UNSW SYDNEY Arts & Social Sciences

School of Education

EDST5807
Social and Emotional Development of Intellectually Gifted Students

Term 2, 2019

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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
EDST5807 Social and Emotional Development of Intellectually Gifted Students (6 units of credit)
Term 2, 2019

2. STAFF CONTACT DETAILS

Course Convenor:	Dr Susen Smith
Email:	susen.smith@unsw.edu.au
Availability:	Email for an appointment

3. COURSE DETAILS

Course Name	Social and Emotional Development of Intellectually Gifted Students
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including course online hours, readings, accessing & using resources, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T2.html

SUMMARY OF COURSE

This subject will focus on research on the social and emotional development of students with highly advanced intellectual potential. Current educational and psychological concerns regarding the incidence of underachievement, lack of motivation, and depression among gifted students will be examined, as will the implications of these concerns for educators and parents of gifted children. The subject will examine the influence of personal variables, including motivation, self-esteem, friendships and attitudes towards school and study, on the translation of high potential into high performance. Teaching strategies and class and school structures, counselling and other influences, which facilitate or impede gifted students' development of positive social attitudes, emotional growth, academic achievement and supportive peer relationships will be critically analysed.

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

Revised assessment rubric, reduced content, and updated references.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Demonstrate a proficient understanding of issues in the social-emotional development of intellectually gifted students.	1, 2
2	Dialogue the findings of studies on affective outcomes to explore the implications of asynchronous development for peer relationships and socialisation.	1, 2
3	Demonstrate the ability to apply research-based decision making to select appropriate various educational interventions and strategies to support the social-emotional needs of gifted students.	1, 2
4	Examine the influence of teacher attitudes and family values and behaviours in fostering or impeding talent development.	1, 2

PROGRAM LEARNING OUTCOMES

Capability		Assessment/s
1	**Advanced disciplinary knowledge and practices** 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,
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

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessments
A. Aboriginal and Torres Strait Islander Education	4, 5, 6	1, 2
B. Classroom Management	1, 2, 4, 5,	1, 2
C. Information and Communication Technologies	1, 3, 4	1, 2
D. Literacy and Numeracy	1, 4, 8, 9, 15	2
E. Students with Special Educational Needs	2, 3, 4, 5, 6, 7	1, 2
F. Teaching Students from Non- English Speaking Backgrounds	3, 9, 10	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Understanding the social-emotional characteristics and needs of gifted students requires strong theoretical knowledge and the capacity to apply this understanding appropriately and effectively in the practical design of appropriate interventions for these gifted students. The teaching, learning, and assessment activities in this course are designed to be relevant to participants' experience and to provide opportunities to develop the requisite theoretical knowledge and associated practical skills. This foundation should enable participants to critically evaluate research and practice and to design effective intervention programmes and strategies, whilst convincingly articulating the rationale behind their views, choices, and actions.

5. TEACHING STRATEGIES

- participants are encouraged to develop study groups where feasible, to use flexible grouping, with individual, paired, and small group cooperative learning to reinforce the importance of teamwork in an educational context and to address varying teaching and learning goals;
- online teaching including a variety of lecture notes, audios, videos, or online lectorials where possible to reinforce a range of teaching strategies to foster interest, engagement, and support learning;
- structured occasions for reviewing prior knowledge and understandings;
- opportunities for online dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, analyse and evaluate content and strategies;
- engagement in analytical, dialogic, and evaluative discourse in an online forum to develop understanding of the social-emotional issues experienced by gifted students in today's educational contexts; and
- reflection on learning to allow students to critically analyse and evaluate practices and issues.

These activities will occur in an online environment that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Module	Topic
TOPIC 1	Social and Emotional Learning: Dispelling Myths & Nurturing Social-emotional Characteristics & Needs
TOPIC 2	Moral Reasoning & Empathy in Gifted Children: Strategies to Support Social-emotional needs
TOPIC 3	Over excitability & Intensity: Developing Self-esteem for Emotional Growth
TOPIC 4	Implications of Underachievement: Strategies for Achievement
TOPIC 5	Asynchrony & Exceptionality: Acceleration for Intellectual & Emotional Growth
	July 5th Assignment 1 due 5pm
TOPIC 6	Perfectionism or Pursuit of Excellence?
TOPIC 7	Affective Models for Differentiated Curriculum: Strategies to Support Social-emotional needs
TOPIC 8	Facilitating Self-resiliency and Positive Social Relationships
TOPIC 9	Using Bibliotherapy to Support the Social-emotional Needs of Gifted Students
TOPIC 10	Whole School Approach to Supporting the Social-emotional Needs of Gifted Students
	August 11th Assignment 2 due 5pm

7. RESOURCES

There is no required text for this course, but one of the books recommended below might address your individual requirements.

There are two Compulsory Pre-course readings if you have not read these before.

Gagné, F. (2008). Building gifts into talents: Overview of the DMGT.

http://www.templetonfellows.org/program/francoysgagne.pdf

Gagné, F. (2007). Ten commandments for academic talent development, Gifted Child Quarterly,

51(2), 93-118.

https://www.researchgate.net/publication/249827397_Ten_Commandments_for_Academic_Talent_Development

Required Readings

See online list in Moodle website for each topic. These are needed for your first assignment too.

Recommended Books or Readings

Those with asterisks are most recommended, but you are not required to purchase texts.

Adelson, J. L., & Wilson, H. E. (2009). *Letting go of perfect: Overcoming perfectionism in kids.* Waco, TX: Prufrock Press.

Daniels, S., & Piechowski, M. M. (2008). *Living with intensity: Understanding the sensitivity, excitability, and the emotional development of gifted children, adolescents, and adults.* Scottsdale, AZ: Great Potential Press.

Delisle, J., & Galbraith, J. (2002). *When gifted kids don't have all the answers.* Minneapolis, MN: Free Spirit Publishing.

Dweck, C. S. (2008). *Mindset: The new psychology of success.* New York: Ballantine Books Inc.

Fonseca, C. (2010). *Emotional intensity in gifted students: Helping kids cope with explosive feelings.* Waco, TX: Prufrock Press.

*Gross, M. U. M. (2004). *Exceptionally gifted children (2nd ed.).* London: RoutledgeFalmer

*Gross, M. U. M. (2010). *Miraca Gross in her own write: A lifetime in gifted education.* Sydney: GERRIC. The book is a collection of journal articles and chapters from edited books that have been published over the last 20 years that focus on selected themes in gifted education including social-emotional development.

Halstead, J. W. (2009). *Some of my best friends are books: Guiding gifted readers from preschool to high school: A guide for parents, teachers, librarians, and counsellors (3rd edition).* Scottsdale AZ: Great Potential Press, Inc.

*Hebert, T. P. (2010). *Understanding the social and emotional lives of gifted students*. Waco, TX: Prufrock Press.

Jarvis, J. (2014). Supporting diverse gifted students. In M. Hyde, L. Carpenter & R. Conway (Eds).

Diversity, Inclusion & engagement (2nd Ed.) (p. 297-316), South Melbourne, Australia: Oxford University Press.

Kennedy, D., Banks, R., & Grandin, T. (2011). *Bright not broken: Gifted kids, ADHD, and Autism.* San Francisco: Jossey-Bass. See more at: http://sengifted.org/resources/resource-library/

Mendaglio, S. (2008). *Dabrowski's theory of positive disintegration*. Scottsdale, AZ: Great Potential Press.

Mendaglio, S., & Peterson, J. S. (Eds.) (2006). *Models of Counseling Gifted Children, Adolescents, and Young Adults.* Waco, TX: Prufrock Press.

Neihart, M., Reis, S. M., Robinson, N. M., & Moon, S. M. (2002). *The social and emotional development of gifted children: What do we know?* Waco, TX: Prufrock Press.

Pfeiffer, S. I. (2012). *Serving the Gifted: Evidence-based clinical and psychoeducational practice.* New York: Routledge. See more at: http://sengifted.org/resources/resource-library/

Piechowski, M. (2006). *Mellow out they say. If I only could: Intensities and sensitivities of the young and bright.* Madison, WI: Yunasa Books.

Siegle, D., & McCoach, D. B. (2005). *Motivating gifted students.* Waco,TX: Prufrock Press

Smith, S. R. (2017). Responding to the unique social and emotional learning needs of gifted Australian students. In E. Frydenberg, A. Martin, & R. Collie (Eds), *Social Emotional Learning in Australasia and the Asia-Pacific.* Springer Social and Behavioural Sciences.

Rimm, S. B. (2008). *Why Bright Kids Get Poor Grades and What you can do about it: A six-step program for parents and teachers*. Scottsdale, AZ: Great Potential Press.

*VanTassel-Baska, J., Cross, T., & Olenchak, F. R. (2008). *Social-Emotional curriculum with gifted and talented students.* Waco, TX: Prufrock Press.

Vialle, W. (2011). G*iftedness from an indigenous perspective.* DET and AAEGT. http://www.aaegt.net.au/?page_id=946

Webb, J. T., Amend, E. R., Webb, N. E., Goerss, J., Beljan, P., & Olenchak, F. R. (2005). *Misdiagnosis and dual diagnoses of gifted children and adults: ADHD, Bipolar, OCD, Asperger's, depression, and other disorders.* Scottsdale, AZ: Great Potential Press.

Wormald, C., & Vialle, W. (2011). *Dual Exceptionalities,* 11th Asia-Pacific Conference, University of Wollongong Printery: Australia. Available at http://www.aaegt.net.au/?page_id=953

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Attributes Assessed	Due Date
Assessment 1: Reading responses	2000 words	40%	1, 2, 3, 4	1.1, 1.2, 3.3, 4.1	**July 5th 5pm**
Assessment 2: Planning, implementing, & evaluating programmes, models, &/or strategies	4000 words	60%	1, 2, 3, 4	1.2, 1.5, 3.1, 3.2, 3.3, 4.1, 7.3	**August 11th 5pm**

Submission of assessments

Assessments in this course are based on your teaching experience. 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/

Course Expectations

Prior teaching experience is required to complete this course. Students are expected to read the assigned readings, view all online resources and announcements, work through each topic each week or faster (at your own pace) and complete the assessment tasks by the due dates.

Assessment Details

Assessment 1:

Reading responses: 2000 words, 40%

Due: July 5th at 5pm

Readings: **Read all the required readings** and **choose four required readings** from the list of 10 required readings. There is one required reading for each of the ten topics in the course. Topic 10 has a choice of one from two required readings.

Introduction: Provide an introductory paragraph clearly outlining and justifying the chosen readings/topics in relation to your own teaching experience and educational context.

Structure: The reading response will be organised around the **6Rs framework**, so will involve 1) Reading, 2) Reviewing, 3) Reflecting, 4) Responding, 5) Requestioning, and 6) Referencing the four chosen readings. See below for a brief description of each step in the **6R framework process**. A detailed description will also be provided in the assessment section of Moodle.

Response: Includes creating your written response following **reading**, **reviewing**, and reflecting on the reading, and then referencing.

1) Read the reading and **2) Review** key content or issues or research in the reading that are relevant to your educational context and teaching experiences. **3) Reflect** on how the identified content of the reading may be evident in your educational context and how the content could support changes in your own teaching and/or your school's practice? Specifically, **4) Respond** to each chosen reading and associated topic by analysing, evaluating, and synthesising the research evidence in the reading in relation to the social and emotional needs of gifted students and the implications for teachers, students, parents, and practice in supporting gifted students in your own educational context. **5) What three questions** arose for you after reading this reading and **what would be your answers to these three questions?**

Format of your response: Presentation will be in the format of your choice that fits with your learning preferences e.g., graphic organiser such as a table or flow chart, written essay with headings, or other relevant format that is consistent across all four reading responses. Examples will be provided.

6) Referencing: You only need to reference the required reading that you are responding to at the beginning of each response, because these responses are mainly based on the reading and your teaching experiences and expertise. Other references within the body of the responses are optional, unless you include other research to support your narrative. If you do use additional sources use APA referencing style and include a reference list at the end.

***** Assessment rubric is to be inserted at the end of your assignment**: See the assessment rubric in the course website for more specific goals to aim for in the assignment. Insert the assessment rubric at the end of your assignment before submission so it can be used to provide feedback. The rubric is available in Moodle so use it to guide this assignment and to support your learning.

Assessment 2:

Planning, implementing, and evaluating programmes, models, and/or strategies: 4000 words, 60%

Due August 11th at 5pm

Background: Provide a one-page outline of the background context of the school that you are working in using pseudonyms or create a context from a previous school you have taught in if you are not currently working in a school. You may also respond to the assignment from a principal's, learning support teacher's, psychologist's, or other special role or leadership role as long as you have worked with gifted students at some stage. Include: the type of school, grade/s taught, students' backgrounds and domain/s and levels of giftedness, their learning needs, students' social-emotional learning needs, topic/subject area, teacher's/leader's expertise, strategies currently used, and relevant programmes currently run in the school.

Critique of programme, model, and/or strategies: Then choose and describe a programme, model/s, or a series of strategies associated with this course content that you have used or would like to use in the future. Critique the proposed strengths and weaknesses of the programme, model/s, or strategies and how they could address the social and emotional learning needs of gifted students in your educational context.

Planning change: Design a plan to show the actions that you could undertake as a change agent in the school to promote talent development by scaffolding the social-emotional learning needs of gifted students. Include how your planning could assist gifted students to become self-confident and self-regulated learners by linking with relevant programmes, models, or strategies covered in this course or other programmes, models, or strategies that are relevant to the social-emotional development of intellectually gifted students in your educational context.

Format: Choose your own format for presenting the assignment. For example, as a school executive teacher you might write a report OR as a gifted education coordinator you might prepare a PowerPoint for a professional learning session for staff OR as a classroom teacher you might collate a portfolio to assist your own professional learning and teaching. Example formats might include: a written report with guiding headings and sub-headings, portfolio of practice with evaluation, PowerPoint (with details in the notes section), webpage/s with appropriate visuals or other appropriate format. Make sure that you address the task requirements in your chosen format.

Referencing: Use APA referencing style for in-text referencing and in the reference list. Ensure that you reference the relevant course readings, resources provided, texts, and wider reading and include a reference list at the end. You can reference the lecture notes too, but support these with the relevant research literature.

*****Assessment feedback sheet to be inserted at the end of your assignment:** See the assessment feedback sheet for more specific guidelines for the assignment. **Insert the assessment feedback sheet at the end of your assignment before submission so it can be used to provide more feedback.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5807 ADDRESSING STUDENT DIVERSITY

Student Name: Student No.:

Assessment Task: 1: **Reading responses**

SPECIFIC CRITERIA	(-)➤ (+)				
• Demonstrated understanding of the question, issues or key concepts • Provided an introductory paragraph clearly outlining and justifying the chosen reading/topic/issue. • Provided an appropriate response to each of the four readings. • Reviewed key issues in the readings. • Linked the social and emotional characteristics of gifted students with the issues and research from the reading in your responses. • Linked your responses with the context within which you work or identify a context around which to structure your responses. • Demonstrated how you will support the social-emotional needs of gifted students by addressing the key issues raised in the reading in your own educational context i.e., programmes, models, or strategies to be used.					
Depth of analysis and/or critique in response to the task • Demonstrated a range of thinking strategies (understanding, analysing, evaluation, synthesising). • Showed analysis, evaluation, and synthesis of the key issues associated with the social and emotional needs of gifted students • Discussed the positive and negative implications of the topic/issues for teachers, students and parents • Discussed how the associated research could be put into practice.					
Familiarity with relevant professional and/or research literature used to support response • Referenced the reading at the beginning of the response. • Used APA referencing conventions and formatting. • Used the library databases. • Provided URLs where possible and feasible. • Referencing within these responses are not expected, but if you do use research-based sources, use in-text referencing and a reference list in APA style. • Used mostly sources within the last five years.					
Presentation, structure and organisation of response • Readability with logical sequencing/flow of ideas. • Appropriate academic and linguistic conventions. • Clarity of writing (e.g. sentence structure, paragraphing, vocabulary, spelling, punctuation, word length).					
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
EDST5807 ADDRESSING STUDENT DIVERSITY

Student Name: Student No.:

Assessment Task: 2: **Planning and evaluating programmes, models, and/or strategies**

SPECIFIC CRITERIA	(-)➤ (+)				
Understanding of the question or issue and the key concepts involved • Chose or implemented a programme, model/s, and/or series of strategies to support the social and emotional needs of gifted students. • Critiqued the strengths and weaknesses of the programme, model/s, and/or series of strategies. • Designed a plan as a change agent who will support talent development by scaffolding the social-emotional needs of gifted students. • Planned how to assist gifted students to become self-regulated learners. • Responded appropriately and adequately to the task.					
Depth of analysis and/or critique in response to the task • Demonstrated a range of thinking strategies (understanding, analysing, evaluation, synthesising). • Used originality/creativity in the application of a programme or a range of strategies.					
Planning of teaching & learning tasks • Identified a grade/year level, subject and topic. • Teaching Strategies were appropriate for year/grade/subject area/topic. • Appropriateness of strategies for nurturing social & emotional needs.					
Familiarity with relevant professional and/or research literature used to support response • Detailed appropriate in-text references. • Referenced sources including lecture notes, links, and resources recommended in then course for supporting the social & emotional needs of gifted students. • Referenced wider reading. • Used APA referencing conventions in academic writing (e.g. quoting if needed, paraphrasing, citations, reference list)					
Presentation, structure and organisation of response • Readability, logical sequencing/flow of ideas. • Clarity in tables/figures or other graphics, if included. • Used appropriate academic and linguistic conventions. • Wrote clearly (e.g. sentence structure, paragraphing, vocabulary, spelling, punctuation, word length).					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

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.**