

EDST5803

Developing Effective Programs for Gifted Students

Term 1, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Marie McGregor	marie.mcgregor@unsw.edu.au	Email for an appointment	Morven Brown G25	

School Contact Information

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are situated on the traditional lands of the Bidjigal and Gadigal peoples who are the traditional custodians of the land. We acknowledge the Aboriginal and Torres Strait Islander peoples, the winds and waters we all now share, and pay respect to their unique and enduring cultures which deepen and enrich the life of our nation and our communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous Learning and Engagement [UNSW Office of Indigenous Learning and Engagement](#)

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, etc.

Summary of the Course

This course focuses on current research on the components of appropriate gifted and talented students. Program models currently used in Australia are critically evaluated. You will be required to conduct needs analyses, design programs appropriate for gifted students within the administrative structure of their state or country. Research on the effectiveness of enrichment, acceleration, ability, achievement and interest grouping will be closely examined, with a focus on the effectiveness of these strategies on the students' academic and social development. Mentoring to be included in programs for gifted students and programs for twice-exceptional and underachieving students will also be a focus.

Course Learning Outcomes

1. Critique the current educational and social issues and attitudes associated with special programs for gifted students in the Australian and international contexts.
2. Discuss ways in which intellectually gifted students differ from average students in cognitive and socioaffective development, and the implications of this for educational practice.
3. Analyse the appropriateness of a range of ability grouping and acceleration programs for students in their particular school context.
4. Evaluate the effectiveness of educator's current school or jurisdictional practices for gifted and talented students, in terms of how effective a platform for their development.
5. Make professional decisions, on the basis of research findings, on the effectiveness of schools, of programs of ability grouping and acceleration for academic achievement.

Teaching Strategies

The course includes a variety of learning strategies that support student learning and personal learning through the use of online lessons. The course is delivered through the use of online lectures and workshops presented by a variety of experienced educators in the field of gifted education. Online weekly activities will be designed to involve students in critical, creative and reflective thinking processes that will allow students to challenge and refine their ideas with peers and tutors. The course will encourage students to critically evaluate their current practices of programming for gifted students, and to redesign practices on the basis of research. Directed reading provided online will broaden student understanding of the area of programming for gifted students. The preparation of written reflection on current practice, assist with thinking about how to disseminate current practice in the environment, and consider ways to evaluate and enhance current practice across school and education systems.

Rationale The content of the course provides an overview of the major is educational programming for gifted and talented students. Online lectu required readings explore current theory and practice on a range of is acceleration of gifted and talented students, allowing students of the skills. Student ideas will be refined through online post discussions a assist students to become more thoroughly familiar with practices whi programming for gifted and talented students.

These activities, and the two assessments, will also enhance students programming options that are currently used in order to reflect resear needs.

Assessment

APA 7th edition should be followed for all written submissions.

Further information is provided on Moodle in the assessment section.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Program evaluation	40%	11/03/2022 05:00 PM	1, 2, 3, 4
2. Program proposal	60%	22/04/2022 05:00 PM	2, 3, 4, 5

Assessment 1: Program evaluation

Due date: 11/03/2022 05:00 PM

Report on evaluation of a gifted program

2500 words

Student ID: 7530 RG 0 g q 0.000000 0.000000 0.000000 rg BT 0 Tr 0.000000 w ET BT 42.519685 484.840586 Td [

RUBRIC/FEEDBACK SHEET
 EDST5803 DEVELOPING EFFECTIVE PROGRAMS FOR
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Assessment Task 1: Program evaluation

Specific Criteria	(-)		>(+)		
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> Exhibits accurate and elaborated breadth and depth of understanding of the key concepts in the course. Applies theory to school context and acknowledges complexities around practical applications of research. 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> Presents insightful and accurate interpretation of the research evidence; establishes strengths and weaknesses of research; and presents an in-depth analysis and evaluation of major points of view. Effectively reflects on and evaluates teaching practices and school-wide programming for gifted students. 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> Uses sources that are relevant to educational needs of gifted students and effective programming strategies. Demonstrates thorough understanding of the key issues and findings of the research and literature. research pertaining to the educational needs of gifted students and appropriate programming for gifted students. 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> All expectations and conventions followed for a formal report, with all expected attributes present and creatively interpreted to suit personal style and specific execution of the task. A unique 					

Specific Criteria	(-)		>(+)		
<p>but appropriate presentation of work.</p> <ul style="list-style-type: none"> Highly organized and easy to follow. All information is clear, highly appropriate, and consistently correct. 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p>					

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Assessment Task 2: Program proposal

Specific Criteria	(-)		>(+)		
Understanding of the question or issue and the key concepts involved					

Specific Criteria	(-)		>(+)		
<ul style="list-style-type: none"> Highly organised and easy to follow. All information is clear, highly appropriate, and consistently correct. 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> Clear, consistent, and appropriate use of conventions for quoting, paraphrasing, attributing sources, and listing references. Clear and appropriate use of sentence structure, vocabulary, spelling, punctuation, and word length. 					
<p>General comments/recommendations for next time:</p>					

Recommended: /20 (FL PS CR DN HD) Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to equal weight in determining the recommended grade. Depending on the lecturers may also contextualise and/or amend The recommended grade is tentative only, subject to standardisation processes and approval by the and Teaching Committee.



Resources

Prescribed Resources

All reading materials will be supplied to students via the Moodle website.

Course Evaluation and Development

Formative Feedback Processes: online notice boards will be used to collect feedback on the course. The lecturer and tutors will explicitly address feedback points and provide feedback as a reflective educator. The use of online notice boards allows students to provide feedback anonymously.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment, please telephone External Support on 9385 3331 or email them on external@tel. Hours are 8:00am - 10:00pm on weekdays and 9:00am - 5:00pm on weekends. If you are unable to submit your assignment due to a fault with Turnitin, you must retain your ticket number from External Support (along with any screenshots) and include this as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone them, you will not. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either the LMS or the assignment. In instances where this is not possible, it will be stated on the assignment page.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own in various forms, from deliberate cheating to accidentally copying from a source.

UNSW groups plagiarism into the following categories:

Copying using the same or very similar words to the original text or idea without using quotation marks or a source or using quotation marks. This includes copying materials, ideas,

Academic Information

Due to evolving advice by NSW Health, students must check for updates to learning for all Arts, Design and Architecture courses this term (via M provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
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