School of Education

EDST4096

Responding to Gifted and Talented Students

Semester 1, 2018

Contents

1. LOCATION 2
2. STAFF CONTACT DETAILS 2
3. COURSE DETAILS 2
   - Important Information 2
   - Student Learning Outcomes 3
   - Program Learning Outcomes (AITSL Professional Graduate Teaching Standards) 3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH 4
5. TEACHING STRATEGIES 4
6. COURSE CONTENT AND STRUCTURE 4
7. ASSESSMENT 6
8. RESOURCES 10

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/resources/policies-guidelines/

The School of Education acknowledges the Bedegal and Gadigal 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
EDST4096 Responding to Gifted and Talented Students (6 units of credit)
Semester 1, 2018

2. STAFF CONTACT DETAILS

Course Coordinator:	Dr Jae Yup Jung
Office Location:	Room 113 John Goodsell Building
Email:	jae.jung@unsw.edu.au
Availability:	Email for an appointment
Course Tutor:	Dr Peta Hay

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	
Lecture	Wednesdays 11am-1pm (w1-4, 6, 7, 9-12; Mathews Theatre B)
Tutorials	Wednesdays 2pm (w1-4, 6, 7, 9-12; Blockhouse G13) Wednesdays 3pm (w1-4, 6, 7, 9-12; Blockhouse G15) Wednesdays 4pm (w1-4, 6, 7, 9-12; Law 303) Thursdays 11am (w1-4, 6, 7, 9-12; Quad G026) Thursdays 1pm (w1-4, 6, 7, 9-12; Quad 1043)

Summary of Course

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

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

Important Information

Both lectures and tutorials start in Week 1. Please read the prescribed compulsory readings for each week prior to attending classes each week.

Attendance: Students are expected to attend at least 80% of classes to successfully complete the course.

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

Program Learning Outcomes *(AITSL Professional Graduate Teaching Standards)*

Standard		Assessment/s
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	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1 & 2
1.5	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	Plan sequenced learning activities using knowledge of student learning, content and effective teaching strategies	2
3.3	Include a range of teaching strategies	2
3.4	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	Week 11	2
B: Classroom Management	Weeks 3, 7, 9, 10, 12	2
C: Information and Communication Technologies	Weeks 4, 7, 9,10	2
D: Literacy and Numeracy	Weeks 7, 9, 10	2
E: Students with Special Educational Needs	Weeks 1, 2, 3, 4, 6, 7, 9, 10, 11, 12	1
F: Teaching Students from Non-English Speaking Backgrounds	Week 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

Week	Dates	Topic Focus
Week 1	26 February to 4 March	The nature of giftedness • Early definitions of giftedness • Models of giftedness • Gagné's Differentiated Model of Giftedness and Talent
Week 2	5 March to 11 March	The characteristics of gifted students • Cognitive characteristics of gifted students • Affective characteristics of gifted students
Week 3	12 March to 18 March	The underachievement of gifted students • Types of gifted students • Causes of underachievement • Reversal of underachievement
Week 4	19 March to 25 March	The identification of gifted students • Principles of identification • Program of identification • Identification instruments
Week 5	26 March to 1 April	**Lecture/Tutorial Free Week** Online Task Online Progress Quiz (opens 22 March and closes 29 March)
	2 April to 8 April	**Mid-Semester Break**
Week 6	9 April to 15 April	**Assessment Task 1 Due: 5pm Wednesday, 9 April 2018** Twice exceptionality • Categories of twice exceptionality • Addressing the needs of twice exceptional students

Week 7	16 April to 22 April	Curriculum differentiation I • Model of Dynamic Differentiation
Week 8	23 April to 29 April	**Lecture/Tutorial Free Week** Online Task
Week 9	30 April to 6 May	Curriculum differentiation II • Tiered Instruction
Week 10	7 May to 13 May	Curriculum differentiation III • Williams Model
Week 11	14 May to 20 May	Disadvantaged gifted students • Identification of disadvantaged gifted students • Interventions for disadvantaged gifted students • Indigenous gifted students
Week 12	21 May to 27 May	Programs and provisions • Enrichment • Ability grouping • Acceleration
		Assessment Task 2 Due: 5pm Tuesday, 12 June 2018

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
1. Presentation Slides with Notes	1,500 words	40%	1, 4	1.1, 1.2	E	5pm Monday, 9 April 2018
2. Curriculum Differentiation	2,500 words	60%	2, 3, 4, 5	1.2, 1.5, 3.2, 3.3, 3.4	A, B, C, D, F	5pm Tuesday, 12 June 2018

Assessment 1: Presentation Slides with Notes (40% of total assessment for the course)
1,500 words (excluding the reference list)
Due 5pm, Monday 9 April 2018

Prepare a set of PowerPoint slides with notes, that could later be used to deliver a 30 minute presentation at a school staff meeting, to:

(a) Explain the concept of giftedness using Gagné's Differentiated Model of Giftedness and Talent; and
(b) Discuss the implications of Gagné's Differentiated Model of Giftedness and Talent for teachers of gifted students and schools that enrol gifted students

In completing the assessment task, you are expected to:

(a) Consider all topics covered in the first four weeks of the course (i.e., the nature of giftedness, the cognitive and affective characteristics of gifted students, underachievement, and identification);
(b) Incorporate illustrative and/or practical examples;
(c) Demonstrate wide and appropriate reading that goes beyond the prescribed readings for the course;
(d) Make extensive use of the presenter notes function in PowerPoint to discuss issues/concepts that are not appropriately placed in the PowerPoint slides; and
(e) Incorporate a reference list in the final page(s) of the PowerPoint slides.

Please note that you are NOT required to verbally deliver the presentation as part of the assessment task.

Prior to submission into Turnitin, you will be required to save your presentation as a PDF file in the 'Notes Pages' layout (by clicking on the "Print" option in PowerPoint, changing "Settings" from 'Full Page Slides' to 'Notes Pages', and then requesting a PDF file [e.g., by clicking on CutePDF Writer]).

Unfortunately, alternative presentation software programs (e.g., Prezi) may not be used for this assessment task, due to complications that are expected in the submission of a file with presenter notes into Turnitin.

The total word limit is 1,500 words (excluding the reference list). APA Style (6th edition) guidelines should be followed. There should be minimal use of old references (e.g., pre-2000).

You are also advised to carefully examine the specific criteria noted in the feedback sheet.

UNSW SCHOOL OF EDUCATION

FEEDBACK SHEET
EDST4096 RESPONDING TO GIFTED AND TALENTED STUDENTS
Assessment 1: Presentation Slides with Notes

Student Name: Student No.:

SPECIFIC CRITERIA	(-) ➤ (+)				
Understanding of the question or issue and the key concepts involved • Appropriateness of the presentation slides and notes • Adequacy of the presentation slides (i.e., consideration of all necessary issues) • Adequacy of the presentation notes (i.e., consideration of all necessary issues)					
Depth of analysis and/or critique in response to the task • Appropriateness of the application of research to the task • Appropriateness of the implications discussed for teachers and schools • Usefulness of the provided examples • 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 • 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 in “notes” section, vocabulary, spelling, punctuation) • Use of a serious, formal and academic style of writing • Use of APA conventions (e.g., citations, paraphrasing, referencing) • Clarity of tables, figures and graphics where applicable • Readability					
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.**

Assessment 2: Curriculum Differentiation (60% of the total assessment for the course)
2,500 words (excluding the reference list)
Due 5pm Tuesday, 12 June 2018

You are teaching a mixed ability class in one of your subject areas. The class includes some students who are gifted in the subject.

(a) Plan a series of three activities/tasks (which may include online activities/tasks) for a unit of work which the majority of students in the class will undertake. For each of these activities/tasks, describe the content and process (i.e., the way in which the content will be presented to students);
(b) Describe how you will differentiate the content and process for the gifted students in the class, with reference to the relevant literature on models of curriculum differentiation/development and the cognitive/affective characteristics of gifted students; and
(c) Discuss any amendments and/or additions you would make to the differentiated content and process for one disadvantaged sub-group of gifted students (i.e., choose one disadvantaged sub-group of gifted students for this part of the assessment task).

In completing the assessment task, you are expected to:

(a) Demonstrate deep and critical thinking on all relevant issues;
(b) Make extensive reference to the relevant research literature (e.g., peer reviewed journal articles, books, book chapters, conference proceedings, theses) that goes beyond the prescribed readings for the course;
(c) Fully justify all decisions that are made; and
(d) Incorporate a reference list.

You may adopt any response format, which may or may not incorporate lesson plans and tables.

The total word limit is 2,500 words (excluding the reference list). APA Style (6th edition) guidelines should be followed. There should be minimal use of old references (e.g., pre-2000).

Students are also advised to carefully examine the specific criteria noted in the feedback sheet.

UNSW SCHOOL OF EDUCATION

FEEDBACK SHEET
EDST4096 RESPONDING TO GIFTED AND TALENTED STUDENTS
Assessment 2: Curriculum Differentiation

Student Name: Student No.:

SPECIFIC CRITERIA	(-) ➔ (+)				
Understanding of the question or issue and the key concepts involved • Appropriateness of the response • Adequacy of the response (i.e., consideration of all necessary issues)					
Depth of analysis and/or critique in response to the task • Demonstration of deep and critical thinking of all relevant issues • Presentation of insightful and accurate interpretations of the research • Appropriateness of the application of the research • Demonstration of originality 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 the 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 serious, formal and academic style of writing • Use of APA conventions (e.g., citations, paraphrasing, reference list) • Clarity of tables/figures (as applicable) • Readability					
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.**

Assessment Details

Submission of Assessment Tasks

All assessment tasks need to be submitted online via EDST4096 Moodle site by 5pm on the due day. As hard copy assignments will not be submitted, students no longer need to use a cover sheet, but a title page to each assignment is still required. 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. The student is responsible for providing a further copy of their assignment if needed. 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/resources/policies-guidelines/

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
1. Presentation Slides and Notes	Written via Turnitin	Monday, 23 April 2018
2. Curriculum Differentiation	Written via Turnitin	Friday, 26 June 2018

8. RESOURCES

Resources for the course may be accessed on Moodle.