



Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Gifted Education
Unit ID:	EDBED3512
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070101

Description of the Unit:

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

Placement Component: No

Supplementary Assessment: No

Supplementary assessment is not available to students who gain a fail in this Unit.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
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.

Unit 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.

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%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
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 informationFed Cite - [referencing tool](#)