



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST5802**

**Identification of Gifted Children**

**Semester 2, 2017**

**(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 Students (6 units of credit)  
Semester 2, 2017

## 2. STAFF CONTACT DETAILS

Course Coordinator: Jae Yup Jung  
Office Location: Room 113, John Goodsell  
Email: jae.jung@unsw.edu.au  
Phone: 9385 8629  
Availability: By appointment

## 3. COURSE DETAILS

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<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.

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<b>Schedule</b>	
Lecture	Online Course: 7 August to 22 September, 2017

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### **Summary of Course**

The key issues in the identification of gifted students will be examined with a focus on the development of a program of identification, legal requirements/policy guidelines relating to the identification of gifted students, the traditional methods used in the identification gifted students, the non-traditional methods used in the identification of gifted students, multiple criteria identification, the identification of twice exceptional students, the identification of underachieving gifted students, and the identification of gifted students of disadvantaged backgrounds.

*The main ways in which the course has changed since last time as a result of student feedback:* The preparation of more audio-visual stimulus materials, and more opportunity for interaction with the course co-ordinator.

### **Student Learning Outcomes**

<i>Outcome</i>		<i>Assessment/s</i>
1	Demonstrate a proficient understanding of the current issues associated with the identification of gifted students.	1,2
2	Justify the need for multiple criteria identification procedures.	1,2
3	Critically evaluate the strengths and weaknesses of various procedures and instruments used to identify gifted students.	1,2
4	Understand the elements needed in a comprehensive program of identification.	1,2
5	Understand the procedures required in the identification of students of disadvantaged backgrounds.	1,2
6	Understand the procedures required in the identification of twice exceptional students.	1,2
7	Understand the procedures required in the identification of underachieving gifted students.	1,2

### **Program Learning Outcomes**

<i>Standard</i>		<i>Assessment/s</i>
	<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
	<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
	<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
	<b>Global outlook</b>	
5	Demonstrate an understanding of international perspectives relevant to the educational field	1,2
	<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

### **AITSL Professional Teaching Standards (Proficient, Highly Accomplished, Lead)**

<i>Standard</i>		<i>Assessment/s</i>
1.5.2		1,2
1.5.2		1,2
1.5.3		1,2
5.1.2		1,2
5.1.3		1,2
5.1.4		1,2
5.4.2		1,2
5.4.3		1,2

5.4.4	1,2
5.5.2	1,2
5.5.3	1,2
5.5.4	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 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 students. Activities will assist students to become familiar with practices which are shown to be effective in the identification of gifted 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, activities, and discussion forums. Students will be asked to engage in self-directed reading to expand their knowledge regarding the course topic. Assessments are designed to support and extend course material.

#### 6. COURSE CONTENT AND STRUCTURE

Please refer to Moodle for Readings and Lecture Topics (Online)

The course is structured to be completed online through Moodle, and will be intensive for 7 weeks, from 7 August to 22 September. Each of these weeks will require approximately 3.5 hours per week for online activities (24 contact hours for the course). Time should be used each week to complete the learning activities. Learning activities each week will involve viewing lectures, videos, reading, writing, researching, posting, and responding to discussion forums. All learning activities and resources may be found in Moodle.

Week	Topics
Week 1 (7 August)	<ul style="list-style-type: none"> <li>• Definition of identification</li> <li>• Purpose of identification</li> <li>• Issues to be considered in the development of a program of identification</li> </ul>
Week 2 (14 August)	<ul style="list-style-type: none"> <li>• Legal requirements relating to the identification of gifted students</li> <li>• Policy guidelines relating to the identification of gifted students</li> </ul>
Week 3 (21 August)	<ul style="list-style-type: none"> <li>• Intelligence tests</li> <li>• Achievement tests</li> </ul>
Week 4 (28 August)	<ul style="list-style-type: none"> <li>• Nominations/Rating scales</li> <li>• Performance-based assessments</li> </ul>

	<ul style="list-style-type: none"> <li>• Dynamic assessment</li> <li>• Response to intervention</li> </ul>
Week 5 (4 September)	<ul style="list-style-type: none"> <li>• Multiple criteria identification</li> <li>• Selection of identification instruments</li> <li>• Sequential vs concurrent data collection/analysis</li> <li>• Rules for combination/weighting of identification data</li> </ul>
Week 6 (11 September)	<ul style="list-style-type: none"> <li>• Identification of twice exceptional students</li> <li>• Identification of twice exceptional student sub-populations</li> </ul>
Week 7 (18 September)	<ul style="list-style-type: none"> <li>• Identification of underachieving gifted students</li> <li>• Equivalence of the commonly used identification methods</li> </ul>

## 7. RESOURCES

All resources for the course are available for students in Moodle.

## 8. ASSESSMENT

<b>Assessment Task</b>	<b>Length</b>	<b>Weight</b>	<b>Student Learning Outcomes Assessed</b>	<b>Program Learning Attributes Assessed</b>	<b>Due Date</b>
Assessment One: Annotated Bibliography	2,000 words	40%	1-7	1-6	24 August 2017
Assessment Two: Identification Program	3,500 words	60%	1-7	1-6	29 September 2017

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessments are to be submitted online via Moodle by 5pm of the due date. Students 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, hurdle requirements etc.

**ASSESSMENT ONE:** Prepare an **annotated bibliography** of five (5) useful journal articles that will inform Assessment Two. For each journal article, ensure that the following is included:

- The citation for the article
- An introduction to the article
- The aim(s) of the article
- The research method(s) used in the article
- Main findings of the article
- Conclusions of the article
- An evaluation of the strengths and weaknesses of the article
- An evaluation of why the article is useful for Assessment Two

**The last two items (i.e., the two evaluations) should collectively represent at least 40% of the content of the annotation for each article.**

**Annotations should be concise, reflective of careful reading, and reflective of deep and critical thinking about each article.**

**The total word limit is 2,000 words (i.e., a word limit of approximately 400 words for each of the five journal articles). APA style guidelines (6th edition) should be followed. All text should be double-spaced (12 point Times New Roman).**

At least four of the five selected articles should be published on or after 2005.

At least four of the five selected articles should be empirical in nature (for an explanation, please refer to: <http://libanswers.library.cpp.edu/faq/126937>).

The selected articles should NOT include any articles prescribed for reading by the course co-ordinator. Furthermore, books or book chapters should NOT be included.

The following is a sample annotation (<https://student.unsw.edu.au/annotated-bibliography>) that is entirely fictitious (please do not include a Key in your annotations). Please note that this example does NOT include all of the requirements for Assessment One.

<p>(1) Trevor, C. O., Lansford, B., &amp; Black, J. W. (2014). Employee turnover and job performance: Monitoring the influences of salary growth and promotion. <i>Journal of Armchair Psychology</i>, 113, 56–64.</p> <p>(2) In this article Trevor et al. review the influences of pay and job opportunities in respect to job performance, turnover rates and employee motivation.(3) The authors use data gained through organisational surveys of blue-chip companies in Vancouver, Canada to try to identify the main causes of employee turnover and whether it is linked to salary growth. (4) The article is useful to my research topic, as Trevor et al. suggest that there are numerous reasons for employee turnover and variances in employee motivation and performance.(5) The main limitation of the article is that the survey sample was restricted to mid-level management,(6) thus the authors indicate that further, more extensive, research needs to be undertaken to develop a more in-depth understanding of employee turnover and job performance.(7) This article will not form the basis of my research; however it will be useful supplementary information for my research on pay structures.</p>	<p>Key</p> <p>(1) Citation</p> <p>(2) Introduction</p> <p>(3) Aims &amp; Research methods</p> <p>(4) Usefulness</p> <p>(5) Limitations</p> <p>(6) Conclusions</p> <p>(7) Reflection (explain how this work illuminates your topic or how it will fit in with your research)</p>
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**ASSESSMENT TWO:** Prepare a comprehensive program of identification to select students for participation in ONE of the following:

- A gifted class at a school where a large (50%) cohort of students do not have English as a first language
- A gifted class at a school where a large (50%) cohort of students are of Indigenous background
- A special class for gifted students who are performing below their potential at a school where a large (50%) cohort of students come from a low socio-economic status background

The program will need to:

- Specify the year/stage/level of the class
- Appropriately incorporate the multiple issues that need to be considered in the formulation of a program of identification of gifted students (which should include, but not be limited to, the definition of giftedness, legal requirements/policy guidelines, the selection of identification instruments, the manner in which identification data will be collected/analysed, and the educational interventions to be provided)
- Provide details on the personnel to be involved (including qualifications, experience, and role in the identification process)
- Be informed by wide and appropriate reading that goes substantially beyond the prescribed readings for the course

**The total word limit is 3,500 words. APA Style (6<sup>th</sup> edition) guidelines should be followed. All text should be double-spaced (12 point Times New Roman).**

**There should be minimal use of old references** (an indication is provided of what is considered an "old" reference in the requirements for Assessment One).

**Please also refer to the feedback sheets, which contain marking criteria, for both assessment tasks.**

**HURDLE REQUIREMENT:** As this is an online course, posts on weekly discussion forums relating to the content for that week are expected in lieu of physical attendance. Each student will be assigned to a discussion forum group (i.e., each student will be asked to post only on the discussion forum to which he/she has been assigned).

The weekly discussion forums will begin with a question/statement/activity posted by the course coordinator (all discussion forum groups will have identical questions/statements/activities). All students are expected to post at least one response to the question/statement/activity (300 words minimum) by 11:59pm on the Friday of each week. Students are also strongly encouraged to respond to posts by fellow students.

All posts should be thorough, grammatically correct, and be an appropriate response to the stimulus question/statement/activity or a post from a fellow student. If the content of the post is initially prepared using MS Word (which is encouraged), please post responses in the discussion forums as text rather than attachments. APA style guidelines need to be followed to reference research.

**To meet the hurdle requirement for this course, posts are required for at least 80% of the weeks in which the course is run.**

### **Interacting Online**

"Netiquette" is an abbreviation of "Internet etiquette". When teachers and learners observe netiquette, they behave online in ways that promote a productive and constructive online learning environment, recognise each other's rights to be treated with respect and courtesy, and respect each other's privacy.

Observing netiquette also means:

- not uploading large files for others to download
- keeping discussion and blog posts concise and to the point



- not using group communication spaces for one-to-one or personal communications
- using language that is appropriate to the context of the course
- not dominating the discussion

***Feedback***

<b>Assessment Task</b>	<b>Feedback Mechanism</b>	<b>Feedback Date</b>
Annotated Bibliography	Written	30 August 2017
Program of Identification	Written	12 October 2017

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>• Appropriateness of the annotated bibliography</li> <li>• Adequacy of the annotated bibliography (i.e., incorporation of all necessary information)</li> <li>• Demonstration of accurate, broad and deep understanding of the key concepts related to the identification of gifted students</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Evaluation of the research literature for appropriateness to the task</li> <li>• Presentation of accurate interpretations of research</li> <li>• Establishment of the strengths and weaknesses of research</li> <li>• Demonstration of 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>• Demonstration of independent reading beyond prescribed materials</li> <li>• Appropriateness of the selection of research literature</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Appropriateness of structure for an annotated bibliography</li> <li>• Logical sequencing of ideas</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity of writing (e.g., vocabulary, spelling, punctuation)</li> <li>• Use of a serious, formal and academic style</li> <li>• Use of appropriate conventions in academic writing (e.g., citations, reference list)</li> <li>• Readability</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>• Appropriateness of the program of identification</li> <li>• Adequacy of the program of identification (i.e., consideration of all necessary issues)</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Presentation of insightful and accurate interpretations of the research evidence</li> <li>• Appropriateness of the application of the research to the task</li> <li>• 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>• Appropriateness of the reading of the literature</li> <li>• Breadth of the reading of the literature</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Appropriateness of structure/organisation</li> <li>• Logical sequencing</li> <li>• Flow of ideas</li> <li>• Overall cohesiveness</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity of writing (e.g., sentence structure, paragraphing, vocabulary, spelling, punctuation)</li> <li>• Use of a serious, formal and academic style of writing</li> <li>• Use of appropriate conventions in academic writing (e.g., citations, paraphrasing, reference list)</li> <li>• Clarity of tables/figures (as applicable)</li> <li>• Readability</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.**