

Contents

1.	LOCATION	2
2.	STAFF CONTACT DETAILS	2
3.	COURSE DETAILS	2
	STUDENT LEARNING OUTCOMES	3
	PROGRAM LEARNING OUTCOMES	3
	AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS	4
4.	RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH	4
5.	TEACHING STRATEGIES	4
6.	COURSE CONTENT AND STRUCTURE	5
7.	RESOURCES	5
8.	ASSESSMENT	6

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.

STUDENT LEARNING OUTCOMES

Outcome

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

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

Hurdle Requirement

As this is an online course, posts on Weekly Discussion Forums relating to the content for that week are expected in lieu of physical attendance. Each student will be asked to self-select into groups FOUR times during the course using Group Selector -

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5802 IDENTIFICATION OF GIFTED STUDENTS

Student Name:

Student No.:

Assessment Task 1

SPECIFIC CRITERIA	(-) → (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> 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 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> 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 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> Demonstration of independent reading beyond prescribed 					

