STAFFING
Examiner: Barry Fields
Moderator: Michelle Lovett

RATIONAL
Throughout Australia in recent years, there have been many signs of an increased community awareness of the needs of gifted children. An increasing number of schools are attempting to make more adequate provision for these children. Yet failure to identify the gifted and uncertainty as how best to provide for them is still a problem. The educational provisions for gifted children may prove inadequate despite a well-designed identification program and a suitable organisational setting. The difficulties are often in providing a differentiated curriculum, which requires a sound knowledge of principles, strategies and resources.

SYNOPSIS
This course will examine a number of key issues and problems related to the education of the gifted. Issues to be discussed include identification of the gifted and establishment of school programs. Students will examine the principles on which a differentiated curriculum should be built and study a range of curriculum approaches which will assist them in the development of an enrichment program for gifted children in a regular classroom.

OBJECTIVES
On successful completion of this course students will be able to:

- evaluate different definitions of the term "gifted";
- describe a range of characteristics of the gifted;
- explain how various characteristics can have both positive and negative consequences for the gifted individual and for those interacting with the child;
- critically analyse various procedures for identifying gifted children;
- justify the need for a differentiated education for the gifted;
• identify the major inadequacies frequently found in gifted programs and explain why inadequacies exist;
• identify the major principles characterising a differentiated curriculum for the gifted; and
• develop a integrated curriculum package for gifted students in a regular classroom setting.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Who are the gifted?</td>
<td>10.00</td>
</tr>
<tr>
<td>1.1. Defining terms</td>
<td></td>
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<td>1.2. Characteristics of the gifted</td>
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<td>1.3. Problems of giftedness</td>
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<td>2. How do we identify the gifted?</td>
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<tr>
<td>2.1. Strengths and weaknesses of identification instruments</td>
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<td>2.2. A model for identification</td>
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<td>2.3. Justification for identification procedures</td>
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<td>2.4. Responsibility for identification</td>
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<td>3. Educational provision for the gifted</td>
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<tr>
<td>3.1. Debate and controversy</td>
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<td>3.2. Alternative approaches to a differentiated education</td>
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<td>3.3. A decision-making model for gifted education</td>
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<td>4. Enrichment for the gifted</td>
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<tr>
<td>4.1. Problems and inadequacies of enrichment programs</td>
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<td>4.2. Renzulli and the enrichment triad model</td>
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5. The differentiated curriculum

5.1. Characteristics of the gifted and their implications for the curriculum

5.2. Principles underlying a differentiated curriculum

5.3. Objectives of a differentiated curriculum

6. The role of teaching in curriculum differentiation

6.1. Learning models in curriculum differentiation

TEXT and MATERIALS required to be PURCHASED or ACCESSSED:

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at http://bookshop.usq.edu.au click 'Semester', then enter your 'Course Code' (no spaces).


(for Early Childhood Students)

REFERENCE MATERIALS:

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.


Winebrenner, S 1993, *Teaching gifted kids in the regular classroom: strategies and techniques every teacher can use to meet the academic needs of the gifted and talented*, Hawker Brownlow, Cheltenham.
STUDENT WORKLOAD REQUIREMENTS:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<tr>
<td>Directed Study</td>
<td>65.00</td>
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<tr>
<td>Private Study</td>
<td>35.00</td>
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ASSESSMENT DETAILS

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<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
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<tbody>
<tr>
<td>DISCUSSION PAPER</td>
<td>999.00</td>
<td>50.00</td>
<td>08 Apr 2004</td>
</tr>
<tr>
<td>DEVELOP OF ENRICHMENT PACKAGE</td>
<td>999.00</td>
<td>50.00</td>
<td>11 Jun 2004</td>
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</tbody>
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NOTES:
1. Letter grades will be used in this course and displayed in the Notes Section.

IMPORTANT ASSESSMENT INFORMATION

1. Attendance requirements:
   There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2. Requirements for students to complete each assessment item satisfactorily:
   To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.

3. Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a penalty of 20% of the total marks available for the assignment will apply for each month late.

4. Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least C- for each item.

5. Method used to combine assessment results to attain final grade:
   The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.

6. Examination information:
   There is no examination in this course.

7. Examination period when Deferred/Supplementary examinations will be held:
   There will be no Deferred or Supplementary examinations in this course.
8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL http://www.usq.edu.au/corporateservices/calendar/part5.htm or in the current USQ Handbook.

ASSESSMENT NOTES

1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.

2 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner. The student must retain this copy until the grade for this course has been finalised.

3 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.

5 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.

6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

7 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

8 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.

9 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

10 All assessment items must be submitted and passed.

OTHER REQUIREMENTS

1. Students will require access to e-mail and Internet access to USQConnect for this course.
2. Students are to use a recognised referencing system a specified by the course examiner.