EDST5802

Identification of Gifted Students

Summer, 2022

Course Overview

Staff Contact Details

Convenors

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

School Contact Information

School of Education
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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

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.

Course Learning Outcomes

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

Australian Professional Standards for Teachers

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 by: 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

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.

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.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Annotated bibliography	40%	12/01/2022 05:00 PM	1, 2
2. Identification program	60%	27/01/2022 05:00 PM	2, 3, 4

Assessment 1: Annotated bibliography

Submission notes: The due time/date for this assessment task is: 5pm AEDT (Sydney time) Wednesday, 12 January 2022
Due date: 12/01/2022 05:00 PM

Task 1 - Annotated bibliography - 2000 words

Students will receive written feedback within two weeks of submission

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

Additional details

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 (7th 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: https://guides.libraries.psu.edu/emp).

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 Task 1.

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(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)

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

Assessment 2: Identification program

Submission notes: The due time/date for this assessment task is: 5pm AEDT (Sydney time) Thursday 27 January 2022
Due date: 27/01/2022 05:00 PM

Task 2 - Program for identifying gifted students - 3500 words. This task will require students to prepare a comprehensive program of identification of gifted students. The program should give consideration to the adopted definition of giftedness, legal requirements/policy guidelines, identification instruments, data collection/analysis, and the educational interventions to be provided.

Students will receive written feedback within two weeks of submission.

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

Additional details

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 cohort of students do not have English as a first language
- A gifted class at a school where a large 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 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 (compulsory or supplementary) for the course

The total word limit is 3,500 words excluding references and appendices. APA Style (7th 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 sheet, which contains marking criteria.

RUBRIC/FEEDBACK SHEET
EDST5802 IDENTIFICATION OF GIFTED STUDENTS
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Annotated bibliography

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 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 organisation of response • Appropriateness of the structure of the annotated bibliography • Logical sequencing of ideas					

Specific Criteria	(-)————————————————>(+)				

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
 	
    • Respect for word limits					

General comments/recommendations for next time:					

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
EDST5802 IDENTIFICATION OF GIFTED STUDENTS
UNSW SCHOOL OF EDUCATION

Assessment Task 2: Identification program

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 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 organisation of response • Appropriateness of structure/organisation • Logical sequencing • Flow of ideas • Overall cohesiveness					
Presentation of response according to appropriate academic and linguistic conventions					

Specific Criteria	(-)——————————————>(+)				
• 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					
General comments/recommendations for next time:					

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.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course 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
1	Module	Definition of identification Purpose of identification Issues to be considered in the development of a program of identification
2	Module	Legal requirements relating to the identification of gifted students Policy guidelines relating to the identification of gifted students
3	Module	Intelligence tests Achievement tests
4	Module	Nominations/Rating scales Performance-based assessments Dynamic assessment Response to intervention
5	Module	Multiple criteria identification Selection of identification instruments Sequential vs. concurrent data collection/analysis Rules for combination/weighting of identification data

6	Module	Identification of twice exceptional students Identification of twice exceptional student sub-populations
7	Module	Identification/assessment of creativity Divergent thinking tests Consensual assessment technique
8	Module	Identification of underachieving gifted students Equivalence of the commonly used identification methods

Resources

Prescribed Resources

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

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

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