

EDUC90208 Curriculum Provision for Gifted Students

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| Credit Points: | 12.5 |
| Level: | 9 (Graduate/Postgraduate) |
| Dates & Locations: | This subject is not offered in 2016. |
| Time Commitment: | Contact Hours: 18 hours Total Time Commitment: 170 hours |
| Prerequisites: | None |
| Corequisites: | None |
| Recommended Background Knowledge: | None |
| Non Allowed Subjects: | None |
| Core Participation Requirements: | <p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p><p>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 Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p> </p> |
| Contact: | <p>Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352)</p> |
| Subject Overview: | <p>This subject examines the implementation of curriculum most likely to foster gifted learning. Topics include curriculum and program organization, differentiated curricula, educational processes and structures likely to optimise gifted learning.</p> <p>Gifted curriculum options including acceleration (part and full), ability grouping for enrichment and mixed-ability cooperative grouping will be explored. Students will be introduced to an integrated approach to curriculum differentiation and learn the skills required to monitor and evaluate the effectiveness of their differentiation at any time and to fine tune and modify the changes. Critical analysis and evaluation of contemporary curricula and programs in terms of their relevance for teaching practice and education with gifted and talented students will be investigated.</p> |
| Learning Outcomes: | <p>On subject completion students should be able to:</p> <ul style="list-style-type: none"> # critically analyse and evaluate contemporary curricula and programs in terms of their relevance for teaching practice and education with gifted and talented students, # develop procedures for curriculum and program evaluation that take account of how students who are gifted learn, # evaluate and recommend selectively a range of differentiation structures such as ability grouping, alternate assignments, cluster grouping, compacting, contracting, cooperative learning, early entrance, enrichment, flexible grouping, grade level acceleration, mentoring workshops and subject/content acceleration. # apply curriculum differentiation procedures to curriculum, for example, to differentiate content in terms of depth complexity and novelty, differentiate thinking skills and differentiate learning outcomes, # develop, implement and evaluate a range of approaches and procedures for matching gifted and talented learners with curriculum, # recommend appropriate instructional and pedagogic procedures. |
| Assessment: | A report (5,000 words) that reviews and evaluates issues within the domain of the administration and implementation of programs intended to foster gifted learning. This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops. |

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| Prescribed Texts: | None |
| 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 |
| Related Course(s): | Master of Education Master of Education |