



EDUC270

Teaching the Gifted and Talented Student

S2 Day 2015

Dept of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	7
<u>Graduate Capabilities</u>	9
<u>Changes from Previous Offering</u>	13

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor, Lecturer and Tutor

Rosalind Walsh

rosalind.walsh@mq.edu.au

Contact via iLearn Dialogue Box or email

X5B 370

TBA

Tutor

Lisa Cocks

lisa.cocks@mq.edu.au

Contact via iLearn Dialogue Box or email

TBA

TBA

Tutor

Laura Richards

laura.richards@mq.edu.au

Contact via iLearn Dialogue Box or email

TBA

TBA

Credit points

3

Prerequisites

24cp including (EDUC105 or EDUC107)

Corequisites

Co-badged status

Unit description

This unit examines the contemporary research and writing on teaching gifted and talented student. Students translate this knowledge into effective teaching and learning strategies through practical workshops and assessments. Current systemic policies in this field are also reviewed.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are

available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Knowledge and understanding of theory and research as it relates to the education of gifted and talented students.

Familiarity with the relevant policies to do with the teaching of gifted and talented students in NSW schools.

Knowledge of a range of practical differentiation strategies and models suitable for classroom implementation to meet the needs of gifted and talented students.

Assessment Tasks

Name	Weighting	Due
Identification Methods	30%	11 September, 2015
Teacher Resource Package	30%	30 October, 2015
Online Engagement	10%	Weekly
Final Examination	30%	Exam period

Identification Methods

Due: **11 September, 2015**

Weighting: **30%**

Students will critically evaluate TWO different approaches, models, methods or definitions of giftedness which could be used to both identify and guide the teaching of gifted and talented students in the classroom.

On successful completion you will be able to:

- Knowledge and understanding of theory and research as it relates to the education of gifted and talented students.
- Familiarity with the relevant policies to do with the teaching of gifted and talented students in NSW schools.
- Knowledge of a range of practical differentiation strategies and models suitable for classroom implementation to meet the needs of gifted and talented students.

Teacher Resource Package

Due: **30 October, 2015**

Weighting: **30%**

Students will select ONE Gifted Special Population group and develop a *Teacher Resource Package* which is intended for presentation as part of professional development for the staff at either Preschool, Primary or Secondary School level.

On successful completion you will be able to:

- Knowledge and understanding of theory and research as it relates to the education of gifted and talented students.
- Familiarity with the relevant policies to do with the teaching of gifted and talented students in NSW schools.
- Knowledge of a range of practical differentiation strategies and models suitable for classroom implementation to meet the needs of gifted and talented students.

Online Engagement

Due: **Weekly**

Weighting: **10%**

A series of online quizzes that students will complete each week.

On successful completion you will be able to:

- Knowledge and understanding of theory and research as it relates to the education of gifted and talented students.
- Familiarity with the relevant policies to do with the teaching of gifted and talented students in NSW schools.
- Knowledge of a range of practical differentiation strategies and models suitable for classroom implementation to meet the needs of gifted and talented students.

Final Examination

Due: **Exam period**

Weighting: **30%**

The exam will consist of both

- short answer and
- short essay questions

related to the lectures and readings for the unit.

On successful completion you will be able to:

- Knowledge and understanding of theory and research as it relates to the education of gifted and talented students.
- Familiarity with the relevant policies to do with the teaching of gifted and talented students in NSW schools.
- Knowledge of a range of practical differentiation strategies and models suitable for classroom implementation to meet the needs of gifted and talented students.

Delivery and Resources

Delivery

The unit comprises :

- 1 hour lecture
- 1 x 1 hour tutorial each week
- 1 x 1 hour online component

Resources

Compulsory Text: *Teaching the Gifted and Talented Student*. (2013). Compiled by Alperstein, D. Frenchs Forest: Pearson Australia.

Compiled from:

Clark, B. (2013). *Growing Up Gifted: Developing the Potential of Children at Home and at School* (8th Ed). Boston: Pearson.

Davis, G.A., Rimm, S.B. & Siegle, D. (2011). *Education of the Gifted and Talented* (6th Ed.). Upper Saddle River, USA: Pearson Education.

VanTassel-Baska, J. & Stambaugh, T. (2006). *Comprehensive Curriculum for Gifted Learners* (3rd Ed.). Boston: Pearson/Allyn and Bacon.

Changes made relative to previous offerings: As a result of the change from a thirteen week to an eleven week schedule, the following changes have been made to the 2015 offering of EDUC270:

- The unit now includes one hour of an online "flipped classroom" component where students will engage with material prior to the one hour tutorial.
- The schedule of assessment tasks has been modified from three to four items in order that the new online component can be assessed.

Unit Schedule

Wk	Lecture Topics	Tutorial Topics
3	Conceptions of giftedness	Definitions of giftedness
4	Characteristics of gifted students	Who are these students?
5	Identification issues	Models and methods for identifying gifted students
6	Differentiating the curriculum for the gifted (I)	Models for differentiating the curriculum
7	Differentiating the curriculum for the gifted (II)	Methods for differentiating the curriculum
8	Gifted student diversity (I): Underachievement, Cultural Diversity and Economic Disadvantage	Ways to provide for diversity in the classroom
9	Gifted student diversity (II): Female Underachievement; Gifted Children with Disabilities	Ways to provide for diversity in the classroom
10	Socio-affective development of the gifted student	Social and emotional issues in the classroom
11	Creativity and giftedness	Strategies to incorporate creative learning in the classroom
12	Teaching thinking skills in the classroom	Types of thinking skills and implementation
13	Classroom application and assessment: Programs, mentoring, ICT and other resources Exam revision	Integration of curriculum models and activities in the classroom Reflection: What are the qualities of teachers of gifted students?

Online (optional)	Evaluation of gifted programs and ongoing programming for gifted students	
----------------------	---	--

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Grading

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

For an explanation of the policy see <http://www.mq.edu.au/policy/docs/grading/policy.html>

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University Calendar. For a description of grades see

<http://mq.edu.au/policy/docs/grading/policy.html>

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Special consideration

The Special Consideration provision aims to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level.

The University recognises that at times an event or set of circumstances may occur that:

- could not have reasonably been anticipated, avoided or guarded against by the student;
- was beyond the student's control;
- caused substantial disruption to the student's capacity for effective study and/or completion of required work;
- substantially interfered with the otherwise satisfactory fulfilment of unit or program requirements and
- was of at least three (3) consecutive days duration within a study period and/or prevented completion of a formal examination.

Information related to special consideration can be found at: http://www.mq.edu.au/policy/docs/special_consideration/policy.html or <https://ask.mq.edu.au> The relevant application form can be found at: <http://www.reg.mq.edu.au/academic-index.html>

Applications for **extensions** must be made via <https://ask.mq.edu.au> **BEFORE** the submission

date.

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

School of Education Contact person

Karen Gregory: Academic Disability Liaison Officer, School of Education,

Ph: 9850 8608

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Knowledge and understanding of theory and research as it relates to the education of gifted and talented students.
- Knowledge of a range of practical differentiation strategies and models suitable for classroom implementation to meet the needs of gifted and talented students.

Assessment task

- Teacher Resource Package

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Assessment task

- Online Engagement

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Familiarity with the relevant policies to do with the teaching of gifted and talented students in NSW schools.

Assessment tasks

- Identification Methods
- Teacher Resource Package
- Online Engagement
- Final Examination

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Knowledge and understanding of theory and research as it relates to the education of gifted and talented students.
- Familiarity with the relevant policies to do with the teaching of gifted and talented students in NSW schools.
- Knowledge of a range of practical differentiation strategies and models suitable for classroom implementation to meet the needs of gifted and talented students.

Assessment tasks

- Identification Methods
- Teacher Resource Package
- Online Engagement
- Final Examination

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Knowledge and understanding of theory and research as it relates to the education of gifted and talented students.
- Familiarity with the relevant policies to do with the teaching of gifted and talented students in NSW schools.
- Knowledge of a range of practical differentiation strategies and models suitable for classroom implementation to meet the needs of gifted and talented students.

Assessment tasks

- Identification Methods
- Teacher Resource Package
- Online Engagement
- Final Examination

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Knowledge and understanding of theory and research as it relates to the education of gifted and talented students.
- Familiarity with the relevant policies to do with the teaching of gifted and talented students in NSW schools.
- Knowledge of a range of practical differentiation strategies and models suitable for classroom implementation to meet the needs of gifted and talented students.

Assessment tasks

- Identification Methods
- Teacher Resource Package
- Online Engagement
- Final Examination

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Knowledge and understanding of theory and research as it relates to the education of gifted and talented students.
- Familiarity with the relevant policies to do with the teaching of gifted and talented students in NSW schools.
- Knowledge of a range of practical differentiation strategies and models suitable for classroom implementation to meet the needs of gifted and talented students.

Assessment tasks

- Identification Methods
- Teacher Resource Package
- Online Engagement
- Final Examination

Changes from Previous Offering

Changes made relative to previous offerings: As a result of the change from a thirteen week to an eleven week schedule, the following changes have been made to the 2015 offering of EDUC270:

- The unit now includes one hour of an online "flipped classroom" component where students will engage with material prior to the one hour tutorial.
- The schedule of assessment tasks has been modified from three to four items in order that the new online component can be assessed.