



School of Education

EDST4096

Gifted and Talented Students

Term 1 2021

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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.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST4096 Responding to Gifted and Talented Students (6 units of credit)
Term 1 2021

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Peta Hay
Email: p.hay@unsw.edu.au
Availability: Email for an appointment

3. COURSE DETAILS

Course Name	Responding to Gifted and Talented Students
Credit Points	6 units of credit (6 uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html#EDST4096T1

SUMMARY OF COURSE

The course covers key issues in the education of gifted and talented students, with a focus on:

 ...tive and affective development and learning needs
 assessment techniques and identification processes
 ways of differentiating teaching in response to the characteristics and learning needs of individual gifted students; and
 the exploration of a range of teaching strategies and program options.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

The course was well received by students last year. Some interactive online activities have been added to the lectures, and some opportunities to ask questions anonymously.

STUDENT LEARNING OUTCOMES

Outcome	Assessment/s
1 Describe current issues in the education of gifted students	1
2 Match research on the cognitive and affective characteristics of gifted students to practical teaching strategies and individual learning needs	2
3 Differentiate teaching and learning for gifted students	2
4 Justify the need for multiple criteria identification processes and procedures, and relevant provisions to meet the academic, social and emotional needs of gifted students	1
5 Apply research-based decision-making to link identified characteristics with appropriate differentiated curriculum, teaching and learning.	2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard	Assessment/s
1.1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1
1.2.1 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1,2
1.5.1 Demonstrate knowledge and understanding of strategies for differentiating	

4.

Week 6	Flexibility Week no lectures or tutorials
Week 7	Curriculum differentiation II Tiered Instruction Complexity & abstraction Online Activity: Assessment 2 examples
Week 8	Curriculum differentiation III Instructional strategies: critical and creative thinking Classroom management of differentiation Online Activity: Assessment 2 examples
Week 9	Curriculum differentiation IV Strategies for twice exceptional students Strategies to reverse underachievement Online Activity: Assessment 2 examples
Week 10	Programs and provisions Ability grouping Acceleration Mentoring, Supporting social & emotional development Online Quiz 2 Available Assessment 2 due 22nd April 2021, 5pm

7. RESOURCES

Resources for the course may be accessed on Moodle.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
1. Presentation	5-8 minutes	40%	1, 4	1.1.1, 1.2.1	C4,7,9-10 E1-4,6-7,9-12 A11	16 th March 2021 by 5pm
2. Curriculum Differentiation	2500 words	60%	2, 3, 5	1.2.1, 1.5.1, 3.2.1, 3.3.1, 3.4.1	B3,7,9-10,12 C4,7,9-10 D7,9-10 E1-4,6-7,9-12 F11	22 nd April 2021 b

Assessment Details

Assessment 1

Presentation: Identification of Giftedness (40% of total assessment for the course)

5-8 minutes

Due: 16th March 2021 by 5pm

Record a 5-8 minute video presentation on how to identify giftedness in your method area.

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

Assessment 2

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

2500 words (excluding the reference list)

Due: 22nd April 2021 by 5pm

Plan three activities/tasks (NOT full lessons) for a unit of work that you would deliver to a mixed-ability class. For each of these activities/tasks, describe the content, process (i.e., the way in which the content will be presented to students) and product (what students are expected to do), and how you will differentiate the activities for the gifted students in the class. Choose a specific at risk population

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST4096 RESPONDING TO GIFTED AND TALENTED STUDENTS

Student Name:

Student No.:

Assessment 1: **Presentation**

SPECIFIC CRITERIA	
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Understanding of the question or issue and the key concepts involved	
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- Appropriate choice of presentation content
- Application of DMGT to method area
- Adequacy of the identification recommendations

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 FEEDBACK SHEET
 EDST4096 RESPONDING TO GIFTED AND TALENTED STUDENTS

Student Name:

Student No.:

Assessment 2: **Curriculum differentiation**

SPECIFIC CRITERIA					
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> Clear explanation of three activities/tasks including detail on content, process and relevant scaffolds Inclusion of relevant question examples Application of relevant models and frameworks Evidence of differentiation for gifted students Evidence of differentiation for at-risk gifted population 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> Justification of differentiation choices Presentation of insightful and accurate interpretations of the research Adaptations of activities/tasks based on context & student needs Demonstration of originality and independent thought 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p>					