



**UNSW**  
SYDNEY

School of Education

EDST5803

Developing Effective Programs for Gifted  
Students

Term 1 2021  
(online)

## Contents

1. LOCATION.....	3
2. STAFF CONTACT DETAILS.....	3
3. COURSE DETAILS.....	3
STUDENT LEARNING OUTCOMES.....	4
PROGRAM LEARNING OUTCOMES.....	4
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH.....	5
5. TEACHING STRATEGIES.....	5
6. COURSE CONTENT AND STRUCTURE.....	6
7. RESOURCES.....	7
8. ASSESSMENT.....	7

### 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  
EDST5803 Developing Effective Programs for Gifted Students  
Term 1 2021

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Peta Hay  
Office Location: Morven Brown, Rm G25  
Email: [p.hay@unsw.edu.au](mailto:p.hay@unsw.edu.au)  
Availability: By appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Developing Effective Programs for Gifted Students
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including lectures, readings, discussion and workshops, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_T1.html#EDST5803T1">http://classutil.unsw.edu.au/EDST_T1.html#EDST5803T1</a>

### SUMMARY OF COURSE

This course focuses on current research on the component 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 interesting grouping will be closely examines, with particular attention to the effects of these strategies on the student's academic and social development. The need for counselling and mentoring in programs for gifted students and programs designed to include minority, twice exceptional and underachieving students will also be a focus.

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

- The course was positively received by students last year. Removal of required forums posts; optional online activities replace the mandatory tasks.

## STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Demonstrate a proficient understanding of the current educational and social issues and attitudes affecting the development of special programs for gifted students in the Australian and international context.	1, 2
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.	1, 2
3	Analyse the appropriateness of a range of ability grouping and accelerative procedures for gifted students in their particular school context.	1, 2
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.	1, 2
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.	1, 2

## PROGRAM LEARNING OUTCOMES

Capability		Assessment/s
	<b>Advanced disciplinary knowledge and practices</b>	
1	Demonstrate an advanced understanding of the field of inclusive 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.	1, 2
	<b>Enquiry-based learning</b>	
2	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
	<b>Cognitive skills and critical thinking</b>	
3	Demonstrate advanced critical thinking and problem-solving skills.	1, 2
	<b>Communication, adaptive and interactional skills</b>	
4	Communicate effectively to a range of audiences and be capable of independent and collaborative enquiry and team-based leadership.	1, 2
	<b>Global outlook</b>	
5	Demonstrate an understanding of international perspectives relevant to the educational field	1, 2
	<b>Ethics</b>	
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2

#### **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

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.

#### **5. 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.

## 6. COURSE CONTENT AND STRUCTURE

The course is structured to be completed online for 10 weeks (24 contact hours for the course). This time should be used each week to complete the learning activities: viewing online lectures and workshops (topics listed below) and participating in online activities, reading the required readings, and participating in the synchronous meetings (fortnightly). The course is divided into 3 parts, allowing students the flexibility to complete tasks at different rates, and accommodate for busy schedules.

Parts	Topic Questions, Lectures & Workshops
1	<p><b>Essential Program Elements:</b></p> <ul style="list-style-type: none"><li>• How can I assess what is currently provided for gifted students at my school?</li><li>• How can ability and achievement grouping be used effectively for gifted students?</li><li>• How can counselling and mentoring be used effectively for gifted students?</li><li>• How can acceleration be utilised effectively for gifted students?</li></ul>
2	<p><b>Whole-school Programs:</b></p> <ul style="list-style-type: none"><li>• What should guide my program development?</li><li>• How do I develop a program that is embedded in school structures?</li><li>• How do I program for specific groups of gifted students?</li></ul>
3	<p><b>Establishing and Maintaining Gifted Programs:</b></p> <ul style="list-style-type: none"><li>• How can I start to implement a program for gifted students?</li><li>• How do I evaluate the gifted program?</li><li>• How do I develop an effective policy?</li></ul>

## 7. RESOURCES

All reading materials will be supplied to students via the Moodle website.

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assessment 1: Program evaluation	2500 words	40%	1-5	1-6	10 <sup>th</sup> March by 5pm
Assessment 2: Program proposal	3500 words	60%	1-5	1-6	27 <sup>th</sup> April 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**

#### **Assessment 1: Program evaluation (Problem finding)**

Write an evaluation report (2500 words) of a current, past or hypothetical school gifted program. More assessment details are available on Moodle.

#### **Assessment 2: Program proposal (Action)**

Write a program proposal to address needs identified in Assessment 1 (3500 words). More Assessment details are available on Moodle.

**NB: All referencing should follow APA 7<sup>th</sup> Edition guidelines (see Moodle for supporting material on referencing).**

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5803 DEVELOPING EFFECTIVE PROGRAMS FOR GIFTED STUDENTS

Student Name:

Student No.:

Assessment Task 1: **Program evaluation**

SPECIFIC CRITERIA	(-) $\longrightarrow$ (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>Exhibits accurate and elaborated breadth and depth of understanding of the key concepts in the course.</li> <li>Applies theory to school context and acknowledges complexities around practical applications of research.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Presents insightful and accurate interpretation of the research evidence; establishes strengths and weaknesses of research; and presents an in-depth analysis and evaluation of major points of view.</li> <li>Effectively reflects on and evaluates teaching practices and school-wide programming for gifted students.</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>Uses sources that are relevant to educational needs of gifted students and effective programming strategies.</li> <li>Demonstrates thorough understanding of the key issues and findings of the research and literature. research pertaining to the educational needs of gifted students and appropriate programming for gifted students.</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>All expectations and conventions followed for a formal report, with all expected attributes present and creatively interpreted to suit personal style and specific execution of the task. A unique but appropriate presentation of work.</li> <li>Highly organised and easy to follow. All information is clear, highly appropriate, and consistently correct.</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>Clear, consistent and appropriate use of conventions for quoting, paraphrasing, attributing sources, and listing references.</li> <li>Clear and appropriate use of sentence structure, vocabulary, spelling, punctuation and word length.</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**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.**

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5803 DEVELOPING EFFECTIVE PROGRAMS FOR GIFTED STUDENTS

Student Name:

Student No.:

Assessment Task 2: **Program proposal**

SPECIFIC CRITERIA	(-) ←	→	(+)
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>Exhibits accurate and elaborated breadth and depth of understanding of the key concepts in the knowledge domain.</li> <li>Relates understandings of theory to practice.</li> <li>Provides an adequate description of the program and problem it addresses.</li> </ul>			
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Presents insightful and accurate interpretation of the research evidence; establishes strengths and weaknesses of research; and presents an in-depth analysis and evaluation of major points of view.</li> <li>Effectively evaluates programming practices and provides well supported, creative recommendations and solutions.</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>Strong evidence of independent reading beyond the provided materials. Uses sources which are valid, reliable and relevant to the topic, and appropriate to the purpose of the review.</li> </ul>			
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>All expectations and conventions followed for a presentation, and report, with all expected attributes present and creatively interpreted to suit personal style and the specific execution of the task. A unique but appropriate presentation of work.</li> <li>Highly organised and easy to follow. All information is clear, highly appropriate, and consistently correct.</li> </ul>			
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>Clear, consistent and appropriate use of conventions for quoting, paraphrasing, attributing sources, and listing references.</li> <li>Clear and appropriate use of sentence structure, vocabulary, spelling, punctuation and word length.</li> </ul>			
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>			

**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.**