



**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

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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 Programmes for Gifted Students (6 units of credit)  
Summer Semester 2016

## 2. STAFF CONTACT DETAILS

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

## 3. COURSE DETAILS

|                      |  |
|----------------------|--|
| <b>Course Name</b>   | Developing Effective Programmes for Gifted Students  |
| <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>      | 11, 12, 14, 15 January 2016<br>9.00am – 4.00pm approx. (day to day program will be sent via Moodle)<br>Morven Brown G6 |

### *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 during an intensive on the Kensington campus to allow for effective interaction with colleagues and lecturers.

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

### *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.

### *Important Information*

**Assessment:** Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes be achieved.

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

### *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         |

### *Graduate Attributes*

| 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          |
|          | <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  | 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  | 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 11, 12, 14 & 15 2016. Assignment 1 PART A is due **Midnight, January 4**, BEFORE the intensive four day course. This is to allow for students to receive feedback before the census date of January 10 (permits students to withdraw without financial penalty before this date). Assignment 1 PART B is due after the intensive, **Midnight January 25**, and Assignment 2 is due **Midnight February 5**.

| <b>Week</b>       | <b>Topic Questions, Lectures &amp; Workshops</b>   |
|-------------------|--|
| Jan 11<br>6 hours | <b>What are the best programming options for gifted students?<br/>How well are these being utilised?</b>                 |
|                   | <b>How can I assess what is currently provided for gifted students and are there beliefs that may be misconceptions?</b> |
| Jan 12<br>6 hours | <b>How can ability and achievement grouping be used effectively?</b>   |
|                   | <b>Is acceleration really effective? How can it be utilised effectively?</b>   |
| Jan 14<br>6 hours | <b>How can counselling and mentoring be used effectively for gifted students?</b>  |
|                   | <b>How can online learning be used effectively for gifted students?</b>  |
|                   | <b>How can I start to implement a program for gifted students?</b>   |
| Jan 15<br>6 hours | <b>How do I program for specific needs in gifted students?</b>   |
|                   | <b>How do I ensure my program remains relevant and high quality?</b>   |
|                   | <b>Assignment Help</b>   |

## 7. ASSESSMENT

| Assessment Task                | Length     | Weight | Learning Outcomes Assessed | Graduate Attributes Assessed | Due Date |
|--------------------------------|------------|--------|----------------------------|------------------------------|----------|
| Case Study Part A              | 1500 words | 25%    | 1,2                        | 1, 2                         | 4/1/16   |
| Case Study Part B              | 1500 words | 25%    |                            |                              | 25/1/16  |
| Program Proposal or Evaluation | 3000 words | 50%    | 1 - 5                      | 1 – 6                        | 5/2/16   |

**NB: All referencing should follow APA 6<sup>th</sup> 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, areas of giftedness, talent, and any data you can collect on the student's interests, motivation, personality 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      |                   |                        |                              |

## 8. RESOURCES

Reading materials will be supplied to students via the Moodle course site or via email for PL students, along with an additional set of readings as appropriate.

## 9. SUBMISSION OF ASSESSMENTS & FEEDBACK

All Assignments need to be submitted electronically via the *Turnitin* submission box on Moodle. All submissions need to be received **by MIDNIGHT** on the due date. Early submission is encouraged as submissions received after the due time will be stamped as late and incur a penalty (See *Student Policies and Procedures 2016* on Moodle for further information regarding assessment).

All feedback will be provided via *Turnitin* on Moodle. Assignment feedback will be returned within 3 weeks of submission.

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   | (-) <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 question.</li> <li>• Demonstrates an appreciation of the limitations and temporary nature of conceptual knowledge in the field.</li> <li>• Outlines clear context of case study and the subsequent educational needs.</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>• Effectively reflects on and evaluates personal practices.</li> <li>• Clearly evaluates research pertaining to the educational needs of gifted students and appropriate programming for gifted students.</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>• Uses sources that are relevant to educational needs of gifted students and effective programming strategies.</li> <li>• Demonstrates thorough understanding of the key issues and findings of the research and literature.</li> </ul>  |  |  |  |  |  |
| <b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• All expectations and conventions followed for a 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.</li> <li>• Highly organised and easy to follow. 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>• Clear, consistent and appropriate use of conventions for quoting, paraphrasing, attributing sources, and listing references.</li> <li>• Clear and appropriate use of sentence structure, vocabulary, spelling, punctuation and word length.</li> </ul>  |  |  |  |  |  |
| <b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>   |  |  |  |  |  |
|   |  |  |  |  |  |

**Lecturer** \_\_\_\_\_ **Date** \_\_\_\_\_  
**Recommended:**     /20     (FL PS CR DN HD)     **Weighting: Part A 25% Part B 25%**

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.**



