



UNSW Course Outline

EDST5808 Key Concepts and Issues in Gifted Education - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : EDST5808

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

This course is an introduction to the key concepts and issues surrounding gifted education.

Through a mixture of online lectures, self-directed activities, discussion forums and self-directed reading, you will gain information and skills relating to the: (a) definitions, conceptions, and

models of giftedness, including those commonly used in Australian schools, (b) the cognitive and affective characteristics of gifted students (and their differences to the cognitive and affective characteristics of non-gifted students), (c) the major principles and instruments used in the identification of gifted students , (d) diverse groups of gifted students, including twice exceptional students and exceptionally gifted students, and (e) creativity.

Course Aims

The course aims to introduce students to the key concepts and issues surrounding gifted education.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify and evaluate the current issues that influence the education of intellectually gifted students.
CLO2 : Discuss ways in which intellectually gifted students differ from their age peers in their cognitive and socio-affective development.
CLO3 : Assess the causes of academic underachievement in gifted students.
CLO4 : Examine some of the common myths associated with the learning needs of gifted students.
CLO5 : Discuss ways in which teachers may be able to identify gifted students.

Course Learning Outcomes	Assessment Item
CLO1 : Identify and evaluate the current issues that influence the education of intellectually gifted students.	<ul style="list-style-type: none">• Reflection
CLO2 : Discuss ways in which intellectually gifted students differ from their age peers in their cognitive and socio-affective development.	<ul style="list-style-type: none">• Advocacy article• Reflection
CLO3 : Assess the causes of academic underachievement in gifted students.	<ul style="list-style-type: none">• Advocacy article
CLO4 : Examine some of the common myths associated with the learning needs of gifted students.	<ul style="list-style-type: none">• Reflection• Advocacy article
CLO5 : Discuss ways in which teachers may be able to identify gifted students.	<ul style="list-style-type: none">• Reflection• Advocacy article

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale

The content of the course provides you with an overview of the major issues relevant to the education of gifted and talented students. The teaching approach attempts to actively engage you in discussion of current theory and practice, and assists you in learning new information and skills related to key concepts in gifted education. You will be required to take responsibility for your own learning in this course.

Teaching strategies

The teaching strategies to be used in the course will comprise a mixture of lectures, self-directed activities, participation in discussion forums, and self-directed reading that reflect evidence-based teaching practices.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Reflection Assessment Format: Individual	40%	Due Date: 11/10/2024 05:00 PM Post Date: 25/10/2024 05:00 PM
Advocacy article Assessment Format: Individual	60%	Due Date: 15/11/2024 05:00 PM Post Date: 29/11/2024 05:00 PM

Assessment Details

Reflection

Assessment Overview

Task 1 - Prepare a paper that provides a reflection on gifted students/gifted education with reference to the literature. Students will receive written feedback within 10 days of submission.

Course Learning Outcomes

- CLO1 : Identify and evaluate the current issues that influence the education of intellectually gifted students.
- CLO2 : Discuss ways in which intellectually gifted students differ from their age peers in their cognitive and socio-affective development.
- CLO4 : Examine some of the common myths associated with the learning needs of gifted students.
- CLO5 : Discuss ways in which teachers may be able to identify gifted students.

Detailed Assessment Description

Choose three issues that emerged from your reading of the literature (relating to topics covered in any of the first four weeks of the course) that shifted your thinking, or clarified your understanding, about gifted students and/or gifted education:

- Discuss the three issues with extensive reference to the literature;
- Evaluate how your perspective on gifted students and/or gifted education has changed, or has been clarified; and
- Discuss how this has influenced your teaching practice (and, if relevant, practices at your school).

In completing the reflection, you are expected to:

- Demonstrate deep and critical thinking about the chosen issues;
- Demonstrate a close familiarity with the relevant literature, including literature that goes beyond the prescribed and optional readings for the course;
- Demonstrate original and independent thought; and
- Incorporate a reference list.

Other considerations:

- Please also carefully examine the specific criteria noted in the feedback sheet for this assessment task.
- The maximum word length is 2,000 words.
- All referencing should follow APA 7th edition guidelines.

Assessment Length

2,000 words

Submission notes

Assessment Task 1 is due at 5pm AEDT (i.e, Sydney time) on 11 October 2024

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST5808 UNSW SCHOOL OF EDUCATION• Assessment Task 1: Reflection• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• 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)	
<ul style="list-style-type: none">• Depth of analysis and 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	
<ul style="list-style-type: none">• 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	
<ul style="list-style-type: none">• Structure and organisation of response• Appropriateness of structure/ organisation• Logical sequencing• Flow of ideas• Overall cohesiveness	
<ul style="list-style-type: none">• 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	
<ul style="list-style-type: none">• General comments/recommendations for next time:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 40%
<p>• 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 contextualise 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.</p>	

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

Advocacy article

Assessment Overview

Task 2 - Prepare an article about a myth or misconception in gifted education with reference to the literature. Students will receive written feedback within 10 days of submission. This is the final assessment task.

Course Learning Outcomes

- CLO2 : Discuss ways in which intellectually gifted students differ from their age peers in their cognitive and socio-affective development.
- CLO3 : Assess the causes of academic underachievement in gifted students.
- CLO4 : Examine some of the common myths associated with the learning needs of gifted students.
- CLO5 : Discuss ways in which teachers may be able to identify gifted students.

Detailed Assessment Description

Write an article for an education website or a teacher journal about an issue in gifted education that is often misunderstood (i.e., a myth or misconception):

- Explain the myth or misconception;
- Make an evaluation of the myth or misconception with reference to the relevant literature, including literature in at least two of the following areas: models/definitions of giftedness (e.g., Gagné's Differentiated Model of Giftedness and Talent), the characteristics of gifted students, identification, underachievement, sub-groups of gifted students, and creativity;
- Discuss how the myth or misconception may implicitly or explicitly influence teaching practice, school policy, and government policy; and
- Make research-informed recommendations for some effective strategies to address the myth or misconception.

In completing the advocacy article, you are expected to:

- Demonstrate deep and critical thinking about the issues associated with the myth or misconception;
- Demonstrate a close familiarity with the relevant literature, including literature that goes beyond the prescribed and optional readings for the course;
- Demonstrate a close familiarity with attitudes, practices, and policies relating to gifted education;
- Demonstrate original and independent thought; and
- Incorporate a reference list.

Other considerations:

- Please also carefully examine the specific criteria noted in the feedback sheet for this assessment task.
- The maximum word length is 3,000 words.
- All referencing should follow APA 7th edition guidelines.

Assessment Length

3,000 words

Submission notes

Assessment 2 is due at 5pm AEDT (i.e., Sydney time) on Friday, 15 November 2024

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST5808 UNSW SCHOOL OF EDUCATION• Assessment Task 2: Advocacy article• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Appropriateness of the advocacy article• Adequacy of the advocacy article (i.e., consideration of all necessary elements)	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Demonstration of deep and critical thinking about the issues associated with the myth or misconception• 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	
<ul style="list-style-type: none">• 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	
<ul style="list-style-type: none">• Structure and organisation of response• Appropriateness of structure/ organisation• Logical sequencing• Flow of ideas• Overall cohesiveness	
<ul style="list-style-type: none">• 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	
<ul style="list-style-type: none">• General comments/recommendations for next time:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 60%
<p>• 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 contextualise 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.</p>	

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If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](#).

Grading Basis

Standard

Requirements to pass course

50% or above achieved for both assessment tasks.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Topic	<ul style="list-style-type: none">• How has giftedness been defined? Historical background Differentiated Model of Giftedness and Talent
Week 2 : 16 September - 22 September	Topic	<ul style="list-style-type: none">• How can beliefs about giftedness influence practice? Teacher attitudes
Week 3 : 23 September - 29 September	Topic	<ul style="list-style-type: none">• What are intellectually gifted students like? Characteristics of giftedness• Levels of giftedness
Week 4 : 30 September - 6 October	Topic	<ul style="list-style-type: none">• How could I identify intellectually gifted students? An introduction to identification
Week 5 : 7 October - 13 October	Homework	<ul style="list-style-type: none">• Free Week Students are to work on the first assessment task
Week 6 : 14 October - 20 October	Topic	<ul style="list-style-type: none">• Why don't intellectually gifted students always perform well?• Underachievement Profiles of gifted students
Week 7 : 21 October - 27 October	Topic	<ul style="list-style-type: none">• How do the needs of different groups of gifted students vary? Twice exceptionality Highly gifted students
Week 8 : 28 October - 3 November	Topic	<ul style="list-style-type: none">• How do I find and nurture creativity? An introduction Definition of creativity• Teaching creativity
Week 9 : 4 November - 10 November	Topic	<ul style="list-style-type: none">• Where do I start? Policy documents Advocacy
Week 10 : 11 November - 17 November	Homework	<ul style="list-style-type: none">• Students are to work on the final assessment task

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

Readings

- All required readings for the course will be supplied via Moodle.

- Additional research will be required to complete the assessment tasks.

Recommended Resources

- Please see the Moodle site for resources.

Course Evaluation and Development

- Any feedback or suggestions are welcome throughout the course - either to the course convenor or via an anonymous padlet in Moodle. This ensures that feedback may be appropriately addressed to benefit current and future students studying the course.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Jae Jung		Ground Floor, Morven Brown Building		Email to arrange an appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your

needs

- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here.](#)

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](#).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: <https://www.arts.unsw.edu.au/education>