tr>
<tr>
<td>3.3</td>
<td>Include a range of teaching strategies</td>
</tr>
<tr>
<td>3.4</td>
<td>Demonstrate knowledge of a range of resources including ICT that engage students in their learning</td>
</tr>
<tr>
<td>4.1</td>
<td>Identify strategies to support inclusive student participation and engagement in classroom activities</td>
</tr>
<tr>
<td>5.3</td>
<td>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.</td>
</tr>
</tbody>
</table>
3. 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 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.

4. TEACHING STRATEGIES

The course comprises a mixture of self-directed readings, inter-active in-class teaching strategies and learning activities, varied grouping tasks, Lectures and tutorials. Lectures will blend findings of educational research on appropriate provisions for gifted students with practical examples of identification strategies, curriculum differentiation strategies 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 lectures will be provided and one or two lectures 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 lectures 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.
Please do not engage in parallel conversations during lectures, tutorials, learning activities and classroom discussions. Every student has background experiences that can enrich the learning of others, so your productive participation in classroom activities will enhance both your own learning and the learning of others.

5. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture &amp; Tutorial Focus</th>
</tr>
</thead>
</table>
| March 2    | **Conceptions of Giftedness & Talent**  
- Historical foundations of gifted and talented education, including points of view and contributions of individuals from diverse backgrounds.  
- Key philosophies, theories, models, and research that support gifted and talented education.  
- See Moodle for Readings  
  NPAE: ATSIE #6, #11, NESB #1 & #2 |
| March 9    | **Cognitive Characteristics and Educational Needs of Students with Giftedness**  
- Academic and affective characteristics and learning needs of individuals with gifts, talents, and disabilities.  
- Advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence.  
- Similarities and differences within the group of individuals with gifts and talents compared to the general population.  
- Cognitive and affective characteristics of individuals with gifts and talents, including those from diverse backgrounds, in intellectual, academic, creative leadership and artistic domain.  
- See Moodle for Readings  
  NPAE: SSEN #2; NESB #6 |
| March 16   | **Identifying Giftedness & Talent**  
- Understand that some groups of individuals with gift and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services.  
- Become familiar with the types of assessments most commonly used in NSW to identify students for gifted programs.  
- See Moodle for Readings  
  NPAE: ATSIE #1/NESB #3 & #4 |
| March 23   | **Myths, Social & Emotional Needs of Students with Gifts and/or Talent**  
- Develop social interaction and coping skills in individuals with gifts and talents to address personal and social issues, including discrimination and stereotyping.  
- Create safe learning environments for individuals with gifts and talents that encourage active participation in individual and group activities to enhance independence, interdependence, and positive peer relationships.  
- See Moodle for Readings  
  NPAE: ATSIE #1/NESB #3 & #4 |
| March 30   | **Curriculum Differentiation I/ Assessment 1 Due**  
- Knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents.  
- Features that distinguish differentiated curriculum from general curricula for |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 6</td>
<td>Mid-semester Break</td>
</tr>
<tr>
<td>April 13</td>
<td>Curriculum Differentiation II</td>
</tr>
<tr>
<td>April 20</td>
<td>Curriculum Differentiation III</td>
</tr>
<tr>
<td>April 27</td>
<td>Other Programs and Provisions: Asynchrony, Acceleration &amp; Autonomy</td>
</tr>
<tr>
<td>May 5</td>
<td>Dual Exceptionalities and Talent Development</td>
</tr>
<tr>
<td>May 11</td>
<td>Disadvantage &amp; Underachievement: Impacts on Talent Development</td>
</tr>
<tr>
<td>May 18</td>
<td>Programming for teaching students with gifts and/or talents</td>
</tr>
<tr>
<td>May 25</td>
<td>Advocacy</td>
</tr>
</tbody>
</table>

- **Curriculum Differentiation II**
  - Know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the learning of critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.
  - See Moodle for Readings
    - NPAE: L & N #2, #12, & #13

- **Curriculum Differentiation III**
  - Understand technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents.
  - Understand evidence-based strategies that promote challenging learning opportunities in general and specialized curricula.
  - Develop scope and sequence plans for individuals with gifts and talents.
  - See Moodle for Readings
    - NPAE: ICT #11 & #12

- **Other Programs and Provisions: Asynchrony, Acceleration & Autonomy**
  - Understand instructional strategies that enhance the affective development of individuals with gifts and talents.
  - Integrate academic and career guidance experiences into the learning plan for individuals with gifts and talents.
  - See Moodle for Readings
    - NPAE: CM #2, #3, #4, & #5

- **Dual Exceptionalities and Talent Development**
  - Use information and/or assistive technologies to meet the needs of individuals with exceptional learning needs.
  - Design learning environments that for individuals with gifts and talents that promote self-awareness, positive peer relationships, intercultural experiences, and leadership.
  - See Moodle for Readings
    - NPAE: SSEN #6 & #7

- **Disadvantage & Underachievement: Impacts on Talent Development**
  - Understand dominant cultures role in shaping schools and the differences in values, languages, and customs between school and home.
  - See Moodle for Readings
    - NPAE: ATSIE #3 & #10; NESB #9

- **Programming for teaching students with gifts and/or talents**
  - Identify school and community resources that support differentiation.
  - Communicate and consult with school personnel about the characteristics and needs of individuals with gifts and talents, including individuals from diverse backgrounds.
  - Understand the different programming options for gifted students including opportunity classrooms, selective schools, and gifted programs.
  - See Moodle for Readings
    - NPAE: ATSIE#9; NESB #8 #10

- **Advocacy**
  - Respond to concerns of families of individuals with gifts and talents.
- Understand culturally responsive behaviours that promote effective communication and collaboration with individuals with gifts and talents, their families, school, personnel, and community members.
- See Moodle for Readings
  NPAE: ATSIE #3 & #10; NESB #9

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1</td>
<td>Study Period</td>
</tr>
<tr>
<td>June 8</td>
<td>Assessment 2 Due</td>
</tr>
</tbody>
</table>
### 6. 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>National Priority Area Elaborations</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Topic Response</td>
<td>2000</td>
<td>40%</td>
<td>1, 2, 3</td>
<td>1.1, 1.2, 3.2, 3.3, 3.4, 4.1, 5.3</td>
<td>ATSIE 1, 6; TSFNESSB 3 &amp; 4; C &amp; T 6</td>
<td>30 March</td>
</tr>
<tr>
<td>2. Authentic Case Study Report</td>
<td>4000</td>
<td>60%</td>
<td>3, 4, 5, 6</td>
<td>1.1, 1.2, 1.5, 1.6, 3.2, 3.3, 3.4, 4.1, 5.3</td>
<td>ICT 11; LN 2; SSEN 7; C &amp; T 3</td>
<td>8 June</td>
</tr>
</tbody>
</table>

**EDST4096 Assessments:**
Details of the assessments will be provided online.

**Assessment 1: Topic Response 40%**
2000 words
**Due March 30, 2015**

Choose 1 of the following topics to respond to, using the guiding questions provided.

a) **Conceptions of Giftedness:** How can understanding conceptions of Giftedness and Talent inform your understandings of the educational needs of gifted students and 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 their academic success and what strategies match these characteristics to support gifted students’ development?

OR

c) **Identification:** How can gifted students be identified and what assessment processes and identification techniques can be used to identify and support them?

OR

d) **Misconceptions:** What are some myths and misconceptions about giftedness and what techniques or actions can be used to help overcome these misconceptions?

**Assessment 2: Case Study 60%**
Mentoring a student with intellectual gifts and/or talents
4000 words
**Due June 8, 2015**

This assessment task gives you the unique opportunity to actually work with a gifted student. This assessment task needs to be started early in the semester to gain the most benefit from the mentoring process. Include a case vignette of the student mentee, describing him/her, similarly to the case study examples provided. In your final report, you will address questions like the following:

a) How could you assess the student to identify her/his strengths, interests, learning needs? Why did you choose these assessments?

b) Design questions in each of the 18 strategies in Williams’ Differentiation model that you could use in a topic in your method area to mentor and support this student’s affective and cognitive learning needs.

c) What five sequenced learning activities could you use in one topic in your method area to support this student’s individual needs and justify your choices?

d) What teaching, grouping or scaffolding techniques could support this student’s learning and explain why? How could these be implemented in your classroom or school context?

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

Student Name:              Student No.:

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the question or issue and the key concepts involved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequacy of the response to all component parts of the question or issue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identified important issues/concepts/ideas relevant to the chosen topic/questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriateness for year group/subject/method area to the content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriateness of identification techniques or provision strategies for gifted students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth of analysis and/or critique in response to the task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysed/evaluated chosen techniques стратегий/теорий/моделей used in this course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated higher order thinking skills (e.g., analysis, synthesis, evaluation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed depth of thinking e.g. Identification of relationships between key issues/concepts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Originality/creativity in applying chosen techniques стратегий/теорий/моделей</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiarity with and relevance of professional and/or research literature used to support response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriateness of reading content and sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referenced course text/ readings/ lecture notes/ lectures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wide reading beyond the course recommendations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiarity with different perspectives, issues, or concepts identified in the literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure and organisation of response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Succinct introduction, logical sequencing and flow of content, concluding paragraph drawing together key outcomes of the response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriateness of graphic organiser linked with the chosen topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of response according to appropriate academic and linguistic conventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity of writing, such as sentence structure, paragraphing, proof reading evident, vocabulary, spelling, punctuation, word length, readability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of a serious, formal and academic style of writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of APA conventions in academic writing, such as quoting, paraphrasing, in-text referencing, citations, and reference list.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity of tables, figures, graphics where applicable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GENERAL COMMENTS/RECOMMENDATIONS

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, Lectures 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.
### Feedback Sheet

**EDST4096 Responding to Gifted and Talented Students**

**Assessment 2: Authentic Case Study Report 60%**

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
</table>

#### Understanding of the question or issue and the key concepts involved
- Adequacy of the response to all component parts of the question or issue
- Identified important issues/concepts/ideas relevant to case study
- Relevant assessment techniques to identify student strengths, interests & learning needs
- Questions designed to match each of the 18 strategies in Williams’ Differentiation model
- Differentiated teaching strategies & learning activities match case study student needs
- Matched student learning needs to relevant grouping or scaffolding techniques
- Showed how to provide opportunities for autonomous learning
- Identified support needed for the development of talent

#### Depth of analysis and/or critique in response to the task
- Analysed/evaluated chosen techniques/strategies/theories/models from this course
- Demonstrated higher order thinking skills (e.g., analysis, synthesis, evaluation)
- Depth of thinking e.g. identified relationships between key issues/concepts
- Originality/creativity in applying chosen techniques/strategies/theories/models

#### Familiarity with and relevance of professional and/or research literature used to support response
- Appropriateness of reading content and sources
- Referenced course text/readings/Lecture notes/Lectures
- Wide reading beyond the course recommendations
- Familiarity with different perspectives, issues, or concepts identified in the literature

#### Structure and organisation of response
- Succinct introduction, logical sequencing and flow of content, concluding paragraph drawing together key outcomes of the report
- 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, Moodle to access readings and resources

#### Presentation of response according to appropriate academic and linguistic conventions
- Clarity of writing, such as sentence structure, paragraphing, proof reading evident, vocabulary, spelling, punctuation, word length, readability
- Use of serious, formal and academic style of writing
- Use of APA conventions in academic writing, such as quoting, paraphrasing, in-text referencing, citations, and reference list.
- Clarity of tables, figures, graphics where applicable

### 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, Lectures 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.

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EDST4096 Responding to gifted and talented students, UNSW 2015
Assessment Details

Detailed descriptions will be provided in class

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 without an approved extension. Extension forms are available from the School of Education office and must be approved by the appropriate course coordinator 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 and students must consider the merits of both options available. Please note that computer malfunctions will not be considered as sufficient grounds for extension.

7. RESOURCES

Required texts


Required Readings
Individual readings will be provided on the EDST4096 Moodle Website & links.

Further Readings
See the EDST4096 Moodle Website & links.

Useful References


