



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST5805**

**Curriculum Differentiation and Assessment in  
Gifted Education**

**Term 2 2020**

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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 2020

## 2. STAFF CONTACT DETAILS

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

## 3. COURSE DETAILS

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

### 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:

- Feedback for the course was positive. Assessment 1 has been revised to a more authentic assessment that reflects real teacher tasks. Assessment number reduced from three to two.

## 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          | <b>Advanced disciplinary knowledge and practices</b><br>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          | <b>Enquiry-based learning</b><br>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          | <b>Cognitive skills and critical thinking</b><br>Demonstrate advanced critical thinking and problem-solving skills   | 1, 2, 3      |
| 4          | <b>Communication, adaptive and interactional skills</b><br>Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership  | 3            |
| 5          | <b>Global outlook</b><br>Demonstrate an understanding of international perspectives relevant to the educational field  | 1, 2, 3      |
| 6          | <b>Ethics</b><br>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

| <b>Module</b> | <b>Topic</b>   |
|---------------|--|
| 1<br>31/05/20 | Introduction & Differentiation Models                      |
| 2<br>7/06/20  | Concept-based Curriculum                                   |
| 3<br>14/06/20 | Inquiry Learning   |
| 4<br>21/06/20 | Tiered Learning  |
| 5<br>28/06/20 | Frameworks for Critical Thinking                           |
| 6<br>05/07/20 | Frameworks for Creative Thinking                           |
| 7<br>12/07/20 | Differentiation for Special Populations of Gifted Students |
| 8<br>19/07/20 | Differentiation for Self-regulation                        |
| 9<br>26/07/20 | Delivering Differentiation                                 |
| 10<br>2/08/20 | Leading Differentiation in Schools                         |

## 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           |
|----------------------------|------------|--------|------------------------------------|--------------------------------------|--------------------|
| Program Tool Evaluation    | 2000 words | 40%    | 1,2,4,5                            | 1,2,3,4,5,6                          | 23/06/20<br>By 5pm |
| Curriculum Differentiation | 3000 words | 60%    | 1,2,3,4,5,6                        | 1,2,3,4,5,6                          | 10/08/20<br>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:**

A curriculum differentiation resource will be evaluated for its usefulness to gifted students in a chosen context.

#### **Assessment 2:**

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 SHEET  
 EDST5805 CURRICULUM DIFFERENTIATION AND ASSESSMENT IN GIFTED EDUCATION  
**Assessment 1 – Evaluating Curriculum Resources 40%**

Student Name:

Student No.:

| SPECIFIC CRITERIA   | (-) | —————> |  |  | (+) |
|---|-----|--------|--|--|-----|
| <b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Responded well to all component parts of the question or issue</li> <li>• Identified important issues/concepts/ideas relevant to context</li> <li>• Explored how to utilise chosen resource for gifted students</li> <li>• Used the models/resources accurately to plan for differentiated teaching and learning</li> </ul>  |     |        |  |  |     |
| <b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Demonstrated higher order thinking skills (e.g., analysis, synthesis, evaluation)</li> <li>• Evaluated chosen resource's strengths and weaknesses for case study context</li> <li>• Exhibited deep thinking e.g. identified relationships between key issues/concepts</li> <li>• Showed originality/creativity in applying chosen techniques/strategies/theories/models</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>• Used appropriate reading content and sources</li> <li>• Referenced course text/readings/wider reading</li> <li>• Read widely beyond the course recommendations</li> <li>• Showed familiarity with different perspectives, issues, or concepts identified in the literature</li> </ul>  |     |        |  |  |     |
| <b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Provided a succinct introduction, logical sequencing, and flow of content, concluding a paragraph drawing together key outcomes of the text</li> <li>• Used appropriate features and language for chosen type of text</li> </ul>   |     |        |  |  |     |
| <b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Wrote clearly with appropriate sentence structure, paragraphing, proof reading, vocabulary, spelling, punctuation, word length, readability</li> <li>• Used appropriate style of writing for chosen text type</li> <li>• Used APA conventions in academic writing, such as quoting, paraphrasing, in-text referencing, citations, and reference list.</li> <li>• Complied with word count requirements</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  
 EDST5805 CURRICULUM DIFFERENTIATION AND ASSESSMENT IN GIFTED EDUCATION  
**Assessment 2 – Planning Curriculum Differentiation 60%**

Student Name:

Student No.:

| SPECIFIC CRITERIA  | (-) | —————> |  |  | (+) |
|--|-----|--------|--|--|-----|
| <b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Responded well to all component parts of the question or issue</li> <li>• Identified important issues/concepts/ideas relevant to your case study</li> <li>• Provided relevant assessment techniques to identify student strengths, interests &amp; learning needs</li> <li>• Planned differentiated teaching strategies &amp; learning activities that matched the case study needs in your educational context</li> <li>• Matched gifted student learning needs to relevant grouping techniques</li> <li>• Showed how to provide opportunities for enriching, extending, scaffolding or self-regulating learning</li> <li>• Identified support needed for talent development</li> <li>• Used the models accurately to plan for differentiated teaching and learning</li> </ul> |     |        |  |  |     |
| <b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Analysed/evaluated chosen techniques/strategies/theories/models from this course</li> <li>• Demonstrated higher order thinking skills (e.g., analysis, synthesis, evaluation)</li> <li>• Showed deep thinking e.g. identified relationships between key issues/concepts</li> <li>• Evidence of originality/creativity in applying chosen techniques/strategies/theories/models was provided</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>• Used appropriate reading content and sources</li> <li>• Referenced course text/readings/wider reading</li> <li>• Read more widely beyond the course recommendations</li> <li>• Showed familiarity with different perspectives, issues, or concepts identified in the literature</li> </ul>  |     |        |  |  |     |
| <b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Provided a succinct introduction, logical sequencing, and flow of content, concluding a paragraph drawing together key outcomes of the report</li> <li>• Used appropriate features and language for chosen type of text.</li> </ul>   |     |        |  |  |     |
| <b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Wrote clearly with appropriate sentence structure, paragraphing, proof reading, vocabulary, spelling, punctuation, word length, readability</li> <li>• Used serious, formal and academic style of writing</li> <li>• Used APA conventions in academic writing, such as quoting, paraphrasing, in-text referencing, citations, and reference list.</li> <li>• Complied with word count requirements</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.**