

EDST5807

Social and Emotional Development of Intellectually Gifted Children

Term 2, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Jae Jung	jae.jung@unsw.edu.au	Email to arrange an appointment	Morven Brown Building G27	

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

In this course, you will learn about the social, emotional and moral development of children of high intellectual potential. You will engage with current educational and psychological literature regarding the incidence of underachievement, lack of motivation, depression and 'dropping out' among gifted children. You will explore the influence of personal variables, including motivation, self-esteem, friendship choices and attitudes towards school and study, on the translation of high potential into high performance. Additionally, teaching strategies and class and school structures, which facilitate or impede the development of positive social attitudes and supportive peer relationships in gifted children will be critically analysed.

Course Learning Outcomes

1. Identify key issues about the socio-affective development of intellectually gifted students and link these with the educational needs of gifted students
2. Discuss the findings of studies on affective outcomes to explore the implications of asynchronous development for peer relationships and socialisation
3. Apply research-based decision making to select appropriate various educational interventions and strategies to support the socio-affective needs of gifted students
4. Examine the influence of teacher attitudes and family values and behaviours in fostering or impeding talent development

National Priority Area Elaborations

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	4-6	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.	2-7	1,2
F	Teaching Students from Non-English-Speaking Backgrounds.	3,9-10	1,2

Teaching Strategies

Rationale:

Understanding the socio-affective 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 strategies, whilst convincingly articulating the rationale behind their views, choices and actions.

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 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 online forum to develop understanding of the socio-affective issues experienced by gifted students in today's educational contexts;
- reflection on learning to allow students to critically analyse and evaluate practices and issues discussed.

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

Assessment

Course Expectations

As this is an online course, posts on Forums relating to the content for each module are expected in lieu of physical attendance.

The Forums will begin with a question or activity posted by the course co-ordinator. **All students are expected to post at least one response to the question or activity (300 words MAXIMUM) AFTER** completing all of the other activities for the module, incorporating elements of these activities (e.g., readings, audio clips) 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 the prescribed week for each module**, although if this deadline cannot be met, you may have until the following Sunday evening. **All students are expected to complete posts for at least 4 of the 7 modules in the course.**

All posts should be thorough, grammatically correct, and be an appropriate response to the stimulus question or 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 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 Forums). APA style guidelines need to be followed to reference research.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Reading Responses	40%	01/07/2022 05:00 PM	1, 4
2. Planning, implementaion and evaluating programs, models, and/or strategies Evaluation and Plan	60%	10/08/2022 05:00 PM	1, 2, 3

Assessment 1: Reading Responses

Due date: 01/07/2022 05:00 PM

Task: Select two course readings and write a response to each reading.

Length: 2000 words

Feedback: Students will receive written feedback within 10 business days of submission.

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

Additional details

Provide a “reading response” to **two** of the readings from the following list (all of these readings are prescribed compulsory or supplementary readings for the course):

- Tirri, K., Tallent-Runnels, M., & Nokelainen, P. (2005). A cross-cultural study of preadolescents’

- moral, religious, and spiritual questions. *British Journal of Religious Education*, 27(3), 207–214.
- Estell, D. B., Farmer, T. W., Irvin, M. J., Crowther, A., Akos, P., Boudah, D. J., et al. (2009). Students with exceptionalities and the peer group context of bullying and victimization in late elementary school. *Journal of Child and Family Studies*, 18(2), 136–150
 - Grant, A. (2013). Young gifted children transitioning into preschool and school: What matters? *Australasian Journal of Early Childhood*, 38(2), 23-31.
 - Derryberry, W. P., Wilson, T., Snyder, H., Norman, T., & Barger, B. (2005). Moral judgment developmental differences between gifted youth and college students. *The Journal of Secondary Gifted Education*, 17(1), 6 - 19.
 - Bailey, C.L. (2010). Overexcitabilities and sensitivities: Implications of Dabrowski's theory of positive disintegration for counseling the gifted. *Article 10*. Retrieved [online] from: http://counselingoutfitters.com/vistas/vistas10/Article_10.pdf.
 - Speirs Neumeister, K. L., Williams, K. K., & Cross, T. L. (2009). Gifted high-school students' perspectives on the development of perfectionism. *Roeper Review*, 31(4), 198–206.
 - Mofield, E. L., & Parker Peters, M. (2015a). Multidimensional perfectionism within gifted suburban adolescents: An exploration of typology and comparison of samples. *Roeper Review*, 37(2), 97-109.
 - Lee, S.-Y., Olszweski-Kubilius, P., & Thomson, D. (2012). Academically gifted students' perceived interpersonal competence and peer relationships. *Gifted Child Quarterly*, 56(2), 90-104.
 - Jung, J. Y., Barnett, K., Gross, M. U. M., & McCormick, J. (2011). Levels of intellectual giftedness, culture, and the forced-choice dilemma. *Roeper Review*, 33(3), 182-197.
 - Peterson, J. S., & Ray, K. E. (2006). Bullying and the gifted: Victims, perpetrators, prevalence, and effects. *Gifted Child Quarterly*, 50(2), 148–168.
 - Donnison, S., & Marshman, M. (2018). Empowering gifted and talented youth: The "N" youth activity precinct. *Australasian Journal of Gifted Education*, 27(1), 47-58.
 - Hebert, T. P., & Kent, R. (2000). Nurturing social and emotional development in gifted teenagers through young adult literature. *Roeper Review*, 22(3), 167-72.
 - Peterson, J. S., & Lorimer, M. R. (2011). Student response to a small group affective curriculum in a school for gifted children. *Gifted Child Quarterly*, 55(3), 167-180.

Structure

The reading response should be organised around the **6Rs framework**, and therefore will involve (1) Reading, (2) Reviewing, (3) Reflecting, (4) Responding, (5) Requestioning, and (6) Referencing each of the two chosen readings.

6Rs Framework

(1) Read the selected reading

(2) Review and outline key content or issues in the reading that are relevant to your educational context and teaching experience (if you are not currently working at a school, you may refer to an educational context/experience that you are familiar with, such as the educational context/experience of a school that you attended). Explain how specifically each key content or issue in the reading is relevant to your educational context/teaching experience.

(3) Reflect on and explain how the identified content of the reading could support changes in your own teaching and/or your school's practice to support the social/emotional development of gifted students.

(4) Respond by describing the expected implications of the proposed changes to your teaching/ school's

practice for teachers, students, parents, and other stakeholders in the social/emotional development of gifted students.

(5) What three questions arose for you from each reading and **what are your answers to these three questions?**

(6) Referencing: You will need to reference each of the two selected readings at the beginning of each reading response. You may also make reference to other readings to complete each reading response (if you choose to do so, you will need a reference list for each reading response).

The total word limit is 2,000 words (excluding the reference list). APA Style **guidelines should be followed**. All text should be **double-spaced** (12-point Times New Roman).

Please also refer to the feedback sheet, which contains marking criteria.

Assessment 2: Planning, implementaion and evaluating programs, models, and/or strategies Evaluation and Plan

Due date: 10/08/2022 05:00 PM

Task: Evaluate a program, model or strategy associated with course content that you would like to use in the future, and develop a plan of action to promote talent development by scaffolding social and emotional learning needs of gifted students in your educational context.

Length: 3000 words.

Feedback: Students will receive written feedback within 10 business days of submission.

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

Additional details

Provide an evaluation, and a detailed plan for the implementation or refinement, of a program/model/strategy designed to support the social-emotional needs of gifted students.

Please ensure that your assessment task includes the following elements:

- **Background:** Provide a one-page outline of the background context of the school that you are working in (if you are not currently working at a school, you may refer to an educational context that you are familiar with, such as the educational context of a school that you attended). Please include details of the type of school, grade/s taught, students' backgrounds and domain(s)/levels of giftedness, students' learning needs, students' social-emotional needs, topic/subject area, teacher's expertise, strategies currently used, and social-emotional programs currently run in the school.
- **Evaluation of a program, model, or strategy:** Select and describe a program, model, or a strategy covered in this course that you have used at your school or would like to use in the future. Evaluate the strengths and weaknesses of the program/model/strategy with respect to its usefulness in supporting the social-emotional needs of gifted students at your school.
- **Detailed plan for implementation or refinement:** Prepare a detailed plan that outlines the

actions that need to be taken to implement or refine the selected program/model/strategy to support the social-emotional needs of gifted students at your school. Please give consideration to the personnel to be involved (e.g., qualifications, experience, and role) and any logistical issues, as appropriate. Furthermore, please explain how specifically the implementation or refinement of the program/model/strategy will benefit gifted students at your school.

Please ensure that the assessment task is informed by **wide and appropriate reading** that goes substantially beyond the prescribed (compulsory and supplementary) readings for the course.

You may choose any format for the assessment task (e.g., report, PowerPoint presentation that makes use of the Notes function to provide details, website). **The total word limit is 3,000 words** (excluding the reference list). APA Style **guidelines should be followed. All text should be double-spaced** (12-point Times New Roman).

Please also refer to the feedback sheet, which contains marking criteria.

RUBRIC/FEEDBACK SHEET
EDST5807 SOCIAL AND EMOTIONAL DEVELOPMENT OF
INTELLECTUALLY GIFTED CHILDREN
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Reading Responses

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Appropriateness of the reading responses • Adequacy of the reading responses • Demonstration of accurate, broad and deep understanding of the key concepts related to the social/emotional development of gifted students 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Evaluation of the research literature with respect to the task • Presentation of accurate interpretations of the research • Establishment of the implications of the research literature for practice • Demonstration of independent thought 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Demonstration of careful reading of each selected reading 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of the structure of the response • Logical sequencing of ideas 					

Specific Criteria	(-)—————>(+)				
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • 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 • Respect for word limits 					
<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
EDST5807 SOCIAL AND EMOTIONAL DEVELOPMENT OF
INTELLECTUALLY GIFTED CHILDREN
UNSW SCHOOL OF EDUCATION

Assessment Task 2: Planning, implementation and evaluating programs, models, and/or strategies Evaluation and Plan

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Appropriateness of the response to the task • Adequacy of the response to the task 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • 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 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Appropriateness of the reading of the literature • Breadth of the reading of the literature 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of structure/organisation • Logical sequencing • Flow of ideas • Overall cohesiveness 					

Specific Criteria	(-)—————>(+)				
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • 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 • Respect for word limits 					
<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	Type	Content
Week 1: 30 May - 3 June	Module	Module 1: Introduction <ul style="list-style-type: none">• Socio-emotional characteristics• Socio-emotional issues
Week 2: 6 June - 10 June	Module	Module 2: Moral development <ul style="list-style-type: none">• Moral reasoning• Empathy
Week 3: 13 June - 17 June	Module	Module 3: Overexcitabilities <ul style="list-style-type: none">• Emotional• Psychomotor• Intellectual• Imaginational• Sensual
Week 4: 20 June - 24 June	Module	Module 4: Perfectionism <ul style="list-style-type: none">• Healthy perfectionism• Unhealthy perfectionism
Week 5: 27 June - 1 July	Assessment	Assessment 1 Due at 5pm AEST, Friday 1 July 2022
	Assessment	Reading Responses
Week 6: 4 July - 8 July	Module	Module 5: Social Relationships <ul style="list-style-type: none">• Friendship• Bullying

Week 7: 11 July - 15 July	Module	Module 6: Affective/Socio-Emotional Curriculum <ul style="list-style-type: none"> • Krathwohl's Taxonomy • Williams Taxonomy • Socio-emotional Learning
Week 8: 18 July - 22 July	Module	Module 7: Other Socio-Emotional Interventions <ul style="list-style-type: none"> • Small group discussion • Service projects • Bibliotherapy • Guided viewing of film
Week 9: 25 July - 29 July	Module	Module 7 (continued): Other Socio-Emotional Interventions <ul style="list-style-type: none"> • Small group discussion • Service projects • Bibliotherapy • Guided viewing of film
Week 10: 1 August - 5 August	Assessment	Preparation of Assessment Task 2, due at 5pm AEST, Wednesday, 10 August 2022.

Resources

Prescribed Resources

Resources for the course will be available to students in Moodle.

Recommended Resources

Resources for the course will be available to students in Moodle.

Course Evaluation and Development

Feedback from previous student cohorts has led to the inclusion of more readings that are specific to primary school settings in the Reading List.

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