



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5805

**Curriculum Differentiation and Assessment in
Gifted Education**

Term 2, 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
EDST5805 Curriculum Differentiation and Assessment in Gifted Education (6 units of credit)
Term 2, 2019

2. STAFF CONTACT DETAILS

Course Convenor: Dr Peta Hay
Office Location: John Goodsell Rm 101
Email: p.hay@unsw.edu.au
Availability: By Appointment

3. COURSE DETAILS

| | |
|----------------------|---|
| Course Name | Curriculum Differentiation and Assessment in Gifted Education |
| Credit Points | 6 units of credit (uoc) |
| Workload | Includes 150 hours including course online hours, readings, accessing & using resources, assessment, follow up activities, etc. |
| Schedule | http://classutil.unsw.edu.au/EDST_T2.html |

SUMMARY OF COURSE

This course examines curriculum differentiation for gifted and talented students across a variety of educational contexts. The course focuses on assessment strategies to identify individual needs and enhance differentiated curricula for gifted learners. Current research, resources and policies on appropriate curriculum design, teaching models and effective strategies will be explored, including how to teach to strengths and interests, developing metacognition and self-regulation. A variety of research-based curricula models will be investigated, including Maker's and Williams', with varying taxonomies and matrices. Examples will be provided that combine differentiating meaningful content, flexible learning processes and complexity in products for effective learning outcomes across a variety of supportive learning environments. The course includes planning to enable differentiated curriculum and assessment in your educational context, in order to inhibit underachievement and support talent development.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- Will continue to revise readings, resources, and content. Will develop the website more for online delivery as the course moves from a face-to-face intensive to an online course.

STUDENT LEARNING OUTCOMES

| Outcome | | Assessment/s |
|---------|---|--------------|
| 1 | Describe and critically appraise different theoretical approaches to curriculum differentiation and assessment | 2, 3 |
| 2 | Critically analyse and evaluate the strengths, weaknesses, and practical application of a variety of curriculum models to the learning needs of gifted students. | 2, 3 |
| 3 | Reiterate and rationalise the place of assessment in curriculum compacting and the development of appropriate curriculum for the individual learning needs of gifted students. | 1, 2, 3 |
| 4 | Identify and evaluate curriculum differentiation strategies to a proficient level of understanding of its place in best teaching practice. | 1, 3 |
| 5 | Evaluate and use curriculum models to design and implement teaching strategies to meet the learning needs of a diverse range of gifted students | 3 |
| 6 | Discuss and evaluate ways that curriculum differentiation and assessment impact on the academic, social, and emotional needs of gifted students, and the interrelationship with underachievement. | 2, 3 |

PROGRAM LEARNING OUTCOMES

| Capability | | Assessment/s |
|------------|--|--------------|
| 1 | Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments. | 2, 3 |
| 2 | Enquiry-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education. | 1, 2, 3 |
| 3 | Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem-solving skills | 1, 2, 3 |
| 4 | Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership | 3 |
| 5 | Global outlook Demonstrate an understanding of international perspectives relevant to the educational field | 1, 2, 3 |
| 6 | Ethics Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education | 2, 3 |

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The content of the course provides an overview of the major research and issues that may be relevant to the development of appropriate differentiated curriculum and assessment for gifted and talented students. This course builds upon the prior knowledge gained in the introductory course EDST5808. The teaching approach will actively engage students as they discuss current theory and practice, and learn new information, strategies and skills.

5. TEACHING STRATEGIES

A variety of individualised and grouping arrangements are designed to present key information on a range of content, concepts and issues in the development of appropriate curriculum for gifted and talented students. Online small group discussions and practical activities on assessment for individual student needs and curriculum design based on interests and strengths will assist participants to become more thoroughly familiar with differentiated curriculum content, processes, products and practices which are shown to be effective with gifted and talented students. Specifically, the course will include:

- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals;
- Explicit teaching including recorded lectures & workshops with a variety of teaching strategies to engage and support learning;
- Opportunities for whole group and small group dialogue, discussion, allowing students the opportunity to share their expertise and demonstrate their capacity to communicate;
- Structured occasions for reflection on learning to allow students to reflect critically on issues discussed.

These activities will occur in a climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

| Module | Topic |
|----------------|--|
| 1 03/06/19 | Models of Curriculum Differentiation for Gifted Students |
| 2 10/06/19 | More Models of Curriculum Differentiation |
| 3 17/06/19 | <i>Content Break: Reading & Assessment</i> |
| 4 24/06/19 | Assessment of and for Differentiation |
| 5 01/07/19 | Flexible Grouping & Tiered Learning |
| 6 08/07/19 | Instructional Strategies |
| 7 15/07/19 | Differentiation for Self-regulation |
| 8 22/07/19 | <i>Content Break: Reading & Assessment</i> |
| 9 29/07/19 | Managing Differentiation in the Classroom |
| 10 05/08/19 | Leading Differentiation |

7. RESOURCES

Readings and Resources

A detailed list of readings, resources, and support materials that match to each of the course topics will be provided in the Moodle course website.

8. ASSESSMENT

| Assessment Task | Length | Weight | Student Learning Outcomes Assessed | Program Learning Attributes Assessed | Due Date |
|----------------------------|------------|--------|------------------------------------|--------------------------------------|---|
| Reading Response | 1500 words | 30% | 1,6 | 2,3,5 | 21/06/19 By 5.00pm |
| Quiz | - | 20% | 1,6, | 1,2,3,5,6 | Between 22/07/19 8.00am – 27/07/19 By 5.00pm |
| Curriculum Differentiation | 2500 words | 50% | 1,2,3,4,5,6 | 1,2,3,4,5,6 | 9/08/19 By 5:00pm |

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment 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 the 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/>

Assessment Details

Assessment 1:

A response to required readings. Students will evaluate readings and discuss application and use to their own teaching practices.

Assessment 2:

A short answer quiz will be completed on Moodle based on required readings up to Week 6.

Assessment 3:

A case study student will be used to design differentiated curriculum that applies the models and scaffolds in the course.

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 FEEDBACK RUBRIC © Dr Susen Smith
 EDST5805 Curriculum Differentiation and Assessment in Gifted Education
Assessment 1 - Reading Reflections: 1500 Words, Worth 30%

Insert this assessment feedback rubric at the end of your assignment before submission.

Student name:

Student ID:

| Criteria | Unsatisfactory 0 -14.9 Below expectations | Pass 15 – 19.4 | Credit 19.5 – 22.4 Meets most expectations | Distinction 22.5 – 25.4 | High Distinction 25.5 - 30 Exceeds expectations |
|---|---|--|--|---|--|
| 1. Understanding of the question or issue and the key concepts involved | <ul style="list-style-type: none"> * Substantially below expectations, only summary, has not reviewed relevant content appropriately, so the assessment requirements have not been followed. * Not able to identify the key issues associated with the topic, nor make links between the other components of the assessment. | <ul style="list-style-type: none"> * Below expectations in reviewing content, so more adherence to the assessment requirements were needed. * Identified a few issues but needed to show relationships with other components of the task e.g., intellectually gifted students and your educational context. | <ul style="list-style-type: none"> * Met most expectations in the review of content, so assessment requirements mainly followed. * Some capacity to identify key issues with some links to other components of the assessment evident e.g., educating intellectually gifted students and your educational context. | <ul style="list-style-type: none"> * Met expectations, outlined in the assignment description, when reviewing the content. * Reviewed content & identified important issues in the reading and linked these very well with questions, reflection, and the education of intellectually gifted students in your own educational context. | <ul style="list-style-type: none"> * Outstanding reviewing of content exceeding assessment expectations. * Insightful review and evaluation of content, identifying important issues/messages. Made strong links with questions, reflection, and the education of intellectually gifted students in your own educational context. |
| 2. Depth of analysis and/or critique in response to the task | <ul style="list-style-type: none"> * Little or no reflection evident, nor linking with development needs, nor differentiation, nor your educational context. * Repeated reading content, with little or no evidence of careful thought, critical analysis and/or evaluation. * Questions were mainly closed, with no indication of deeper thinking. Little or no understanding of the topic. | <ul style="list-style-type: none"> * Needed to reflect more on the issues and link these with how talent can be developed through differentiation in your educational context. * Needed more depth of analysis of critical issues/strategies. * Open-ended questions would have enhanced your responses. Needed to show greater understanding of the topic in your choice of questions and response to the questions. | <ul style="list-style-type: none"> * Evidence of reflection on key issues and linking with some impacts on differentiating for talent development in your educational context. * Some evidence of careful thought and critical analysis. * Useful open-ended questions but could be deeper. Showed some understanding and mastery of topic in choice of questions and your response to the questions. | <ul style="list-style-type: none"> * Quite advanced reflection on issues & how they may impact on differentiating for students with gifts and/or talents in your educational context. * Exhibited deeper thinking with more comprehensive analysis & evaluation of issues/strategies. * Asked/responded to quite original questions reading raised, demonstrating analysis of paper's key content. | <ul style="list-style-type: none"> * Exceptionally advanced reflection that clearly links issues with differentiating for talent development in your educational context. * Strong evidence of original, creative thought, critical analysis, evaluation and/or insight in selection of issues/strategies. * Asked/responded to highly relevant, thought-provoking and deep questions. Displayed deep understanding of topic in questions and responses to questions. |
| 3. Familiarity with and relevance of professional and/or research literature used to support response | <ul style="list-style-type: none"> * Plagiarised or lacked capacity to re-write key content or did not understand or missed relevant content in the reading. | <ul style="list-style-type: none"> * Needed to demonstrate more understanding of the literature in relation to the topic and reading. May have relied heavily on direct quotes. | <ul style="list-style-type: none"> * Increasing research/analysis skills evident, showed a good understanding of the reading's key components. Some paraphrasing is evident. | <ul style="list-style-type: none"> * Very good research/analysis capacity in interpretation of content, productive paraphrasing. Good mastery of relevant components of subject matter, with some links between points from reading. | <ul style="list-style-type: none"> * Exceptional research/analysis capacity shown in excellent paraphrasing, with a very strong link between relevant components of the reading. |
| 4. Structure and organisation of response | <ul style="list-style-type: none"> * Mostly incoherent, not logical and difficult to follow. * Did not meet the assessment requirements within the chosen format e.g. graphic organizer, or report or dot pointed etc. | <ul style="list-style-type: none"> * Structure needs work to enable more coherent flow to the ideas presented. * Some level of organisation though may have digressions or irrelevances. Chosen format needed improvement. | <ul style="list-style-type: none"> * Is quite well structured and organized, with clear consistency. * Responses had a clear structure to review, reflection, questions & responses, but may have some ambiguities. Chosen format appropriate. | <ul style="list-style-type: none"> * Very well structured, consistent organisation, with very clear & coherent links between ideas made. * Well-structured. Followed the assessment requirements in the format of choice. | <ul style="list-style-type: none"> * Exemplary consistent and logical development throughout with clear and strong links between ideas made. * Chosen format presented the review, reflection, questions and responses most appropriately. |
| 5. Presentation of response according to appropriate academic and linguistic conventions | <ul style="list-style-type: none"> * Writing style not consistent, illegible. Needed proofing. * Writing is disjointed, poor use of English, many spelling & punctuation errors, rambling, did not keep to the word length, not proofed. * APA style used incorrectly or incomplete when showing the reading being addressed. | <ul style="list-style-type: none"> * Writing style inconsistent & needs improvement. Over-reliance on dot points. * Needed proofing to improve spelling, grammar, sentence construction. * APA referencing style needs improvement when referencing the required reading. | <ul style="list-style-type: none"> * Used appropriate writing techniques, but inconsistent writing style, with large number of dot points. * Vocabulary is varied, specific and appropriate. Frequently uses specific terminology correctly, mostly readable. * APA referencing style used, but still needed proofing. | <ul style="list-style-type: none"> * Used consistent & engaging writing style, may or may not have some dot points. * Exceptionally clear writing/sentence structure, well proofread, no spelling errors, succinct/kept to word length. Very readable. * Used APA conventions correctly when referencing the required readings. | <ul style="list-style-type: none"> * Used consistent, original and engaging writing style & may have some dot points. * Vocabulary is correct, sophisticated, sentences vary in structure & length. Uses & manipulates relevant content. Easy to read. * Used full APA referencing style when referencing the addressed readings on each page. |

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5805 CURRICULUM DIFFERENTIATION AND ASSESSMENT IN GIFTED EDUCATION

Assessment 3 – Planning Curriculum Differentiation 50%

Insert this assessment feedback sheet at the end of your assignment before submission.

Choice of focus (please circle): 1 2 3 4

Student Name:

Student No.:

| SPECIFIC CRITERIA | (-) | → | → | → | → | (+) |
|---|-----|---|---|---|---|-----|
| <p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Responded well to all component parts of the question or issue • Identified important issues/concepts/ideas relevant to your case study • Provided relevant assessment techniques to identify student strengths, interests & learning needs • Planned differentiated teaching strategies & learning activities that matched the case study needs in your educational context • Matched gifted student learning needs to relevant grouping techniques • Showed how to provide opportunities for enriching, extending, scaffolding or self-regulating learning • Identified support needed for talent development • Used the models accurately to plan for differentiated teaching and learning | | | | | | |
| <p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> • Analysed/evaluated chosen techniques/strategies/theories/models from this course • Demonstrated higher order thinking skills (e.g., analysis, synthesis, evaluation) • Showed deep thinking e.g. identified relationships between key issues/concepts • Evidence of originality/creativity in applying chosen techniques/strategies/theories/models was provided | | | | | | |
| <p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Used appropriate reading content and sources • Referenced course text/readings/wider reading • Read more widely beyond the course recommendations • Showed familiarity with different perspectives, issues, or concepts identified in the literature | | | | | | |
| <p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Provided a succinct introduction, logical sequencing, and flow of content, concluding a paragraph drawing together key outcomes of the report • Used appropriate technology e.g. Inspiration or other graphic software, PowerPoint/Prezi. Multi-media, Word, Data Bases, Spelling/Grammar Check, Internet searches, Endnote for referencing, Moodle to access readings and resources | | | | | | |
| <p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Wrote clearly with appropriate sentence structure, paragraphing, proof reading, vocabulary, spelling, punctuation, word length, readability • Used serious, formal and academic style of writing • Used APA conventions in academic writing, such as quoting, paraphrasing, in-text referencing, citations, and reference list. • Provided clear tables, figures, graphics where applicable | | | | | | |
| GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME | | | | | | |

Lecturer

Recommended: /20 (FL PS CR DN HD)

Date

Weighting: 50%

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.**