

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** GIFTED AND TALENTED EDUCATION

**Unit ID:** EDMST6131

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** (EDFGC2512 and EDFGC6607)

**ASCED:** 070303

## Description of the Unit:

This unit provides a framework for educators to understand giftedness and the practices associated with gifted education in the school context from both a theoretical and practice-based perspective. It provides opportunities for critically reflective appraisal of the current literature and research relating to identifying and teaching highly able students from a national and international perspective. It supports critical examination of current understandings and practices relating to educating gifted and talented students. Practical application of new understandings are fostered through the assessment tasks. A particular 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:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**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

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

### Learning Outcomes:

(On successful completion of the course the students are expected to be able to):

#### Knowledge:

- K1.** Analyse and reflect on personal beliefs about giftedness and gifted behaviour and critique these in relation to research findings.
- K2.** Critically reflect on national and international research literature relating to giftedness and gifted education.
- K3.** Examine and critique a range of issues and practices associated with identification of and provision for gifted students.
- K4.** 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.** Critically examine current personal beliefs and attitudes towards giftedness and 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.** Reflect on and evaluate the theory and practice relating to pedagogical and organisational strategies, particularly differentiation, associated with the field of gifted education.
- S4.** Reflect on and interrogate current research literature on identification and programming associated with the field of gifted education through a journaling process.

#### Application of knowledge and skills:

- A1.** Engage with and critical reflect on research literature through the creation of a reflective journal.
- A2.** Explore and develop differentiated instructional strategies and curricula which challenge a range of abilities and are suitable for mainstream classrooms.
- A3.** Interpret and utilise models used in a range of national and international settings to cater for gifted students.

#### Unit Content:

Topics may include:

- Exploration of theoretical frameworks in order to identify how gifted education is placed within the general education arena.
- Critical examination and analysis of current literature relating to the nature of giftedness; intellectual, social and emotional characteristics of gifted and talented students necessitating the modification of learning experiences; procedures and materials used to select students for enriched and accelerated learning opportunities; and teaching strategies and materials appropriate for the regular classroom.
- Integration of reflexive critical practice as the basis for exploring current issues and rhetoric relating to supporting gifted and talented students, including identification strategies and organisational and pedagogical practices; examining frameworks, models and methodologies to understand giftedness and the practices associated with gifted education from a theoretical perspective; and integrating 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, K2, 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.	K4, 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, S4, A1, A2	Critical reflections based on engagement with a broad range of research based literature and concepts discussed through the course.	Reflective journal	40-60%
K2, K3, K4, S1, S2, S3, A2, A3	Application and demonstration of the concept of differentiation through the creation of comprehensive teaching materials, practices or programs to suitably engage gifted and talented students, even within mainstream settings.	Differentiated teaching materials, practices or programs	40-60%

### Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)