EDST4096

Responding to Gifted and Talented Students

Term 1, 2022

Course Overview

Staff Contact Details

Convenors

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Tutors

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School Contact Information

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 6

Workload

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

Summary of the Course

In this course, you will gain practical, research supported information and skills on the following issues relating to the education of gifted students: (a) the nature of giftedness, (b) the cognitive and affective characteristics of gifted students, (c) the identification of gifted students, (d) the underachievement of gifted students, (e) the differentiation of curriculum, (f) ability grouping, (g) acceleration, and (h) disadvantaged gifted students.

Course Learning Outcomes

1. Describe current issues in the education of gifted students
2. Match research on the cognitive and affective characteristics of gifted students to practical teaching strategies and individual learning needs
3. Differentiate teaching and learning for gifted students
4. Justify the need for multiple-criteria identification processes and procedures, and relevant provisions to meet the academic, social and emotional needs of gifted students
5. Apply research-based decision-making to link identified characteristics with appropriate differentiated curriculum, teaching and learning.

Australian Professional Standards for Teachers

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	1
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	2
3.2.1	Plan sequenced learning activities using knowledge of student learning, content, and effective teaching strategies.	2
3.3.1	Include a range of teaching strategies.	2
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	2

National Priority Area Elaborations

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education	11	2
B	Classroom Management	3, 7, 9-10, 12	2
C	Information and Communication Technologies	4, 7, 9-10	1, 2

D	Literacy and Numeracy	7, 9-10	2
E	Students with Special Educational Needs	1-4, 6, 7, 9-12	1, 2
F	Teaching Students from Non-English-Speaking Backgrounds	11	2

Teaching Strategies

Rationale

The content of the course provides an overview of the major issues that may be relevant to teachers of gifted and talented students. The teaching strategies were selected to actively engage students as they discuss and reflect upon current theory and practice, and learn new information, strategies, and skills. Students will be encouraged to take responsibility for their learning in this course.

Teaching Strategies

The face-to-face and online teaching strategies to be used in the course will comprise a mixture of lectures, tutorials, flexible group activities, and self-directed activities that reflect evidence-based teaching practices.

Assessment

APA 7th edition should be used for referencing in all written submissions.

Assessment one will be discussed at length in week 4, whereas assessment two will be discussed at length in week 9.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Identification Video	40%	18/03/2022 05:00 PM	1, 4
2. Curriculum Differentiation	60%	22/04/2022 05:00 PM	2, 3, 4, 5

Assessment 1: Identification Video

Due date: 18/03/2022 05:00 PM

Record a 5 – 8 minute video presentation on how to identify giftedness in your method area.

Students will receive written feedback within two weeks of submission.

Additional details

Video presentation

The presentation should be accompanied by a one-page quick reference guide on identification of gifted students in your method.

Feedback sheet

You are advised to carefully examine the specific criteria noted in the feedback sheet. Further details on Moodle.

Assessment 2: Curriculum Differentiation

Due date: 22/04/2022 05:00 PM

The preparation of an assignment on the application of research-based evidence to teaching.

Students will receive written feedback within two weeks of submission.

This is the final assessment.

Additional details

Plan three activities/tasks (NOT full lessons) for a unit of work that you would deliver to a mixed-ability class. For each of these activities/tasks, describe the content, process (i.e., the way in which the content will be presented to students) and product (what students are expected to do), and how you will differentiate the activities for the gifted students in the class. Choose a specific at risk population and

justify how your gifted activities are inclusive of these students.

Students are advised to carefully examine the specific criteria noted in the feedback sheet. Further details on Moodle.

RUBRIC/FEEDBACK SHEET
EDST4096 RESPONDING TO GIFTED AND TALENTED STUDENTS
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Identification Video

Specific Criteria	(-)——————————>(+)				
Understanding of the question or issue and the key concepts involved • Adequacy of the identification recommendations • Accurate use of content • Suitability of identification process to method area (Quick reference guide) • Appropriate choice of presentation content • Application of DMGT to method area					
Depth of analysis and critique in response to the task • Usefulness of the provided examples • Evaluation of different identification instruments • Demonstration of a deep level of understanding of the relevant issues • Demonstration of original and independent thought					
Familiarity with and relevance of professional and/or research literature used to support response • Analysis and application of relevant research • Choice of appropriate literature • Synthesis of a broad range of literature					
Structure and organisation of response • Appropriateness of the structure/organisation					

Specific Criteria	(-)——————————>(+)				
• Logical sequencing of ideas • Overall cohesion of text					
Presentation of response according to appropriate academic and linguistic conventions • Clarity of spoken word (e.g., sentence structure, vocabulary, spelling, punctuation) • Use of appropriate language and presentation conventions • Use of APA conventions (e.g., citations, paraphrasing, referencing) • Clarity of tables, figures and graphics where applicable • Compliance with time limit					
General comments/recommendations for next time:					

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 contextualise 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.

RUBRIC/FEEDBACK SHEET
EDST4096 RESPONDING TO GIFTED AND TALENTED STUDENTS
UNSW SCHOOL OF EDUCATION

Assessment Task 2: Curriculum Differentiation

Specific Criteria	(-)————————>(+)				
Understanding of the question or issue and the key concepts involved • Clear explanation of three activities/tasks including detail on content, process and relevant scaffolds • Inclusion of relevant question examples • Application of relevant models and frameworks • Evidence of differentiation for gifted students • Evidence of differentiation for at-risk gifted population					
Depth of analysis and critique in response to the task • Justification of differentiation choices • Presentation of insightful and accurate interpretations of the research • Adaptations of activities/tasks based on context & student needs • Demonstration of originality and independent thought					
Familiarity with and relevance of professional and/or research literature used to support response • Analysis and application of relevant research • Choice of appropriate literature • Synthesis of a broad range of the literature					
Structure and organisation of response					

Specific Criteria	(-)————————>(+)				
• Appropriateness of the structure/organisation • Logical sequencing of ideas • Overall cohesion of text					
Presentation of response according to appropriate academic and linguistic conventions • Clarity of writing (e.g., sentence structure, paragraphing, vocabulary, spelling, punctuation) • Use of serious, formal and academic style of writing • Use of APA conventions (e.g., citations, paraphrasing, reference list) • Clarity of tables/figures (as applicable) • Compliance with word limit					
General comments/recommendations for next time:					

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 contextualise 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.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
O Week: 7 February - 13 January		
Week 1: 14 February - 18 February	Topic	**The Nature of Giftedness:** • Myths and Stereotypes • Definitions of giftedness • Gagné's Differentiating Model of Giftedness and Talent • Talent Development
Week 2: 21 February - 25 February	Topic	**Underachievement:** • Reasons for underachievement • How underachievement may present in the classroom • Betts and Neihart profiles • At-risk populations
Week 3: 28 February - 4 March	Topic	**Identification:** • Principles of an effective identification process • Qualitative and quantitative options • Applicability of identification to teaching practice
Week 4: 7 March - 11 March	Topic	**Teacher requirements:** • NSW High Potential and Gifted Education Policy

		• Discussion of Assignment One.
Week 5: 14 March - 18 March	Topic	**Curriculum Differentiation I - Assessment**: • Types of assessment • Relevance of types of assessment to student learning • Differentiation (models) **Assessment 1 Due: 18th March**
Week 6: 21 March - 25 March	Topic	**Flexibility week:** There will be no lectures or tutorials.
Week 7: 28 March - 1 April	Topic	**Curriculum Differentiation II - Tiered Instruction** • Principles of tiered instruction • Complexity, depth, abstraction • Designing tiered activities
Week 8: 4 April - 8 April	Topic	**Curriculum Differentiation III: Critical and creative thinking** • Principles of critical and creative thinking • Designing critical and creative tasks • Managing differentiation
Week 9: 11 April - 15 April	Topic	**Curriculum differentiation IV: Diverse Populations** • Diverse populations (e.g., twice-exceptional, rural, low SES, culturally and linguistically diverse) • Inclusivity in differentiation • Discussion of assignment two.
Week 10: 18 April - 22 April	Topic	**Programs and Provision:** • Ability grouping • Acceleration • Mentoring and counselling

		Assessment 2 Due: 22nd April

Resources

Prescribed Resources

Resources for the course may be accessed on Moodle.

Recommended Resources

Recommended Text: *Differentiation for Gifted Learners. Going beyond the basics* by Diane Heacox and Richard Cash.

Course Evaluation and Development

Formative Feedback Processes: online notice boards will be used to collect student feedback throughout the course. The lecturer and tutors will explicitly address feedback points and model how to respond to feedback as a reflective educator. The use of online notice boards allows students to provide feedback anonymously.

Summative Feedback Processes: students will be requested to provide feedback on completion of the course. A survey will gather information on various aspects of the course (i.e., relevance on content, expertise of teacher, pedagogical content knowledge of teacher, autonomy supportive practices, structure of lectures and tutorials, level of involvement of the lecturer/tutor including approachability, care, and respect)

Submission of Assessment Tasks

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.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

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