Msc. in Gifted Education

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.

After successfully completing all required courses, each student is assigned with two supervisors. Candidates choose their thesis topics depending on their interest and after consulting their supervisors.

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 courses, candidates will have the opportunity to directly work 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**

First Year (Second Semester)

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
GS ES 620	Inferential Statistics and its Applications	2
GED GE 521	Practicum	2
GS ES 621	Educational Research Methods	2
GED GE 622	Research Seminar	2
Total Credits for 2nd Semester		14
GED GE 670	Master Thesis	8
Total Credit for master's degree		**36**

*The minimum duration for the master's degree is two years

Courses description

1. **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 behavioral 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 are viewed and discussed.

2. **Identification and Assessment in Gifted Education (GED GE 531)**

This course introduces students to tools and instruments to be used in identifying gifted and talented students. Learners will have a better understanding about 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.

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

This course introduces learners to developing and teaching special curriculum for the gifted and talented. Learners are familiarized with 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.

4. **Creativity (GED GE 533)**

The major purpose of this course is to study the theoretical and practical aspects of creativity. More specifically, this introductory course addresses a number of 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 that goes beyond traditional thinking; thus, practicing creativity is one of the course objectives.

5. **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 study sample and study population, (c) understanding the differences between measurement of central tendency and measurement of dispersion, (d) distinguishing between norm referenced vs criterion referenced tests, and finally, (e) the current course discusses concepts of validity and reliability in educational and psychological measurements.

6. **Theories of Learning (GED GE 529)**

This course addresses the major theories and conceptions of giftedness, which allow students to gain a better understanding of 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 on giftedness, which will help students to criticize, reflect, and think of a theory that takes into consideration the social context of the GCC countries.

7. **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 of the course includes philosophy, principles and definitions of guidance, the needs for guidance and counseling for the gifted in school, as well as guidance, counseling techniques and programs, and assessing guidance and counseling programs.

8. **Programs in Gifted Education (GED GE 523)**

The major 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 models of both program and curriculum development 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 extension 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.

9. **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 errors. In addition, the course deals with testing hypotheses of the differences between means, variances, correlations, and proportions, for both the independent and correlated data cases, and uses both parametric and nonparametric techniques.

10. **Practicum (GED GE 521)**

This course provides students 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 to children, teachers and parents.

11. **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 knowledge and skills needed in conducting 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 study 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.

12. **Research Seminar (GED GE 622)**

This course provides a critical survey of the research issues, policy, ethics and practices related to culturally diverse and economically disadvantaged gifted students. In addition, it enables students to explore theories of giftedness, creativity and intelligence. The chosen readings are challenging so as to stimulate interesting discussions about philosophy and practice in gifted education.