School of Education

EDST

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	STAFF CONTACT DETAILS COURSE DETAILS STUDENT LEARNING OUTCOMES PROGRAM LEARNING OUTCOMES RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH TEACHING STRATEGIES COURSE CONTENT AND STRUCTURE RESOURCES

IMPORTANT:

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

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

Capability		Assessment/s
	Advanced disciplinary knowledge and practices	
4	Demonstrate an advanced understanding of the field of education as it relates to their	4.0
1	specialist area of study, and the ability to synthesize and apply disciplinary principles	1,2
	and practices to new or complex environments.	
	Enquiry-	

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Module / Week	Completion Time	Topic Questions, Lectures & Workshops
1	3 hours	Topic: How has

7. RESOURCES

The textbook for the course is as follows: *Rimm, S. B., Siegle, D. B., & Davis, G. A. (2018). Education of the gifted and talented (7th edition). New York, NY: Pearson.* You may be interested in obtaining a copy of this book, as chapters in the book are required reading for Weeks 1, 3, 4, and 7 of the course. While the relevant chapters may be accessed in Moodle (i.e., the Prescribed Course Readings section), only the chapters for Weeks 1 and 3 relate to the 7th edition (the remaining chapters of the book that may be accessed in Moodle relate to the older 6th edition - nevertheless, the 6th and 7th editions of the textbook are not substantially different). A hard copy of the 7th edition of the textbook may be obtained from the UNSW Bookshop while Pearson also has an eBook option.

All other required readings will be supplied via Moodle. Additional research will be required to complete the assessment tasks.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assignment 1: Reflection	2000 words	40%	1,2,4,5	1,2,3,4,5,6	25 March 2019 5pm
Assignment 2: Advocacy Article	3000 words	60%		1	

Assignment 2: Advocacy Article

Write an article for an education website or a teacher journal about an issue in gifted education that is often misunderstood (i.e., a myth or misconception):

- (a) Explain the myth or misconception;
- (b) Make an evaluation of the myth or misconception with Rr02342 are 1c6th 6 Geter (at) ite (at) it
- (c) Discuss

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	(-)	> ((+)
Understanding of the question or issue and the key concepts involved			
Appropriateness of the reflection			
Adequacy of the reflection (i.e., consideration of all necessary elements)			

Depth of analysis and/or critique in response to the task

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Demonstration of deep and critical thinking about the selected issues Presentation of insightful and accurate interpretations of the research evidence Appropriateness of the application of the research to the task

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

Student Name:

Student No.:

Assessment Task: Assignment 2: Advocacy Article

SPECIFIC CRITERIA	(-)	───≻ (-
Understanding of the question or issue and the key concepts involved		
Appropriateness of the advocacy article Adequacy of the advocacy article (i.e., consideration of all necessary elements)		
Depth of analysis and/or critique in response to the task		
Demonstration of deep and critical thinking about the issues associated with the myth or misconception		
Presentation of insightful and accurate interpretations of the research evidence		
Appropriateness of the application of the research to the task Demonstration of original and independent thought		
Familiarity with and relevance of professional and/or research literature used to support response		
Appropriateness of the reading of the literature		
Breadth of the reading of the literature		
Structure and organisation of response		
Appropriateness of structure/organisation		
Logical sequencing		
Flow of ideas		
Overall cohesiveness		
Presentation of response according to appropriate academic and linguistic		
conventions		
Clarity of writing (e.g., sentence structure, paragraphing, vocabulary, spelling punctuation)		
Use of an appropriate academic style of writing		
Use of appropriate conventions in academic writing (e.g., citations, paraphrasing, reference list)		
Clarity of tables/figures (as applicable)		
Readability		
Respect for word limits		

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 contextualize and/or amend these specific criteria.