



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5803

Developing Effective Programs for Gifted
Students

Summer Semester 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/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
EDST5803 Developing Effective Programs for Gifted Students
Summer Semester, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Peta Hay
Office Location: John Goodsell 125
Email: p.hay@unsw.edu.au
Phone: 9385 1977
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Developing Effective Programs for Gifted Students
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including lectures, readings, discussion and workshops, assessment, follow up activities, etc.
Schedule	Morven Brown G3, 09:00 – 16:00 Monday 16, Tuesday 17, Thursday 19, Friday 20 January 2017

Summary of Course

This course focuses on current research on the components of appropriate whole school program development for gifted and talented students. School-wide program models currently used in Australia and internationally will be critically evaluated. Students will be required to conduct needs analyses, develop program goals and design programs appropriate for gifted students within the administrative structures and education systems of their state or country. Research on the effectiveness of enrichment, acceleration and various forms of ability, achievement and interest grouping will be closely examined, with particular attention to the effects of these strategies on the students' academic and social development. Another course focus will be the need for counselling and mentoring to be included in programs for gifted students, and programs designed to include gifted students with twice-exceptionality, gifted students who are underachieving, and gifted students from diverse backgrounds.

Aims of the Course

The aim of course is:

1. To familiarise educators with the research literature in order to inform their role in supporting and enhancing the education of gifted and talented students.
2. To provide educators with the theoretical understandings and research evidence needed to develop educational interventions, which respond to the intellectual and socio-affective characteristics and needs of gifted students.
3. To assist practicing educators to acquire an understanding of relevant components of appropriate program models, which lead to improved gifted student outcomes.

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

- Sample school policies and examples for students who are not currently teaching
- Support readings for giftedness definitions

Student Learning Outcomes

Outcome	Assessment/s	
1	Demonstrate a proficient understanding of the current educational and social issues and attitudes affecting the development of special programs for gifted students in the Australian and international context.	1, 2
2	Discuss ways in which intellectually gifted students differ from age-peers in both their cognitive and socioaffective development, and the implications of this for ability grouping and acceleration.	1, 2
3	Analyse the appropriateness of a range of ability grouping and accelerative procedures for gifted students in their particular school context.	1, 2
4	Evaluate the effectiveness of educator's current school or jurisdiction policy on the education of gifted and talented students, in terms of how effective a platform it provides for program development.	1,2
5	Make professional decisions, on the basis of research findings, on the development, in educator's schools, of programs of ability grouping and acceleration for academically gifted students.	1, 2

Program Learning Outcomes

Capability	Assessment/s	
	Advanced disciplinary knowledge and practices	
1	Demonstrate an advanced understanding of the field of inclusive 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
	Enquiry-based learning	
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
	Cognitive skills and critical thinking	
3	Demonstrate advanced critical thinking and problem solving skills.	1, 2
	Communication, adaptive and interactional skills	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership.	1, 2
	Global outlook	
5	Demonstrate an understanding of international perspectives relevant to the educational field	1, 2
	Ethics	
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	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 educational programming for gifted and talented students. Face-to-face lectures, workshops, and required readings explore current theory and practice on a range of issues in the grouping and acceleration of gifted and talented students, allowing students of the course to learn new information and skills. Student ideas will be refined through group discussion and educational activities, which will assist students to become more thoroughly familiar with practices which are shown to be effective in programming for gifted and talented students.

These activities, and the two assessments, will also enhance students' ability to assess, alter and adapt programming options that are currently used in order to reflect research-based practice and contextual needs

5. TEACHING STRATEGIES

The learning activities in the course include: (a) intensive lectures and workshops on the Kensington campus, which will use a range of teaching strategies; (b) discussion with colleagues; (c) self-directed reading; and (d) the preparation of written assignments.

6. COURSE CONTENT AND STRUCTURE

The course is structured to be completed on campus during an intensive, January 16, 17, 19 & 20 2017. Assignment 1 is due **5pm, January 5, 2017**, BEFORE the intensive four day course. This is to allow for students to receive feedback before the census date of January 8 (permits students to withdraw without financial penalty before this date). Assignment 2 is due after the intensive at **5pm, February 3, 2017**.

Topic Questions, Lectures & Workshops
Topic 1: How has Australia responded to gifted students' needs? What are the obstacles?
Topic 2: How can I assess what is currently provided for gifted students at my school?
Topic 3: How can ability and achievement grouping be used effectively for gifted students?
Topic 4: How can counselling and mentoring be used effectively for gifted students?
Topic 5: How can acceleration be utilised effectively for gifted students?
Topic 6: How can I start to implement a program for gifted students?
Topic 7: How do I program for specific groups of gifted students?
Topic 8: How do I ensure my program remains relevant, and maintain high standards?

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Program Evaluation	2000 words	40%	1 – 5	1 – 6	5/1/17, 5pm
Program Proposal	10 minutes	60%	1 – 5	1 – 6	3/2/17, 5pm

NB: All referencing should follow APA 6th Edition guidelines (see Moodle for supporting material on referencing).

Assignment 1: Gifted Program Evaluation (Problem finding)

Consider a past or present school in which you work/ed or attended and write a program evaluation that could be hypothetically presented to the school executive. **Use the Assignment 1 Readings** provided on Moodle to evaluate your school program. A case study is provided on Moodle for those who may not have access to a school.

1. Analyse and evaluate the level to which the gifted program at your school meets the needs of the students it serves in light of the literature in the field. Outline the context of the school and the type of gifted students present (if known). Your analysis and evaluation should follow a **literature review** on the key programming strategies of *ability/achievement grouping, acceleration, mentoring and counselling*.
2. Your assignment should include the following subheadings:
 - Executive Summary
 - Introduction (establishes the school context)
 - Literature Review (explore generally what the research says about the program strategies and evaluate the weight of evidence and possible controversies in the research)
 - Discussion of school program's strengths and weaknesses
 - Conclusion

* Keep your school identity private

Assignment 2: Program Proposal (Recommendations & action)

Investigate another school's gifted program that may help to address some of the weaknesses in your school's program (either by talking to other teachers or examining school websites). **Using your findings from Assignment 1, and your investigations**, propose a new program service that will improve the effectiveness of your school's gifted program. **Use research to support your ideas. Record your presentation** of your proposal in a simulated (or real if appropriate) presentation to the staff. Upload your presentation to vimeo or youtube or some other similar site, and provide a link in the Moodle submission box. You may use a password to keep your presentation private, but send me the password on Moodle.

You may wish to cover the following areas:

1. Rationale:
 - What is the reason for the proposal?
 - How does the proposal change the existing program?
 - How does the new program service fill a need that the current one does not?
 - How have you considered the school context in your planning?
2. Program Description:

- Program objectives
 - Program content
 - How does the program meet teaching standards?
 - Intended students involved/duration/location/organisation?
3. Evaluation:
- How will student achievement and/or social and emotional well-being be assessed?
 - How will student participation fulfil syllabus requirements?
 - What additional considerations may be needed to ensure the program is successful? (professional development, advocacy, policy, ongoing evaluation)
4. Plan of Action
- What is the intended timeline?
 - How will it be implemented and by whom?
5. Budget
- Cost of materials/equipment?
 - Additional staffing?
 - Training?
 - Transport?
 - Sources of funding?

* Keep your school's identity private and also the identity of the other school

Submission of Assessments & Feedback

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 Task	Feedback Mechanism	Feedback Date (or before)
<i>Evaluation</i>	<i>Moodle</i>	<i>13/1/17</i>
<i>Proposal</i>	<i>Moodle</i>	<i>14/2/17</i>

8. RESOURCES

All reading materials will be supplied to students via the Moodle website.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5803 DEVELOPING EFFECTIVE PROGRAMS FOR GIFTED STUDENTS

Student Name:
 Assessment Task: Assignment 1 Program Evaluation

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Exhibits accurate and elaborated breadth and depth of understanding of the key concepts in the question. • Demonstrates an appreciation of the limitations and temporary nature of conceptual knowledge in the field. • Applies theory to school context and acknowledges complexities around practical applications of research 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • 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. • Effectively reflects on and evaluates personal practices. • Clearly evaluates the school program. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Uses sources that are relevant to educational needs of gifted students and effective programming strategies. • Demonstrates thorough understanding of the key issues and findings of the research and literature. research pertaining to the educational needs of gifted students and appropriate programming for gifted students. 					
Structure and organisation of response <ul style="list-style-type: none"> • All expectations and conventions followed for a formal report, with all expected attributes present and creatively interpreted to suit personal style and specific execution of the task. A unique but appropriate presentation of work. • Highly organised and easy to follow. All information is clear, highly appropriate, and consistently correct. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clear, consistent and appropriate use of conventions for quoting, paraphrasing, attributing sources, and listing references. • Clear and appropriate use of sentence structure, vocabulary, spelling, punctuation and word length. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

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, 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
EDST5803 DEVELOPING EFFECTIVE PROGRAMS FOR GIFTED STUDENTS

Student Name:

Student No.:

Assessment Task: Assignment 2 Program Proposal

SPECIFIC CRITERIA	(-) → (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> 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. Relates understandings of theory to practice. 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> 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. Effectively evaluates programming practices and provides well supported, creative recommendations and solutions. 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> Strong evidence of independent reading beyond the provided materials. Uses sources which are valid, reliable and relevant to the topic, and appropriate to the purpose of the review. 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> All expectations and conventions followed for a presentation, with all expected attributes present and creatively interpreted to suit personal style and the specific execution of the task. A unique but appropriate presentation of work. Highly organised and easy to follow. All information is clear, highly appropriate, and consistently correct. 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> Clear, consistent and appropriate use of conventions for quoting, paraphrasing, attributing sources, and listing references. Clear and appropriate use of sentence structure, vocabulary, spelling, punctuation and word length. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended:

/20

(FL PS CR DN HD)

Weighting:

60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**