



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST4096

Responding to Gifted and Talented Students

Term 1, 2019

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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 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
EDST4096 Responding to Gifted and Talented Students (6 units of credit)
Term 1 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Peta Hay
Office Location: Room 101, John Goodsell Building
Email: p.hay@unsw.edu.au
Availability: Email for an appointment

Course Tutor: TBA

3. COURSE DETAILS

| | |
|----------------------|--|
| Course Name | Responding to Gifted and Talented Students |
| Credit Points | 6 units of credit (6 uoc) |
| Workload | Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities etc. |
| Schedule | http://classutil.unsw.edu.au/EDST_T1.html |

SUMMARY OF COURSE

The course covers key issues in the education of gifted and talented students, with a focus on:

- (i) gifted students' cognitive and affective development and learning needs;
- (ii) assessment techniques and identification processes;
- (iii) ways of differentiating teaching in response to the characteristics and learning needs of individual gifted students; and
- (iv) the exploration of a range of teaching strategies and program options.

STUDENT LEARNING OUTCOMES

| Outcome | | Assessment/s |
|---------|---|--------------|
| 1 | Describe current issues in the education of gifted students | 1 |
| 2 | Match research on the cognitive and affective characteristics of gifted students to practical teaching strategies and individual learning needs | 2 |
| 3 | Differentiate teaching and learning for gifted students | 2 |
| 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 | 1 & 2 |
| 5 | Apply research-based decision-making to link identified characteristics with appropriate differentiated curriculum, teaching and learning. | 2 |

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

| 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 | 2 |
| D: Literacy and Numeracy | 7, 9, 10 | 2 |
| E: Students with Special Educational Needs | 1, 2, 3, 4, 6, 7, 9, 10, 11, 12 | 1 |
| F: Teaching Students from Non-English-Speaking Backgrounds | 11 | 2 |

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The content of the course provides an overview of the major issues that are relevant to teachers of gifted 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.

5. 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 online activities that reflect evidence-based teaching practices.

6. COURSE CONTENT AND STRUCTURE

| Module | Dates | Topic Focus |
|--------|---------|---|
| Week 1 | 20/2/19 | <p>The nature of giftedness</p> <ul style="list-style-type: none"> • Early definitions of giftedness • Misconceptions • Models of giftedness • Gagné's Differentiated Model of Giftedness and Talent |
| Week 2 | 27/2/19 | <p>The characteristics of gifted students</p> <ul style="list-style-type: none"> • Cognitive characteristics of gifted students • Affective characteristics of gifted students • Behavioural manifestations |
| Week 3 | 6/3/19 | <p>The underachievement of gifted students</p> <ul style="list-style-type: none"> • Types of gifted underachievers • Causes of underachievement • Reversal of underachievement |
| Week 4 | 13/3/19 | <p>The identification of gifted students</p> <ul style="list-style-type: none"> • Principles of identification • Program of identification • Identification instruments <p>Online Quiz Available 13/3/19, 5pm</p> |
| Week 5 | 20/3/19 | <p>Assessment 1 due: 19/3/18, 5pm</p> <p>Twice exceptionality</p> <ul style="list-style-type: none"> • Categories of twice exceptionality • Addressing the needs of twice exceptional students |
| Week 6 | 27/3/19 | <p>Disadvantaged gifted students</p> <ul style="list-style-type: none"> • Identification of disadvantaged gifted students • Interventions for disadvantaged gifted students • Indigenous gifted students |
| Week 7 | 3/4/19 | <p>Curriculum differentiation I</p> <ul style="list-style-type: none"> • Elements of differentiation • Assessment |
| Week 8 | 10/4/19 | <p>Curriculum differentiation II</p> <ul style="list-style-type: none"> • Models of curriculum differentiation • Tiered Instruction |
| Week 9 | 17/4/19 | <p>Curriculum differentiation III</p> <ul style="list-style-type: none"> • Williams Model • SCAMPER • Classroom management of differentiation |

| | | |
|---------|---------|--|
| Week 10 | 24/4/19 | Programs and provisions <ul style="list-style-type: none"> • Enrichment • Ability grouping • Acceleration Assessment 2 due: 26/4/19, 5pm |
|---------|---------|--|

7. RESOURCES

Resources for the course may be accessed on Moodle.

8. ASSESSMENT

| Assessment Task | Length | Weight | Student Learning Outcomes Assessed | Program Learning Outcomes Assessed | National Priority Area Elaborations | Due Date |
|-----------------------------------|------------------------|--------|------------------------------------|------------------------------------|-------------------------------------|--------------|
| 1. Presentation Slides with Notes | 1,500 words + one page | 40% | 1, 4 | 1.1.1, 1.2.1 | E | 19/3/19, 5pm |
| 2. Curriculum Differentiation | 2,500 words | 60% | 2, 3, 4, 5 | 1.2.1, 1.5.1, 3.2.1, 3.3.1, 3.4.1 | A, B, C, D, F | 26/4/19, 5pm |

Assessment Details

Assessment 1

Presentation on Giftedness (40% of total assessment for the course)

1,500 words (excluding the reference list) + 1-page quick reference guide for identification process

Due 19/3/19, 5pm, Week 5

Record a 1500-word presentation that explains giftedness and how to identify it using 2 tools that are relevant to your method. Provide a ONE page (single-sided) 'Quick Reference Guide' that outlines a process to identify gifted students in your method area.

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

Assessment 2

Curriculum Differentiation (60% of the total assessment for the course)

2,500 words (excluding the reference list)

Due 26/4/19, 5pm, Week 11

Plan a series of three activities/tasks (which may include online activities/tasks) for a unit of work which the majority of students in the class will undertake. For each of these activities/tasks, describe the content and process (i.e., the way in which the content will be presented to students) and how you will differentiate the content and process for the gifted students in the class.

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

Submission of Assessment Tasks

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessments will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of their 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.

<https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Feedback

| Assessment Task | Feedback Mechanism | Feedback Date |
|----------------------------------|---------------------------|------------------------|
| 1. Presentation Slides and Notes | Written via Turnitin | Within 10 Working Days |
| 2. Curriculum Differentiation | | |

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FEEDBACK SHEET

EDST4096 RESPONDING TO GIFTED AND TALENTED STUDENTS

Assessment 1: Presentation Slides with Notes

Student Name:

Student No.:

| SPECIFIC CRITERIA | (-) → (+) | | | | |
|---|--|--|--|--|--|
| Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Appropriateness of presentation content • Adequacy of DMGT application to method area • Adequacy of the identification recommendations • Accuracy of content | | | | | |
| Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Appropriateness of the application of research to the task • Appropriateness of identification process • Usefulness of the provided examples • 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 <ul style="list-style-type: none"> • Appropriateness of the reading of the literature • Breadth of the reading of the literature | | | | | |
| Structure and organisation of response <ul style="list-style-type: none"> • Appropriateness of structure/organisation • Logical sequencing • Flow of ideas • Overall cohesiveness | | | | | |
| Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity of writing (e.g., sentence structure in “notes” section, 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 word limit | | | | | |
| GENERAL COMMENTS/RECOMMENDATIONS | | | | | |
| | | | | | |

Lecturer:

Recommended: /20 (FL PS CR DN HD)

Date:

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.**

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FEEDBACK SHEET
EDST4096 RESPONDING TO GIFTED AND TALENTED STUDENTS
Assessment 2: Curriculum Differentiation

Student Name:

Student No.:

| SPECIFIC CRITERIA | (-) (+) | | | | |
|--|----------|--|--|--|--|
| Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Appropriateness of the response • Adequacy of the response (i.e., consideration of all necessary issues) | | | | | |
| Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Demonstration of deep and critical thinking of all relevant issues • Presentation of insightful and accurate interpretations of the research • Appropriateness of the application of the research • 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"> • Appropriateness of the reading of the literature • Breadth of the reading of the literature | | | | | |
| Structure and organisation of response <ul style="list-style-type: none"> • Appropriateness of the structure/organisation • Logical sequencing • Flow of ideas • Overall cohesiveness | | | | | |
| Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • 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 | | | | | |
| | | | | | |

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.**