School of Education

EDST4096
Gifted and Talented Students

Term 1 2021

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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, Design & Architecture
School of Education
EDST4096 Responding to Gifted and Talented Students (6 units of credit)
Term 1 2021

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Peta Hay
Email: p.hay@unsw.edu.au
Availability: Email for an appointment

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#EDST4096T1

SUMMARY OF COURSE

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

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

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

- The course was well received by students last year. Some interactive online activities have been added to the lectures, and some opportunities to ask questions anonymously.

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
5	Apply research-based decision-making to link identified characteristics with appropriate differentiated curriculum, teaching and learning.	2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

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	1,2
D: Literacy and Numeracy	7, 9, 10	2
E: Students with Special Educational Needs	1, 2, 3, 4, 6, 7, 9, 10, 11, 12	1,2
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	Topic Focus
Week 1	**The nature of giftedness** • Early definitions of giftedness • Misconceptions • Gagné's Differentiated Model of Giftedness and Talent • Characteristics **Online Activity: Response to misconceptions**
Week 2	**Underachievement: causes** At risk gifted populations: gifted students with • disability • low socio-economic backgrounds • linguistically & culturally diverse backgrounds • rural or remote locations **Online Activity: Case studies & discussion**
Week 3	**Identification: Qualitative & Quantitative Options** • Observations • Checklists & nominations • Portfolios • Aptitude and achievement instruments • Identification process **Online Activity: Assessment 1 examples and support**
Week 4	**Teacher requirements** • NSW High Potential and Gifted Policy • Other system-wide and school-based policies and requirements **Online Quiz 1 Available**
Week 5	**Assessment 1 Due: 16th March 2021, 5pm** **Curriculum differentiation I** • Curriculum needs of gifted students • Models of differentiation • Assessment **Online Activity: Working with parents**

Week 6	**Flexibility Week – no lectures or tutorials**
Week 7	**Curriculum differentiation II** • Tiered Instruction • Complexity & abstraction **Online Activity: Assessment 2 examples**
Week 8	**Curriculum differentiation III** • Instructional strategies: critical and creative thinking • Classroom management of differentiation **Online Activity: Assessment 2 examples**
Week 9	**Curriculum differentiation IV** • Strategies for twice exceptional students • Strategies to reverse underachievement **Online Activity: Assessment 2 examples**
Week 10	**Programs and provisions** • Ability grouping • Acceleration • Mentoring, Supporting social & emotional development **Online Quiz 2 Available** **Assessment 2 due 22nd April 2021, 5pm**

7. RESOURCES

Resources for the course may be accessed on Moodle.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
1. Presentation	5-8 minutes	40%	1, 4	1.1.1, 1.2.1	C4,7,9-10 E1-4,6-7,9-12	16th March 2021 by 5pm
2. Curriculum Differentiation	2500 words	60%	2, 3, 5	1.2.1, 1.5.1, 3.2.1, 3.3.1, 3.4.1	A11 B3,7,9-10,12 C4,7,9-10 D7,9-10 E1-4,6-7,9-12 F11	22nd April 2021 by 5pm

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

<u>Assessment 1</u>

Presentation: Identification of Giftedness (40% of total assessment for the course)
5-8 minutes

Due: 16th March 2021 by 5pm

Record a 5-8 minute video presentation on how to identify giftedness in your method area.

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

<u>Assessment 2</u>

Curriculum Differentiation (60% of the total assessment for the course)
2500 words (excluding the reference list)

Due: 22nd April 2021 by 5pm

Plan three activities/tasks (NOT full lessons) for a unit of work that you would deliver to a mixed-ability class. For each of these activities/tasks, describe the content, process (i.e., the way in which the content will be presented to students) and product (what students are expected to do), and how you will differentiate the activities for the gifted students in the class. Choose a specific at risk population and justify how your gifted activities are inclusive of these students.

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

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST4096 RESPONDING TO GIFTED AND TALENTED STUDENTS

Student Name: Student No.:

Assessment 1: **Presentation**

SPECIFIC CRITERIA	(-) ← (+)				
Understanding of the question or issue and the key concepts involved • Appropriate choice of presentation content • Application of DMGT to method area • Adequacy of the identification recommendations • Accurate use of content • Suitability of identification process to method area (Quick reference guide)					
Depth of analysis and/or critique in response to the task • Usefulness of the provided examples • Evaluation of different identification instruments • 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 • Analysis and application of relevant research • Choice of appropriate literature • Synthesis of a broad range of literature					
Structure and organisation of response • Appropriateness of the structure/organisation • Logical sequencing of ideas • Overall cohesion of text					
Presentation of response according to appropriate academic and linguistic conventions • Clarity of spoken word (e.g., sentence structure, 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 time limit					
GENERAL COMMENTS/RECOMMENDATIONS					

Lecturer: **Date:**

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, lectures 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
EDST4096 RESPONDING TO GIFTED AND TALENTED STUDENTS

Student Name: Student No.:

Assessment 2: **Curriculum differentiation**

SPECIFIC CRITERIA	(-) ← (+)				
Understanding of the question or issue and the key concepts involved • Clear explanation of three activities/tasks including detail on content, process and relevant scaffolds • Inclusion of relevant question examples • Application of relevant models and frameworks • Evidence of differentiation for gifted students • Evidence of differentiation for at-risk gifted population					
Depth of analysis and/or critique in response to the task • Justification of differentiation choices • Presentation of insightful and accurate interpretations of the research • Adaptations of activities/tasks based on context & student needs • Demonstration of originality and independent thought					
Familiarity with and relevance of professional and/or research literature used to support response • Analysis and application of relevant research • Choice of appropriate literature • Synthesis of a broad range of the literature					
Structure and organisation of response • Appropriateness of the structure/organisation • Logical sequencing of ideas • Overall cohesion of text					
Presentation of response according to appropriate academic and linguistic conventions • 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, lectures 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.**