

EDST5807

Social and Emotional Development of Intellectual Children

Term 2 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Jae Jung	jae.jung@unsw.edu.au	Email to arrange an appointment	Morven Brown Building	G27

School Contact Information

School of Education
Arts, Design and Architecture
Ground Floor, Morven Brown Building (F20)

T: +61 (2) 9385 1977

E: education@unsw.edu.au

W: <https://www.arts.unsw.edu.au/education>

Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are situated on the traditional lands of the Bidjigal and Gadigal peoples who are the traditional custodians of the land. We acknowledge the Aboriginal and Torres Strait Islander peoples, the winds and waters we all now share, and pay respect to their unique and enduring cultures which deepen and enrich the life of our nation and our communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous Learning and Engagement [UNSW Online Indigenous Learning and Engagement](#)

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, etc.

Summary of the Course

In this course, you will learn about the social, emotional and moral development of gifted students and their intellectual potential. You will engage with current educational and psychological research on the incidence of underachievement, lack of motivation, depression and 'dropouts'. You will explore the influence of personal, social and environmental variables, including motivation, choices and attitudes towards school and study, on the translation of intellectual potential into performance. Additionally, teaching strategies and class and school structures that support the development of positive social attitudes and supportive peer relationships will be critically analysed.

Course Learning Outcomes

1. Identify key issues about the socio-affective development of intellectually gifted students and relate these with the educational needs of gifted students
2. Discuss the findings of studies on affective outcomes to explore the implications for the development for peer relationships and socialisation
3. Apply research-based decision making to select appropriate variables and strategies to support the socio-affective needs of gifted students
4. Examine the influence of teacher attitudes and family values and

Foundation should enable participants to critically evaluate research and intervention strategies, whilst convincingly articulating the rationale behind their decisions.

Learning Strategies:

Participants are encouraged to develop study groups where feasible, using a mix of individual, paired, and small group cooperative learning to promote teamwork in an educational context and to address varying teaching and learning needs.

Assessment

Course Expectations

practice for teachers, students, parents, and other stakeholders in the gifted students.

5) What three questions for you from each reading and answers to these questions?

6) Referencing: will need to reference each of the two selected reading response. You may also make reference to other readings to do so, you will need a reference list for each reading response.

The total word limit is 2000 words the APA 6 style guidelines should be followed. All text should be double-spaced (Times New Roman).

Please also refer to the feedback sheet, which contains marking criteria.

Assessment 2: Planning, implementation and evaluating program strategies Evaluation and Plan

Due date 0/08/2022 05:00 PM

Task: Evaluate a program, model or strategy associated with course content the future, and develop a plan of action to promote talent development and emotional learning needs of gifted students in your educational context.

Length: 3000 words.

Feedback: Students will receive written feedback within 10 business days.

This assignment is submitted through Turnitin and students can see Turnitin reports.

Additional details

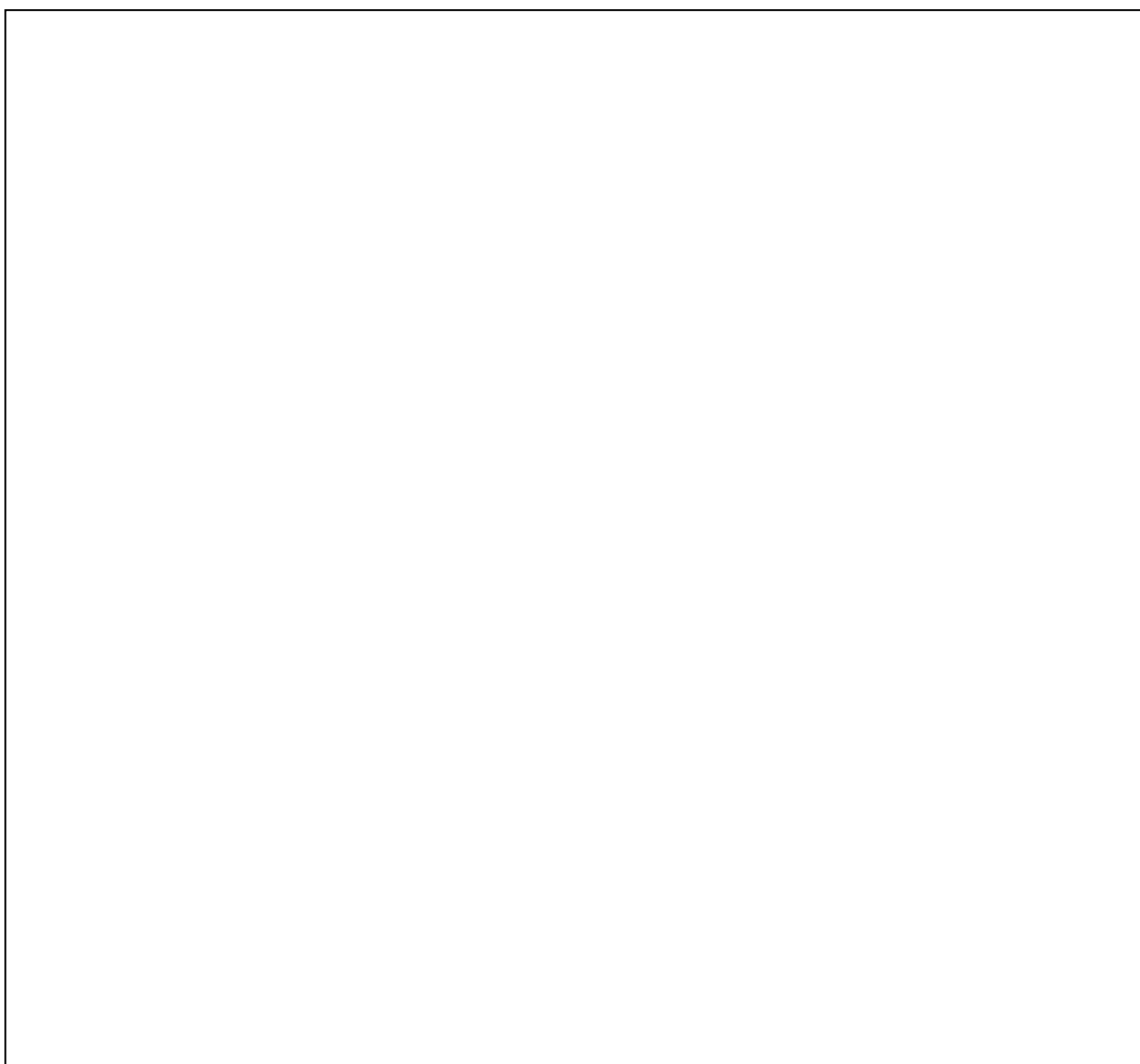
Provide an evaluation, and a detailed plan for the implementation or refinement of a program/model/strategy designed to support the social, emotional, and academic needs of gifted students.

Please ensure that your assessment task includes a minimum of 10 references.

RUBRIC/FEEDBACK SHEET
 EDST5807 SOCIAL AND EMOTIONAL DEVELOPMENT
 INTELLECTUALLY GIFTED CHILDREN
 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Planning, implementaion and evaluating programs.
 strategies Evaluation and Plan

Specific Criteria	(-)		>(+) <table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>							
Understanding of the question or issue and the key concepts involved										



Week 7: 11 July July	Module 5	Module 6: Affective/Socio-Emotional Curriculum

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment telephone External Support on 9385 3331 or email them on externaltel hours are 8:00am 10:00pm on weekdays and 9:00am 5:00pm on wee are unable to submit your assignment due to a fault with Turnitin you

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own in various forms, from deliberate cheating to accidentally copying from a source.

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,

Academic Information

Due to evolving advice by NSW Health, students must check for updates to learning for all Arts, Design and Architecture courses this term (via Moodle provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
-