

EDST5808

Key Concepts and Issues in Gifted Education

Term 1, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
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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

This course is an introduction to the key concepts and issues surrounding gifted education. Through a mixture of online lectures, self-directed activities, discussion forums and self-directed reading, you will gain information and skills relating to the: (a) definitions, conceptions, and models of giftedness, including those commonly used in Australian schools, (b) the cognitive and affective characteristics of gifted students (and their differences to the cognitive and affective characteristics of non-gifted students), (c) the major principles and instruments used in the identification of gifted students, (d) diverse groups of gifted students, including twice exceptional students and exceptionally gifted students, and (e) creativity.

Course Learning Outcomes

1. Identify and evaluate the current issues that influence the education of intellectually gifted students.
2. Discuss ways in which intellectually gifted students differ from their age peers in their cognitive and socio-affective development.
3. Assess the causes of academic underachievement in gifted students.
4. Examine some of the common myths associated with the learning needs of gifted students.
5. Discuss ways in which teachers may be able to identify gifted students.

Teaching Strategies

Teaching strategies

The teaching strategies to be used in the course will comprise a mixture of online lectures, self-directed activities, participation in online discussion forums, and self-directed reading that reflect evidence-based teaching practices.

Rationale

The content of the course provides you with an overview of the major issues relevant to the education of gifted and talented students. The teaching approach attempts to actively engage you in discussion of current theory and practice, and assists you in learning new information and skills related to key concepts in gifted education. You will be required to take responsibility for your own learning in this course.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Reflection	40%	04/03/2022 05:00 PM	1, 2, 4, 5
2. Advocacy article	60%	08/04/2022 05:00 PM	2, 3, 4, 5

Assessment 1: Reflection

Due date: 04/03/2022 05:00 PM

Task 1 - Prepare a paper that provides a reflection on gifted students/gifted education with reference to the literature.

Students will receive written feedback within 10 days of submission

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

Choose **three issues** that emerged from your reading of the literature (relating to topics covered in any of the first four weeks of the course OR a topic of your choosing) that shifted your thinking, or clarified your understanding, about gifted students and/or gifted education:

1. Discuss the three issues with extensive reference to the literature;
2. Evaluate how your perspective on gifted students and/or gifted education has changed, or has been clarified; and
3. Discuss how this has influenced your teaching practice (and, if relevant, practices at your school).

In completing the reflection, you are expected to:

1. Demonstrate deep and critical thinking about the chosen issues;
2. Demonstrate a close familiarity with the relevant literature, including literature that goes beyond the prescribed and optional readings for the course;
3. Demonstrate original and independent thought; and
4. Incorporate a reference list.

Please also carefully examine the specific criteria noted in the feedback sheet for this assignment.

Assessment 2: Advocacy article

Due date: 08/04/2022 05:00 PM

Task 2 - Prepare an article about a myth or misconception in gifted education with reference to the literature.

Students will receive written feedback within 10 days of submission

This is the final assessment task.

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

Write an article for an education website, a teacher journal, or a presentation, about an issue in gifted education that is often misunderstood (i.e., a myth or misconception):

1. Explain the myth or misconception;
2. Make an evaluation of the myth or misconception with reference to the relevant literature, including literature in at least two of the following areas: models/definitions of giftedness (e.g., Gagné's Differentiated Model of Giftedness and Talent), the characteristics of gifted students, identification, underachievement, sub-groups of gifted students, and creativity;
3. Discuss how the myth or misconception may implicitly or explicitly influence teaching practice, school policy, and government policy; and
4. Make research-informed recommendations for some effective strategies to address the myth or misconception.

In completing the advocacy article, you are expected to:

1. Demonstrate deep and critical thinking about the issues associated with the myth or misconception;
2. Demonstrate a close familiarity with the relevant literature, including literature that goes beyond the prescribed and optional readings for the course;
3. Demonstrate a close familiarity with attitudes, practices, and policies relating to gifted education;
4. Demonstrate original and independent thought; and
5. Incorporate a reference list.

Please also carefully examine the specific criteria noted in the feedback sheet for this assignment.

NB: All referencing should follow APA 6th or 7th Edition guidelines (see Moodle for supporting material on referencing).

RUBRIC/FEEDBACK SHEET

EDST5808 KEY CONCEPTS AND ISSUES IN GIFTED EDUCATION

UNSW SCHOOL OF EDUCATION

Assessment Task 1: Reflection

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Appropriateness of the reflection • Adequacy of the reflection (i.e., consideration of all necessary elements) 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Demonstration of deep and critical thinking about the selected issues • Presentation of insightful and accurate interpretations of the research evidence • Appropriateness of the application of the research to the task • Demonstration of original and independent thought 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Appropriateness of the reading of the literature • Breadth of the reading of the literature 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of structure/organisation • Logical sequencing • Flow of ideas • Overall cohesiveness 					

Specific Criteria	(-)—————>(+)				
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity of writing (e.g., sentence structure, paragraphing, vocabulary, spelling, punctuation) • Use of an appropriate academic style of writing • Use of appropriate conventions in academic writing (e.g., citations, paraphrasing, reference list) • Clarity of tables/figures (as applicable) • Readability • Respect for word limits 					
<p>General comments/recommendations for next time:</p>					

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

EDST5808 KEY CONCEPTS AND ISSUES IN GIFTED EDUCATION

UNSW SCHOOL OF EDUCATION

Assessment Task 2: Advocacy article

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Appropriateness of the advocacy article • Adequacy of the advocacy article (i.e., consideration of all necessary elements) 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Demonstration of deep and critical thinking about the issues associated with the myth or misconception • Presentation of insightful and accurate interpretations of the research evidence • Appropriateness of the application of the research to the task • Demonstration of original and independent thought 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Appropriateness of the reading of the literature • Breadth of the reading of the literature 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of structure/organisation • Logical sequencing • Flow of ideas • Overall cohesiveness 					

Specific Criteria	(-)—————>(+)				
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity of writing (e.g., sentence structure, paragraphing, vocabulary, spelling, punctuation) • Use of an appropriate academic style of writing • Use of appropriate conventions in academic writing (e.g., citations, paraphrasing, reference list) • Clarity of tables/figures (as applicable) • Readability • Respect for word limits 					
<p>General comments/recommendations for next time:</p>					

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.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses 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](#).

Resources

Prescribed Resources

The textbook for the course is as follows: *Rimm, S. B., Siegle, D. B., & Davis, G. A. (2018). Education of the gifted and talented (7th edition). New York, NY: Pearson.* You may be interested in obtaining a copy of this book, as chapters in the book are required reading for Weeks 1, 3, 4, and 7 of the courses. While the relevant chapters may be accessed in Moodle (i.e., the Prescribed Course Readings section), only the chapters for Weeks 1 and 3 relate to the 7th edition (the remaining chapters of the book that may be accessed in Moodle relate to the older 6th edition - nevertheless, the 6th and 7th editions of the textbook are not substantially different). A hard copy of the 7th edition of the textbook may be obtained from the UNSW Bookshop while Pearson also has an eBook option. All other required readings will be supplied via Moodle. Additional research will be required to complete the assessment tasks.

Recommended Resources

Please see the Moodle site for resources

Course Evaluation and Development

Any feedback or suggestions are welcome throughout the course - either to the course covenor or via an anonymous padlet. This ensures that feedback can be addressed appropriately to benefit the students on the course. Feedback is further incorporated into future courses.

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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