



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, 2017

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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)
Semester 1, 2017

2. STAFF CONTACT DETAILS

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

Course Tutor: Dr Peta Hay

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 | |
| Lectorial | Tue 11-13 (w1-7,9-12, Chem Science M17) |
| Tutorial/s | Tue 15 (w1-7,9-13, Morven Brown G6) Tue 16 (w1-7,9-13, Morven Brown G6) Tue 17 (w1-7,9-13, Morven Brown G6) Wed 11 (w1-7,9-13, Morven Brown G3) Wed 12 (w1-7,9-13, Morven Brown G3) Wed 13 (w1-7,9-13, Morven Brown G3) |

Note: Attendance at all Lectorials and Tutorials is compulsory in this course due to the practical approach needed to learning new and applied strategies for your teaching (both in the lectorials and the tutorials).

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 programme options.

Important Information

Both Lectorials and tutorials start in Week 1. Lectorials are semi-flipped, so you need to read the required readings before attending each week. This course has 11 lectorials, one online lecture, and 12 tutorials as per the schedule below. There are no Lectorial or Tutorials in week 8 due to the Anzac Day Public Holiday, but there is an online lecture and you can use this week to work on the last assignment. Week 13 we will support your final assignment in classtime.

Attendance: You are expected to give priority to your university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

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

- re-written assignment descriptions for more specificity;
- moved assignment one earlier to allow more time for students to complete assignment two;
- reduced content, while still allowing choice of further innovative topics for those who would prefer this option;
- increased opportunities for more student participation during lectorials;
- reorganization of content and resources for each method area.

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 |
|--|---|--------------|
| A: Aboriginal and Torres Strait Islander Education | 1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12 | 1 |
| B: Classroom Management | 1, 2, 3, 4, 5, 6, 7, 8, 9,10 | 2 |
| C: Information and Communication Technologies | 1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13, 14 | 1 & 2 |
| D: Literacy and Numeracy | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 | 2 |
| E: Students with Special Educational Needs | 1, 2, 3, 4, 5, 6, 7, 8, 9 | 2 |
| F: 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 are encouraged to take responsibility for their own participation and 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, and 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 programme 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 Lectorial is 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 it is professional to arrive at the designated time to participate and it is not professional to interrupt other's learning or inhibit your own learning by tardiness. It is not professional to use electronic devices such as cell phones, pagers, etc. during class, nor undertake non-course-related activities on your computer or iPad during class, nor 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 professionalism is indicated when you productively participate in classroom activities that will enhance both your own learning and the learning of others.

6. COURSE CONTENT AND STRUCTURE

| Week/Lectorial | Lectorial & Tutorial Focus |
|---|---|
| Week 1 | <p>1. Conceptions of Giftedness & Talent</p> <ul style="list-style-type: none"> • What conception of giftedness and talent is used in Australia? • What is the teacher's role in supporting talent development? • What catalysts support or hinder talent development? • See Moodle for Readings <p>NPAE: A6, A11, F1, F2</p> |
| Week 2 | <p>2. Cognitive Characteristics and Educational Needs of Students with Giftedness</p> <ul style="list-style-type: none"> • What are some specific cognitive characteristics of gifted children? • What domains and levels of giftedness are there? • What is the relationship between characteristics and educational needs of gifted students? • See Moodle for Readings <p>NPAE: E2, F6</p> |
| Week 3 | <p>3. Identifying Giftedness & Talent</p> <ul style="list-style-type: none"> • What types of identification processes are most commonly used in Australia to identify students for gifted programs? • Who or what provides guidance for identifying gifted students? • What is the classroom teachers' role? • See Moodle for Readings <p>NPAE: A1, F3, F4</p> |
| Week 4 | <p>4. Nurturing Socio-emotional Needs of Students with Gifts or Talent</p> <ul style="list-style-type: none"> • Consider the impact of myths and misconceptions on gifted students. • Explore authentic case studies to examine social interactions and coping skills to address issues, such as exclusion, discrimination, & stereotyping. • Examine resulting behaviours and supportive strategies. • Understand the need for holistic education of gifted and talented students. • See Moodle for Readings <p>NPAE: A1, F3, F4</p> |
| March 27th Assignment 1 due 5pm | |
| Week 5 | <p>5. Twice or Multi-Exceptionalities and Talent Development</p> <p>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"> • Explore a range of twice or multiple-exceptionalities. • Contemplate associated student characteristics and needs. • Use information, assistive technologies, and strategies to plan for the needs of exceptional students. • See Moodle for Readings <p>NPAE: E6, E7</p> |
| Week 6 | <p>6. Curriculum Differentiation I: Framework for Differentiating for Talent Development</p> <ul style="list-style-type: none"> • Introduced to a framework to support differentiating for individual learning. • Examine differentiating assessment: Knowledge of assessment principles and practices to differentiate learning for individuals with gifts and talents. • See Moodle for Readings <p>NPAE: D2, D12, D13</p> |

| | |
|---|---|
| Week 7 | <p>7. Curriculum Differentiation II Models for Enriching Learning</p> <ul style="list-style-type: none"> • Know principles of evidence-based differentiated practices. • 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. • See Moodle for Readings <p>NPAE: D2, D12, D13; C4, C9, C10</p> |
| Mid-semester break | |
| Week 8 | <p>Online Lectorial/Tutorial. No face-to-face Lecture or Tutorial this week due to Anzac Day Public Holiday</p> <p>8. Exploring Technologies to Support Talent Development</p> <ul style="list-style-type: none"> • Creativity: resources for creating products and exploring creativity • Exploration: possible interests or perspectives • Engagement: resources for engaging students • Organization: of projects, ideas, web links • SEN: resources that help in meeting social/emotional needs • Sharing: facilitating sharing products, ideas, or web links • Also use this week to work on the last assignment. |
| Week 9 | <p>9. Curriculum Differentiation III: Strategies for Scaffolding/Self-regulating Learning</p> <ul style="list-style-type: none"> • Explore specific models and strategies for differentiating through grouping and scaffolding student learning. • See Moodle for Readings <p>NPAE: C11, C12</p> |
| Week 10 | <p>10. Other Programs and Provisions: Asynchrony, Acceleration, & Autonomy</p> <ul style="list-style-type: none"> • Explore acceleration options. • How can attitudes towards acceleration influence talent development? • How can acceleration support the development of gifts into talents? • See Moodle for Readings <p>NPAE: B2, B3, B4, B5</p> |
| Week 11 | <p>11. Whole school approach to teaching students with gifts and/or talents 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"> • Understand the different programming options for gifted students including opportunity classrooms, selective schools, and gifted programs. • Identify school and community resources that support differentiation for gifted students. • Communicate and consult with school personnel about the characteristics and needs of individuals with gifts and talents, including gifted individuals from diverse backgrounds. • Understand dominant cultures' role in shaping schools and the differences in values, languages, and customs between school and home. • See Moodle for Readings <p>NPAE: A9, F8, F10</p> |
| Week 12 | <p>12. Disadvantage & Underachievement: Impacts on Talent Development</p> <ul style="list-style-type: none"> • Understand the challenges and influences of disadvantage and underachievement. • Learn how to support academic achievement for talent development. • See Moodle for Readings <p>NPAE: A3, A10, F9</p> |
| June 1st Assignment 2 due 5pm | |
| Week 13 | <p>No Lectorial, but Susen will answer questions and provide support for the final assignment in this class. No planned tutorials, but we will be available to answer any final questions and to support you to finalise your last assignment in the tutorial times. So, bring along your assignment draft to the lectorial and tutorial.</p> |

7. ASSESSMENT

| Assessment Task | Length | Weight | Student Learning Outcomes Assessed | Program Learning Outcomes Assessed | National Priority Area Elaborations | Due Date |
|--------------------------------|------------|--------|------------------------------------|---|-------------------------------------|------------------------------------|
| 1. Topic Response | 2400 words | 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 | Monday, March 27 th 5pm |
| 2. Authentic Case Study Report | 3600 words | 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 | Thursday, June 1 st 5pm |

EDST4096 Assessments: Students are expected to pre-read the required readings before the lectorials, and attend all lectorials and tutorials.

Pre-assessment: There is a pre-assessment task in the lectorial at the beginning of the semester. The results of this assessment task will be shared with students throughout the semester to link with the course content and students' learning.

Assessment 1: Topic Response 40%

2400 words

Due March 27th 5pm

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.

- 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 in your method area? OR
- 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 in your method area? OR
- Identification: How can gifted students' unique learning needs be identified? What assessment techniques and processes could be used in your method area to identify and support gifted students, especially students across different domains of giftedness and underachievers? OR
- Misconceptions: What are some myths and misconceptions about giftedness and gifted children? What techniques or actions or strategies could be used to help overcome these misconceptions and support gifted students' development in your method area?

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. For example, the focus could be the title, the questions can be main headings, and you can create sub-headings under the questions if you need to. Reference the relevant lectorial notes, 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 feedback sheet to be inserted at end of assignment: See the assessment feedback sheet for more specific guidelines for the assignment. Insert the assessment feedback sheet 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 | (-) (+) | | | | |
|---|----------|--|--|--|--|
| Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> Adequacy of the response to all component parts of the questions or issues Identified important issues/concepts/ideas relevant to the chosen topic/questions Appropriateness for year group/subject/method area to the content Appropriateness of identification techniques <u>and/or</u> provision strategies for gifted students | | | | | |
| Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Analysed/evaluated chosen techniques/strategies/theories/models used in this course Demonstrated higher order thinking skills (e.g., analysis, synthesis, evaluation) Showed depth of thinking e.g. Identification of 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 <ul style="list-style-type: none"> Appropriateness of reading content and sources Referenced course text/readings/Lectorial notes Wide reading beyond the course recommendations Familiarity with different perspectives, issues, or concepts identified in the literature | | | | | |
| Structure and organisation of response <ul style="list-style-type: none"> Succinct introduction, logical sequencing and flow of content, concluding paragraph drawing together key outcomes of the response Appropriateness of graphic organisers linked with the chosen topic if used 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 | | | | | |
| Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> Clarity of writing, such as sentence structure, paragraphing, proof reading evident, vocabulary, spelling, punctuation, word length, readability Use of a 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: 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 1st 5pm

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: Place this after the title page. Choose an authentic case study from your course readings or from readings of your choice or from your own experiences and amend it according to one of your method areas into a one page overview. Or you can write a one page case overview of a student that you already know, but use pseudonyms. The overview should include a description of the context, background, and needs of the gifted student or students in your case study, the grade of the student, domain of giftedness, and any other relevant information. Link these with the planning below.

Planning provisions: Use the Model of Dynamic Differentiation (MoDD) to identify teaching strategies for intellectually gifted students to support talent development generally and to plan learning activities for the student in your chosen case specifically. In your report, choose one method, then a content topic/theme within the method, and address the following questions in the first four phases of the MoDD. Use the following as headings in your assignment:

- a) **Assessing Learning:** How could you assess the student to identify her/his strengths, interests, and learning needs in your method area generally? Describe two specific assessment tasks for the student or students in the case. How are these assessment tasks relevant to your method area specifically and the individual student's learning needs?
- b) **Enriching Learning:** How could you use enrichment to support the gifted student's talent development generally? For example, using any of the models or frameworks or strategies, such as William's model, SOLO, or curriculum compaction or other teaching strategies. What two or three learning activities would you use in your method area specifically to support the case student's individual needs and justify your choices?
- c) **Scaffolding Learning:** What teaching, grouping, or scaffolding strategies could support the gifted student's learning generally and explain why? What two strategies could be implemented in your method area specifically to support your case student and how could they be implemented?
- d) **Self-regulating Learning:** Generally, how could you teach the gifted student to be an autonomous learner? What two strategies would you use to support autonomous learning for your case student and how could you implement them?

Response format: Responses will be in report form with graphics/tables 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 research literature, course readings, and texts and wider reading.

Assessment feedback sheet is to be inserted at end of assignment: See the assessment feedback sheet for more specific guidelines for the assignment. Insert the assessment feedback sheet 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 | (-) → (+) | | | | |
|---|--|--|--|--|--|
| Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Adequacy of the response to all component parts of the question or issue • Identified important issues/concepts/strategies relevant to case study • Planned relevant assessment strategies to identify student strengths, interests, and learning needs • Planned differentiated teaching strategies and learning activities that matched case study student's context, background, or needs • Matched student learning needs to relevant teaching, grouping, or scaffolding strategies • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Appropriateness of reading content and sources • Referenced course text/readings/Lectorial notes • Wider reading beyond the course recommendations • Familiarity with different perspectives, issues, or concepts identified in the literature | | | | | |
| Structure and organisation of response <ul style="list-style-type: none"> • Succinct introduction, used headings, 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, UNSW Library searches, Moodle to access readings and resources | | | | | |
| Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • 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, 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 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. <i>Topic Response</i> | <i>Written via Turnitin</i> | Monday, April 24 th 5pm |
| 2. <i>Authentic Case Study Report</i> | <i>Written via Turnitin</i> | Thursday, June 29 th 5pm |

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 Pre-Readings before each Lectorial

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 that are optional

*** 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.