

EDST5803

Developing Effective Programs for Gifted Students

Term 1, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Marie McGregor	marie.mcgregor@unsw.edu.au	Email for an appointment	Morven Brown G25	

School Contact Information

School of Education
Arts, Design and Architecture
Ground Floor, Morven Brown Building (F20)

T: +61 (2) 9385 1977

E: education@unsw.edu.au

W: <https://www.arts.unsw.edu.au/education>

Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 6

Workload

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

Summary of the Course

This course focuses on current research on the components of appropriate program development for gifted and talented students. Program models currently used in Australia and internationally will be critically evaluated. You will be required to conduct needs analyses, develop program goals and design programs appropriate for gifted students within the administrative structures and education systems of their state or country. Research on the effectiveness of enrichment, acceleration and various forms of ability, achievement and interest grouping will be closely examined, with particular attention to the effects of these strategies on the students' academic and social development. The need for counselling and mentoring to be included in programs for gifted students and programs designed to include minority, twice-exceptional and underachieving students will also be a focus.

Course Learning Outcomes

1. Critique the current educational and social issues and attitudes affecting the development of special programs for gifted students in the Australian and international context.
2. Discuss ways in which intellectually gifted students differ from age-peers in both their cognitive and socioaffective development, and the implications of this for ability grouping and acceleration.
3. Analyse the appropriateness of a range of ability grouping and accelerative procedures for gifted students in their particular school context.
4. Evaluate the effectiveness of educator's current school or jurisdiction policy on the education of gifted and talented students, in terms of how effective a platform it provides for program development.
5. Make professional decisions, on the basis of research findings, on the development, in educator's schools, of programs of ability grouping and acceleration for academically gifted students.

Teaching Strategies

Teaching strategies: The course includes a variety of learning strategies that focus on providing flexible and personal learning through the use of online lessons. The course engages students in learning through the use of online lectures and workshops presented by a variety of local and international expert educators in the field of gifted education. Online weekly activities will use a range of teaching strategies to involve students in critical, creative and reflective thinking processes. Online discussion forums will allow students to challenge and refine their ideas with peers and tutors, and to share from their personal experience. Students will be encouraged to critically evaluate their current practices and understanding of programming for gifted students, and to redesign practices on the basis of current research. The self-directed reading provided online will broaden student understanding of current research and practice in the area of programming for gifted students. The preparation of written assignments will draw on student reflection on current practice, assist with thinking about how to disseminate their learning in their work environment, and consider ways to evaluate and enhance current practice within the classroom, and across school and education systems

Rationale: The content of the course provides an overview of the major issues that may be relevant to educational programming for gifted and talented students. Online lectures, workshops, activities, and required readings explore current theory and practice on a range of issues in the grouping and acceleration of gifted and talented students, allowing students of the course to learn new information and skills. Student ideas will be refined through online post discussions and educational activities, which will assist students to become more thoroughly familiar with practices which are shown to be effective in programming for gifted and talented students.

These activities, and the two assessments, will also enhance students' ability to assess, alter and adapt programming options that are currently used in order to reflect research-based practice and contextual needs.

Assessment

APA 7th edition should be followed for all written submissions.

Further information is provided on Moodle in the assessment section.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Program evaluation	40%	11/03/2022 05:00 PM	1, 2, 3, 4
2. Program proposal	60%	22/04/2022 05:00 PM	2, 3, 4, 5

Assessment 1: Program evaluation

Due date: 11/03/2022 05:00 PM

Report on evaluation of a gifted program

2500 words

Students will receive written feedback within 10 days of submission

Additional details

Write an evaluation report (2500 words) of a current, past, or hypothetical school gifted program.

More assessment details are available on Moodle.

Assessment 2: Program proposal

Due date: 22/04/2022 05:00 PM

Proposal for a new gifted program

3500 words

Student will receive written feedback within 10 days of submission.

Additional details

Write a program proposal to address needs identified in Assessment 1 (3500 words).

More Assessment details are available on Moodle.

RUBRIC/FEEDBACK SHEET
EDST5803 DEVELOPING EFFECTIVE PROGRAMS FOR GIFTED
STUDENTS
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Program evaluation

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Exhibits accurate and elaborated breadth and depth of understanding of the key concepts in the course. • Applies theory to school context and acknowledges complexities around practical applications of research. 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • 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. • Effectively reflects on and evaluates teaching practices and school-wide programming for gifted students. 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Uses sources that are relevant to educational needs of gifted students and effective programming strategies. • Demonstrates thorough understanding of the key issues and findings of the research and literature. research pertaining to the educational needs of gifted students and appropriate programming for gifted students. 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • All expectations and conventions followed for a formal report, with all expected attributes present and creatively interpreted to suit personal style and specific execution of the task. A unique 					

Specific Criteria	(-)—————>(+)				
<p>but appropriate presentation of work.</p> <ul style="list-style-type: none"> Highly organised and easy to follow. All information is clear, highly appropriate, and consistently correct. 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> Clear, consistent, and appropriate use of conventions for quoting, paraphrasing, attributing sources, and listing references. Clear and appropriate use of sentence structure, vocabulary, spelling, punctuation, and word length. 					
<p>General comments/recommendations for next time:</p>					

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 contextualise 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.

RUBRIC/FEEDBACK SHEET
EDST5803 DEVELOPING EFFECTIVE PROGRAMS FOR GIFTED
STUDENTS
UNSW SCHOOL OF EDUCATION

Assessment Task 2: Program proposal

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Exhibits accurate and elaborated breadth and depth of understanding of the key concepts in the knowledge domain. • Relates understandings of theory to practice. • Provides an adequate description of the program and problem it addresses. 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • 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. • Effectively evaluates programming practices and provides well supported, creative recommendations and solutions. 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • 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. 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • All expectations and conventions followed for a presentation, and report, 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. 					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> Highly organised and easy to follow. All information is clear, highly appropriate, and consistently correct. 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> Clear, consistent, and appropriate use of conventions for quoting, paraphrasing, attributing sources, and listing references. Clear and appropriate use of sentence structure, vocabulary, spelling, punctuation, and word length. 					
<p>General comments/recommendations for next time:</p>					

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 contextualise 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.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face-to-face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

Course Schedule

[View class timetable](#)

Timetable

Date/Module	Type	Content
Module 1	Module	Essential Program Elements <ul style="list-style-type: none">• Assessing what is currently provided for gifted students at my school• Using ability and achievement grouping effectively for gifted students• Using counselling and mentoring effectively for gifted students• Using acceleration effectively for gifted students
Module 2	Module	Whole-school Programs <ul style="list-style-type: none">• Guiding program development• Developing a program that is embedded in school structures• Programming for specific groups of gifted students
Module 3	Module	Establishing and Maintaining Gifted Programs <ul style="list-style-type: none">• Implementing a program for gifted students• Evaluating a gifted program• Developing an effective policy

Resources

Prescribed Resources

All reading materials will be supplied to students via the Moodle website.

Course Evaluation and Development

Formative Feedback Processes: online notice boards will be used to collect student feedback throughout the course. The lecturer and tutors will explicitly address feedback points and model how to respond to feedback as a reflective educator. The use of online notice boards allows students to provide feedback anonymously.

Summative Feedback Processes: students will be requested to provide feedback on completion of the course. The myUNSW survey will gather information on various aspects of the course (i.e., relevance on content, expertise of teacher, pedagogical content knowledge of teacher, autonomy supportive practices, structure of lectures and tutorials, level of involvement of the lecturer/tutor including approachability, care, and respect)

Submission of Assessment Tasks

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.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

Image Credit

Synergies in Sound 2016

CRICOS

CRICOS Provider Code: 00098G