



School of Education

EDST5805
Curriculum Differentiation and Assessment in
Gifted Education

Term 2 2021

Contents

1. LOCATION

Faculty of Arts, Design & Architecture

School of Education

EDST5805 Curriculum Differentiation and Assessment in Gifted Education (6 units of credit)

Term 2 2021

2. STAFF CONTACT DETAILS

Course Convenor: Dr Peta Hay

Off

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The content of the course provides an overview of the major research and issues that may be

6. COURSE CONTENT AND STRUCTURE

Part	Topic
1	<p data-bbox="603 349 1209 383">Curriculum Differentiation Principles & Models:</p> <ul data-bbox="746 398 1078 521" style="list-style-type: none"><li data-bbox="746 398 1078 432">Concept-based Curriculum<li data-bbox="746 443 1078 477">Integrated Curriculum Model<li data-bbox="826 488 999 521">Maker Model
2	<p data-bbox="603 651 1209 685">Differentiated Assessment and Learning Tasks:</p> <ul data-bbox="571 701 1241 887" style="list-style-type: none"><li data-bbox="715 701 1098 734">Frameworks for Critical Thinking<li data-bbox="703 757 1109 790">Frameworks for Creative Thinking<li data-bbox="571 801 1241 835">Differentiation for Special Populations of Gifted Students<li data-bbox="831 857 976 891">Assessment
3	<p data-bbox="743 1021 1069 1055">Delivering Differentiation:</p> <ul data-bbox="703 1070 1109 1193" style="list-style-type: none"><li data-bbox="810 1070 999 1104">Tiered Learning<li data-bbox="743 1115 1069 1149">Grouping and Management<li data-bbox="703 1160 1109 1193">Leading Differentiation in Schools

7. RESOURCES

Readings and Resources

A detailed list of readings, resources, and support materials that match to each of the course topics will be provided in the Moodle course website.

8. ASSESSMENT

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5805 CURRICULUM DIFFERENTIATION AND ASSESSMENT IN GIFTED EDUCATION

Student Name:

Student No.:

Assessment Task 2: **Curriculum differentiation**

SPECIFIC CRITERIA	(-) ←	→	(+)
<p>Understanding of the question or issue and the key concepts involved</p> <p>Responded well to all component parts of the question or issue Identified important issues/concepts/ideas relevant to your case study Provided relevant assessment techniques to identify student strengths, interests & learning needs Planned differentiated teaching strategies & learning activities that matched the case study needs in your educational context Matched gifted student learning needs to relevant grouping techniques Showed how to provide opportunities for enriching, extending, scaffolding or self-regulating learning Identified support needed for talent development Used the models accurately to plan for differentiated teaching and learning</p>			
<p>Depth of analysis and/or critique in response to the task</p> <p>Analysed/evaluated chosen techniques/strategies/theories/models from this course Demonstrated higher order thinking skills (e.g., analysis, synthesis, evaluation) Showed deep thinking e.g. identified relationships between key issues/concepts Evidence of originality/creativity in applying chosen techniques/strategies/theories/models was provided</p>			
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <p>Used appropriate reading content and sources Referenced course text/readings/wider reading Read more widely beyond the course recommendations Showed familiarity with different perspectives, issues, or concepts identified in the literature</p>			
<p>Structure and organisation of response</p> <p>Provided a succinct introduction, logical sequencing, and flow of content, concluding a paragraph drawing together key outcomes of the report</p>			