UNSW Course Outline

EDST5803 Developing Effective Programs for Gifted Students - 2024

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General Course Information

Course Code : EDST5803
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 : 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 focuses on current research on the components of appropriate program

development for gifted and talented students. Program models currently used in Australia and internationally will be critically evaluated. You will be required to conduct needs analyses, develop program goals and design programs appropriate for gifted students within the administrative structures and education systems of their state or country. Research on the effectiveness of enrichment, acceleration and various forms of ability, achievement and interest grouping will be closely examined, with particular attention to the effects of these strategies on the students' academic and social development. The need for counselling and mentoring to be included in programs for gifted students and programs designed to include minority, twice-exceptional and underachieving students will also be a focus.

Relationship to Other Courses

This course builds upon EDST5808 Key Concepts and Issues in Gifted Education. It assumes knowledge and understanding of definitions, conceptions, and models of giftedness and awareness of the characteristics of diverse gifted populations.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Critique the current educational and social issues and attitudes affecting the development of special programs for gifted students in the Australian and international context.
CLO2 : Discuss ways in which intellectually gifted students differ from age-peers in both their cognitive and socioaffective development, and the implications of this for ability grouping and acceleration.
CLO3 : Analyse the appropriateness of a range of ability grouping and accelerative procedures for gifted students in their particular school context.
CLO4 : Evaluate the effectiveness of educator's current school or jurisdiction policy on the education of gifted and talented students, in terms of how effective a platform it provides for program development.
CLO5 : Make professional decisions, on the basis of research findings, on the development, in educator's schools, of programs of ability grouping and acceleration for academically gifted students.

Course Learning Outcomes	Assessment Item
CLO1 : Critique the current educational and social issues and attitudes affecting the development of special programs for gifted students in the Australian and international context.	• Program evaluation
CLO2 : Discuss ways in which intellectually gifted students differ from age-peers in both their cognitive and socioaffective development, and the implications of this for ability grouping and acceleration.	• Program proposal • Program evaluation
CLO3 : Analyse the appropriateness of a range of ability grouping and accelerative procedures for gifted students in their particular school context.	• Program proposal • Program evaluation
CLO4 : Evaluate the effectiveness of educator's current school or jurisdiction policy on the education of gifted and talented students, in terms of how effective a platform it provides for program development.	• Program proposal • Program evaluation
CLO5 : Make professional decisions, on the basis of research findings, on the development, in educator's schools, of programs of ability grouping and acceleration for academically gifted students.	• Program proposal

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 educational programming for gifted and talented students. Online lectures, workshops, activities, and required readings explore current theory and practice on a range of issues in the grouping and acceleration of gifted and talented students, allowing students of the course to learn new information and skills. Student ideas will be refined through online post discussions and educational activities, which will assist students to become more thoroughly familiar with practices which are shown to be effective in programming for gifted and talented students. These activities, and the two assessments, will also enhance students' ability to assess, alter and adapt programming options that are currently used in order to reflect research-based practice and contextual needs.

Teaching strategies

The course includes a variety of learning strategies that focus on providing flexible and personal learning through the use of online lessons.

- The course engages students in learning through the use of online lectures and workshops presented by a variety of local and international expert educators in the field of gifted education.
- Online weekly activities will use a range of teaching strategies to involve students in critical, creative and reflective thinking processes.
- Online discussion forums will allow students to challenge and refine their ideas with peers and tutors, and to share from their personal experience.
- Students will be encouraged to critically evaluate their current practices and understanding of programming for gifted students, and to redesign practices on the basis of current research.
- The self-directed reading provided online will broaden student understanding of current research and practice in the area of programming for gifted students.
- The preparation of written assignments will draw on student reflection on current practice, assist with thinking about how to disseminate their learning in their work environment, and consider ways to evaluate and enhance current practice within the classroom, and across school and education systems.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Program evaluation Assessment Format: Individual	40%	Due Date: 14/03/2024 05:00 PM
Program proposal Assessment Format: Individual	60%	Due Date: 18/04/2024 05:00 PM

Assessment Details

Program evaluation

Assessment Overview

Report on evaluation of a gifted program.

2500 words.

Students will receive written feedback within 10 days of submission.

Course Learning Outcomes

- CLO1 : Critique the current educational and social issues and attitudes affecting the development of special programs for gifted students in the Australian and international context.
- CLO2 : Discuss ways in which intellectually gifted students differ from age-peers in both their cognitive and socioaffective development, and the implications of this for ability grouping and acceleration.
- CLO3 : Analyse the appropriateness of a range of ability grouping and accelerative procedures for gifted students in their particular school context.
- CLO4 : Evaluate the effectiveness of educator's current school or jurisdiction policy on the education of gifted and talented students, in terms of how effective a platform it provides for program development.

Detailed Assessment Description

- Write an evaluation report (2500 words) of a current, past, or hypothetical school gifted program.
- More assessment details are available on Moodle.

Assessment Length

2500 words

Assessment information

RUBRIC/FEEDBACK SHEET

Assessment Task 1: Program Evaluation

Specific Criteria	Fail ------- > High Distinction
Understanding of the question or issue and the key concepts involved • Exhibits accurate and elaborated breadth and depth of understanding of the key concepts in the course • Applies theory to school context and acknowledges complexities around practical applications of research	
Depth of analysis and critique in response to the task • Presents insightful and accurate interpretation of the research evidence; establishes strengths and weaknesses of research; and presents an in-depth analysis and evaluation of major points of view • Effectively reflects on and evaluates teaching practices and school-wide programming for gifted students	
Familiarity with and relevance of professional and/or research literature used to support response • Uses sources that are relevant to educational needs of gifted students and effective programming strategies • Demonstrates thorough understanding of the key issues and findings of the research and literature. research pertaining to the educational needs of gifted students and appropriate programming for gifted students	
Structure and organisation of response • All expectations and conventions followed for a formal report, with all expected attributes present and creatively interpreted to suit personal style and specific execution of the task. A unique but appropriate presentation of work. • Highly organised and easy to follow. All information is clear, highly appropriate, and consistently correct.	
Presentation of response according to appropriate academic and linguistic conventions • Clear, consistent, and appropriate use of conventions for quoting, paraphrasing, attributing sources, and listing references • Clear and appropriate use of sentence structure, vocabulary, spelling, punctuation, and word length	
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.

Program proposal

Assessment Overview

Proposal for a new gifted program.

3500 words.

Student will receive written feedback within 10 days of submission.

Course Learning Outcomes

- CLO2 : Discuss ways in which intellectually gifted students differ from age-peers in both their cognitive and socioaffective development, and the implications of this for ability grouping and acceleration.
- CLO3 : Analyse the appropriateness of a range of ability grouping and accelerative procedures for gifted students in their particular school context.
- CLO4 : Evaluate the effectiveness of educator's current school or jurisdiction policy on the education of gifted and talented students, in terms of how effective a platform it provides for program development.
- CLO5 : Make professional decisions, on the basis of research findings, on the development, in educator's schools, of programs of ability grouping and acceleration for academically gifted students.

Detailed Assessment Description

Develop a program proposal to address needs identified in Assessment 1. You may choose how to present this proposal, i.e., as a:

- written proposal of 3500 words
- ten minute presentation with a rationale of up to 1500 words.

More assessment details are available on Moodle.

Assessment Length

3500 words

<u>Assessment information</u>

RUBRIC/FEEDBACK SHEET

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Assessment Task 2: Program Proposal

Specific Criteria	Fail ------- > High Distinction
Understanding of the question or issue and the key concepts involved • Exhibits accurate and elaborated breadth and depth of understanding of the key concepts in the knowledge domain • Relates understandings of theory to practice • Provides an adequate description of the program and problem it addresses	
Depth of analysis and critique in response to the task • Presents insightful and accurate interpretation of the research evidence; establishes strengths and weaknesses of research; and presents an in-depth analysis and evaluation of major points of view • Effectively evaluates programming practices and provides well supported, creative recommendations and solutions	
Familiarity with and relevance of professional and/or research literature used to support response • Strong evidence of independent reading beyond the provided materials. Uses sources which are valid, reliable, and relevant to the topic, and appropriate to the purpose of the review.	
Structure and organisation of response • All expectations and conventions followed for a presentation, and report, with all expected attributes present and creatively interpreted to suit personal style and the specific execution of the task. A unique but appropriate presentation of work. • Highly organised and easy to follow. All information is clear, highly appropriate, and consistently correct.	
Presentation of response according to appropriate academic and linguistic conventions • Clear, consistent, and appropriate use of conventions for quoting, paraphrasing, attributing sources, and listing references • Clear and appropriate use of sentence structure, vocabulary, spelling, punctuation, and word length	
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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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.

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	• Essential Program Elements Evaluation of the current program for gifted students at your school Flexible grouping, counselling, mentoring, and acceleration in programs for gifted learners.
Module 2	Module	• Whole-school Programs Guiding program development Developing a program that is embedded in school structures Programming for specific groups of gifted students
Module 3	Module	• Establishing and Maintaining Gifted Programs Implementing a program for gifted students Evaluating a gifted program Developing an effective policy

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 reading materials will be supplied to students via Moodle.

Course Evaluation and Development

- Student feedback will help shape future iterations of the course.

Staff Details

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