



School of Education

EDST5808

Key Concepts and Issues in Gifted Education

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

EDST 5808 Key Concepts and Issues in Gifted Education (6 units of credit)

Term 1 2021

2. STAFF CONTACT DETAILS

Course Coordinator: Geraldine Townend

Email: g.townend@unsw.edu.au

Availability: Email to arrange an appointment.

STUDENT LEARNING OUTCOMES

Outcome

Assessment/s

6. COURSE CONTENT AND STRUCTURE

The course is structured to be completed online through Moodle and will involve 8 weeks of content to be spread out over Term 1. Each of these weeks will require approximately 3 hours per week of work (i.e., approximately 24 hours of work for the course). This time should be used each week to complete the learning activities (see Moodle each week for weekly activities). Learning activities each week will involve viewing pre-recorded lectures and workshops (topics listed below), writing and reflecting in response to weekly activity questions, and posting and responding to posts on the discussion forums. Additional reading will also be required for each week (see Moodle). The course coordinator will post activities, moderate discussion forums, and respond to questions.

There will be regular collaborate sessions to interact with the course convenor to discuss both course content and assessments. The week of 5-9 April will be a 'free/ assessment 2 preparation' week.

Module / Week	Completion Time	Topic Questions, Lectures & Workshops
1	3 hours	Topic: How has giftedness been defined? Historical Background Differentiated Model of Giftedness and Talent
2	3 hours	Topic: How can beliefs influence practice? Teacher attitudes Myths and misconceptions
3	3 hours	Topic: What are intellectually gifted students like? Characteristics of giftedness Levels of giftedness
4	3 hours	Topic: How will I identify intellectually gifted students? Introduction to identification
5	3 hours	Topic: Why don't intellectually gifted students always perform well? Underachievement Profiles of underachieving gifted students
6	3 hours	Topic: How do different groups of gifted students' needs vary? Twice Exceptionality Highly Gifted Students
7	3 hours	Topic: How do I find and nurture creativity? Definition of creativity Teaching creativity
Assessment 2 preparation week		
8	3 hours	Topic:

7. RESOURCES

The textbook for the course is as follows:

Assessment details

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

Student Name:
 Assessment Task 1: **Reflection**

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved Appropriateness of the reflection Adequacy of the reflection (i.e., consideration of all necessary elements)					
Depth of analysis and/or critique in response to the task 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 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 (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					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:
Recommended: /20 (FL PS CR DN HD)

Date:
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 contextualize 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.**

