

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: GIFTED EDUCATION

Unit ID: EDFGC2512

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070105

Description of the Unit:

This unit provides a framework for students to understand giftedness and the practices associated with gifted education from a theoretical perspective and, through the assessment tasks, provide opportunities for both critically reflective appraisal and practical application of new understandings. It requires students to critically examine current understandings and practices relating to teaching highly able students from a national and international perspective. A focus of the unit is on development of differentiated curricula to engage all ability levels and gifted students in particular.

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 Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

CourseLevel:

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Appreciate and analyse beliefs about giftedness and gifted behaviour and critique these in relation to research findings.
- K2.** Identify a range of issues and practices associated with identification of and provision for gifted students.
- 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.** Explore and articulate a student-centred approach to teaching and learning whilst focusing on a high level of engagement with current literature relating to the field of gifted education.
- S3.** Critically examine current personal beliefs and attitudes towards giftedness and gifted education.

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 and utilise models used in a range of national and international settings to cater for gifted students.

Unit Content:

- Student-centred approach focusing on a high level of engagement with current literature and research relating to the field of gifted education.
- 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.

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression. **One or more graduate attributes must be evident in the specified learning outcomes and**

assessment for each FedUni Unit, and all attributes must be directly assessed in each Course

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, A1	AT1
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K2, S1	AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K3, S3	AT1
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K3, S2	AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1, A1	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1	Reflections based on a range of engagement with literature and concepts discussed through the unit.	Reflective journal	40-60%
K2, K3, S1, S2, A1, A2	Application and demonstration of the concept of differentiation.	Unit of work	40-60%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit

No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more informationFed Cite - [referencing tool](#)