



School of Education

EDST5802

Identification of Gifted Students

Summer Term 2021

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## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST5802 Identification of Gifted Students (6 units of credit)  
Summer Term 2021

## 2. STAFF CONTACT DETAILS

Course Coordinator: A/Prof Jae Jung  
Office Location: Morven Brown Building, G27  
Email: [jae.jung@unsw.edu.au](mailto:jae.jung@unsw.edu.au)  
Availability: Email to arrange an appointment

## 3. COURSE DETAILS

<b>Course Name</b>	EDST5802 Identification of Gifted Students
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	

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### COURSE LEARNING OUTCOMES

Outcome		Assessment/s
1	Articulate the current issues associated with the identification of gifted students.	1
2	Critically evaluate the strengths and weaknesses of various procedures and instruments used to identify gifted students.	1, 2
3	Justify the need for multiple criteria identification procedures.	2
4	Identify gifted students, including disadvantaged, twice exceptional, and underachieving students.	2

### PROGRAM LEARNING OUTCOMES

Outcome		Assessment/s
1	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2
2	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
3	Demonstrate an understanding of international perspectives relevant to the educational field	1, 2
4	Demonstrate advanced critical thinking and problem-solving skills	1, 2
5	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
6	Demonstrate an advanced understanding of the field of education as it relates to your specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1,2



## 6. COURSE CONTENT AND STRUCTURE

Module	Suggested Timeline	Topic
Module 1	30/12/20 to 3/1/21	Definition of identification Purpose of identification Issues to be considered in the development of a program of identification
Module 2	4/1/21 to 6/1/21	Legal requirements relating to the identification of gifted students Policy guidelines relating to the identification of gifted students
Module 3	7/1/21 to 9/1/21	Intelligence tests Achievement tests
Module 4	10/1/21 to 12/1/21	Nominations/Rating scales Performance-based assessments Dynamic assessment Response to intervention
<b>ASSESSMENT 1 DUE: 5PM AEDT, WEDNESDAY 13 JANUARY 2021</b>		
Module 5	14/1/21 to 16/1/21	Multiple criteria identification Selection of identification instruments Sequential vs. concurrent data collection/analysis Rules for combination/weighting of identification data
Module 6	17/1/21 to 19/1/21	Identification of twice exceptional students Identification of twice exceptional student sub-populations
Module 7	20/1/21 to 22/1/21	Identification/assessment of creativity Divergent thinking tests Consensual assessment technique
Module 8	23/1/21 to 25/1/21	Identification of underachieving gifted students Equivalence of the commonly used identification methods
<b>ASSESSMENT 2 DUE: 5PM AEDT, FRIDAY 29 JANUARY 2021</b>		

## 7. RESOURCES

All resources for the course will be available to students in Moodle.

## 8. ASSESSMENT

Assessment Task	Length	Weight	Course Learning Outcomes Assessed	Program Learning Outcomes Assessed	Australian Professional Standards Assessed	Due Date
Assessment 1: Annotated bibliography	2,000 words	40%	1-2	1-6	1.5.2, 1.5.3, 5.1.2, 5.1.3, 5.1.4, 5.4.2, 5.4.3, 5.4.4, 5.5.2, 5.5.3, 5.5.4	Wednesday 13 January 2021 by 5pm
Assessment 2: Identification program	3,500 words	60%	2-4	1-6	1.5.2, 1.5.3, 5.1.2, 5.1.3, 5.1.4, 5.4.2, 5.4.3, 5.4.4, 5.5.2, 5.5.3, 5.5.4	Friday 29 January 2021 by 5pm

### **Submission of assessments**

submitting their work for assessment.

All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

The selected articles should NOT include any articles prescribed for reading (compulsory or supplementary) by the course coordinator. Furthermore, books or book chapters should NOT be included.

The following is a sample annotation (<https://student.unsw.edu.au/annotated-bibliography>) that is entirely fictitious (please include a Key in your annotations as below). Please note that this example does NOT include all of the requirements for Assessment Task 1.

<p>(1) Trevor, C. O., Lansford, B., &amp; Black, J. W. (2014). Employee turnover and job performance: Monitoring the influences of salary growth and promotion. <i>Journal of Armchair Psychology</i>, 113, 56-64.</p> <p>(2) In this article Trevor et al. review the influences of pay and job opportunities in respect to job performance, turnover rates and employee motivation. (3) The authors use data gained through organisational surveys of blue-chip companies in Vancouver, Canada to try to identify the main causes of employee turnover and whether it is linked to salary growth. (4) The article is useful to my research topic, as Trevor et al. suggest that there are numerous reasons for employee turnover and variances in employee motivation and performance. (5) The main limitation of the article is that the survey sample was restricted to mid-level management, (6) thus the authors indicate that further, more extensive, research needs to be undertaken to develop a more in-depth understanding of employee turnover and job performance. (7) This article will not form the basis of my research; however it will be useful supplementary information for my research on pay structures.</p>	<p>Key</p> <p>(1) Citation</p> <p>(2) Introduction</p> <p>(3) Aims &amp; Research methods</p> <p>(4) Usefulness</p> <p>(5) Limitations</p> <p>(6) Conclusions</p> <p>(7) Reflection (explain how this work illuminates your topic or how it will fit in with your research)</p>
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### Assessment Task 2

Prepare a comprehensive program of identification to select students for participation in ONE of the following:

A gifted class at a school where a large cohort of students do not have English as a first language

A gifted class at a school where a large cohort of students are of Indigenous background

A special class for gifted students who are performing below their potential at a school where a large cohort of students come from a low socio-economic status background

A gifted class at a school in which you work (please specify the socio-demographic characteristics of the student body of your school in the program)







UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST5802 IDENTIFICATION OF GIFTED STUDENTS

Student Name:

Student No.:

Assessment Task 2: **Identification program**

**SPECIFIC CRITERIA**

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