EDUC90192 Understanding & Identifying Gifted Lrng

| (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: # 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 4,000 words) of an aspect in gifted and talented learning and its implications for identification.  Prescribed Texts:  None  Recommended Texts:  Castellano, J.A. (2003). Special populations in gifted education: working with diverse gifted learners. Boston: Allyn and Bacon.  Davis, G.A. & Rimm, S.B. (1998). Education of the Gifted and Talented. (4th Ed). Needham Heights, MA: Allyn & Bacon.  George, D. (2003). Gifted education: identification and provision. London: David Fulton.   | Credit Points:        | 12.50  |
|--|-----------------------|--|
| Time Commitment:  Contact Hours: 18 hours Total Time Commitment: Not available  Perequisites:  None  Corequisites:  None  Recommended  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.  Cordinator:  Dr John Munro  Contact:  Education Student Centre  Subject Overview:  This subject examines definitions and models of giftedness and talent, the learning and socioemotional 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 have opportunities to interact with gifted children and their parents and teachers. This subject have opportunities to interact with gifted children and their parents and teachers. This subject have opportunities to interact with gifted children and their beachers. This subject have opportunities to interact with gifted children and their parents and teachers. This subject have opportunities to interact with gifted children and their beachers. This subject have opportunities to interact with gifted planning clip models for resolving giftedness and talent; (3) the learning (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) in the influence of culture on gifted and talented learning (gifted planning characteristics) (6) the influence of culture on gifted and talented learning gifted planning characteristics; (6) the influence of culture on gifted and talented learning gifted planning characteristics; (6) the influence of culture on gifted and talented learning (1) develope and implement relevant selection and assessment procedur | Level:                | 9 (Graduate/Postgraduate)  |
| Perequisites: None  Recommended Background Knowledge:  Non Allowed Subjects: None  Core Participation Requirements: Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure Requirements:  Dr John Munro  Contact: Education Student Centre  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 curriculums 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 at 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, characteristics; (6) the influence of culturer on gifted and talented learning, curriculum programming and school level organisation at curriculum provision.  Objectives:  Objectives:  Objectives:  Objectives:  Assessment:  A critically analyse and evaluate contemporary theories of gifted and talented learning, if ower plant in gifted and talented learning, if ower plant in gifted and talented learning, if owerphened and use developmental trends (cognitive, metacognitive, affective and social) in the emergence of giftedness and talent.  Assessment:  A critical examination (review and analysis, approx 4,000 words) of an aspect in gifted and talented learning, in comprehend and use developmental trends (cognitive, metacognitive, affective a | Dates & Locations:    | This subject commences in the following study period/s:  |
| Corequisites:  None  Recommended Background Knowledge:  Non Allowed Subjects:  None  Core Participation Requirements:  Dr John Munro  Contact:  Education Student Centre  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 and tweet provides and developmental trends in these areas; (4) the hypes of knowledge that are likely to lead to 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 characteristics; (6) the influence of culturer on gifted and talented learning characteristics; (6) the influence of culturer on gifted and talented learning characteristics; (6) the influence of culturer on gifted and talented learning characteristics; (6) the influence of culturer on gifted and talented learning characteristics; (6) the culturer on gifted and talented learning; (7) the implications for teaching, curriculum programming and school level organisation at curriculum provision.  Objectives:  Objectives:  Objectives:  Acritically analyse and evaluate contemporary theories of gifted and talented learning; and development, and payes and evaluate contemporary theories of gifted and talented learning; are comprehend and use development an | Time Commitment:      | Contact Hours: 18 hours Total Time Commitment: Not available   |
| None   Recommended   Background Knowledge:   None  | Prerequisites:        | None   |
| None   Altowed Subjects:   None  | Corequisites:         | None   |
| Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure Requirements:  Dr John Munro  Contact: Education Student Centre  Subject Overview: This subject examines definitions and models of giftedness and talent, the learning and socioemotional 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:  # 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, analyse and apply emotional and social influences on gifted and talented learning,  comprehend, analyse and apply emotional and social influences on gifted and talented learning,  comprehend, analyse and apply emotional and social influences on gifted  |                       | None   |
| Coordinator:  Dr John Munro  Education Student Centre  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 have opportunities to interact with gifted children and their parents and teachers. 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:  # critically analyse and evaluate contemporary theories of gifted and talented learning,  # 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, analyse and apply emotional and social influences on gifted and talented learning,  # comprehend, analyse and apply emotional and social influences on gifted and talented learning  | Non Allowed Subjects: | None   |
| Contact:  Education Student Centre  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.  On subject completion you should be able to:  # 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 4,000 words) of an aspect in gifted and talented learning and its implications for identification.  Prescribed Texts:  Castellano, J.A. (2003). Special populations in gifted education: working with diverse gi |                       |  |
| 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:  # 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 4,000 words) of an aspect in gifted and talented learning and its implications for identification.  Prescribed Texts:  Castellano, J.A. (2003). Special populations in gifted education: working with diverse gifted learners. Boston: Allyn and Bacon | Coordinator:          | Dr John Munro  |
| 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:  # 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 4,000 words) of an aspect in gifted and talented learning and its implications for identification.  Prescribed Texts:  None  Recommended Texts:  Castellano, J.A. (2003). Special populations in gifted education: working with diverse gifted learners. Boston: Allyn and Bacon.  Davis, G.A. & Rimm, S.B. (1998). Education of the Gifted and Talen | Contact:              | Education Student Centre   |
| # 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 4,000 words) of an aspect in gifted and talented learning and its implications for identification.  Prescribed Texts:  None  Castellano, J.A. (2003). Special populations in gifted education: working with diverse gifted learners. Boston: Allyn and Bacon.  Davis, G.A. & Rimm, S.B. (1998). Education of the Gifted and Talented. (4th Ed). Needham Heights, MA: Allyn & Bacon.  George, D. (2003). Gifted education: identification and provision. London: David Fulton.   | Subject Overview:     | 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 |
| talented learning and its implications for identification.  None  Recommended Texts:  Castellano, J.A. (2003). Special populations in gifted education: working with diverse gifted learners. Boston: Allyn and Bacon.  Davis, G.A. & Rimm, S.B. (1998). Education of the Gifted and Talented. (4th Ed). Needham Heights, MA: Allyn & Bacon.  George, D. (2003). Gifted education: identification and provision. London: David Fulton.   | Objectives:           | # 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)   |
| Recommended Texts:  Castellano, J.A. (2003). Special populations in gifted education: working with diverse gifted learners. Boston: Allyn and Bacon.  Davis, G.A. & Rimm, S.B. (1998). Education of the Gifted and Talented. (4th Ed). Needham Heights, MA: Allyn & Bacon.  George, D. (2003). Gifted education: identification and provision. London: David Fulton.   | Assessment:           |  |
| learners. Boston: Allyn and Bacon.  Davis, G.A. & Rimm, S.B. (1998). Education of the Gifted and Talented. (4th Ed). Needham Heights, MA: Allyn & Bacon.  George, D. (2003). Gifted education: identification and provision. London: David Fulton.   | Prescribed Texts:     | None   |
| Heights, MA: Allyn & Bacon.  George, D. (2003). Gifted education: identification and provision. London: David Fulton.  | Recommended Texts:    |  |
|  |                       |  |
| Hollor K.A. Monko E.I. Ctornham D.I. 9 Cubatalle D.E. (Eds.) (2000) Intermedical   |                       | George, D. (2003). Gifted education: identification and provision. London: David Fulton.   |
| 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.  |                       | 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.  |

Page 1 of 2 01/02/2017 6:03 P.M.

| 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 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):            | Postgraduate Certificate in Educational Studies (Generalist) Postgraduate Diploma in Educational Studies (Generalist)   |

Page 2 of 2 01/02/2017 6:03 P.M.