EDST5808

Key Concepts and Issues in Gifted Education

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Peta Hay	p.hay@unsw.edu.au	By Appointment	120 John Goodsell Building	+61 2 9385 1037

School Contact Information

School of Education
Arts and Social Sciences
Level 1, John Goodsell Building (F20)

T: +61 (2) 9385 1977
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Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information,
see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

Credit Points 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the 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.

At the conclusion of this course the student will be able to

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

Teaching Strategies

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.

Rationale

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.

Australian Professional Graduate Teaching Standards

Standard	Description
1.2.3	Expand understanding of how students learn using research and workplace knowledge.
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.
3.3.3	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking
3.6.2	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
6.2.2	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
6.4.2	Undertake professional learning programs designed to address identified student learning needs.

Assessment

General assessment information may be accessed in Moodle.

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Reflection	40%	1,2,4,5	1.2.3,1.5.3,3.3.3	20/08/2018 05:00 PM
Advocacy article	60%	2,3,4,5	1.2.3,3.6.2,6.2.2,6.4.2	03/10/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Reflection

Start date: Not Applicable

Details: Task 1 - Prepare a paper that provides a reflection on gifted students/gifted education with reference to the literature.Students will receive written feedback within 10 days of submission

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Advocacy article

Start date: Not Applicable

Details: Task 2 - Prepare an article about a myth or misconception in gifted education with reference to the literature.Students will receive written feedback within 10 days of submissionThis is the final assessment task.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

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Assessment Task: Reflection

Specific Criteria	(-)————————>(+)				

Understand 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)
    ◦ Accuracy of content					

Depth of anaysis and/or critque 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
    ◦ Demonstration of original and independent thought					

Familiarity with and relevnce 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 (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:					

Specific Criteria	(-)————————————>(+)

Lecturer

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

NB: this ticks in the various boxes and 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, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

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Assessment Task: Advocacy article

Specific Criteria	(-)———————>(+)				

Understand 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)
    ○ Accuracy of the content					

Depth of anaysis and/or critque in response to the task
 	
    ○ Demonstration of deep and critical thinking about the issues associated with the myth or misconception
    ○ Presentation of insightful interpretations of the research evidence
    ○ Demonstration of original and independent thought					

Familiarity with and relevnce 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 (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
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General comments/recommendations for next time:					

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Lecturer

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Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non–percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore 17 – [25 (0.05 x 3)] = 13.25

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:
https://student.unsw.edu.au/special-consideration

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

Course Schedule

[View class timetable]

Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Topic	How have giftedness and intelligence been defined?
Week 2: 30 July - 5 August	Topic	How can beliefs and definitions influence practice?
Week 3: 6 August - 12 August	Topic	What are intellectually gifted students like?
Week 4: 13 August - 19 August	Topic	How will I identify intellectually gifted students?
Week 5: 20 August - 26 August	Topic	Why don't gifted students always perform well?
Week 6: 27 August - 2 September	Topic	How do different gifted students' needs vary?
Week 7: 3 September - 9 September	Topic	How do I find and nurture creativity?
Week 8: 10 September - 16 September	Topic	Where do I start?

Resources

Prescribed Resources

Resources are accessible in Moodle

Recommended Resources

Resources are accessible in Moodle

Course Evaluation and Development

Feedback will be sought from students using multiple channels (e.g., live video chat sessions, email, formal course evaluations). Such feedback will be regularly assessed to make any necessary changes either during the running of the course, or in future offerings of the course.

Some of the changes introduced into the course based on feedback received from students in previous years include a reduction to the number of compulsory readings and the making of refinements to the assessment tasks.

Image Credit

Synergies in Sound 2016

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