



UNSW  
SYDNEY

Arts & Social  
Sciences

# School of Education

Micro-credential Unit  
Gifted Education: Key Concepts and  
Issues

## SUMMARY OF COURSE

This course builds on the Mini-COGE professional learning course to complete an introduction to the key concepts and issues surrounding gifted education. Successful completion of the associated assessments outlined in this unit will articulate to 6 UOC given for EDST5808 Key Concepts and Issues in gifted education upon commencement of Postgraduate study with UNSW School of Education. Through a mixture of online lectures, self-directed activities and self-directed reading, you will gain information and skills relating to the: (a) the attitudes/mythos relating to gifted education, (b) twice exceptionality (c) creativity (d) policy/advocacy with gifted education.

## STUDENT LEARNING OUTCOMES

The content of this course, along with Mini-COGE, is targeted to achieve the following learning outcomes:

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

## COURSE CONTENT AND STRUCTURE

The course is structured to be completed online through Open Learning and will involve four modules of content plus some additional readings. Each of these modules will require approximately three hours of work. This time should be used to engage with the online materials as well as to complete the two assessments. The two assessments will involve viewing pre-recorded lectures and workshops (topics listed below) as well as, writing and reflecting in response to the readings in the format of the assessments. Additional reading will also be required for each module (see reading list).

## RESOURCES

All required readings will be supplied via the Open Learning site. Additional research will be required to complete the assessment.

|   |         |  |
|---|---------|--|
| 1 | 3 hours | <b>Topic: How can beliefs, definitions and models of giftedness influence practice</b> <ul style="list-style-type: none"> <li>• Mini-COGE revision readings</li> </ul>           |
| 2 | 3 hours | <b>Topic: How do different groups of gifted students' needs vary?</b> <ul style="list-style-type: none"> <li>• Twice Exceptionality</li> <li>• Highly Gifted Students</li> </ul> |
| 3 | 3 hours | <b>Topic: How do I find and nurture creativity?</b> <ul style="list-style-type: none"> <li>• Definition of creativity</li> <li>• Teaching creativity</li> </ul>                  |
| 4 | 3 hours | <b>Topic: Advocacy and Policy</b> <ul style="list-style-type: none"> <li>• Policy documents</li> <li>• Advocacy</li> </ul>   |

## ASSESSMENT

| Assessment Task                | Length     | Weight | Student Learning Outcomes Assessed | Program Learning Outcomes Assessed |
|--------------------------------|------------|--------|------------------------------------|------------------------------------|
| Assignment 1: Reflection       | 2000 words | 40%    | 1,2,4,5                            | 1,2,3,4,5,6                        |
| Assignment 2: Advocacy Article | 3000 words | 60%    | 2,3,4,5                            | 1,2,3,4,5,6                        |

**NB: All referencing should follow APA 6<sup>th</sup> Edition guidelines (see Open Learning for supporting material on referencing).**

**Once submitted assessment mark (SY/USY) and feedback will be returned in 3 weeks.**

### Assessment details

#### Assignment 1: Reflection

Choose **three issues** that emerged from your reading of the literature (relating to topics covered Mini-COGE and/or the first two modules of this micro-credential) that shifted your thinking, or clarified your understanding, about gifted students and/or gifted education:

- Discuss the three issues with extensive reference to the literature;
- Evaluate how your perspective on gifted students and/or gifted education has changed, or has been clarified; and
- Discuss how the change in, or clarification of, your perspective may influence your teaching practice (and, if relevant, practices at your school).

In completing the reflection, you are expected to:

- Demonstrate deep and critical thinking about the chosen issues;
- Demonstrate a close familiarity with the relevant literature, including literature that goes beyond the prescribed and optional readings for the course;
- Demonstrate original and independent thought; and
- Incorporate a reference list.
- Please also carefully examine the specific criteria noted in the feedback sheet for this assignment.

**Assignment 2: Advocacy Article**

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

- (a) Explain the myth or misconception;
- (b) 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;
- (c) Discuss how the myth or misconception may implicitly or explicitly influence teaching practice, school policy, and government policy; and
- (d) Make research-informed recommendations for some effective strategies to address the myth or misconception.

In completing the advocacy article, you are expected to:

- (a) Demonstrate deep and critical thinking about the issues associated with the myth or misconception;
- (b) Demonstrate a close familiarity with the relevant literature, including literature that goes beyond the prescribed and optional readings for the course;
- (c) Demonstrate a close familiarity with attitudes, practices, and policies relating to gifted education;
- (d) Demonstrate original and independent thought; and
- (e) Incorporate a reference list.

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

**Submission of assessments**

All assessment should be submitted online via Open Learning site via the turn it in widget. 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.

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST5808 KEY CONCEPTS AND ISSUES IN GIFTED EDUCATION

Student Name:  
Assessment Task: Assignment 1 Reflection

Student No.:

| SPECIFIC CRITERIA   | (-) <span style="float: right;">→ (+)</span> |  |  |  |  |
|---|--|--|--|--|--|
| <b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Appropriateness of the reflection</li> <li>• Adequacy of the reflection (i.e., consideration of all necessary elements)</li> </ul>   |  |  |  |  |  |
| <b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Demonstration of deep and critical thinking about the selected issues</li> <li>• Presentation of insightful and accurate interpretations of the research evidence</li> <li>• Appropriateness of the application of the research to the task</li> <li>• Demonstration of original and independent thought</li> </ul>   |  |  |  |  |  |
| <b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Appropriateness of the reading of the literature</li> <li>• Breadth of the reading of the literature</li> </ul>  |  |  |  |  |  |
| <b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Appropriateness of structure/organisation</li> <li>• Logical sequencing</li> <li>• Flow of ideas</li> <li>• Overall cohesiveness</li> </ul>  |  |  |  |  |  |
| <b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity of writing (e.g., sentence structure, paragraphing, vocabulary, spelling, punctuation)</li> <li>• Use of an appropriate academic style of writing</li> <li>• Use of appropriate conventions in academic writing (e.g., citations, paraphrasing, reference list)</li> <li>• Clarity of tables/figures (as applicable)</li> <li>• Readability</li> <li>• Respect for word limits</li> </ul> |  |  |  |  |  |
| <b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>   |  |  |  |  |  |
|   |  |  |  |  |  |

Lecturer

Date

Recommended:

(SAT/USY )

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.**

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST5808 KEY CONCEPTS AND ISSUES IN GIFTED EDUCATION

Student Name:

Student No.:

Assessment Task: Assignment 2: Advocacy Article

| SPECIFIC CRITERIA   | (-) <span style="float: right;">→ (+)</span> |  |  |  |  |
|---|--|--|--|--|--|
| <b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>Appropriateness of the advocacy article</li> <li>Adequacy of the advocacy article (i.e., consideration of all necessary elements)</li> </ul>   |  |  |  |  |  |
| <b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Demonstration of deep and critical thinking about the issues associated with the myth or misconception</li> <li>Presentation of insightful and accurate interpretations of the research evidence</li> <li>Appropriateness of the application of the research to the task</li> <li>Demonstration of original and independent thought</li> </ul>  |  |  |  |  |  |
| <b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>Appropriateness of the reading of the literature</li> <li>Breadth of the reading of the literature</li> </ul>  |  |  |  |  |  |
| <b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>Appropriateness of structure/organisation</li> <li>Logical sequencing</li> <li>Flow of ideas</li> <li>Overall cohesiveness</li> </ul>  |  |  |  |  |  |
| <b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>Clarity of writing (e.g., sentence structure, paragraphing, vocabulary, spelling, punctuation)</li> <li>Use of an appropriate academic style of writing</li> <li>Use of appropriate conventions in academic writing (e.g., citations, paraphrasing, reference list)</li> <li>Clarity of tables/figures (as applicable)</li> <li>Readability</li> <li>Respect for word limits</li> </ul> |  |  |  |  |  |

**Lecturer**

**Date**

**Recommended:**

**(SY/USY)**

**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.**