



Course Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Course Title: GIFTED EDUCATION

Course ID: EDBED3512

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070101

Description of the Course:

This course provides a framework for pre-service teachers (PSTs) to understand giftedness and practices associated with gifted education from a theoretical perspective. The assessment tasks provide opportunities for both critically reflective appraisal and practical application of new understandings. PSTs are required to critically examine current understandings and practices relating to teaching highly able students from a national and international perspective. A focus of the course is on the development of a differentiated unit designed to engage all ability levels through models that also target the specific needs of gifted students.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Analyse and critique beliefs and misconceptions about giftedness and gifted characteristics through engagement with peer-reviewed research.
- K2.** Demonstrate insight into a range of issues and practices associated gifted students; recognition of gifted characteristics and needs; and implications for teaching and learning.
- K3.** Explore and develop research-based learning and teaching approaches, including the practice of differentiation as a means of catering for diverse learning needs in mainstream classrooms.

Skills:

- S1.** Reflect on and evaluate the theory and practice relating to pedagogical and organisational strategies associated with the field of gifted education.
- S2.** Explain and justify a student-centred approach to unit planning with a high focus on engagement and meaningful participation in differentiated activities.
- S3.** Critically examine current personal beliefs and attitudes towards giftedness and reflect on ways in which research findings have influenced current insights and intentions.

Application of knowledge and skills:

- A1.** Explore and develop differentiated instructional strategies and curricula which challenge a range of abilities and are suitable for mainstream classrooms.
- A2.** Interpret the learning needs of gifted students and utilise universal planning models to structure content, activities and assessment across the full range of abilities.

Course Content:

- Student-centred approach focusing on a high level of engagement with current literature and research relating to the field of gifted education, as well as consideration of stories of lived experience.
- Focus on current issues and rhetoric relating to supporting gifted and talented students, including identification strategies and organisational and pedagogical practices.
- Examination of frameworks, models and methodologies to understand giftedness and the practices associated with gifted education from a theoretical perspective.
- Utilisation of national and international policy and perspectives relating to giftedness and gifted education.
- Integration of multimodal and differentiated learning experiences and assessment options to engage all ability levels and gifted students in particular.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be*

evident in the specified learning outcomes and assessment for each FedUni course, and all must be directly assessed in each program.

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving 	K1, K2, K3 S1, S3 A1, A2	AT1, AT2
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities 	K3	AT2
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	S2	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S1, S2, S3, APST 4.1	Reflections based on a range of engagement with literature and concepts around the topic of gifted education as discussed through the course.	Reflective journal	40% - 60%
K2, K3, S1, S2, A1, A2 APST 1.1, 1.2, 1.5, 3.2	Development of a unit of work including assessment that demonstrates application of the concept of differentiation with an emphasis on gifted learners.	Unit of work	40% - 60%

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)

Professional Standards / Competencies:
Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.1 Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Yes	Intermediate
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Intermediate
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Yes	Intermediate
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Intermediate
4. Create and maintain supportive and safe learning environments		
4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	Yes	Intermediate