EDUC90193 Classroom Strategies:Gifted Education

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 the teaching of students who are intellectually gifted and talented. It examines (1) a general model for teaching gifted learners; (2) using the learning characteristics of gifted and talented students to identify the most appropriate instructional and pedagogic procedures; (3) implementing differentiated teaching and assessment based on identified categories of gifted learning (verbal gifted knowledge, mathematical gifted knowledge, nonverbal gifted knowledge); (4) the influence of culture on gifted and talented teaching procedures (teaching indigenous gifted students, students from other cultures; (5) gifted learning disabled students, their learning characteristics, identification and teaching; (6) classroom environment procedures likely to facilitate gifted learning (for example, grouping strategies, classroom management, peer and teacher/student relationships.
Objectives:	On subject completion you should be able to: # critically analyse and evaluate contemporary theories of gifted and talented learning and development in terms of their relevance for teaching practice and education; # develop and implement relevant selection and assessment procedures that are supported by current research in gifted and talented learning; # recommend appropriate instructional and pedagogic procedures; and # evaluate the effectiveness of assessment and education programmes intended for use with gifted learners from a contemporary research base.
Assessment:	A critical examination (review and analysis, approx 5,000 words) of an aspect in the education of gifted learners and its implications for teaching.
Prescribed Texts:	None

Recommended Texts:	Davis, G.A. & Rimm, S.B. (2003). Education of the gifted and talented. Boston, MA: Allyn and Bacon. 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. Maker, J. & Neilson, A.B. (1996). Curriculum Development and Teaching Strategies for Gifted Learners. Austin, TX: Pro-Ed. Montgomery, D. (2003). Gifted and talented children with special educational needs: double exceptionality. London: David Fulton.
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:	On completion of this subject you should be able to: # critically analyse contemporary approaches to the teaching of students who are gifted and talented in terms of current theories of gifted learning; develop a problem solving approach to design of effective pedagogy according to individual and group learning characteristics; # develop skills in communicating effective instructional practice to teachers, parents and students; # use the model of learning developed in lectures to implement effective teaching and pedagogy; # work in a team with other educational professionals to analyse instructional and management procedures, assessment and education programmes; # display positive attitudes to the implementation of effective instruction for students who are gifted and talented.
Links to further information:	www.edfac.unimelb.edu.au
Related Course(s):	Master of Education (Stream 100B)Coursework Master of Education (Stream 150)