UNSW Course Outline

EDST5802 Identification of Gifted Students - 2024

Published on the 17 Dec 2023

General Course Information

Course Code : EDST5802
Year : 2024
Term : Summer
Teaching Period : U1
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Education
Delivery Mode : Online
Delivery Format : Non Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Postgraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

The key issues in the identification of gifted students will be examined with a focus on the development of a program of identification, legal/policy guidelines relating to the identification of gifted students, the traditional methods used in the identification of gifted students, the non-

traditional methods used in the identification of gifted students, the identification of underachieving gifted students, and the identification of gifted students of disadvantaged backgrounds.

Course Aims

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Articulate the current issues associated with the identification of gifted students.
CLO2 : Critically evaluate the strengths and weaknesses of various procedures and instruments used to identify gifted students.
CLO3 : Justify the need for multiple criteria identification procedures.
CLO4 : Identify gifted students, including disadvantaged, twice exceptional, and underachieving students.

Course Learning Outcomes	Assessment Item
CLO1 : Articulate the current issues associated with the identification of gifted students.	• Annotated bibliography
CLO2 : Critically evaluate the strengths and weaknesses of various procedures and instruments used to identify gifted students.	• Identification program • Annotated bibliography
CLO3 : Justify the need for multiple criteria identification procedures.	• Identification program
CLO4 : Identify gifted students, including disadvantaged, twice exceptional, and underachieving students.	• Identification program

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Teaching Strategies

This course will be conducted online. Within this learning environment, students will engage with the course material through online lectures, activities, and discussion forums. Students will be asked to engage in self-directed reading to expand their knowledge regarding the course topic. Assessments are designed to support and extend course material.

The content of the course provides an overview of the major issues that may be relevant to the identification of gifted students. The teaching approach attempts to engage students actively as they discuss current theory and practice, and learn new information and skills. Online classes are designed to present key information on a range of issues in the identification of gifted students. Activities will assist students to become familiar with practices which are shown to be effective in the identification of gifted students.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.5.2	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	1, 2
1.5.3	Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.	1, 2
5.1.2	Develop, select, and use informal and formal, diagnostic, formative, and summative assessment strategies to assess student learning.	1, 2
5.1.3	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	1, 2
5.1.4	Evaluate school assessment policies and strategies to support colleagues by: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.	1, 2
5.4.2	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	1, 2
5.4.3	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions, and modifying teaching practice.	1, 2
5.4.4	Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.	1, 2
5.5.2	Report clearly, accurately, and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.	1, 2
5.5.3	Work with colleagues to construct accurate, informative, and timely reports to students and parents/carers about student learning and achievement.	1, 2
5.5.4	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers, and colleagues.	1, 2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Annotated bibliography Assessment Format: Individual	40%	Due Date: 10/01/2024 05:00 PM
Identification program Assessment Format: Individual	60%	Due Date: 25/01/2024 05:00 PM

Assessment Details
Annotated bibliography

Assessment Overview

Task 1. Annotated bibliography. 2000 words. Students will receive written feedback within two weeks of submission.

Course Learning Outcomes

- CLO1 : Articulate the current issues associated with the identification of gifted students.
- CLO2 : Critically evaluate the strengths and weaknesses of various procedures and instruments used to identify gifted students.

Detailed Assessment Description

Prepare an annotated bibliography of THREE (3) useful journal articles that will inform Assessment Two. For each journal article, ensure that the following is included:

- The citation for the article
- An introduction to the article
- The aim(s) of the article
- The research method(s) used in the article
- Main findings of the article
- Conclusions of the article
- An evaluation of the strengths and weaknesses of the article
- An evaluation of why the article is useful for Assessment Two

Notes:

- The last two items (i.e., the two evaluations) should collectively represent at least 40% of the content of the annotation for each article.
- Annotations should be concise, reflective of careful reading, and reflective of deep and critical thinking about each article.
- The total word limit is 2,000 words (i.e., a word limit of approximately 667 words for each of the three journal articles).

- APA style guidelines (7th edition) should be followed.
- All text should be double-spaced (12-point Times New Roman).
- You are not expected to have any references or appendices for this assessment task.
- At least two of the three selected articles should be published on or after 2005.
- At least two of the three selected articles should be empirical in nature (for an explanation, please refer to: https://guides.libraries.psu.edu/emp).
- The selected articles should NOT include any articles prescribed for reading (compulsory or supplementary) by the course coordinator. Furthermore, books or book chapters should NOT be included.
- Please also refer to the feedback sheet, which contains marking criteria.

The following is a sample annotation (https://student.unsw.edu.au/annotated-bibliography) that is entirely fictitious (please include a Key in your annotations as below). Please note that this example does NOT include all of the requirements for Assessment Task 1.

(1) Trevor, C. O., Lansford, B., & Black, J. W. (2014). Employee turnover and job performance: Monitoring the influences of salary growth and promotion. Journal of Armchair Psychology, 113, 56–64.

(2) In this article Trevor et al. review the influences of pay and job opportunities in respect to job performance, turnover rates and employee motivation.

(3) The authors use data gained through organisational surveys of blue-chip companies in Vancouver, Canada to try to identify the main causes of employee turnover and whether it is linked to salary growth.

(4) The article is useful to my research topic, as Trevor et al. suggest that there are numerous reasons for employee turnover and variances in employee motivation and performance.

(5) The main limitation of the article is that the survey sample was restricted to mid-level management,

(6) thus the authors indicate that further, more extensive, research needs to be undertaken to develop a more in-depth understanding of employee turnover and job performance.

(7) This article will not form the basis of my research; however it will be useful supplementary information for my research on pay structures.

Key:

(1) Citation

(2) Introduction

(3) Aims and Research Methods

(4) Usefulness

(5) Limitations

(6) Conclusions

(7) Reflection (an explanation of how this work illuminates the topic or how it will fit in with research)

Assessment Length

2000 words

RUBRIC/FEEDBACK SHEET

EDST5802 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Annotated Bibliography

Specific Criteria	Fail -------- > High Distinction
Understanding of the question or issue and the key concepts involved • Appropriateness of the annotated bibliography • Adequacy of the annotated bibliography • Demonstration of accurate, broad and deep understanding of the key concepts related to the identification of gifted students	
Depth of analysis and critique in response to the task • Evaluation of the research literature for appropriateness to the task • Presentation of accurate interpretations of the research • Establishment of the strengths and weaknesses of research • Demonstration of independent thought	
Familiarity with and relevance of professional and/or research literature used to support response • Demonstration of independent reading beyond prescribed materials • Appropriateness of the selection of research literature	
Structure and organisation of response • Appropriateness of the structure of the annotated bibliography • Logical sequencing of ideas	
Presentation of response according to appropriate academic and linguistic conventions • Clarity of writing (e.g., vocabulary, spelling, punctuation) • Use of a serious, formal and academic style • Use of appropriate conventions in academic writing • Readability • Respect for word limits	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 40%
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.	

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.

Identification program

Assessment Overview

Task 2. Program for identifying gifted students. 3500 words. This task will require students to prepare a comprehensive program of identification of gifted students. The program should give consideration to the adopted definition of giftedness, legal requirements/policy guidelines, identification instruments, data collection/analysis, and the educational interventions to be provided. Students will receive written feedback within two weeks of submission.

Course Learning Outcomes

- CLO2 : Critically evaluate the strengths and weaknesses of various procedures and instruments used to identify gifted students.
- CLO3 : Justify the need for multiple criteria identification procedures.
- CLO4 : Identify gifted students, including disadvantaged, twice exceptional, and underachieving students.

Detailed Assessment Description

Prepare a comprehensive program of identification to select students for participation in ONE of the following:

- A gifted class at a school where a large cohort of students do not have English as a first language
- A gifted class at a school where a large cohort of students are of Indigenous background
- A special class for gifted students who are performing below their potential at a school where a large cohort of students come from a low socio-economic status background
- A gifted class at a school in which you work (please specify the socio-demographic characteristics of the student body of your school in the program of identification)

The program will need to:

- Specify the year/stage/level of the class.
- Appropriately incorporate the multiple issues that need to be considered in the formulation of a program of identification of gifted students (which should include, but not be limited to, the definition of giftedness, legal requirements/policy guidelines, the selection of identification instruments, the manner in which identification data will be collected/analysed, and the educational interventions to be provided).
- Provide details on the personnel to be involved (including qualifications, experience, and role in the identification process).
- Be informed by wide and appropriate reading that goes substantially beyond the prescribed readings (compulsory or supplementary) for the course.

Notes:

- The total word limit is 3500 words excluding references and appendices.
- APA Style (7th edition) guidelines should be followed.
- All text should be double-spaced (12-point Times New Roman).
- There should be minimal use of old references (an indication is provided of what is considered an "old" reference in the requirements for Assessment One).
- Please also refer to the feedback sheet, which contains marking criteria.

<u>Assessment Length</u>

3500 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST5802 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Identification Program

Specific Criteria	Fail -------- > High Distinction
Understanding of the question or issue and the key concepts involved • Appropriateness of the program of identification • Adequacy of the program of identification	
Depth of analysis and critique in response to the task • Presentation of insightful and accurate interpretations of the research • Appropriateness of the application of the research to the task • Demonstration of originality and independent thought	
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	
Structure and organisation of response • Appropriateness of structure/organisation • Logical sequencing • Flow of ideas • Overall cohesiveness	
Presentation of response according to appropriate academic and linguistic conventions • Clarity of writing • Use of a serious, formal and academic style of writing • Use of appropriate conventions in academic writing • Clarity of tables/figures • Readability • Respect for word limits	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 60%
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.	

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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

Course Schedule

Teaching Week/Module	Activity Type	Content
Module 1	Module	• Definition of identification • Purpose of identification • Issues to be considered in the development of a program of identification
Module 2	Module	• Legal requirements relating to the identification of gifted students • Policy guidelines relating to the identification of gifted students
Module 3	Module	• Intelligence tests • Achievement tests
Module 4	Module	• Nominations/Rating scales • Performance-based assessments • Dynamic assessment • Response to intervention
Module 5	Module	• Multiple criteria identification • Selection of identification instruments • Sequential vs. concurrent data collection/analysis • Rules for combination/weighting of identification data
Module 6	Module	• Identification of twice exceptional students • Identification of twice exceptional student sub-populations
Module 7	Module	• Identification/assessment of creativity • Divergent thinking tests • Consensual assessment technique
Module 8	Module	• Identification of underachieving gifted students • Equivalence of the commonly used identification methods

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

All resources for the course will be available to students in Moodle.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Jae Yup Jung		Ground Floor Morven Brown Building, Room G27		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 Plagarism

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