School of Education

EDST5802
Identification of Gifted Students

Term 3, 2019

Contents

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
EDST5802 Identification of Gifted Students (6 units of credit)
Term 3, 2019

2. STAFF CONTACT DETAILS

Course Coordinator: A/Professor Jae Jung
Office Location: Morven Brown G27
Email: jae.jung@unsw.edu.au
Phone: (02) 9385 8629
Availability: Contact vial email to arrange an appointment

3. COURSE DETAILS

Course Name	EDST5802 Identification of Gifted Students
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T3.html

SUMMARY OF COURSE

The key issues in the identification of gifted students will be examined with a focus on the development of a program of identification, legal/policy guidelines relating to the identification of gifted students, the traditional methods used in the identification of gifted students, the non-traditional methods used in the identification of gifted students, the identification of underachieving gifted students, and the identification of gifted students of disadvantaged backgrounds.

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

▪ A 300-word limit for the Weekly Discussion Forum posts
▪ Modification to the final assessment task to allow students to develop a program of identification for their own school

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Articulate the current issues associated with the identification of gifted students.	1
2	Critically evaluate the strengths and weaknesses of various procedures and instruments used to identify gifted students.	1,2
3	Justify the need for multiple criteria identification procedures.	2
4	Identify gifted students, including disadvantaged, twice exceptional, and underachieving students.	2

PROGRAM LEARNING OUTCOMES

Standard		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

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard		Assessment/s
1.5.2	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	1,2
1.5.3	Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.	1,2
5.1.2	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	1,2
5.1.3	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	1,2
5.1.4	Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.	1,2
5.4.2	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	1,2
5.4.3	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	1,2
5.4.4	Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.	1,2
5.5.2	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.	1,2
5.5.3	Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.	1,2
5.5.4	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.	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 identification of gifted students. The teaching approach attempts to engage students actively as they discuss current theory and practice and learn new information and skills. Online classes are designed to present key information on a range of issues in the identification of gifted students. Activities will assist students to become familiar with practices which are shown to be effective in the identification of gifted students.

5. TEACHING STRATEGIES

This course will be conducted online. Within this learning environment, students will engage with the course material through online lectures, activities, and discussion forums. Students will be asked to engage in self-directed reading to expand their knowledge regarding the course topic. Assessments are designed to support and extend course material.

6. COURSE CONTENT AND STRUCTURE

Date	Module	Topic
16/9/19 – 22/9/19	Week 1	Definition of identification Purpose of identification Issues to be considered in the development of a program of identification
23/9/19 – 29/9/19	Week 2	Legal requirements relating to the identification of gifted students Policy guidelines relating to the identification of gifted students
30/9/19 – 6/10/19	Week 3	Intelligence tests Achievement tests
7/10/19 – 13/10/19	Week 4	Nominations/Rating scales Performance-based assessments Dynamic assessment Response to intervention
14/10/19 – 20/10/19	FREE	
21/10/19	**ASSESSMENT 1 DUE** **5PM MONDAY 21 OCTOBER 2019**	
21/10/19 – 27/10/19	Week 5	Multiple criteria identification Selection of identification instruments Sequential vs. concurrent data collection/analysis Rules for combination/weighting of identification data
28/10/19 – 3/11/19	Week 6	Identification of twice exceptional students Identification of twice exceptional student sub-populations
4/11/19 – 10/11/19	Week 7	Identification/assessment of creativity Divergent thinking tests Consensual assessment technique
11/11/19 – 17/11/19	Week 8	Identification of underachieving gifted students Equivalence of the commonly used identification methods
18/11/19 – 24/11/19	FREE	
25/11/19	**ASSESSMENT 2 DUE** **5PM MONDAY 25 NOVEMBER 2019**	

7. RESOURCES

All resources for the course will be available to students in Moodle.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Professional graduate teaching standards	Due Date
Assessment 1 – Annotated Bibliography	2,000 words	40%	1,2	1.5.2, 1.5.3, 5.1.2, 5.1.3, 5.1.4, 5.4.2, 5.4.3, 5.4.4, 5.5.2, 5.5.3, 5.5.4	Monday 21/10/19 By 5.00pm
Assessment 2 – Identification Program	3,500 words	60%	2,3,4	1.5.2, 1.5.3, 5.1.2, 5.1.3, 5.1.4, 5.4.2, 5.4.3, 5.4.4, 5.5.2, 5.5.3, 5.5.4	Monday 25/11/19 By 5.00pm

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 Task 1

Prepare an **annotated bibliography** of THREE (3) useful journal articles that will inform Assessment Two. For each journal article, ensure that the following is included:

- The citation for the article
- An introduction to the article
- The aim(s) of the article
- The research method(s) used in the article
- Main findings of the article
- Conclusions of the article
- An evaluation of the strengths and weaknesses of the article
- An evaluation of why the article is useful for Assessment Two

The last two items (i.e., the two evaluations) should collectively represent at least 40% of the content of the annotation for each article.

Annotations should be concise, reflective of careful reading, and reflective of deep and critical thinking about each article.

The total word limit is 2,000 words (i.e., a word limit of approximately 667 words for each of the three journal articles). APA style guidelines (6th edition) **should be followed. All text should be double-spaced** (12-point Times New Roman). **You are not expected to have any references or appendices for this assessment task.**

At least two of the three selected articles should be published on or after 2005.

At least two of the three selected articles should be empirical in nature (for an explanation, please refer to: http://libanswers.library.cpp.edu/faq/126937).

The selected articles should NOT include any articles prescribed for reading (compulsory or supplementary) by the course coordinator. Furthermore, books or book chapters should NOT be included.

The following is a sample annotation (https://student.unsw.edu.au/annotated-bibliography) that is entirely fictitious (please include a Key in your annotations as below). Please note that this example does NOT include all of the requirements for Assessment One.

(1) Trevor, C. O., Lansford, B., & Black, J. W. (2014). Employee turnover and job performance: Monitoring the influences of salary growth and promotion. *Journal of Armchair Psychology, 113*, 56–64. (2) In this article Trevor et al. review the influences of pay and job opportunities in respect to job performance, turnover rates and employee motivation.(3) The authors use data gained through organisational surveys of blue-chip companies in Vancouver, Canada to try to identify the main causes of employee turnover and whether it is linked to salary growth. (4) The article is useful to my research topic, as Trevor et al. suggest that there are numerous reasons for employee turnover and variances in employee motivation and performance.(5) The main limitation of the article is that the survey sample was restricted to mid-level management,(6) thus the authors indicate that further, more extensive, research needs to be undertaken to develop a more in-depth understanding of employee turnover and job performance.(7) This article will not form the basis of my research; however it will be useful supplementary information for my research on pay structures.	Key (1) Citation (2) Introduction (3) Aims & Research methods (4) Usefulness (5) Limitations (6) Conclusions (7) Reflection (explain how this work illuminates your topic or how it will fit in with your research)

Assessment 2

Prepare a comprehensive program of identification to select students for participation in ONE of the following:

- A gifted class at a school where a large (50%) cohort of students do not have English as a first language
- A gifted class at a school where a large (50%) cohort of students are of Indigenous background
- A special class for gifted students who are performing below their potential at a school where a large (50%) cohort of students come from a low socio-economic status background
- A gifted class at a school in which you work (please specify the socio-demographic characteristics of the student body of your school in the program of identification)

The program will need to:

- Specify the year/stage/level of the class
- Appropriately incorporate the multiple issues that need to be considered in the formulation of a program of identification of gifted students (which should include, but not be limited to, the definition of giftedness, legal requirements/policy guidelines, the selection of identification instruments, the manner in which identification data will be collected/analysed, and the educational interventions to be provided)
- Provide details on the personnel to be involved (including qualifications, experience, and role in the identification process)
- Be informed by wide and appropriate reading that goes substantially beyond the prescribed readings for the course

The total word limit is 3,500 words excluding references and appendices. APA Style (6th edition) **guidelines should be followed. All text should be double-spaced** (12-point Times New Roman).

There should be minimal use of old references (an indication is provided of what is considered an "old" reference in the requirements for Assessment One).

Please also refer to the feedback sheets, which contain marking criteria, for both assessment tasks.

Hurdle Requirement

As this is an online course, posts on Weekly Discussion Forums relating to the content for that week are expected in lieu of physical attendance. Each student will be asked to self-select into groups FOUR times during the course using Group Selector - on the basis of Role in School, State/Territory of residence, Years of Teaching Experience, and the Creativity Test that he/she wishes to implement (some of these groupings are used in more than one week).

The Weekly Discussion Forums will begin with a question/statement/activity posted by the course co-ordinator. **All students are expected to post at least one response to the question/statement/activity (300 words MAXIMUM)** AFTER completing all the other activities for the week, incorporating elements of the lectures/video clips/workshops/readings in the posts. Moreover, all students are strongly encouraged to respond/provide feedback to the posts of other students. **Try your best to make your posts by the Sunday evening at the end of each week**, although if unusual/exceptional circumstances mean that this deadline cannot be met, you may have until the following Sunday evening. **All students are expected to complete posts for at least 7 of the 8 weeks the course is run to successfully complete this course**.

All posts should be thorough, grammatically correct, and be an appropriate response to the stimulus question/statement/activity or a post from a fellow student. If the content of the post is initially prepared using MS Word (which is encouraged), please post responses in the discussion forums as text rather than attachments (please refer to the FAQ section if any difficulties are experienced in copying/pasting text from MS Word into the Weekly Discussion Forums). APA style guidelines need to be followed to reference research.

Student Name: Student No.:

Assessment Task 1

SPECIFIC CRITERIA	(-) ————————➤ (+)				
Understanding of the question or issue and the key concepts involved • Appropriateness of the annotated bibliography • Adequacy of the annotated bibliography • Demonstration of accurate, broad and deep understanding of the key concepts related to the identification of gifted students					
Depth of analysis and/or critique in response to the task • Evaluation of the research literature for appropriateness to the task • Presentation of accurate interpretations of the research • Establishment of the strengths and weaknesses of research • Demonstration of independent thought					
Familiarity with and relevance of professional and/or research literature used to support response • Demonstration of independent reading beyond prescribed materials • Appropriateness of the selection of research literature					
Structure and organization of response • Appropriateness of the structure of the annotated bibliography • Logical sequencing of ideas					
Presentation of response according to appropriate academic and linguistic conventions • Clarity of writing (e.g., vocabulary, spelling, punctuation) • Use of a serious, formal and academic style • Use of appropriate conventions in academic writing • Readability					
GENERAL COMMENTS					

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**

Student Name: Student No.:

Assessment Task 2

SPECIFIC CRITERIA	(-)				→	(+)
Understanding of the question or issue and the key concepts involved • Appropriateness of the program of identification • Adequacy of the program of identification						
Depth of analysis and/or critique in response to the task • Presentation of insightful and accurate interpretations of the research • Appropriateness of the application of the research to the task • 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 organization 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 • Use of a serious, formal and academic style of writing • Use of appropriate conventions in academic writing • Clarity of tables/figures • Readability						
GENERAL COMMENTS						

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.**