



School of Education

EDST5808

Key Concepts and Issues in Gifted Education

Term 1, 2020

(online)

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## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 5808 Key Concepts and Issues in Gifted Education (6 units of credit)  
Term 1, 2019

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Geraldine Townend  
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Phone: (02) 9385 1037  
Availability: By appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Key Concepts and Issues in Gifted Education
<b>Credit Points</b>	6 units of credit (uoc)
<b>Schedule</b>	The course will be offered fully online. <a href="http://classutil.unsw.edu.au/EDST_T1.html">http://classutil.unsw.edu.au/EDST_T1.html</a>

## SUMMARY OF COURSE

This course is an introduction to the key concepts and issues surrounding gifted education. Through a mixture of online lectures, self-directed activities, discussion forums and self-directed reading, you will gain information and skills relating to the: (a) definitions, conceptions, and models of giftedness, including those commonly used in Australian schools, (b) the cognitive and affective characteristics of gifted students (and their differences to the cognitive and affective characteristics of non-gifted students), (c) the major principles and instruments used in the identification of gifted students, (d) diverse groups of gifted students, including twice exceptional students and exceptionally gifted students, and (e) creativity.

## THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

Mock assessments of draft versions of assessment tasks in Video Chat sessions  
Reduction to the numbers of prescribed readings

## STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify and evaluate the current issues that influence the education of intellectually gifted students.	1
2	Discuss ways in which intellectually gifted students differ from their age peers in their cognitive and socio-affective development.	1,2
3	Assess the causes of academic underachievement in gifted students	2
4	Examine some of the common myths associated with the learning needs of gifted students	1,2
5	Discuss ways in which teachers may be able to identify gifted students.	1,2

## PROGRAM LEARNING OUTCOMES

Capability		Assessment/s
	<b>Advanced disciplinary knowledge and practices</b>	
1	Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1,2
	<b>Enquiry-based learning</b>	
2	Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present, implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education	1,2
	<b>Cognitive skills and critical thinking</b>	
3	Demonstrate advanced critical thinking and problem-solving skills	1,2
	<b>Communication, adaptive and interactional skills</b>	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1,2
	<b>Global outlook</b>	
5	Demonstrate an understanding of international perspectives relevant to the educational field	1,2
	<b>Ethics</b>	
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1,2

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The content of the course provides an overview of the major issues that may be relevant to the education of gifted and talented students. The teaching strategies were selected to actively engage students as they discuss and reflect upon current theory and practice and learn new information and skills. Students will be required to take responsibility for their own learning in this course.

#### 5. TEACHING STRATEGIES

The teaching strategies to be used in the course will comprise a mixture of online lectures, self-directed activities, participation in online discussion forums, and self-directed reading that reflect evidence-based teaching practices.

## **6. COURSE CONTENT AND STRUCTURE**

The course is structured to be completed online through Moodle and will involve 8 weeks of content to be spread out over Term 1. Each of these weeks will require approximately 3 hours per week of work (i.e., approximately 24 hours of work for the course). This time should be used each week to complete the learning activities (see Moodle each week for weekly activities). Learning activities each week will involve viewing pre-recorded lectures and workshops (topics listed below), writing and reflecting in response to weekly activity questions, and posting and responding to posts on the discussion forums. Additional reading will also be required for each week (see Moodle). The course coordinator will post activities, moderate discussion forums,

## 8. ASSESSMENT

<b>Assessment Task</b>	<b>Length</b>	<b>Weight</b>	<b>Student Learning Outcomes Assessed</b>	<b>Program Learning Outcomes Assessed</b>	<b>Due Date</b>
Assignment 1: Reflection	2000 words	40%	1,2,4,5	1,2,3,4,5,6	Friday 20/03/2020 5pm
Assignment 2: Advocacy Article	3000 words	60%	2,3,4,5	1,2,3,4,5,6	Friday 01/05/ 2020 5pm

### **Submission of assessments**

Students are

**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 reference to the relevant literature, including literature in at least two of the following areas: models/definitions of giftedness (e.g., Gagné's Differentiated Model of Giftedness and Talent)





