



School of Education

EDST5807  
Social and Emotional Development of  
Intellectually Gifted Students

Term 2 2020

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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 and Social Sciences

School of Education

EDST5807 Social and Emotional Development of Intellectually Gifted Students (6 units of credit)

Term 2 2020

## **2. STAFF CONTACT DETAILS**

## STUDENT LEARNING OUTCOMES

| Outcome |   | Assessment/s |
|---------|---|--------------|
| 1       | Identify key issues about the socio-affective development of intellectually gifted students and link these with the educational needs of gifted students.           | 1, 2         |
| 2       | Discuss the findings of studies on affective outcomes to explore the implications of asynchronous development for peer relationships and socialisation              | 2            |
| 3       | Apply research-based decision making to select appropriate various educational interventions and strategies to support the socio affective needs of gifted students | 2            |
| 4       |   |              |



## 6. COURSE CONTENT AND STRUCTURE

| <b>Module</b> | <b>Topic</b>   |
|---------------|--|
| Module 1      | Introduction:<br>Socio-emotional characteristics<br>Socio-emotional issues |
| Module 2      | Moral development:   |

## **7. RESOURCES**

Resources for the course will be available to students in Moodle.

## **8. ASSESSMENT**

| <b>Assessment Task</b> | <b>Length</b> | <b>Weight</b> | <b>Student Learning Outcomes Assessed</b> |
|------------------------|---------------|---------------|---|
|------------------------|---------------|---------------|---|

**Assessment Details**

**Assessment 1: Reading responses**

Due: Monday 6



**(5) What three questions** arose for you from each reading and **what are your answers to these three questions?**

**(6) Referencing:** You only need to reference each of the required readings at the beginning of each reading response. You are not expected to have any other references or appendices for this assessment task.

**The total word limit is 2,000 words. APA Style guidelines should be followed. All text should be double-spaced** (12-point Times New Roman).

## **Assessment 2: Planning, implementing, and evaluating a program/model/strategy**

Due: Thursday 13<sup>th</sup> August by 5pm

Provide an evaluation, and a detailed plan for the implementation or refinement, of a program/model/strategy designed to support the social-emotional needs of gifted students.

Please ensure that your assessment task includes the following elements:

**Background:** Provide a one-page outline of the background context of the school that you are working in (if you are not currently working at a school, you may refer to an educational context that you are familiar with, such as the educational context of a school that you attended). Please include details of the type

## Course Expectations

As this is an online course, posts on Forums relating to the content for each module are expected in lieu of physical attendance.

The Forums will begin with a question or activity posted by the course co-ordinator. **All students are expected to post at least one response to the question or activity (300 words MAXIMUM)**

AFTER completing all of the other activities for the module, incorporating elements of these activities (e.g., readings, audio clips) in the posts. Moreover, all students are strongly encouraged to

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST5807: SOCIAL AND EMOTIONAL DEVELOPMENT OF INTELLECTUALLY GIFTED  
STUDENTS

Student Name:

Student No.:

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Student Name:

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Assessment Task 2: Planning, implementing, and evaluating a program/model/strategy

**SPECIFIC CRITERIA**

| (-) —————> (+) |