



UNSW
SYDNEY

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University



EDST5803

Developing Effective Programs for Gifted Students

Semester One // 2018

Course Overview

Staff Contact Details

Convenors

| Name | Email | Availability | Location | Phone |
|----------|-------------------|----------------|----------------------|-------|
| Peta Hay | p.hay@unsw.edu.au | By Appointment | John Goodsell 120 | |

School Contact Information

School of Education
Arts and Social Sciences
Level 1, John Goodsell Building (F20)

T: +61 (2) 9385 1977

E: education@unsw.edu.au

W: education.artsunsw.edu.au

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

All students must make a valid attempt at all assessments in order to pass the course.

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

Summary of the Course

This course focuses on current research on the components of appropriate program development for gifted and talented students. Program models currently used in Australia and internationally will be critically evaluated. You will be required to conduct needs analyses, develop program goals and design programs appropriate for gifted students within the administrative structures and education systems of their state or country. Research on the effectiveness of enrichment, acceleration and various forms of ability, achievement and interest grouping will be closely examined, with particular attention to the effects of these strategies on the students' academic and social development. The need for counselling and mentoring to be included in programs for gifted students and programs designed to include minority, twice-exceptional and underachieving students will also be a focus.

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

1. Critique the current educational and social issues and attitudes affecting the development of special programs for gifted students in the Australian and international context.
2. Discuss ways in which intellectually gifted students differ from age-peers in both their cognitive and socioaffective development, and the implications of this for ability grouping and acceleration.
3. Analyse the appropriateness of a range of ability grouping and accelerative procedures for gifted students in their particular school context.
4. Evaluate the effectiveness of educator's current school or jurisdiction policy on the education of gifted and talented students, in terms of how effective a platform it provides for program development.
5. Make professional decisions, on the basis of research findings, on the development, in educator's schools, of programs of ability grouping and acceleration for academically gifted students.

Teaching Strategies

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 programming for gifted students, and to redesign practices on the basis of current research. The self-directed reading provided online will broaden student understanding of current research and practice in the area of programming for gifted students. 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

Rationale: The content of the course provides an overview of the major issues that may be relevant to educational programming for gifted and talented students. Online lectures, workshops, activities, and required readings explore current theory and practice on a range of issues in the grouping and acceleration of gifted and talented students, allowing students of the course to learn new information and

skills. Student ideas will be refined through online post discussions and educational activities, which will assist students to become more thoroughly familiar with practices which are shown to be effective in programming for gifted and talented students.

These activities, and the two assessments, will also enhance students' ability to assess, alter and adapt programming options that are currently used in order to reflect research-based practice and contextual needs.

Australian Professional Graduate Teaching Standards

| Standard | Description |
|----------|---|
| 1.1.3 | Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students. |
| 1.2.4 | Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn |
| 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. |
| 3.2.2 | Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning. |
| 3.6.2 | Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning. |
| 6.2.2 | Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities. |
| 6.4.2 | Undertake professional learning programs designed to address identified student learning needs. |
| 7.2.2 | Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes. |

Assessment

[Here you can outline any relevant information that was not included in AIMS but may prove helpful for your students. For example, you might provide details on the referencing system, links to previous student exemplars or the designated week in the course that you will discuss the assessment at length. Importantly, this section is an area for you to provide information that does not go through the approved governance structure.]

Assessment Tasks

| Assessment task | Weight | Student Learning Outcomes Assessed | AITSL Professional Graduate Teaching Standards Assessed | Due Date |
|--------------------|--------|------------------------------------|---|------------------------|
| Program evaluation | 40% | 1,2,3,4 | n/a | 23/03/2018 05:00 PM |
| Program proposal | 60% | 2,3,4,5 | n/a | 08/05/2018 05:00 PM |

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

Assessment Details

Assessment 1: Program evaluation

Start date:

Details: Report on evaluation of a gifted program 2500 words Students will receive written feedback within 10 days of submission

Additional details:

Additional details on Moodle

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

Assessment 2: Program proposal

Start date: Not Applicable

Details: Proposal for a new gifted program 3500 words Student will receive written feedback within 10 days of submission.

Additional details:

There are two parts to this assignment: Part A Presentation and Part B Paper. Additional information on Moodle.

Turnitin setting: This is not a Turnitin assignment

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

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

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 information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

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>)

Resources

Prescribed Resources

Not available

Recommended Resources

Not available

Course Evaluation and Development

Image Credit

Synergies in Sound 2016

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