

Msc. in Gifted Education

Accredited by the Council for the Accreditation of Educator Preparation

1. Program Outline

The Master in Gifted Education Program courses are distributed across two semesters. In the first semester, candidates take core courses in gifted education, which help them build essential knowledge in different topics and themes in gifted education. The second semester courses discuss additional topics in gifted education such as counseling, gifted programs and services, and theories of giftedness. Upon completing all required courses, each student is assigned two supervisors. After consulting their supervisors, candidates choose their thesis topics depending on their interests.

Outline of Courses

The Master in Gifted Education Program requires candidates to complete 36 credit hours distributed across 36 weeks of face-to-face courses. In addition to the courses, candidates will have the opportunity to work directly with gifted learners throughout the practicum course.

First Year (First Semester)

Course Reference	Course Title	Credit Hours
GED GE 530	Introduction to Gifted Education	3
GED GE 531	Identification and Assessment in Gifted Education	3
GED GE 532	Curriculum and Teaching Methods for Gifted Students	3
GED GE 533	Creativity	3
GS ES 520	Introduction to Educational Statistics	2
Total Credits for 1st Semester		14

Course Reference	Course Title	Credit Hours
GED GE 529	Theories of Learning	2
GED GE 522	Counseling and Guidance for the Gifted	2
GED GE 523	Programs in Gifted Education	2

Course Reference	Course Title	Credit Hours
GS ES 620	Inferential Statistics and its Applications	2
GS ES 621	Educational Research Methods	2
GED ES 521	Practicum	2
GED GE 622	Research Seminar	2
Total Credits for 2nd Semester		14
GED ES 680	Master Thesis	8
Total Credit for master's degree		36

2. Course Description

Introduction to Gifted Education (GED GE 530)

This course introduces the education of gifted, talented, and creative students. It provides an overview of gifted education through the development of theories relevant to giftedness and creativity and their applications. The course also covers the behavioural characteristics of the gifted according to the curricula and programs to be used with them. Knowledge and concepts needed to understand the area of gifted education are introduced. Finally, the roles of society and parents in caring for and nurturing the gifted will be covered.

Identification and Assessment in Gifted Education (GED GE 531)

This course introduces students to tools and instruments for identifying gifted and talented students. Learners will better understand the psychometric characteristics of these tools (validity and reliability). Learners are expected to apply their knowledge and skills in assessing various cognitive and affective characteristics of children in school. Moreover, throughout this course, students will develop instructional practices appropriate for today's challenging classroom environment.

Curriculum and Teaching Methods for Gifted Students (GED GE 532)

This course introduces learners to developing and teaching a special curriculum for the gifted and talented. Learners are familiarized with the curriculum and teaching techniques appropriate for gifted children. Through readings and course assignments, learners are taught the different methods for enriching educational settings with programs to improve thinking skills.

Creativity (GED GE 533)

The primary purpose of this course is to study the theoretical and practical aspects of creativity. More specifically, this introductory course addresses several themes on creativity, including the definition of creativity, theories of creativity, levels of creativity, developing and enhancing creative thinking, assessing creativity, the relationship between creativity and other related concepts, as well as the obstacles to creativity and creative thinking. This is not a traditional course since it tackles a topic beyond traditional thinking; thus, practicing creativity is one of the course objectives.

Introduction to Educational Statistics (GS ES 520)

This course discusses some fundamental concepts related to descriptive statistics. More specifically, this course sheds light on different topics related to statistics in education and psychology, including (a) distinguishing between measurement scales, (b) differentiating between the study sample and study population, (c) understanding the differences between measurement of central tendency and measurement of dispersion, (d) distinguishing between norm-referenced versus criterion-referenced assessments, and finally, (e) the current course discusses concepts of validity and reliability in educational and psychological measurements.

Theories of Learning (GED GE 529)

This course addresses the major theories and conceptions of giftedness, allowing students to better understand this complex and multidimensional phenomenon. Hitherto, there is no absolute agreement on what giftedness is, and there are a large number of theories that try to explain this phenomenon. Thus, one of the course goals is to review the different conceptions of giftedness, which will help students criticize, reflect, and think of a theory that takes into consideration the social context of the GCC countries.

Counseling and Guidance for the Gifted (GED GE 522)

This course familiarizes students with cognitive, social, and emotional problems encountered by gifted children and their families at different ages and education levels. The content includes philosophy, principles, and definitions of guidance, the needs for guidance and counseling for the gifted in school, guidance, counseling techniques and programs, and assessing guidance and counseling programs.

Programs in Gifted Education (GED GE 523)

The primary purpose of this course is to examine the theoretical and practical aspects of instructional programs for gifted and talented students. The course is designed to familiarize graduate students with the various theories, principles, and program and curriculum development models for gifted and talented students. In addition, this course provides learners with skills and strategies to plan suitable programs by developing and implementing curriculum enrichment, acceleration, and activities appropriate for the differentiated gifted student. This course trains learners to examine the thinking, learning, affective, and creative skills that challenge the development of excellence in the curriculum and examine methods to evaluate gifted programs.

Inferential Statistics and its Applications (GS ES 620)

The course provides the basics of statistical estimation, statistical sampling, testing hypotheses, the level of significance, and statistical decision-making, including comparisons of the two statistical errors: Type I and Type II. In addition, the course deals with testing hypotheses of the differences between means, variances, correlations, and proportions for independent and correlated data cases and uses parametric and nonparametric techniques.

Practicum (GED GE 521)

This course provides students with opportunities to practice what they have learned in their courses during the first semester. Students are expected to teach thinking skills to children both directly and indirectly. In addition, students will teach one period of thinking skills and to embed thinking skills in the traditional curriculum by developing worksheets focusing on thinking skills not dealt with in the regular teaching setting. In addition, students produce and implement awareness programs for children, teachers and parents.

Educational Research Methods (GS ES 621)

This course aims to familiarize learners with scientific thinking and research methods applied in educational and psychological studies. It also equips learners with the knowledge and skills needed to conduct research. Students are expected to identify research gaps, construct appropriate research questions, discuss relevant assumptions, and define and classify research variables. Furthermore, students are expected to design a research plan and follow the appropriate procedures for carrying it out. Finally, students are expected to appropriately use and cite references according to the 7th edition of the APA manual.

Research Seminar (GED GE 622)

This course provides a critical survey of the research in gifted education. In addition, it enables students to explore theories of giftedness, creativity, and intelligence. The chosen readings are challenging to stimulate interesting discussions about philosophy and practice in gifted education.