



EDUC270

Teaching the Gifted and Talented Student

S2 Day 2016

Dept of Education

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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

Laura Richards

laura.richards@mq.edu.au

Contact via iLearn Dialogue Box or email

TBA

TBA

Credit points

3

Prerequisites

24cp including (EDUC105 or EDUC106) or (admission to BEd(Prim) or BEd(Sec))

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 |
|-------------------------------------------------|-----------|--------------------|
| <u>Identification Methods</u> | 30% | 11 September, 2016 |
| <u>Teacher Resource Package</u> | 30% | 30 October, 2016 |
| <u>Final Examination</u> | 40% | Exam period |

Identification Methods

Due: **11 September, 2016**

Weighting: **30%**

Students will critically evaluate TWO different methods of identification and critique their usefulness for application 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, 2016**

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.

Final Examination

Due: **Exam period**

Weighting: **40%**

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

Students are expected to attend each tutorial, and an attendance roll will be taken. Where a

student has difficulty meeting attendance requirements, they should be prepared to substantiate their reasons by supplying relevant documentation to the unit convenor.

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.

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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

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
- 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
- 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
- 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
- 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
- Final Examination

Changes from Previous Offering

Changes made relative to previous offerings: Following the addition of the "flipper classroom" component in 2015, the following changes have been made to the 2016 offering of EDUC270:

- The schedule of assessment tasks has been modified from four to three assessment items with the weekly quiz component now made optional.

Changes since First Published

| Date | Description |
|------------|-------------------------------------------------------------------------|
| 26/07/2016 | Attendance requirements added as per instruction from Michael Stevenson |