

EDUC90192 Understanding & Identifying Gifted Lrng

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2013.
Time Commitment:	Contact Hours: 18 hours. Total Time Commitment: Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Overview, Objectives, Assessment and Generic Skills sections of this entry. It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and the Disability Liaison Unit: http://www.services.unimelb.edu.au/disability/
Contact:	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285
Subject Overview:	This subject examines definitions and models of giftedness and talent, the learning and socio-emotional characteristics of gifted children and their educational needs. The implications of these for programs, provisions, means of identification and school curriculum are outlined issues both in Australia and internationally are reviewed. Students taking this subject have opportunities to interact with gifted children and their parents and teachers. This subject provides an introduction to the study of the education of gifted and talented children. It examines (1) definitions of gifted learning; (2) models for resolving giftedness and talent; (3) the learning characteristics of students identified as gifted (cognitive, metacognitive, affective and social) and developmental trends in these areas; (4) the types of knowledge that are likely to lead to gifted learning; (5) procedures for identifying gifted learners and their learning characteristics; (6) the influence of culture on gifted and talented learning (gifted indigenous learners, cross cultural gifted learning; (7) the implications for teaching, curriculum programming and school level organisation at curriculum provision.
Objectives:	On subject completion you should be able to: <ul style="list-style-type: none"> # critically analyse and evaluate contemporary theories of gifted and talented learning and development, # develop and implement relevant selection and assessment procedures that are supported by current research in gifted and talented learning, # comprehend, analyse and apply emotional and social influences on gifted and talented learning, # comprehend and use developmental trends (cognitive, metacognitive, affective and social) in the emergence of giftedness and talent.
Assessment:	A critical examination (review and analysis, approx 5,000 words) of an aspect in gifted and talented learning and its implications for identification.

Prescribed Texts:	None
Recommended Texts:	<p>Castellano, J.A. (2003). Special populations in gifted education: working with diverse gifted learners. Boston: Allyn and Bacon.</p> <p>Davis, G.A. & Rimm, S.B. (1998). Education of the Gifted and Talented. (4th Ed). Needham Heights, MA: Allyn & Bacon.</p> <p>George, D. (2003). Gifted education: identification and provision. London: David Fulton.</p> <p>Heller, K.A., Monks, F.J., Sternberg, R.J. & Subotnik, R.F. (Eds.). (2000). International Handbook of Giftedness and Talent, Second Edition, (pp. 3-21). Amsterdam: Elsevier.</p>
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>On completion of this subject you should be able to:</p> <ul style="list-style-type: none"> # critically analyse contemporary theories of gifted learning and approaches to the identification of students who are gifted, # develop a problem solving approach to the evaluation of gifted learners, # develop skills in communicating effective learning criteria and the nature of particular instances of gifted learning to teachers, parents and students, # work in a team with other educational professionals to analyse gifted and talented learning and identify the implications for assessment and education programmes, # display positive attitudes to gifted and talented learning.
Links to further information:	www.education.unimelb.edu.au
Related Course(s):	<p>Master of Education (Stream 100B)Coursework</p> <p>Master of Education (Stream 150)</p>