School of Education

EDST5808
Key Concepts and Issues in Gifted Education

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
EDST 5808 Key Concepts and Issues in Gifted Education (6 units of credit)
Term 1 2021

2. STAFF CONTACT DETAILS

Course Coordinator:	Geraldine Townend
Email:	g.townend@unsw.edu.au
Availability:	Email to arrange an appointment.

3. COURSE DETAILS

Course Name	Key Concepts and Issues in Gifted Education
Credit Points	6 units of credit (uoc)
Schedule	The course will be offered fully online. http://classutil.unsw.edu.au/EDST_T1.html#EDST5808T1

SUMMARY OF COURSE

This course is an introduction to the key concepts and issues surrounding gifted education. Through a mixture of online lectures, self-directed activities, discussion forums and self-directed reading, you will gain information and skills relating to the: (a) definitions, conceptions, and models of giftedness, including those commonly used in Australian schools, (b) the cognitive and affective characteristics of gifted students (and their differences to the cognitive and affective characteristics of non-gifted students), (c) the major principles and instruments used in the identification of gifted students , (d) diverse groups of gifted students, including twice exceptional students and exceptionally gifted students, and (e) creativity.

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

- Mock assessments of draft versions of assessment tasks in Video Chat sessions
- Reduction to the numbers of prescribed readings
- Provide a one week course break prior to the final week (for assessment 2 preparation) – 5-9 April
- Provide assessment options that could be useful products to use in school contexts.

STUDENT 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

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.	1,2
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	**Cognitive skills and critical thinking** Demonstrate advanced critical thinking and problem-solving skills	1,2
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	1,2
5	**Global outlook** Demonstrate an understanding of international perspectives relevant to the educational field	1,2
6	**Ethics** 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 the education of gifted and talented students. The teaching strategies were selected to actively engage students as they discuss and reflect upon current theory and practice and learn new information and skills. Students will be required to take responsibility for their own learning in this course.

5. TEACHING STRATEGIES

The teaching strategies to be used in the course will comprise a mixture of online lectures, self-directed activities, participation in online discussion forums, and self-directed reading that reflect evidence-based teaching practices.

6. COURSE CONTENT AND STRUCTURE

The course is structured to be completed online through Moodle and will involve 8 weeks of content to be spread out over Term 1. Each of these weeks will require approximately 3 hours per week of work (i.e., approximately 24 hours of work for the course). This time should be used each week to complete the learning activities (see Moodle each week for weekly activities). Learning activities each week will involve viewing pre-recorded lectures and workshops (topics listed below), writing and reflecting in response to weekly activity questions, and posting and responding to posts on the discussion forums. Additional reading will also be required for each week (see Moodle). The course coordinator will post activities, moderate discussion forums, and respond to questions.

There will be regular collaborate sessions to interact with the course convenor to discuss both course content and assessments. The week of 5-9 April will be a 'free/ assessment 2 preparation' week.

Module / Week	Completion Time	Topic Questions, Lectures & Workshops
1	3 hours	**Topic: How has giftedness been defined?** • Historical Background • Differentiated Model of Giftedness and Talent
2	3 hours	**Topic: How can beliefs influence practice?** • Teacher attitudes • Myths and misconceptions
3	3 hours	**Topic: What are intellectually gifted students like?** • Characteristics of giftedness • Levels of giftedness
4	3 hours	**Topic: How will I identify intellectually gifted students?** • Introduction to identification
5	3 hours	**Topic: Why don't intellectually gifted students always perform well?** • Underachievement • Profiles of underachieving gifted students
6	3 hours	**Topic: How do different groups of gifted students' needs vary?** • Twice Exceptionality • Highly Gifted Students
7	3 hours	**Topic: How do I find and nurture creativity?** • Definition of creativity • Teaching creativity
Assessment 2 preparation week		
8	3 hours	**Topic: Where do I start?** • Policy documents • Advocacy

7. RESOURCES

The textbook for the course is as follows: *Rimm, S. B., Siegle, D. B., & Davis, G. A. (2018). Education of the gifted and talented (7th edition). New York, NY: Pearson*. You may be interested in obtaining a copy of this book, as chapters in the book are required reading for Weeks 1, 3, 4, and 7 of the courses. While the relevant chapters may be accessed in Moodle (i.e., the Prescribed Course Readings section), only the chapters for Weeks 1 and 3 relate to the 7th edition (the remaining chapters of the book that may be accessed in Moodle relate to the older 6th edition - nevertheless, the 6th and 7th editions of the textbook are not substantially different). A hard copy of the 7th edition of the textbook may be obtained from the UNSW Bookshop while Pearson also has an eBook option. All other required readings will be supplied via Moodle. Additional research will be required to complete the assessment tasks.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assignment 1: Reflection	2000 words	40%	1-2,4-5	1-6	12th March 2021 by 5pm
Assignment 2: Advocacy Article	3000 words	60%	2-5	1-6	16th 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

Hurdle Task

Participation in the online Weekly Discussion Forums is a requirement for the course in lieu of physical attendance. Students will be required to participate in at least 80% of these online Weekly Discussion Forums.

Assignment 1: Reflection

Choose **three issues** that emerged from your reading of the literature (relating to topics covered in any of the first four weeks of the course OR a topic of your choosing) that shifted your thinking, or clarified your understanding, about gifted students and/or gifted education:

(a) Discuss the three issues with extensive reference to the literature;
(b) Evaluate how your perspective on gifted students and/or gifted education has changed, or has been clarified; and
(c) Discuss how this has influenced your teaching practice (and, if relevant, practices at your school).

In completing the reflection, you are expected to:

(a) Demonstrate deep and critical thinking about the chosen issues;
(b) Demonstrate a close familiarity with the relevant literature, including literature that goes beyond the prescribed and optional readings for the course;
(c) Demonstrate original and independent thought; and
(d) Incorporate a reference list.

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

This can be presented as a report or presentation. Please connect with Dr Townend if you would like to explore other possibilities of presenting your reflection.

Assignment 2: Advocacy Article

Write an article for an education website, a teacher journal, or a presentation, 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.

This can be presented as a report or presentation. Please connect with Dr Townend if you would like to explore other possibilities of presenting your advocacy article.

NB: All referencing should follow APA 6th or 7th Edition guidelines (see Moodle for supporting material on referencing).

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

Student Name: Student No.:
Assessment Task 1: **Reflection**

SPECIFIC CRITERIA	(-) →				(+)
Understanding of the question or issue and the key concepts involved • Appropriateness of the reflection • Adequacy of the reflection (i.e., consideration of all necessary elements)					
Depth of analysis and/or critique in response to the task • Demonstration of deep and critical thinking about the selected issues • Presentation of insightful and accurate interpretations of the research evidence • Appropriateness of the application of the research to the task • Demonstration of original and independent thought					
Familiarity with and relevance of professional and/or research literature used to support response • Appropriateness of the reading of the literature • Breadth of the reading of the literature					
Structure and organisation of response • Appropriateness of structure/organisation • Logical sequencing • Flow of ideas • Overall cohesiveness					
Presentation of response according to appropriate academic and linguistic conventions • Clarity of writing (e.g., sentence structure, paragraphing, vocabulary, spelling, punctuation) • Use of an appropriate academic style of writing • Use of appropriate conventions in academic writing (e.g., citations, paraphrasing, reference list) • Clarity of tables/figures (as applicable) • Readability • Respect for word limits					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

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, 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 2: **Advocacy article**

SPECIFIC CRITERIA	(-) ➤ (+)				
Understanding of the question or issue and the key concepts involved • Appropriateness of the advocacy article • Adequacy of the advocacy article (i.e., consideration of all necessary elements)					
Depth of analysis and/or critique in response to the task • Demonstration of deep and critical thinking about the issues associated with the myth or misconception • Presentation of insightful and accurate interpretations of the research evidence • Appropriateness of the application of the research to the task • Demonstration of original and independent thought					
Familiarity with and relevance of professional and/or research literature used to support response • Appropriateness of the reading of the literature • Breadth of the reading of the literature					
Structure and organisation of response • Appropriateness of structure/organisation • Logical sequencing • Flow of ideas • Overall cohesiveness					
Presentation of response according to appropriate academic and linguistic conventions • Clarity of writing (e.g., sentence structure, paragraphing, vocabulary, spelling, punctuation) • Use of an appropriate academic style of writing • Use of appropriate conventions in academic writing (e.g., citations, paraphrasing, reference list) • Clarity of tables/figures (as applicable) • Readability • Respect for word limits					

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.**