



School of Education

EDST5808

Key Concepts and Issues in Gifted Education

Term 3, 2019

(online)





## STUDENT LEARNING OUTCOMES

| Outcome |   | Assessment/s |
|---------|---|--------------|
| 1       | Identify and evaluate the current issues and attitudes affecting the education of intellectually/academically gifted students.      | 1,2,3        |
| 2       | Discuss ways in which intellectually gifted students differ from age-peers in both their cognitive and socio-affective development. | 1,2          |
| 3       | Assess the causes of academic underachievement in gifted students   | 1,           |

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|       |  |   |
|-------|--|---|
| 6.2.2 | Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities | 2 |
| 6.4.2 | Undertake professional learning programs designed to address identified student learning needs.                              |   |

| <b>T3 Module</b> | <b>Course Module</b>                 | <b>Completion Time</b> | <b>Topic Questions, Lectures &amp; Workshops</b>  |
|------------------|--------------------------------------|------------------------|---|
| Week 1           | Week 1                               | 3 hours                | <b>Topic: How has giftedness been defined?</b> <ul style="list-style-type: none"> <li>Lecture: Historical Background</li> <li>Lecture: Myths &amp; Misconceptions</li> <li></li> </ul>                          |
| Week 2           | Week 2                               | 3 hours                | <b>Topic: How has giftedness been defined?</b> <ul style="list-style-type: none"> <li>Workshop: Definitions</li> <li>Assignment Help</li> </ul>   |
| Week 3           | <i>Assessment 1 preparation time</i> |                        | <b>Convenor available to support assessment 1</b>   |
| Week 4           | Week 3                               | 3 hours                | <b>Topic: How do gifted children behave? What am I looking for in my classroom?</b> <ul style="list-style-type: none"> <li>Workshop: Characteristics of Giftedness</li> <li>Lecture: Family Dynamics</li> </ul> |
| Week 5           | Week 4                               | 3 hours                | <b>Topic: How is creativity defined? How is it related to giftedness?</b> <ul style="list-style-type: none"> <li>Lecture: Creativity</li> </ul>   |
| Week 6           | Week 5                               | 3 hours                | <b>Topic: Can gifted students underperform? How?</b> <ul style="list-style-type: none"> <li>Lecture: Underachievement</li> <li>Workshop: Addressing underachievement in gifted students</li> </ul>              |
| Week 7           | Week 6                               | 3 hours                | <b>Topic: How do different groups of gifted students behave?</b> <ul style="list-style-type: none"> <li>Lecture: Twice Exceptionality</li> <li>Lecture: Highly Gifted Students</li> </ul>                       |
| Week 8           | Week 7                               | 3 hours                | <b>Topic: How will I identify gifted students?</b> <ul style="list-style-type: none"> <li>Lecture: Introduction to Identification</li> </ul>  |
| Week 9           | <i>Assessment 2 preparation time</i> |                        | <b>Convenor available to support assessment 2</b>   |
| Week 10          | Week 8                               |                        |   |



UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5808 KEY CONCEPTS AND ISSUES IN GIFTED EDUCATION

Student Name:

Student No.:

**Assessment Task: Assignment 1 Reflection**

| SPECIFIC CRITERIA  | (-) <span style="font-size: 1.2em;">—————▶</span> (+) |  |  |  |  |
|--|---|--|--|--|--|
| <p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Exhibits accurate and elaborated breadth and depth of understanding of the key concepts in the pre-reading papers.</li> <li>• Demonstrates an appreciation of the limitations and temporary nature of conceptual knowledge in the field.</li> </ul>  |   |  |  |  |  |
| <p><b>Depth of analysis and/or critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Effectively evaluates current practices and beliefs and relates theory with practice.</li> </ul> |   |  |  |  |  |
| <p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>   |   |  |  |  |  |



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Student Name:

Student No.:

**Assessment Task: Assignment 2: Advocacy Article**

| SPECIFIC CRITERIA  | (-) <span style="font-size: 2em;">→</span> (+) |  |  |  |  |
|--|--|--|--|--|--|
| <b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>Exhibits accurate and elaborated breadth and depth of understanding of the key concepts in the knowledge domain. Demonstrates an appreciation of the limitations and temporary nature of conceptual knowledge in the field.</li> <li>Demonstrates a thorough and accurate understanding of Gagné’s model and a range of ways to utilise it in the classroom.</li> </ul> |  |  |  |  |  |
| <b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>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.</li> <li>Significant demonstration of originality and independent thought.</li> </ul>  |  |  |  |  |  |
| <b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>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.</li> </ul>  |  |  |  |  |  |
| <b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>All expectations and conventions for academic papers used, 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.</li> <li>Highly organised and easy to follow. All information is clear, highly appropriate, and consistently correct.</li> </ul>                             |  |  |  |  |  |
| <b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>Clear, consistent and appropriate use of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>Clear and appropriate use of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>  |  |  |  |  |  |

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**