



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5808: Key Concepts and Issues in
Gifted Education

Semester 1 (Intensive)

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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
EDST 5808 Key Concepts and Issues in Gifted Education (6 units of credit)
Semester 1, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Peta Hay
Email: p.hay@unsw.edu.au
Phone: Please use email
Availability: Email to request appointment

3. COURSE DETAILS

| | |
|----------------------|--|
| Course Name | Key Concepts and Issues in Gifted Education |
| Credit Points | 6 units of credit (uoc) |
| Schedule | INTENSIVE COURSE: |
| Lecture | Mon Tue Thu Fri 09-16 (w7, RedC 4034) April 18, 19, 21 & 22 |

Summary of Course

This course is an introduction to the key concepts and issues surrounding the field of gifted education both in Australia and globally. Definitions of giftedness and talent will be explored and the concept of giftedness will be investigated from an analysis of its historical and cultural roots, to an examination of the current focus on domains, levels of giftedness and creativity. The cognitive and affective characteristics of gifted students across the different domains and the impact of these on learning and teacher attitudes will be emphasised as well as the accompanying issues of underachievement and twice exceptionality. The strategies of identification of giftedness and possible responses to this identification will also be introduced.

Aims of the Course

This course aims to:

- Introduce participants to a range of key concepts and issues in the field of gifted education
- Enable participants to compare historical and contemporary definitions of giftedness and talent and evaluate the impact of these on educational practice.
- Evaluate the impact of cognitive and affective characteristics of gifted students on their learning and on teacher responsiveness.
- Introduce the foundational concepts of the identification of intellectually gifted students.

The main ways in which the course has changed since last time as a result of student feedback
Elimination of some repetition in content and more interactive workshops offered.

Student Learning Outcomes

| Outcome | | Assessment/s |
|---------|--|--------------|
| 1 | Demonstrate a proficient understanding of the current issues and attitudes affecting the education of intellectually/academically gifted students. | 1/2/3 |
| 2 | Discuss ways in which intellectually gifted students differ from age-peers in both their cognitive and socio-affective development. | 1/2 |
| 3 | Demonstrate a clear understanding of the causes of academic underachievement in gifted students, as well as the impacts of twice-exceptionality on learning. | 1/2 |
| 4 | Rebut some of the common myths which hamper teachers' understanding of, and acceptance of, the learning needs of gifted students. | 3 |
| 5 | Discuss ways in which teachers may be able to identify gifted students and the purpose of multiple criteria approaches. | 2/3 |

Program Learning Outcomes

| Capability | | Assessment/s |
|------------|---|--------------|
| | Advanced disciplinary knowledge and practices | |
| 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. | 1/2/3 |
| | Research-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 | 1/2/3 |
| | Cognitive skills and critical thinking | |
| 3 | Demonstrate advanced critical thinking and problem solving skills | 1/2/3 |
| | 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 | 2/3 |
| | International outlook | |
| 5 | Demonstrate an understanding of international perspectives relevant to the educational field | 2/3 |
| | Ethical and responsible professional practice | |
| 6 | Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education | 1/2/3 |

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 education of gifted and talented students. The teaching approach attempts to actively engage students as they discuss current theory and practice, and learn new information and skills. Students will be required to take responsibility for their own learning in this course.

5. TEACHING STRATEGIES

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

6. COURSE CONTENT AND STRUCTURE

The course will be available via Moodle on the first day of Semester 1, 29 February 2016. Assignment 1 requires a reflective response to some of the readings and is due **March 23, 2016** BEFORE the intensive. The lectures and workshops will be presented in a four day intensive course on the Kensington Campus, April 18, 19, 21 & 22, from 9am – 4:30pm (approximately) (Please see Moodle for detailed daily Course Schedule). Two assignments will then be due after the intensive is finished; Assignment 2 is due on 29 April and Assignment 3 on 17 May. Moodle can be utilised to discuss ideas with peers, ask questions of the course coordinator and to access resources.

| Day | Lectures/Workshops |
|--------------------------|--|
| Monday 18 April | <ul style="list-style-type: none"> • Introduction to course • Views and Definitions of Giftedness and Talent • Gagné Model of Giftedness and Talent OR Extended View of Gagné's Model • Teacher attitudes & myths |
| Tuesday 19 April | <ul style="list-style-type: none"> • Cognitive and affective characteristics & Levels of giftedness • Overexcitabilities – intellectual giftedness and Dabrowski • Highly & profoundly gifted students • Assignment 2 & 3 Workshop |
| Thursday 21 April | <ul style="list-style-type: none"> • Underachievement in gifted students • Addressing underachievement in gifted students • Twice Exceptional Students |
| Friday 22 April | <ul style="list-style-type: none"> • Introduction to identification • Advocacy for gifted students • Elective |

7. ASSESSMENT

| Assessment Task | Length | Weight | Learning Outcomes Assessed | Graduate Attributes Assessed | Due Date |
|--------------------------|------------|--------|----------------------------|------------------------------|----------------------|
| Assignment 1: Reflection | 1000 words | 20% | 1/2/3 | 1/2/3/6 | 23 March 2016 5pm |
| Assignment 2: Essay | 1500 words | 30% | 1/2/3/5 | 1/2/3/4/5/6 | 29 April 2016 5pm |
| Assignment 3: Multimedia | 20 minutes | 50% | 1/4/5 | 1/2/3/4/5/6 | 17 May 2016 5pm |

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

Assessment Details

Assignment 1: Reflection

Choose and read 6 – 8 papers in the reading folders (on Moodle) and answer the following questions:

1. How do some of the issues explored in the articles clarify and/or alter your view of gifted students and their needs?
2. Select **two** key issues highlighted in the pre-reading papers that you feel are particularly pertinent to your current school (or a past school if you are not currently teaching). How does the research challenge or reinforce current practices?

Ensure you reference the articles you utilise and include a reference list at the end of your reflection.

See Moodle for supporting material on Assignment 1.

Assignment 2: Essay

Choose **one** of the following questions, answering **with reference to Gagné's Model** of giftedness and talent, and other relevant literature.

1. Compare and contrast **two** key causes of underachievement. Why may underachievement be difficult to reverse?
2. Critically evaluate **two** other models of giftedness/talent and compare with Gagné's Model. How does utilising a different model affect the identification of gifted students?
3. How may gifted students differ cognitively and affectively from their age-peers? Choose **one cognitive characteristic and one affective characteristic** and discuss factors that may influence whether these characteristics are expressed positively or negatively.

Assignment 3: Multimedia Presentation

"Myths that are believed in tend to become true" ~ George Orwell

"Everyone has an equal right to inequality." ~ John Ralston Saul

Choose **one** of the above quotes and discuss with reference to **three myths** teachers may believe about gifted students. How and why have these myths emerged? How may these beliefs affect gifted students? Provide evidence to rebut these myths from academic research and literature. Choose from the following presentation options to increase staff awareness at school.

1. Recorded staff presentation – provide an audio-visual recording of the presentation and a copy of the presentation slides, including a reference slide (presentation can be simulated if you can't actually present to your staff).
2. Audio/Visual presentation to an online audience including in-text citations and a final reference list slide.

Upload your assignment to YouTube or Vimeo and cut and paste link into the assignment box on Moodle. Turn off privacy setting to ensure markers can view it.

A workshop during the intensive days will explore strategies for Assignment 2 & 3 and provide supplementary material.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5808 KEY CONCEPTS AND ISSUES IN GIFTED EDUCATION

Student Name:
 Assessment Task: Assignment 2: Essay

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 knowledge domain. Demonstrates an appreciation of the limitations and temporary nature of conceptual knowledge in the field. Demonstrates a thorough and accurate understanding of Gagné's model and a range of ways to utilise it in the classroom. | | | |
| 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. Significant demonstration of originality and independent thought. | | | |
| 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 for academic papers used, 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 of information, and listing references Clear and appropriate use of sentence structure, vocabulary use, spelling, punctuation and word length | | | |
| GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME | | | |
| | | | |

Lecturer _____ **Date** _____
Recommended: /20 (FL PS CR DN HD) **Weighting:** 30%

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.**

Submission of Assessment Tasks

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. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

8. RESOURCES

All required readings will be supplied via Moodle. Additional research will be required to complete some assignments.