



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

Arts & Social  
Sciences

School of Education

**EDST5802**  
**Identification of Gifted Children**

Semester 2, 2016  
(Online)

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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 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  
EDST 5802 Identification of Gifted Children (6 units of credit)  
Semester 2, 2016

## 2. STAFF CONTACT DETAILS

Course Coordinator: Jennifer Jolly  
Office Location: John Goodsell, Room 107  
Email: [j.jolly@unsw.edu.au](mailto:j.jolly@unsw.edu.au)  
Phone: 9385 8628  
Availability: By appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Identification of Gifted Children
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	
Lecture	Online Course: July 25 to August 29, 2016

### **Summary of Course**

The key issues in the identification of gifted and talented students will be examined with a focus on subjective and objective measures of identification, multiple criteria approaches and the domains of giftedness by which students can be identified and their abilities and achievements be accurately assessed. The strengths and weaknesses of subjective and objective measures will be discussed with a focus on: behaviours, which may indicate possible giftedness; developmental indicators such as early speech, mobility and reading; teacher, parent peer and self-nomination; standardised tests of aptitude and achievement and the differences between these. Attention will be given to the recognition of different levels of giftedness, and to the identification of high potential in minority and disadvantaged groups including the physically handicapped, geographically isolated, Aboriginal children, and girls.

\*\*Changes to the course have been made according to feedback which include greater opportunities for feedback, additional scaffolding of course resources, varied activities and options to interact with the course instructor.

### **Aims of the Course**

This course aims to:

1. To familiarise students with the international research related to the identification of intellectually gifted students, including students from disadvantaged groups and underachieving gifted students.
2. To assist students to develop skills to apply research findings in their own professional undertakings.

### Student Learning Outcomes

Outcome		Assessment/s
1	Demonstrate a proficient understanding of the current issues and attitudes affecting the identification of intellectually gifted students.	1, 2, Hurdle
2	Justify the need for multiple criteria identification procedures.	1, 2, Hurdle
3	Critically appraise and evaluate the strengths, weaknesses and practical utility of various procedures currently used to identify gifted and talented students.	2, Hurdle
4	Employ teacher nomination in effectively identifying gifted and talented students.	2
5	Analyse the strengths and weaknesses of parent, peer and self nomination of gifted and talented students.	2, Hurdle
6	Demonstrate familiarity with assessment tools administered by psychologists, and awareness of how to employ teacher administered assessment instruments effectively.	1, 2, Hurdle
7	Understand the place of pre-testing and off-level testing.	2, Hurdle

### Program Learning Outcomes

Standard		Assessment/s
	<b>Advanced disciplinary knowledge and practices</b>	
1	Demonstrate an advanced understanding of the field of 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, Hurdle
	<b>Enquiry-based learning</b>	
2	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
	<b>Cognitive skills and critical thinking</b>	
3	Demonstrate advanced critical thinking and problem solving skills	1, 2, Hurdle
	<b>Communication, adaptive and interactional skills</b>	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2, Hurdle
	<b>Global outlook</b>	
5	Demonstrate an understanding of international perspectives relevant to the educational field	1, 2, Hurdle
	<b>Ethics</b>	
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2, Hurdle

### National Priority Area Elaborations

Priority area	Weeks Covered	Assessment/s
A. Aboriginal and Torres Strait Islander Education	1, 2, 3, 4, 5, 6	2, Hurdle
B. Classroom Management	6	2, Hurdle

C. Information and Communication Technologies	6	2
D. Literacy and Numeracy	6	1, 2
E. Students with Special Educational Needs	1, 2, 3, 4, 5	1, 2, Hurdle
F. Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6	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 the identification of 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 identification 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 the identification of gifted and talented students.

#### 5. TEACHING STRATEGIES

As this course is conducted in an online format, it provides a flexible learning environment. Within this learning environment students will engage with the course material through online lectures, weekly activities, online discussion forums with peers and tutors. Students will be asked to engage in self-directed reading to expand their knowledge regarding the course topic. Although, the course takes place in an asynchronous manner, the course convenor will be available for feedback via Google Hangout. Written assessments and reflections are designed to support course material and serve as a way to evaluate and support the ways in which the identification of gifted children is currently practiced.

#### 6. COURSE CONTENT AND STRUCTURE

\*\*See Moodle for Readings and Lecture Topics for Week (Online)

The course is structured to be completed online through Moodle and will be intensive for 6 weeks, from July 25 – August 29. Each of these weeks will require approximately 4 hours per week for online activities (24 contact hours for the course). This time should be used each week to complete the learning activities (see Moodle each week for weekly activities). Learning activities each week will involve viewing videos, lectures, writing, reading, researching, posting and responding to discussion forums. All learning activities and resources can be found on Moodle.

Week	Topics
Week 1 25 July	<ul style="list-style-type: none"> <li>Definitions of Giftedness and Talent and Their Impacts on Identification</li> <li>Contemporary Issues in the Identification of Gifted and Talented Students: The Need for Multiple Criteria Strategies</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>An Overview of the Subjective Tools for Identification of Giftedness and Talent in Primary and Secondary Classrooms</li> </ul>

1 August	<ul style="list-style-type: none"> <li>Standardised Tests of Ability and Achievement: Differences, Strengths and Weaknesses</li> <li>IQ Testing: Contemporary Issues</li> </ul>
Week 3 8 August	<ul style="list-style-type: none"> <li>Using Checklists Part One: The Strengths and Weakness of Teacher Nomination Forms</li> <li>Using Checklists Part Two: When to Use Parent, Self and Peer Nomination Forms</li> </ul>
Week 4 15 August	<ul style="list-style-type: none"> <li>Identifying Giftedness in Domains Other Than Intellectual</li> <li>Identifying Underachievement: The Multiple Criteria Approach</li> </ul>
Week 5 22 August	<ul style="list-style-type: none"> <li>Identification of Ability in Minority and Disadvantaged Students:</li> <li>Dynamic Assessment</li> <li>Twice Exceptional Students: Identification Issues</li> </ul>
Week 6 29 August	<ul style="list-style-type: none"> <li>Designing Identification Policies and Procedures in Schools</li> </ul>

## 7. RESOURCES

All resources for the course are available for students on the course Moodle site.

## 8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Priority Area Elaborations	Due Date
Assessment One: Annotated Bibliography	1000 words	40%	1,2, 6	1, 2, 3	D, E, & F	August 15, 2016
Assessment Two: Identification Proposal	3500 words	60%	1,2,3,4,5,6, 7	1–6	A, B, C, D, E, & F	September 5, 2016
Forum Posts (6 in total (responses not included))		Hurdle Requirement	1, 2, 3, 5, 6, & 7	1, 3, 4, 5, 6	A, B, & E	Ongoing

*Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.*

**Assessment One:** Compile an annotated bibliography (maximum 1000 words) 5 particularly useful journal articles that will inform Assessment Two. In approximately 150–200 words, give a brief

summary of the information and an evaluation of why each source is worth including in your reference list. (More details provided on Moodle)

**Assessment Two:**

Choose one of the following possible programs and propose a system of identification to select the students for whom the program will be relevant.

**Program One:** A gifted class in each grade/stage/level of the school is to be established for students who are moderately gifted or above.

**Program Two:** A withdrawal program for one hour per week, in which students will be grouped with other like-minded students to investigate a problem or issue of importance.

**Program Three:** An extension program in an academic subject is to be established in Years 7–10, which is to be offered as a separate stream to the rest of the classes in this subject.

You will present your proposal as a paper to the Executive staff at the school as part of a planning session for the next year. This presentation should include a flowchart of the identification process. (More details provided on Moodle).

**Hurdle Requirement:** As this is an online course, forum posts are in lieu of face-to-face attendance. For each week’s readings, there will be a forum discussion to which you are expected to post a 500-word response. You will also be expected to respond to your classmates’ posts. (More details provided on Moodle).

All assessment tasks should be completed using the following:

APA Style Guide (6<sup>th</sup> ed.)

References should be no older than 2006

All text should be double-spaced, 12 pt. font, Times or Times New Roman

**Feedback**

<b>Assessment Task</b>	<b>Feedback Mechanism</b>	<b>Feedback Date</b>
Annotated Bibliography	Written-Turnitin	Online: September 5, 2016
Identification Proposal	Written-Turnitin	Online: October 3, 2016
Forum Posts	Written-Turnitin	Online: Ongoing

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST5802 IDENTIFICATION OF GIFTED CHILDREN

Student Name:  
Assessment Task 1

Student No.:

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>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.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>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.</li> <li>Significant demonstration of originality and independent thought.</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>Strong evidence of independent reading beyond the provided materials.</li> <li>Uses sources which are valid, reliable and relevant to the topic, and appropriate to the purpose of the review.</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>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.</li> <li>Highly organised and easy to follow. Excellent subject knowledge is evident throughout the project. All information is clear, highly appropriate, and consistently correct.</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>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.</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**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.**



UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5802 IDENTIFICATION OF GIFTED CHILDREN

Student Name:  
 Assessment Task 2

Student No.:

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>Exhibits accurate and elaborated breath 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.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>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.</li> <li>Significant demonstration of originality and independent thought.</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>Strong evidence of independent reading beyond the provided materials.</li> <li>Uses sources which are valid, reliable and relevant to the topic, and appropriate to the purpose of the review.</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>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.</li> <li>Highly organised and easy to follow. Excellent subject knowledge is evident throughout the project. All information is clear, highly appropriate, and consistently correct.</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>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</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

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

**Date 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.**