Arts & Social Sciences

School of Education

EDST5807
Social and Emotional Development of
Intellectually Gifted Students

Term 2 2020

Contents

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST5807 Social and Emotional Development of Intellectually Gifted Students (6 units of credit)
Term 2 2020

2. STAFF CONTACT DETAILS

Course Convenor: A/Professor Jae Jung
Email: jae.jung@unsw.edu.au
Availability: By appointment

3. COURSE DETAILS

Course Name	Social and Emotional Development of Intellectually Gifted Students
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including course online hours, readings, accessing & using resources, assessment, follow up activities etc.
Schedule	http://classutil.unsw.edu.au/EDST_T2.html

SUMMARY OF COURSE

In this course, you will learn about the social, emotional and moral development of children of high intellectual potential. You will engage with current educational and psychological literature regarding the incidence of underachievement, lack of motivation, depression and 'dropping out' among gifted children. You will explore the influence of personalogical variables, including motivation, self-esteem, friendship choices and attitudes towards school and study, on the translation of high potential into high performance. Additionally, teaching strategies and class and school structures, which facilitate or impede the development of positive social attitudes and supportive peer relationships in gifted children will be critically analysed.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- Updated content and updated references.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify key issues about the socio-affective development of intellectually gifted students and link these with the educational needs of gifted students.	1, 2
2	Discuss the findings of studies on affective outcomes to explore the implications of asynchronous development for peer relationships and socialisation	2
3	Apply research-based decision making to select appropriate various educational interventions and strategies to support the socio-affective needs of gifted students	2
4	Examine the influence of teacher attitudes and family values and behaviours in fostering or impeding talent development	1

PROGRAM LEARNING OUTCOMES

Capability		Assessment/s
1	Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of inclusive education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
2	Enquiry-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1, 2
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem-solving skills.	1, 2
4	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership.	1, 2
5	Global outlook Demonstrate an understanding of international perspectives relevant to the educational field.	1, 2
6	Ethics Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education.	1, 2

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessments
A. Aboriginal and Torres Strait Islander Education	4, 5, 6	1, 2
B. Classroom Management	1, 2, 4, 5,	1, 2
C. Information and Communication Technologies	1, 3, 4	1, 2
D. Literacy and Numeracy	1, 4, 8, 9, 15	2
E. Students with Special Educational Needs	2, 3, 4, 5, 6, 7	1, 2
F. Teaching Students from Non- English Speaking Backgrounds	3, 9, 10	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Understanding the social-emotional characteristics and needs of gifted students requires strong theoretical knowledge and the capacity to apply this understanding appropriately and effectively in the practical design of appropriate interventions for these gifted students. The teaching, learning, and assessment activities in this course are designed to be relevant to participants' experience and to provide opportunities to develop the requisite theoretical knowledge and associated practical skills. This foundation should enable participants to critically evaluate research and practice and to design effective intervention programs and strategies, whilst convincingly articulating the rationale behind their views, choices, and actions.

5. TEACHING STRATEGIES

- Participants are encouraged to develop study groups where feasible, to use flexible grouping, with individual, paired, and small group cooperative learning to reinforce the importance of teamwork in an educational context and to address varying teaching and learning goals
- Online teaching including a variety of lecture notes, audios, videos, or online lectorials where possible to reinforce a range of teaching strategies to foster interest, engagement, and support learning
- Structured occasions for reviewing prior knowledge and understandings
- Opportunities for online dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, analyse and evaluate content and strategies
- Engagement in analytical, dialogic, and evaluative discourse in an online forum to develop understanding of the social-emotional issues experienced by gifted students in today's educational contexts; and
- Reflection on learning to allow students to critically analyse and evaluate practices and issues.

These activities will occur in an online environment that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Module	Topic
Module 1	Introduction: Socio-emotional characteristics Socio-emotional issues
Module 2	Moral development: Moral reasoning Empathy
Module 3	Overexcitabilities: Emotional, Psychomotor, Intellectual, Imaginational, Sensual
Module 4	Perfectionism: Healthy perfectionism Unhealthy perfectionism
ASSESSMENT 1 DUE: MONDAY 6th JULY by 5pm	
Module 5	Social Relationships: Friendships Bullying
Module 6	Affective Interventions I: Krathwohl's Taxonomy Williams Taxonomy Social-emotional Learning
Module 7	Affective Interventions II: Small group discussion Service projects Bibliotherapy Guided viewing of film
ASSESSMENT 2 DUE: THURSDAY 13th AUGUST by 5pm	

7. RESOURCES

Resources for the course will be available to students in Moodle.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Attributes Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1: Reading responses	2,000 words	40%	1, 2, 3, 4	1.1, 1.2, 3.3, 4.1	A4, A5, A6, B1, B2, B4, B5, C1, C3, C4, E2-E7, F3, F9, F10	Monday 6th July 5pm
Assessment 2: Planning, implementing, and evaluating a program/ models/strategy	4,000 words	60%	1, 2, 3, 4	1.2, 1.5, 3.1, 3.2, 3.3, 4.1, 7.3	A4, A5, A6, B1, B2, B4, B5, C1, C3, C4, D1, D4, D8, D9, D15, E2-E7, F3, F9, F10	Thursday 13 August 5pm

Submission of assessments

Assessments in this course are based on your teaching experience. Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment 1: Reading responses

Due: Monday 6th July by 5pm

Provide a "reading response" to four of the readings from the following list (all of these readings are prescribed readings for the course):

- Derryberry, W. P., Wilson, T., Snyder, H., Norman, T., & Barger, B. (2005). Moral judgment developmental differences between gifted youth and college students. *The Journal of Secondary Gifted Education, 17*(1), 6 - 19.
- Bailey, C.L. (2010). Overexcitabilities and sensitivities: Implications of Dabrowski's theory of positive disintegration for counseling the gifted. *Article 10.* Retrieved [online] from: http://counselingoutfitters.com/vistas/vistas10/Article_10.pdf.
- Speirs Neumeister, K. L., Williams, K. K., & Cross, T. L. (2009). Gifted high-school students' perspectives on the development of perfectionism. *Roeper Review, 31*(4), 198–206.
- Mofield, E. L., & Parker Peters, M. (2015a). Multidimensional perfectionism within gifted suburban adolescents: An exploration of typology and comparison of samples. *Roeper Review, 37*(2), 97-109.
- Lee, S.-Y., Olszweski-Kubilius, P., & Thomson, D. (2012). Academically gifted students' perceived interpersonal competence and peer relationships. *Gifted Child Quarterly, 56*(2), 90-104.
- Jung, J. Y., Barnett, K., Gross, M. U. M., & McCormick, J. (2011). Levels of intellectual giftedness, culture, and the forced-choice dilemma. *Roeper Review, 33*(3), 182-197.
- Peterson, J. S., & Ray, K. E. (2006). Bullying and the gifted: Victims, perpetrators, prevalence, and effects. *Gifted Child Quarterly, 50*(2), 148–168.
- Donnison, S., & Marshman, M. (2018). Empowering gifted and talented youth: The "N" youth activity precinct. *Australasian Journal of Gifted Education, 27*(1), 47-58.
- Hebert, T. P., & Kent, R. (2000). Nurturing social and emotional development in gifted teenagers through young adult literature. *Roeper Review, 22*(3), 167-72.
- Peterson, J. S., & Lorimer, M. R. (2011). Student response to a small group affective curriculum in a school for gifted children. *Gifted Child Quarterly, 55*(3), 167-180.

Structure

The reading response should be organised around the **6Rs framework**, and therefore will involve (1) Reading, (2) Reviewing, (3) Reflecting, (4) Responding, (5) Requestioning, and (6) Referencing each of the four chosen readings.

6Rs Framework

(1) Read the selected reading

(2) Review and outline key content or issues in the reading that are relevant to your educational context and teaching experience (if you are not currently working at a school, you may refer to an educational context/experience that you are familiar with, such as the educational context/experience of a school that you attended). Explain how specifically each key content or issue in the reading is relevant to your educational context/teaching experience.

(3) Reflect on and explain how the identified content of the reading could support changes in your own teaching and/or your school's practice to support the social/emotional development of gifted students.

(4) Respond by describing the expected implications of the proposed changes to your teaching/ school's practice for teachers, students, parents, and other stakeholders in the social/emotional development of gifted students.

(5) What three questions arose for you from each reading and **what are your answers to these three questions?**

(6) Referencing: You only need to reference each of the required readings at the beginning of each reading response. You are not expected to have any other references or appendices for this assessment task.

The total word limit is 2,000 words. APA Style **guidelines should be followed. All text should be double-spaced** (12-point Times New Roman).

Assessment 2: Planning, implementing, and evaluating a program/model/strategy

Due: Thursday 13ᵗʰ August by 5pm

Provide an evaluation, and a detailed plan for the implementation or refinement, of a program/model/strategy designed to support the social-emotional needs of gifted students.

Please ensure that your assessment task includes the following elements:

- **Background:** Provide a one-page outline of the background context of the school that you are working in (if you are not currently working at a school, you may refer to an educational context that you are familiar with, such as the educational context of a school that you attended). Please include details of the type of school, grade/s taught, students' backgrounds and domain(s)/levels of giftedness, students' learning needs, students' social-emotional needs, topic/subject area, teacher's expertise, strategies currently used, and social-emotional programs currently run in the school.
- **Evaluation of a program, model, or strategy:** Select and describe a program, model, or a strategy covered in this course that you have used at your school or would like to use in the future. Evaluate the strengths and weaknesses of the program/model/strategy with respect to its usefulness in supporting the social-emotional needs of gifted students at your school.
- **Detailed plan for implementation or refinement:** Prepare a detailed plan that outlines the actions that need to be taken to implement or refine the selected program/model/strategy to support the social-emotional needs of gifted students at your school. Please give consideration to the personnel to be involved (e.g., qualifications, experience, and role) and any logistical issues, as appropriate. Furthermore, please explain how specifically the implementation or refinement of the program/model/strategy will benefit gifted students at your school.

Please ensure that the assessment task is informed by **wide and appropriate reading** that goes substantially beyond the prescribed (compulsory and supplementary) readings for the course.

You may choose any format for the assessment task (e.g., report, PowerPoint presentation that makes use of the Notes function to provide details, website). **The total word limit is 4,000 words including references.** APA Style **guidelines should be followed. All text should be double-spaced** (12-point Times New Roman).

Please also refer to the feedback sheets, which contain marking criteria, for both assessment tasks.

Course Expectations

As this is an online course, posts on Forums relating to the content for each module are expected in lieu of physical attendance.

The Forums will begin with a question or activity posted by the course co-ordinator. **All students are expected to post at least one response to the question or activity (300 words MAXIMUM)** AFTER completing all of the other activities for the module, incorporating elements of these activities (e.g., readings, audio clips) in the posts. Moreover, all students are strongly encouraged to respond/provide feedback to the posts of other students. **Try your best to make your posts by the Sunday evening at the end of the prescribed week for each module**, although if this deadline cannot be met, you may have until the following Sunday evening. **All students are expected to complete posts for at least 5 of the 7 modules in the course**.

All posts should be thorough, grammatically correct, and be an appropriate response to the stimulus question or activity or a post from a fellow student. If the content of the post is initially prepared using MS Word (which is encouraged), please post responses in the Forums as text rather than attachments (please refer to the FAQ section if any difficulties are experienced in copying/pasting text from MS Word into the Forums). APA style guidelines need to be followed to reference research.

Student Name: Student No.:

Assessment Task: 1: Reading responses

SPECIFIC CRITERIA	(-)——————➤ (+)				
Understanding of the question or issue and the key concepts involved • Appropriateness of the reading responses • Adequacy of the reading responses • Demonstration of accurate, broad and deep understanding of the key concepts related to the social/emotional development of gifted students					
Depth of analysis and/or critique in response to the task • Evaluation of the research literature with respect to the task • Presentation of accurate interpretations of the research • Establishment of the implications of the research literature for practice • Demonstration of independent thought					
Familiarity with relevant professional and/or research literature used to support response • Demonstration of careful reading of each selected reading					
Structure and organization of response • Appropriateness of the structure of the response • Logical sequencing of ideas					
Presentation of response according to appropriate academic and linguistic conventions • Clarity of writing • Use of a serious, formal and academic style of writing • Use of appropriate conventions in academic writing • Clarity of tables/figures • Readability • Respect for word limits					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**

Recommended: **/20**   **(FL PS CR DN HD)**   **Weighting:**   **40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5807: SOCIAL AND EMOTIONAL DEVELOPMENT OF INTELLECTUALLY GIFTED
STUDENTS

Student Name: Student No.:

Assessment Task 2: Planning, implementing, and evaluating a program/model/strategy

SPECIFIC CRITERIA	(-)——————➤ (+)				
Understanding of the question or issue and the key concepts involved					
• Appropriateness of the response to the task • Adequacy of the response to the task					
Depth of analysis and/or critique in response to the task					
• Presentation of insightful and accurate interpretations of the research • Appropriateness of the application of the research to the task • Demonstration of originality and independent thought					
Familiarity with relevant professional and/or research literature used to support response					
• Appropriateness of the reading of the literature • Breadth of the reading of the literature					
Structure and organization of response					
• Appropriateness of structure/organisation • Logical sequencing • Flow of ideas • Overall cohesiveness					
Presentation of response according to appropriate academic and linguistic conventions					
• Clarity of writing • Use of a serious, formal and academic style of writing • Use of appropriate conventions in academic writing • Clarity of tables/figures • Readability • Respect for word limits					

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer: **Date:**
Recommended: **/20**   **(FL PS CR DN HD)**   **Weighting:**   **60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**