EDST5802

Identification of Gifted Students

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Jae Yup Jung	jae.jung@unsw.edu.au	Please arrange by email	113 John Goodsell Building	(02) 9385 8629

School Contact Information

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Arts and Social Sciences
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Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

Credit Points 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

The key issues in the identification of gifted students will be examined with a focus on the development of a program of identification, legal/policy guidelines relating to the identification of gifted students, the traditional methods used in the identification of gifted students, the non-traditional methods used in the identification of gifted students, the identification of underachieving gifted students, and the identification of gifted students of disadvantaged backgrounds.

At the conclusion of this course the student will be able to

1. Articulate the current issues associated with the identification of gifted students.
2. Critically evaluate the strengths and weaknesses of various procedures and instruments used to identify gifted students.
3. Justify the need for multiple criteria identification procedures.
4. Identify gifted students, including disadvantaged, twice exceptional, and underachieving students.

Teaching Strategies

This course will be conducted online. Within this learning environment, students will engage with the course material through online lectures, activities, and discussion forums. Students will be asked to engage in self-directed reading to expand their knowledge regarding the course topic. Assessments are designed to support and extend course material.

The content of the course provides an overview of the major issues that may be relevant to the identification of gifted students. The teaching approach attempts to engage students actively as they discuss current theory and practice, and learn new information and skills. Online classes are designed to present key information on a range of issues in the identification of gifted students. Activities will assist students to become familiar with practices which are shown to be effective in the identification of gifted students.

Australian Professional Graduate Teaching Standards

Standard	Description
1.5.2	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
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.
5.1.2	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
5.1.3	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.
5.1.4	Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.
5.4.2	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
5.4.3	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.
5.4.4	Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.
5.5.2	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.
5.5.3	Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.
5.5.4	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Annotated bibliography	40%	1,2	1.5.2,1.5.3,5.1.2,5.1.3,5.1.4,5.4.2,5.4.3, 5.4.4,5.5.2,5.5.3,5.5.4	24/08/2 018 05:00 PM
Identification program	60%	2,3,4	1.5.2,1.5.3,5.1.2,5.1.3,5.1.4,5.4.2,5.4.3, 5.4.4,5.5.2,5.5.3,5.5.4	22/10/2 018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Annotated bibliography

Start date:

Details: Task 1 - Annotated bibliography - 2000 wordsStudents will receive written feedback within two weeks of submission

Assessment 2: Identification program

Start date:

Details: Task 2 - Program for identifying gifted students - 3500 words. This task will require students to prepare a comprehensive program of identification of gifted students. The program should give consideration to the adopted definition of giftedness, legal requirements/policy guidelines, identification instruments, data collection/analysis, and the educational interventions to be provided. Students will receive written feedback within two weeks of submission.

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5802

Assessment Task: Annotated bibliography

Specific Criteria	(-)————————>(+)				
Understand of the question or issue and the key concepts involved • Appropriateness of the annotated bibliography • Adequacy of the annotated bibliography • Demonstration of accurate, broad and deep understanding of the key concepts related to the identification of gifted students					
Depth of anaysis and/or critque in response to the task • Evaluation of the research literature for appropriateness to the task • Presentation of accurate interpretations of the research • Establishment of the strengths and weaknesses of research • Demonstration of independent thought					
Familiarity with and relevnce of professional and/or research literature used to support response • Demonstration of independent reading beyond prescribed materials • Appropriateness of the selection of research literature					
Structure and organization of response • Appropriateness of the structure of the annotated bibliography • Logical sequencing of ideas					
Presentation of response according to appropriate academic and linguistic conventions • Clarity of writing (e.g., vocabulary, spelling, punctuation) • Use of a serious, formal and academic style • Use of appropriate conventions in academic writing • Readability					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD)   weighting : 20%

NB: this ticks in the various boxes and 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, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5802

Assessment Task: Identification program

Specific Criteria	(-)————————>(+)				
Understand of the question or issue and the key concepts involved • Appropriateness of the program of identification • Adequacy of the program of identification					
Depth of anaysis and/or critque in response to the task • Presentation of insightful and accurate interpretations of the research • Appropriateness of the application of the research to the task • Demonstration of originality and independent thought					
Familiarity with and relevnce of professional and/or research literature used to support response • Appropriateness of the reading of the literature • Breadth of the reading of the literature					
Structure and organization of response • Appropriateness of structure/organisation • Logical sequencing • Flow of ideas • Overall cohesiveness					
Presentation of response according to appropriate academic and linguistic conventions • Clarity of writing • Use of a serious, formal and academic style of writing • Use of appropriate conventions in academic writing • Clarity of tables/figures • Readability					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD)   weighting : 20%

NB: this ticks in the various boxes and 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, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non–percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore 17 – [25 (0.05 x 3)] = 13.25

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website: https://student.unsw.edu.au/special-consideration

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

Course Schedule

Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Online Activity	Please refer to Moodle for the course schedule

Resources

Prescribed Resources

Available in Moodle

Recommended Resources

Available in Moodle

Course Evaluation and Development

Image Credit

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