



School of Education

EDST4096 Responding to Gifted and Talented Students

Term 1, 2019

1. LOCATION

Faculty of Arts and Social Sciences

School of Education

EDST4096 Responding to Gifted and Talented Students (6 units of credit)

Term 1 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Peta Hay

Office Location:

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard

Assessment/s

6. COURSE CONTENT AND STRUCTURE

Module	Dates	Topic Focus
Week 1	20/2/19	The nature of giftedness Early definitions of giftedness Misconceptions Models of giftedness

Week 10	24/4/19	Programs and provisions Enrichment Ability grouping Acceleration Assessment 2 due: 26/4/19, 5pm
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7.

Assessment 2

Curriculum Differentiation (60% of the total assessment for the course)

2,500 words (excluding the reference list)

Due 26/4/19, 5pm, Week 11

Plan a series of three activities/tasks (which may include online activities/tasks) for a unit of work which the majority of students in the class will undertake. For each of these activities/tasks, describe the content and process (i.e., the way in which the content will be presented to students) and how you will differentiate the content and process for the gifted students in the class.

Students are also advised to carefully examine the specific criteria noted in the feedback sheet. Further details on Moodle.

Submission of Assessment Tasks

All assessments 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 their 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/>

Feedback

Assessment Task

Feedback Mechanism

Feedback Date

UNSW SCHOOL OF EDUCATION

FEEDBACK SHEET

EDST4096 RESPONDING TO GIFTED AND TALENTED STUDENTS

Assessment 1: Presentation Slides with Notes

Student Name:

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved Appropriateness of presentation content Adequacy of DMGT application to method area Adequacy of the identification recommendations Accuracy of content					
Depth of analysis and/or critique in response to the task Appropriateness of the application of research to the task Appropriateness of identification process Usefulness of the provided examples Demonstration of a deep level of understanding of the relevant issues Demonstration of original 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 Clarity of writing (spelling, punctuation), vocabulary, Use of appropriate language and presentation conventions Use of APA conventions (e.g., citations, paraphrasing, referencing) Clarity of tables, figures and graphics where applicable Compliance with word limit					
GENERAL COMMENTS/RECOMMENDATIONS					

Lecturer:

Recommended: /20 (FL PS CR DN HD)

Date:

Weighting: 40%

The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

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FEEDBACK SHEET
 EDST4096 RESPONDING TO GIFTED AND TALENTED STUDENTS
 Assessment 2: Curriculum Differentiation

Student Name:

Student No.:

SPECIFIC CRITERIA	(-) (+)				
Understanding of the question or issue and the key concepts involved Appropriateness of the response Adequacy of the response (i.e., consideration of all necessary issues)					
Depth of analysis and/or critique in response to the task Demonstration of deep and critical thinking of all relevant issues Presentation of insightful and accurate interpretations of the research Appropriateness of the application of the research 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 the 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 serious, formal and academic style of writing Use of APA conventions (e.g., citations, paraphrasing, reference list) Clarity of tables/figures (as applicable) Compliance with word limit					

GENERAL COMMENTS/RECOMMENDATIONS