



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5808

Key Concepts and Issues in Gifted Education

Semester 2, 2017
(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 2, 2017

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	The course will be offered fully online. All online course content will be completed in Online
	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
	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
	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

AITSL Professional Teaching Standards (Proficient, Highly Accomplished, Lead)

Standard		Assessment/s
1.2.3	Expand understanding of how students learn using research and workplace knowledge.	1,2
1.5.3	Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.	2
3.3.3	Support colleagues in selecting and applying effective teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking.	2
3.6.2	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.	1
6.2.2	Participate in learning to update knowledge and practice targeted to professional needs and school and/or system priorities.	1
6.4.2	Undertake professional learning programs designed to address identified student learning needs.	1

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. 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	Topic: How have giftedness and intelligence been defined? <ul style="list-style-type: none"> • Historical Background • Assignment Help
2	3 hours	Topic: How can beliefs and definitions influence practice? <ul style="list-style-type: none"> • Conceptions & Models • Myths and misconceptions
3	3 hours	Topic: What are intellectually gifted students like? Why may their characteristics be hidden? <ul style="list-style-type: none"> • Cognitive characteristics of giftedness • Affective characteristics of giftedness
4	3 hours	Topic: How will I identify intellectually gifted students? <ul style="list-style-type: none"> • Introduction to identification process • Some tools for the classroom
5	3 hours	Topic: Why don't intellectually gifted students always perform well? <ul style="list-style-type: none"> • Underachievement • Some strategies for the classroom
6	3 hours	Topic: How do different groups of gifted students' needs vary? <ul style="list-style-type: none"> • Twice exceptionality • Exceptional giftedness
7	3 hours	Topic: How do I find and nurture creativity? <ul style="list-style-type: none"> • Introduction to creativity • Some tools for the classroom
8	3 hours	Topic: Where do I start? <ul style="list-style-type: none"> • State policy • Classroom ideas • Advocacy

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assignment 1: Reflection	2000 words	40%	1,2,3,4,5	1,2,3,4,5,6	28/8/17, 5pm
Assignment 2: Advocacy Article	3000 words	60%	1,2,3,4,5	1,2,3,4,5,6	28/9/17, 5pm

NB: All referencing should follow APA 6th 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.***

Assignment 1: Reflection

Write a personal reflection about how your perspective on gifted children and gifted education has been influenced by your readings. Use the first 5 weeks of course readings and your own additional readings.

- **Choose 3 issues** that emerged from your readings that have 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, and perhaps (if relevant) the practices at your school.

Ensure you reference the articles you utilise and include a reference list at the end of your reflection, as per APA conventions.

See Moodle for supporting material on Assignment 1.

Assignment 2: Advocacy Article

Write an article for an education website or journal for teachers, about an issue in gifted education that is often misunderstood and is of interest to you. Find a quote that *relates* to this issue to help drive your argument (some examples are provided below which you can use – you don't have to agree with the quote!).

1. Evaluate the issue and misconception with close reference to Gagné's DMGT Model and possibly reflecting on other definitions, identification processes, characteristics, underachievement, special groups of gifted students, and creativity, using relevant empirical research and literature.
2. Evaluate how misunderstanding around this issue can influence teaching practice, school policies, government policies and possible international perspectives (look at both implicit and explicit messages).
3. Suggest strategies to address these misunderstandings using relevant empirical research and literature where possible.

"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

Assessment Task	Feedback Mechanism	Feedback Date
Reflection	<i>Written, Moodle</i>	11/9/17
Persuasive Article	<i>Written, Moodle</i>	12/10/17

4. 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.:

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
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 current research. Demonstrates an appreciation of the limitations and temporary nature of conceptual knowledge in the field. 					
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 current practices and beliefs and relates theory with practice. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> 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. 					
Structure and organisation of response <ul style="list-style-type: none"> 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. 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: 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
 EDST5808 KEY CONCEPTS AND ISSUES IN GIFTED EDUCATION

Student Name:

Student No.:

Assessment Task: Assignment 2: Advocacy Article

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. • Examines a relevant misconception and the potential effect on education. • Demonstrates a thorough and accurate understanding of the DMGT and its implications to practice. • Provides strategies to advocate for gifted students. 					
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; and presents an in-depth analysis and evaluation of major points of view. • Deeply evaluates current attitudes, policy and practices in regards to gifted education. • Evaluates the existing and possible outcomes of misconception. • 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 persuasive article 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: 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.**