



**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**  
**(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 5808 Key Concepts and Issues in Gifted Education (6 units of credit)  
Semester 1, 2017

## 2. STAFF CONTACT DETAILS

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

## 3. COURSE DETAILS

<b>Course Name</b>	Key Concepts and Issues in Gifted Education
<b>Credit Points</b>	6 units of credit (uoc)
<b>Schedule</b>	The course will be offered fully online. All online
Online	course content will be completed in Weeks 1 – 8 of Semester 1

### **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. The course is run completely online to allow for flexible and personalised learning.

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

- Support for new postgraduate students for academic writing and researching
- Critical thinking task as assessment

### **Student Learning Outcomes**

Outcome		Assessment/s
1	Identify and evaluate the current issues and attitudes affecting the education of intellectually/academically gifted students.	1,2
2	Discuss ways in which intellectually gifted students differ from age-peers in both their cognitive and socio-affective development.	1,2
3	Assess 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.	1,2
5	Discuss ways in which teachers may be able to identify gifted students and the purpose of multiple criteria approaches.	1,2

### **Program Learning Outcomes**

Capability		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	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

#### **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. Online lectures, workshops and required readings explore current theory and practice on a range of issues surrounding definitions and characteristics of gifted and talented students, allowing students of the course to learn new information and skills. Students will be required to take responsibility for their own learning in this course.

#### **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 gifted students. The self-directed reading provided online will broaden student understanding of current research and practice in the area of gifted education. 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 be intensive for 8 weeks, from February 27 – April 28. 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
1	3 hours	<b>Topic: How has giftedness been defined?</b> <ul style="list-style-type: none"> <li>Historical Background</li> <li>Myths &amp; Misconceptions</li> </ul>
2	3 hours	<b>Topic: How has giftedness been defined?</b> <ul style="list-style-type: none"> <li>Conceptions &amp; Models</li> <li>Assignment Help</li> </ul>
3	3 hours	<b>Topic: How do gifted children behave? What am I looking for in my classroom?</b> <ul style="list-style-type: none"> <li>Characteristics of Giftedness</li> <li>Family Dynamics</li> </ul>
4	3 hours	<b>Topic: How is creativity defined? How is it related to giftedness?</b> <ul style="list-style-type: none"> <li>Creativity</li> </ul>
5	3 hours	<b>Topic: Can gifted students underperform? How?</b> <ul style="list-style-type: none"> <li>Underachievement</li> <li>Addressing underachievement in gifted students</li> </ul>
6	3 hours	<b>Topic: How do different groups of gifted students behave?</b> <ul style="list-style-type: none"> <li>Twice Exceptionality</li> <li>Highly Gifted Students</li> </ul>
7	3 hours	<b>Topic: How will I identify gifted students?</b> <ul style="list-style-type: none"> <li>Introduction to Identification</li> </ul>
8	3 hours	<b>Topic: How can I provide for gifted students?</b> <ul style="list-style-type: none"> <li>Programming for gifted students</li> <li>Advocacy</li> </ul>

## 7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Hurdle Task	150 words/week	0%	1,2,3,4,5	1 - 6	Every week 1 – 8
Assignment 1: Reflection	2000 words	40%	1,2,3	1,2,3,6	22/3/17, 5pm
Assignment 2: Persuasive Article	3000 words	60%	1,2,3,5	1,2,3,4,5,6	3/5/17, 5pm

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

*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.*

### **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 2017*). 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 intensive weeks of class.

### **Assignment 1: Reflection**

Write a personal reflection about how your perspective on gifted children and gifted education has been influenced by your readings.

- Choose 3 issues that were explored in the readings that shifted your thinking or clarified your understanding.
- Analyse the issues referencing relevant empirical research and/or literature.
- Evaluate how your perspective has changed and detail how this change in perspective may change your teaching practice.

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: Persuasive Article**

Write an article that you could potentially post on an education website, or publish in a journal for teachers. Choose **ONE** quote below, or find another that is appropriate, that *relates* to some of the implicit and explicit perceptions either expressed by teachers or implied by school procedures and policies, or by government policies.

1. Evaluate the accuracy of these perceptions with close reference to Gagné's DMGT Model and empirical research.
2. Suggest strategies to provide for gifted students and increase awareness among educators about the definitions, identification, characteristics, and underachievement of gifted students, using relevant empirical research.

"Schools are to extraordinarily intelligent children what zoos are to cheetahs" - Stephanie Tolan

"Even for the most talented individuals, ten years of experience in a domain is necessary to become an expert" – Anders Ericsson

"Every single person is gifted...It is inherent in every single person, in each and every one of us!" – Angie Karan

"Closing the achievement gap by pushing down the top is like fostering fitness by outlawing marathons." – Helen Schinske

See Moodle for supporting material on Assignment 2.

### **Feedback**

<b>Assessment Task</b>	<b>Feedback Mechanism</b>	<b>Feedback Date</b>
Reflection	<i>Written, Moodle</i>	31/3/17
Persuasive Article	<i>Written, Moodle</i>	24/5/17

### **3. RESOURCES**

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

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

Student Name:  
Assessment Task: Assignment 1 Reflection

Student No.:

<b>SPECIFIC CRITERIA</b>	(-) ←	→	(+)
<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 current research.</li> <li>• Demonstrates an appreciation of the limitations and temporary nature of conceptual knowledge in the field.</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 evaluates current practices and beliefs and relates theory with practice.</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 which are relevant and appropriate to the purpose of the reflection. The sources utilised connect well with key ideas of the reflection, and are explored with an appropriate level of detail.</li> </ul>			
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• All expectations and conventions for reflections utilised, and creatively interpreted to suit personal style and the 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 of information, and listing references</li> <li>• Clear and appropriate use of sentence structure, vocabulary use, 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:**        20%

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  
 EDST5808 KEY CONCEPTS AND ISSUES IN GIFTED EDUCATION

Student Name:

Student No.:

Assessment Task: Assignment 2: Academic Paper

SPECIFIC CRITERIA	(-)	—————>			(+)
<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 knowledge domain.</li> <li>• Demonstrates an appreciation of the limitations and temporary nature of conceptual knowledge in the field.</li> <li>• Demonstrates a thorough and accurate understanding of the DMGT and its implications to practice.</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>• Deeply evaluates current attitudes, policy and practices in regards to gifted education.</li> <li>• Significant 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>• 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.</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• 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.</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 of information, and listing references</li> <li>• Clear and appropriate use of sentence structure, vocabulary use, 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:**      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.**