



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5803

Developing Effective Programs for Gifted
Students

Semester 1 (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 Bidjigal 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
Semester 1, 2016

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 online lectures, readings, online discussion and workshops, assessment, follow up activities, etc.
Schedule Online	The course will be offered fully online. All online course content will be completed in Weeks 1 – 8. Assessments are due in Weeks 3, 7 & 10.

Summary of Course

This course focuses on current research on the components of appropriate program development for gifted and talented students. 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 minority, twice-exceptional and underachieving students. The course is run completely online to allow for flexible and personalised learning.

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:

- The assessments are relevant and immediately applicable to the current teaching of students

- Supporting documents for Assessment 1 available on Moodle at the beginning of the Summer Semester, along with all readings and resources

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.	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	2
	Ethics	
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	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. Online 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 completion of weekly activities and engagement with peers and tutors via online discussion forums.

Online weekly activities delivered by tutors, and the three assessments, 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 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 course includes a variety of learning strategies that focus on providing flexible and personal learning through the use of online lessons. The course engages students in learning through the use of online lectures and workshops presented by a variety of local and international expert educators in the field of gifted education. Online weekly activities will use a range of teaching strategies to involve students in critical, creative and reflective thinking processes. Online discussion forums will allow students to challenge and refine their ideas with peers and tutors, and to share from their personal experience. Students will be encouraged to critically evaluate their current practices and understanding of programming for gifted students, and to redesign practices on the basis of current research. The self-directed reading provided online will broaden student understanding of current research and practice in the area of programming for gifted students. The preparation of written assignments will draw on student reflection on current practice, assist with thinking about how to disseminate their learning in their work environment, and consider ways to evaluate and enhance current practice within the classroom, and across school and education systems.

6. COURSE CONTENT AND STRUCTURE

The course is structured to be completed online through Moodle and will begin on February 29, and continue for the next 8 weeks. Each of these weeks will require approximately 3 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 lectures* and workshops (topics listed below), writing and reflecting in response to weekly activity questions, and posting and responding to posts on the discussion forums. Additional readings are also required for each week (See Moodle). Tutors will post activities, moderate discussion forums and respond to comments and questions.

*** All lectures are pre-recorded.**

Week	Completion Time	Topic Questions, Lectures & Workshops
Week 1 Feb 29	3 hours	Topic: What are the best programming options for gifted students? How well are these being utilised?
Week 2 March 7	3 hours	Topic: How can I assess what is currently provided for gifted students and are there beliefs that may be misconceptions?
Week 3 March 14	3 hours	Topic: How can ability and achievement grouping be used effectively? Assignment 1A DUE: March 18 2016
Week 4 March 21	3 hours	Topic: How can counselling and mentoring be used effectively for gifted students?
<i>Mid-Semester Break 25 March – 3 April</i>		
Week 5 April 4	3 hours	Topic: Is acceleration really effective? How can it be utilised effectively?
Week 6 April 11	3 hours	Topic: How can I start to implement a program for gifted students?
Week 7 April 18	3 hours	Topic: How do I program for specific needs in gifted students? Assignment 1B DUE: April 22 2016
Week 8 April 25	3 hours	Topic: How do I ensure my program remains relevant and high quality? Assignment 2 DUE: May 12 2015 (Week 10)

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Case Study Part A Case Study Part B	1500 words 1500 words	25% 25%	1, 2	1, 2	18/03/16 22/04/16, 5pm
Program Proposal or Evaluation	3000 words	50%	1 - 5	1 – 6	12/05/16, 5pm

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

Assignment 1: Case Study

Part A:

Choose a child whom you know is gifted or suspect is gifted*. Collect **existing data** on the child's level of giftedness, domains of giftedness, talent, and any data you can find/collect on the student's interests, motivation, and learning preferences (Consult *Gagné's Differentiated Model of Giftedness and Talent* on Moodle in Readings section). You should use a variety of sources (whatever is available) such as school testing, grades, reports, assignment results, teacher observations, parent anecdotes, standardised testing, IQ results, and aptitude tests. Identify the student's most significant areas of programming need. Utilise literature and research to analyse your ideas about the child's educational needs.

*Students who are not currently teaching and have no access to the required data will be provided with a case study.

(See Moodle for supporting documents for Assignment 1 Part A)

Part B:

How could you address these needs with specific and appropriate programming? Discuss what you would like to do with this student **within your classroom** (this may be hypothetical). Justify your choices with current research.

Assignment 2: Program Proposal or Evaluation

Consider a past or present school in which you work/ed or attended and develop a program proposal or evaluation that could be hypothetically presented to the school executive.

1. Analyse and evaluate the level to which the 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, counselling and online learning.
2. Your assignment should include the following subheadings:
 - Introduction (establishes the school context)
 - Literature Review (explore generally what the research says)
 - Discussion of school needs and recommendations (further subheadings should be used in this section)
 - Table (below)

- Conclusion

- Using the given table, make suggestions for best practice modifications to the current program, moving forward. This should be a summary of your *findings from the literature* and your *discussion* of how these findings apply in the school context.

Strategy	Current Situation	Suggested Modification	Supporting research evidence
Ability grouping			
Achievement grouping			
Acceleration			
Mentoring			
Counselling			
Online Learning			

Attendance: Hurdle Task

Online discussion and participation is a requirement for the course and is viewed as 'attendance in class'. A lack of attendance may jeopardise a student's overall standing in the course, as students are expected to attend at least 80% of classes (See Moodle for *Student Policies and Procedures 2016*). It is expected that students **post discussion responses on forums as online activities require, and to respond to at least one** peer post per week. Participation in discussion forums is a requirement for each of the eight weeks of class.

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)
1A Case Study	Moodle	30/3/16
1B Case Study	Moodle	11/5/16
2 Program Proposal or Evaluation	Moodle	2/6/16

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: _____ Student No.: _____
 Assessment Task: Assignment 1 Case Study PART A & B

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. • Outlines clear context of case study and the subsequent educational needs. 					
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 research pertaining to the educational needs of gifted students and appropriate programming for gifted students. 					
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. 					
Structure and organisation of response <ul style="list-style-type: none"> • All expectations and conventions followed for a case study, 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:** 50%

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/ Evaluation

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 knowledge domain. • Demonstrates an appreciation of the limitations and temporary nature of conceptual knowledge in the field. • Relates understandings of theory to practice. 					
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 evaluates programming practices and provides well supported recommendations. 					
Familiarity with and relevance of professional and/or research literature used to support response <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. 					
Structure and organisation of response <ul style="list-style-type: none"> • All expectations and conventions followed for an academic paper, 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. 					
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: 50%

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.**