

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	Curriculum Differentiation Principles & Models: Concept-based Curriculum Integrated Curriculum Model Maker Model
2	Differentiated Assessment and Learning Tasks: Frameworks for Critical Thinking Frameworks for Creative Thinking Differentiation for Special Populations of Gifted Students Assessment
3	Delivering Differentiation: Tiered Learning Grouping and Management 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 1: Evaluation of curriculum resource

SPECIFIC CRITERIA		(-) ———> (+)				
Understanding of the question or issue and the key concepts involved						
Responded well to all component parts of the question or issue						
Identified important issues/concepts/ideas relevant to context						
Explored how to utilise chosen resource for gifted students						
Used the models/resources accurately to plan for differentiated teaching and learning						
Depth of analysis and/or critique in response to the task						
Demonstrated higher order thinking skills (e.g., analysis, synthesis, evaluation)						
Evaluated chosen resource's strengths and weaknesses for case study context						
Exhibited deep thinking e.g. identified relationships between key issues/concepts						
Showed originality/creativity in applying chosen						
techniques/strategies/theories/models						
Familiarity with and relevance of professional and/or research literature used to						
support response						
Used appropriate reading content and sources						
Referenced course text/readings/wider reading						
Read widely beyond the course recommendations						
Showed familiarity with different perspectives, issues, or concepts identified in the literature						
Structure and organisation of response						
Provided a succinct introduction, logical sequencing, and flow of content, concluding						
a paragraph drawing together key outcomes of the text						
Used appropriate features and language for chosen type of text						

Presentation of response according to appropriate academic and linguistic conventions

Wrote clearly with appropriate sentence structure, paragraphing, proof reading, vocabulary, spelling, punctuation, word length, readability

Used appropriate style of writing for chosen text type

Used APA conventions in academic writing, such as quoting, paraphrasing, 64 re2 0.

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		(-) —— > (+)			
Understanding of the question or issue and the key concepts involved					
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					
Depth of analysis and/or critique in response to the task					
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					
Familiarity with and relevance of professional and/or research literature used to					
support response					
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					

Structure and organisation of response

Provided a succinct introduction, logical sequencing, and flow of content, concluding a paragraph drawing together key outcomes of the report