UNSW Course Outline

EDST5805 Curriculum Differentiation and Assessment in Gifted Education - 2024

Published on the 12 May 2024

General Course Information

Course Code : EDST5805
Year : 2024
Term : Term 2
Teaching Period : T2
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Education
Delivery Mode : Multimodal
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

This course examines curriculum differentiation for gifted and talented students. The course

focuses on different assessment types and their role in identifying and supporting student needs in the classroom. Current research, resources, and policies on appropriate curriculum design, teaching models and instructional strategies will be explored. Investigations will focus on models designed to enhance higher-order thinking (e.g., Blooms), creative thinking (e.g., SCAMPER), and instructional practices designed to develop intrapersonal catalysts that facilitate talent development. The course includes planning for differentiated curricula, and designing interesting, relevant, meaningful, and purposeful assessments in the classroom.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Describe and critically appraise different theoretical approaches and research foundations to curriculum differentiation and assessment for diversely gifted students.
CLO2 : Critically analyse and evaluate the strengths, weaknesses, and practical application of a variety of curriculum models to the learning needs of gifted students.
CLO3 : Reiterate and rationalise the place of assessment in curriculum differentiation and the development of appropriate curriculum and instruction for the individual learning needs of gifted students.
CLO4 : Identify and evaluate curriculum differentiation strategies to a proficient level of understanding of its place in best teaching practice.
CLO5 : Evaluate and use differentiated curriculum models and strategies to design and implement teaching strategies to meet the learning needs of a diverse range of gifted students.
CLO6 : Discuss and evaluate ways that curriculum differentiation and assessment impact on the academic, social, and emotional needs of gifted students, and the interrelationship with underachievement.

Course Learning Outcomes	Assessment Item
CLO1 : Describe and critically appraise different theoretical approaches and research foundations to curriculum differentiation and assessment for diversely gifted students.	• Curriculum Differentiation
CLO2 : Critically analyse and evaluate the strengths, weaknesses, and practical application of a variety of curriculum models to the learning needs of gifted students.	• Evaluation of Curriculum Differentiation Resource • Curriculum Differentiation
CLO3 : Reiterate and rationalise the place of assessment in curriculum differentiation and the development of appropriate curriculum and instruction for the individual learning needs of gifted students.	• Evaluation of Curriculum Differentiation Resource • Curriculum Differentiation
CLO4 : Identify and evaluate curriculum differentiation strategies to a proficient level of understanding of its place in best teaching practice.	• Curriculum Differentiation
CLO5 : Evaluate and use differentiated curriculum models and strategies to design and implement teaching strategies to meet the learning needs of a diverse range of gifted students.	• Evaluation of Curriculum Differentiation Resource • Curriculum Differentiation
CLO6 : Discuss and evaluate ways that curriculum differentiation and assessment impact on the academic, social, and emotional needs of gifted students, and the interrelationship with underachievement.	• 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 research and issues that may be relevant to the development of appropriate differentiated curriculum and assessment for gifted and talented students. This course builds upon the prior knowledge gained in the introductory course EDST5808. The teaching approach will actively engage students as they discuss current theory and practice, and learn new information, strategies and skills.

Teaching Strategies:

A variety of individualised and grouping arrangements are designed to present key information on content, concepts and issues in developing differentiated curricula and assessments for gifted students. Large group interactions, small group discussions, and explicit teaching will be utilised to respond to student preferences and needs in the activities. Specifically, the course will include the following:

- Small group interactions that offer meaningful collaboration, teamwork, and sharing of expertise.
- Explicit teaching to introduce, discuss and explore key principles of differentiation for gifted students. This approach will include recorded lectures and workshops to provide flexibility and ongoing access to content.
- Large group interactions will facilitate collegiality and sharing experiences, ideas, and thoughts.
- Opportunities for individual reflection and question posing to allow students to reflect on their learning, interests, and context.

These activities will occur in a climate that is supportive and inclusive of all learners.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Evaluation of Curriculum Differentiation Resource Assessment Format: Individual Short Extension: Yes (3 days)	40%	Due Date: 26/06/2024 05:00 PM
Curriculum Differentiation Assessment Format: Individual Short Extension: Yes (3 days)	60%	Due Date: 31/07/2024 05:00 PM

Assessment Details
Evaluation of Curriculum Differentiation Resource

Assessment Overview

Task: A curriculum differentiation resource will be evaluated for its usefulness to gifted students in a chosen context. Length: 2000 words. Feedback: Students will receive written feedback within 10 business days of submission.

Course Learning Outcomes

- CLO2 : Critically analyse and evaluate the strengths, weaknesses, and practical application of a variety of curriculum models to the learning needs of gifted students.
- CLO3 : Reiterate and rationalise the place of assessment in curriculum differentiation and the

development of appropriate curriculum and instruction for the individual learning needs of gifted students.

- CLO5 : Evaluate and use differentiated curriculum models and strategies to design and implement teaching strategies to meet the learning needs of a diverse range of gifted students.

Detailed Assessment Description

For more details see Moodle.

Assessment Length

2000 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST5805 UNSW SCHOOL OF EDUCATION • Assessment Task 1: Evaluation of Curriculum Differentiation Resource • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• 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 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, in-text referencing, citations, and reference list • Complied with word count requirements	
• 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 is a 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

A case study student or group of students will be used to design differentiated curriculum that applies the models and scaffolds in the course.

Course Learning Outcomes

- CLO1 : Describe and critically appraise different theoretical approaches and research foundations to curriculum differentiation and assessment for diversely gifted students.
- CLO2 : Critically analyse and evaluate the strengths, weaknesses, and practical application of a variety of curriculum models to the learning needs of gifted students.
- CLO3 : Reiterate and rationalise the place of assessment in curriculum differentiation and the development of appropriate curriculum and instruction for the individual learning needs of gifted students.
- CLO4 : Identify and evaluate curriculum differentiation strategies to a proficient level of understanding of its place in best teaching practice.
- CLO5 : Evaluate and use differentiated curriculum models and strategies to design and implement teaching strategies to meet the learning needs of a diverse range of gifted students.
- CLO6 : Discuss and evaluate ways that curriculum differentiation and assessment impact on the academic, social, and emotional needs of gifted students, and the interrelationship with underachievement.

Detailed Assessment Description

- Length: 3000 words
- Feedback: Students will receive written feedback within 10 business days of submission

Assessment Length

3000 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST5805 UNSW SCHOOL OF EDUCATION • Assessment Task 2: Curriculum Differentiation • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• 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 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 • Used appropriate features and language for chosen type of text • Provided a succinct introduction, logical sequencing, and flow of content, concluding a paragraph drawing together key outcomes of the report	
• 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 serious, formal and academic style of writing • Used APA conventions in academic writing, such as quoting, paraphrasing, in-text referencing, citations, and reference list • Complied with word count requirements	
• General comments/recommendations for next time:	

| • Lecturer: | • Date: |
| • Recommended: /20 (FL PS CR DN HD) | • 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
Part 1	Topic	• Curriculum differentiation principles and models Principles of Differentiation for Gifted Students Concept-based curriculum Integrated curriculum model Maker model
Part 2	Topic	• Differentiated assessment and learning tasks Frameworks for Critical Thinking Frameworks for Creative Thinking Assessment Discussion
Part 3	Topic	• Delivering differentiation Diverse Populations of Gifted Students Fostering Talent Development Bringing it all Together

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

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.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Marie McGregor		G30, 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 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