School of Education

EDST5805
Curriculum Differentiation and Assessment in Gifted Education

Term 2 2022

Contents

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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.

5. TEACHING STRATEGIES

A variety of individualised and grouping arrangements are designed to present key information on a range of content, concepts and issues in the development of appropriate curriculum for gifted and talented students. Online small group discussions and practical activities on assessment for individual student needs and curriculum design based on interests and strengths will assist participants to become more thoroughly familiar with differentiated curriculum content, processes,

6. COURSE CONTENT AND STRUCTURE

Part	Topic
1	**Curriculum Differentiation Principles & Models:** Concept-based Curriculum Integrated Curriculum Model Maker Model
2	**Differentiated Assessment and Learning Tasks:** Frameworks for Critical Thinking Frameworks for Creative Thinking Differentiation for Special Populations of Gifted Students Assessment
3	**Delivering Differentiation:** Tiered Learning Grouping and Management Leading Differentiation in Schools

7. RESOURCES

Readings and 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.

EDST5805

Student Name: Student No.:

Assessment Task 2: **Curriculum differentiation**

SPECIFIC CRITERIA	(-) ———————➤ (+)				
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/or 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

• Provided a succinct introduction, logical sequencing, and flow of content, concluding a paragraph drawing together key outcomes of the report