



UNSW Course Outline

EDST4096 Responding to Gifted and Talented Students - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : EDST4096

Year : 2024

Term : Term 1

Teaching Period : T1

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 : Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

In this course, you will gain practical, research supported information and skills on the following issues relating to the education of gifted students: (a) the nature of giftedness, (b) the cognitive and affective characteristics of gifted students, (c) the identification of gifted students, (d) the

underachievement of gifted students, (e) the differentiation of curriculum, (f) ability grouping, (g) acceleration, and (h) disadvantaged gifted students.

Course Aims

To enhance student teachers' skills in identifying and responding to the cognitive and affective needs of intellectually gifted students in their classes, including intellectually gifted students from minority and disadvantaged backgrounds.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Describe current issues in the education of gifted students
CLO2 : Match research on the cognitive and affective characteristics of gifted students to practical teaching strategies and individual learning needs
CLO3 : Differentiate teaching and learning for gifted students
CLO4 : Justify the need for multiple-criteria identification processes and procedures, and relevant provisions to meet the academic, social and emotional needs of gifted students
CLO5 : Apply research-based decision-making to link identified characteristics with appropriate differentiated curriculum, teaching and learning.

Course Learning Outcomes	Assessment Item
CLO1 : Describe current issues in the education of gifted students	• Identification of Gifted Students
CLO2 : Match research on the cognitive and affective characteristics of gifted students to practical teaching strategies and individual learning needs	• Curriculum Differentiation
CLO3 : Differentiate teaching and learning for gifted students	• Curriculum Differentiation
CLO4 : Justify the need for multiple-criteria identification processes and procedures, and relevant provisions to meet the academic, social and emotional needs of gifted students	• Identification of Gifted Students • Curriculum Differentiation
CLO5 : Apply research-based decision-making to link identified characteristics with appropriate differentiated curriculum, teaching and learning.	• Curriculum Differentiation

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

Learning and Teaching in this course

Rationale

The content of the course provides an overview of the major issues that may be relevant to teachers of gifted and talented students. The teaching strategies were selected to actively engage students as they discuss and reflect upon current theory and practice, and learn new information, strategies, and skills. Students will be encouraged to take responsibility for their learning in this course.

Teaching Strategies

The face-to-face and online teaching strategies to be used in the course will comprise a mixture of lectures, tutorials, flexible group activities, and self-directed activities that reflect evidence-based teaching practices.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	1
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	2
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	2
3.3.1	Include a range of teaching strategies.	2
3.4.1	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	2

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	11	2
B	Classroom Management.	3, 7, 9-10, 12	2
C	Information and Communication Technologies.	4, 7, 9-10	1, 2
D	Literacy and Numeracy.	7, 9-10	2
E	Students with Special Educational Needs.	1-4, 6, 7, 9-12	1, 2
F	Teaching Students from Non-English-Speaking Backgrounds.	11	2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Identification of Gifted Students Assessment Format: Individual	40%	Due Date: 17/03/2024 05:00 PM
Curriculum Differentiation Assessment Format: Individual	60%	Due Date: 21/04/2024 05:00 PM

Assessment Details

Identification of Gifted Students

Assessment Overview

Outline the process to identify gifted students in your method area. You may choose how to represent your response - for example, a 5-8 minute video, a website, a teacher resource.

Students will receive written feedback within two weeks of submission.

Course Learning Outcomes

- CL01 : Describe current issues in the education of gifted students
- CL04 : Justify the need for multiple-criteria identification processes and procedures, and relevant provisions to meet the academic, social and emotional needs of gifted students

Detailed Assessment Description

- Your response should be accompanied by a one-page quick reference guide on the identification of gifted students in your method.
- Feedback sheet. You are advised to carefully examine the specific criteria noted in the feedback sheet.
- Further details on Moodle.

Assessment information

RUBRIC/FEEDBACK SHEET

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Assessment Task 1: Identification of Gifted Students

Specific Criteria	Fail ----- > High Distinction
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Appropriate choice of presentation content • Application of DMGT to method area • Adequacy of the identification recommendations • Accurate use of content • Suitability of identification process to method area (Quick reference guide) 	
Depth of analysis and critique in response to the task <ul style="list-style-type: none"> • Usefulness of the provided examples • Evaluation of different identification instruments • Demonstration of a deep level of understanding of the relevant issues • Demonstration of original and independent thought 	
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Analysis and application of relevant research • Choice of appropriate literature • Synthesis of a broad range of literature 	
Structure and organisation of response <ul style="list-style-type: none"> • Appropriateness of the structure/organisation • Logical sequencing of ideas • Overall cohesion of text 	
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity of spoken word (e.g., sentence structure, vocabulary, spelling, punctuation) • Use of appropriate language and presentation conventions • Use of APA conventions (e.g., citations, paraphrasing, referencing) • Clarity of tables, figures, and graphics where applicable • Compliance with time/word limit 	
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.	

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.

Curriculum Differentiation

Assessment Overview

The preparation of an assignment on the application of research-based evidence to teaching. Students will receive written feedback within two weeks of submission. This is the final assessment.

Course Learning Outcomes

- CL02 : Match research on the cognitive and affective characteristics of gifted students to practical teaching strategies and individual learning needs
- CL03 : Differentiate teaching and learning for gifted students
- CL04 : Justify the need for multiple-criteria identification processes and procedures, and relevant provisions to meet the academic, social and emotional needs of gifted students
- CL05 : Apply research-based decision-making to link identified characteristics with appropriate differentiated curriculum, teaching and learning.

Detailed Assessment Description

- Plan three activities/tasks (NOT full lessons) for a unit of work that you would deliver to a mixed-ability class. For each of these activities/tasks, describe the content, process (i.e., the way in which the content will be presented to students) and product (what students are expected to do), and how you will differentiate the activities for the gifted students in the class. Choose a specific at risk population and justify how your gifted activities are inclusive of these students.
- Students are advised to carefully examine the specific criteria noted in the feedback sheet. Further details on Moodle.

Assessment information

RUBRIC/FEEDBACK SHEET

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Assessment Task 2: Curriculum Differentiation

Specific Criteria	Fail ----- > High Distinction
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Clear explanation of three activities/tasks including detail on content, process, and relevant scaffolds • Inclusion of relevant question examples • Application of relevant models and frameworks • Evidence of differentiation for gifted students • Evidence of differentiation for at-risk gifted population 	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Justification of differentiation choices • Presentation of insightful and accurate interpretations of the research • Adaptations of activities/tasks based on context and student needs • Demonstration of originality and independent thought 	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Analysis and application of relevant research • Choice of appropriate literature • Synthesis of a broad range of the literature 	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of the structure/organisation • Logical sequencing of ideas • Overall cohesion of text 	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity of writing (e.g., sentence structure, paragraphing, vocabulary, spelling, punctuation) • Use of serious, formal, and academic style of writing • Use of APA conventions (e.g., citations, paraphrasing, reference list) • Clarity of tables/figures (as applicable) • Compliance with word limit 	
General comments/recommendations for next time:	
<p>Lecturer: Recommended: /20 (FL PS CR DN HD)</p>	<p>Date: Weighting: 60%</p>
<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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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 \(unsw.edu.au\)](https://www.unsw.edu.au/sed/policies-and-procedures).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Topic	• The Nature of Giftedness: Myths and stereotypes Definitions of giftedness Gagné's Differentiating Model of Giftedness and Talent Talent development
Week 2 : 19 February - 25 February	Topic	• Underachievement: Reasons for underachievement How underachievement may present in the classroom Betts and Neihart profiles At-risk populations
Week 3 : 26 February - 3 March	Topic	• Identification: Principles of an effective identification process Qualitative and quantitative options Applicability of identification to teaching practice
Week 4 : 4 March - 10 March	Topic	• Teacher requirements: NSW High Potential and Gifted Education Policy Discussion of assignment one
Week 5 : 11 March - 17 March	Topic	• Curriculum Differentiation I - Assessment: Types of assessment Relevance of types of assessment to student learning Differentiation (models)
Week 6 : 18 March - 24 March	Topic	• Flexibility Week
Week 7 : 25 March - 31 March	Topic	• Curriculum Differentiation II - Tiered Instruction: Principles of tiered instruction Complexity, depth, abstraction Designing tiered activities
Week 8 : 1 April - 7 April	Topic	• Curriculum Differentiation III - Critical and creative thinking: Principles of critical and creative thinking Designing critical and creative tasks Managing differentiation
Week 9 : 8 April - 14 April	Topic	• Curriculum differentiation IV - Diverse Populations: Diverse populations (e.g., twice-exceptional, rural, low SES, culturally and linguistically diverse) Inclusivity in differentiation Discussion of assignment two
Week 10 : 15 April - 21 April	Topic	• Programs and Provision: Flexible grouping Acceleration Mentoring and counselling

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

Resources for the course may be accessed on Moodle.

Recommended Resources

Recommended Text

- Differentiation for Gifted Learners. Going beyond the basics by Diane Heacox and Richard Cash.

Course Evaluation and Development

- Formative feedback processes: online notice boards will be used to collect student feedback throughout the course. The lecturer and tutors will explicitly address feedback points and model how to respond to feedback as a reflective educator. The use of online notice boards allows students to provide feedback anonymously.
- Summative feedback processes: students will be requested to provide feedback on completion of the course. A survey will gather information on various aspects of the course (i.e., relevance on content, expertise of teacher, pedagogical content knowledge of teacher, autonomy supportive practices, structure of lectures and tutorials, level of involvement of the lecturer/tutor including approachability, care, and respect).

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Marie McGr egor		Ground Floor Morven Brown Building, Room G30		Email for 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.

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 \(unsw.edu.au\)](https://www.unsw.edu.au/education/policies-procedures).

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>