

School of Education

EDST

## CONTENTS

**IMPORTANT:**

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.**



## PROGRAM LEARNING OUTCOMES

Capability		Assessment/s
	<b>Advanced disciplinary knowledge and practices</b>	
1	Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1,2
	<b>Enquiry-</b>	
2		

Module / Week	Completion Time	Topic Questions, Lectures & Workshops
1	3 hours	<b>Topic: How has</b>

## 7. RESOURCES

The textbook for the course is as follows: *Rimm, S. B., Siegle, D. B., & Davis, G. A. (2018). Education of the gifted and talented (7th edition). New York, NY: Pearson.* You may be interested in obtaining a copy of this book, as chapters in the book are required reading for Weeks 1, 3, 4, and 7 of the course. While the relevant chapters may be accessed in Moodle (i.e., the Prescribed Course Readings section), only the chapters for Weeks 1 and 3 relate to the 7th edition (the remaining chapters of the book that may be accessed in Moodle relate to the older 6th edition - nevertheless, the 6th and 7th editions of the textbook are not substantially different). A hard copy of the 7th edition of the textbook may be obtained from the UNSW Bookshop while Pearson also has an eBook option.

All other required readings will be supplied via Moodle. Additional research will be required to complete the assessment tasks.

## 8. ASSESSMENT

<b>Assessment Task</b>	<b>Length</b>	<b>Weight</b>	<b>Student Learning Outcomes Assessed</b>	<b>Program Learning Outcomes Assessed</b>	<b>Due Date</b>
Assignment 1: Reflection	2000 words	40%	1,2,4,5	1,2,3,4,5,6	25 March 2019 5pm
Assignment 2: Advocacy Article	3000 words	60%			

## Assignment 2: Advocacy Article

Write an article for an education website or a teacher journal about an issue in gifted education that is often misunderstood (i.e., a myth or misconception):

- (a) Explain the myth or misconception;
- (b) Make an evaluation of the myth or misconception with reference to the literature (e.g., including literature in at least two of the following areas: models/definitions of giftedness (e.g., Gagné's Differentiated Model of Giftedness and Talent), the characteristics of gifted students, identification, underachievement, sub-groups of gifted students, and creativity);
- (c) Discuss

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5808 KEY CONCEPTS AND ISSUES IN GIFTED EDUCATION

Student Name:  
 Assessment Task: Assignment 1 Reflection

Student No.:

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)					
<b>Understanding of the question or issue and the key concepts involved</b> Appropriateness of the reflection Adequacy of the reflection (i.e., consideration of all necessary elements)	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					
<b>Depth of analysis and/or critique in response to the task</b> Demonstration of deep and critical thinking about the selected issues Presentation of insightful and accurate interpretations of the research evidence Appropriateness of the application of the research to the task	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					



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 FEEDBACK SHEET  
 EDST5808 KEY CONCEPTS AND ISSUES IN GIFTED EDUCATION

Student Name:

Student No.:

Assessment Task: Assignment 2: Advocacy Article

SPECIFIC CRITERIA	(-) $\longleftarrow$ $\longrightarrow$ (+)				
<b>Understanding of the question or issue and the key concepts involved</b> Appropriateness of the advocacy article Adequacy of the advocacy article (i.e., consideration of all necessary elements)					
<b>Depth of analysis and/or critique in response to the task</b> Demonstration of deep and critical thinking about the issues associated with the myth or misconception Presentation of insightful and accurate interpretations of the research evidence Appropriateness of the application of the research to the task Demonstration of original and independent thought					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> Appropriateness of the reading of the literature Breadth of the reading of the literature					
<b>Structure and organisation of response</b> Appropriateness of structure/organisation Logical sequencing Flow of ideas Overall cohesiveness					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> 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					

**Lecturer**

**Date**

**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 contextualize and/or amend these specific criteria. \_\_\_\_\_