



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST5808**

**Key Concepts and Issues in Gifted Education**

**Term 3, 2019**

**(online)**

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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  
EDST 5808 Key Concepts and Issues in Gifted Education (6 units of credit)  
Term 3, 2019

## 2. STAFF CONTACT DETAILS

Course Coordinator(s): Geraldine Townend  
Email: [g.townend@unsw.edu.au](mailto:g.townend@unsw.edu.au)  
Office Location: Kens Morven Brown  
Phone: +61 (2) 9385 8004  
Availability: Email for an appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Key Concepts and Issues in Gifted Education
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	Online <a href="http://classutil.unsw.edu.au/EDST_T3.html">http://classutil.unsw.edu.au/EDST_T3.html</a>

## 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**

- Requested was a 200-300-word limit for weekly discussion forum – this suggestion has been adopted.
- Requested that it is compulsory to respond to others in the discussion forum – this suggestion has been adopted
- Requests to understand how to identify more thoroughly – a guest expert in the field of identification will be interviewed by Dr Townend – the interview will be available online for all students.

## STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify and evaluate the current issues and attitudes affecting the education of intellectually/academically gifted students.	1,2,3
2	Discuss ways in which intellectually gifted students differ from age-peers in both their cognitive and socio-affective development.	1,2
3	Assess the causes of academic underachievement in gifted students	1,2
4	Examine some of the common myths associated with the learning needs of gifted students.	3
5	Discuss ways in which teachers may be able to identify gifted students	2,3

## PROGRAM LEARNING OUTCOMES

Capability		Assessment/s
	<b>Advanced disciplinary knowledge and practices</b>	
1	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.	1,2,3
	<b>Enquiry-based learning</b>	
2	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
	<b>Cognitive skills and critical thinking</b>	
3	Demonstrate advanced critical thinking and problem solving skills	1,2,3
	<b>Communication, adaptive and interactional skills</b>	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	2,3
	<b>Global outlook</b>	
5	Demonstrate an understanding of international perspectives relevant to the educational field	2,3
	<b>Ethics</b>	
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1,2,3

## AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard		Assessment/s
1.2.3	Expand understanding of how students learn using research and workplace knowledge.	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
3.3.3	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking	1
3.6.2	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.	2

6.2.2	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities	2
6.4.2	Undertake professional learning programs designed to address identified student learning needs.	2

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The content of the course provides you with an overview of the major issues relevant to the education of gifted and talented students. The teaching approach attempts to actively engage you in discussion of current theory and practice and assists you in learning new information and skills related to key concepts in gifted education. You will be required to take responsibility for your 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 be intensive for 8 weeks, from week 1 Term 3 (week starting 16 September, 2019) to week 8 Term 3 (week starting 4 November, 2019) . Each of these weeks will require approximately 3 hours per week for online activities (24 contact hours 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 lectures\* and workshops (listed below), writing and reflecting in response to weekly activity questions, and posting and responding to posts on the discussion forums. Additional readings are also required for each week (See Moodle). Tutors will post activities, moderate discussion forums and respond to comments and questions.

**\* All lectures are pre-recorded.**

<b>T3 Module</b>	<b>Course Module</b>	<b>Completion Time</b>	<b>Topic Questions, Lectures &amp; Workshops</b>
Week 1	Week 1	3 hours	<b>Topic: How has giftedness been defined?</b> <ul style="list-style-type: none"> <li>• Lecture: Historical Background</li> <li>• Lecture: Myths &amp; Misconceptions</li> <li>• ≈</li> </ul>
Week 2	Week 2	3 hours	<b>Topic: How has giftedness been defined?</b> <ul style="list-style-type: none"> <li>• Workshop: Definitions</li> <li>• Assignment Help</li> </ul>
Week 3	<i>Assessment 1 preparation time</i>		<b>Convenor available to support assessment 1</b>
Week 4	Week 3	3 hours	<b>Topic: How do gifted children behave? What am I looking for in my classroom?</b> <ul style="list-style-type: none"> <li>• Workshop: Characteristics of Giftedness</li> <li>• Lecture: Family Dynamics</li> </ul>
Week 5	Week 4	3 hours	<b>Topic: How is creativity defined? How is it related to giftedness?</b> <ul style="list-style-type: none"> <li>• Lecture: Creativity</li> </ul>
Week 6	Week 5	3 hours	<b>Topic: Can gifted students underperform? How?</b> <ul style="list-style-type: none"> <li>• Lecture: Underachievement</li> <li>• Workshop: Addressing underachievement in gifted students</li> </ul>
Week 7	Week 6	3 hours	<b>Topic: How do different groups of gifted students behave?</b> <ul style="list-style-type: none"> <li>• Lecture: Twice Exceptionality</li> <li>• Lecture: Highly Gifted Students</li> </ul>
Week 8	Week 7	3 hours	<b>Topic: How will I identify gifted students?</b> <ul style="list-style-type: none"> <li>• Lecture: Introduction to Identification</li> </ul>
Week 9	<i>Assessment 2 preparation time</i>		<b>Convenor available to support assessment 2</b>
Week 10	Week 8	3 hours	<b>Topic: How can I provide for gifted students?</b> <ul style="list-style-type: none"> <li>• Lecture: Programming for gifted students</li> <li>• Workshop: Advocacy</li> </ul>

## 7. RESOURCES

All required readings will be supplied via Moodle. Additional research will be required to complete some assignments.

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assignment 1: Reflection	1000 words	40%	1, 2, 4, 5	1,2,3,6	Friday 4/10/19 By 5.00pm
Assignment 2: Advocacy Article	1500 words	60%	2, 3, 4, 5	1,2,3,4,5,6	Friday 22/11/19 By 5.00pm

**NB: All referencing should follow APA 6<sup>th</sup> Edition guidelines (see Moodle for supporting material on referencing).**

### **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**

#### **Assignment 1: Reflection**

Prepare a paper that provides a reflection on gifted students/gifted education with reference to the literature.

See Moodle for supporting material on Assignment 1.

#### **Assignment 2: Advocacy Article**

Prepare an article about a myth or misconception in gifted education with reference to the literature.

See Moodle for supporting material on Assignment 2.

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

Student Name:

Student No.:

**Assessment Task: Assignment 1 Reflection**

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Exhibits accurate and elaborated breadth and depth of understanding of the key concepts in the pre-reading papers.</li> <li>• Demonstrates an appreciation of the limitations and temporary nature of conceptual knowledge in the field.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Presents insightful and accurate interpretation of the research evidence; establishes strengths and weaknesses of research; and presents an in-depth analysis and evaluation of major points of view.</li> <li>• Effectively evaluates current practices and beliefs and relates theory with practice.</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>• Uses sources which are relevant and appropriate to the purpose of the reflection. The sources utilised connect well with key ideas of the reflection, and are explored with an appropriate level of detail.</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• All expectations and conventions for reflections utilised, and creatively interpreted to suit personal style and the specific execution of the task. A unique but appropriate presentation of work.</li> <li>• Highly organised and easy to follow. All information is clear, highly appropriate, and consistently correct.</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clear, consistent and appropriate use of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• Clear and appropriate use of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer**

**Date**

**Recommended:**        /20        (FL PS CR DN HD)

**Weighting:**        20%

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: Assignment 2: Advocacy Article**

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>Exhibits accurate and elaborated breadth and depth of understanding of the key concepts in the knowledge domain. Demonstrates an appreciation of the limitations and temporary nature of conceptual knowledge in the field.</li> <li>Demonstrates a thorough and accurate understanding of Gagné's model and a range of ways to utilise it in the classroom.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Presents insightful and accurate interpretation of the research evidence; establishes strengths and weaknesses of research; and presents an in-depth analysis and evaluation of major points of view.</li> <li>Significant demonstration of originality and independent thought.</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>Strong evidence of independent reading beyond the provided materials. Uses sources which are valid, reliable and relevant to the topic, and appropriate to the purpose of the review.</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>All expectations and conventions for academic papers used, with all expected attributes present and creatively interpreted to suit personal style and the specific execution of the task. A unique but appropriate presentation of work.</li> <li>Highly organised and easy to follow. All information is clear, highly appropriate, and consistently correct.</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>Clear, consistent and appropriate use of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>Clear and appropriate use of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer**

**Date**

**Recommended: /20 (FL PS CR DN HD)**

**Weighting: 30%**

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.