

Master of Education (High Ability Studies)

| Course Code | Course Title | Course Synopses | AU |
|--------------------|--|--|-----------|
| MED900 | Educational Inquiry | This course introduces participants to the fundamental processes involved in conducting research such as formulating research questions, writing a review of the literature by synthesizing empirical studies, understanding various methodological approaches, collecting and interpreting research data. Participants in this course will have opportunities to develop the skills, knowledge and strategies needed to read, interpret, and evaluate the quality of research reports. In addition, participants will gain a critical understanding of quantitative, qualitative, and combined research approaches. | 4 |
| MED902 | Integrative Project | This capstone course requires participants to identify an education issue which forms the focus of inquiry, locate and read the most relevant literature to generate suggested potential solution to address the problem. The solution should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the issue. | 2 |
| MHA901 | Understanding Learners with High Ability and their Affective and Moral Needs | This course provides an overview to the intellectual, socio-affective and moral needs of learners with high ability. Teachers will be introduced to the historical and philosophical background and current thinking in the education of learners with high ability. The course would also look into the typical personality characteristics of highly intelligent and creative persons. Other issues related to spiritual intelligence, emotional giftedness, moral reasoning, intensities in energy levels and positive maladjustment will be explored. Discussions of motivational and volitional strengths as sources of productive behaviours; underachievement and dual exceptionalities will be featured as well to enhance the capacity of professionals in this area to make a difference in their students development and address their affective, moral, as well as cognitive needs. | 4 |

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| MHA902 | Identification of Potential and Administration of Interventions for High Ability Learners | This course presents guiding principles for the identification and administration of programmes designed for High Ability Learners and Talent Development. Identification methods, criteria and procedures, tests used to identify the gifted and assessment issues will be discussed in view of programming provisions and intervention possibilities. Alternative identification tools and forms of intervention will be introduced with regard to culturally deprived gifted population and invisible underachievers. Standards for systematically developing, implementing and managing appropriate programmes to meet the needs of High Ability Learners at primary and secondary school levels will be examined. Issues relating to the integration of such programmes into general education programming; professional development and resources to support such programmes will be discussed. | 4 |
| MHA903 | Differentiating Curriculum and Pedagogies for Learners with High Ability | The learner is at the core of the teaching and learning process, and effective teaching and learning requires a renewed focus on the unique needs of the learner and an understanding of differentiated curricula and pedagogies to meet these needs. This course aims to help teachers understand models for curriculum design, development and differentiation. It offers systematic knowledge and skills to develop appropriate curricula and instructional approaches to accommodate learners with high ability. The course also offers a hands-on approach for participants to design and modify concept-oriented and inter-disciplinary units in Mathematics, Languages, Humanities and the Sciences using the frameworks shared in the course. It also offers opportunities for participants to experiment with specific pedagogies shared in the course and to develop insights into how best to use them in diverse contexts. | 4 |

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| MHA904 | Critical and Creative Thinking for High Ability Learners | The course aims to prepare teachers for the challenges of developing thinking dispositions in students and developing classes into thinking communities. It builds an understanding of creative and critical thinking processes in highly creative and intellectually gifted learners. It promotes pedagogy that is informed by whole brain research and functioning. Other than examining the 4Ps in creativitythe person, process, product and press, it will discuss the intricacies of the creative-problem solving process and what constitutes a creative product. The development of higher-order analytical thinking, logical thinking, perception, imagination and discovery will be included in discussions. Research on the effectiveness of the use of different models of instruction that promote critical and creative thinking is explored for possible applications. | 4 |
| MHA905 | Issues, Policies and Trends in High Ability Studies | Contemporary issues with regard to formal programming for the gifted; equity issues and the needs of gifted children, including the gifted from disadvantaged home background will be explored. Significant longitudinal studies, current research and future possibilities in the study of highly intellectual and creative students will be examined in view of application of research to practice. Policies on programming that includes Individual Education Plans, acceleration for the extremely precocious in the form of grade-skipping, curriculum compacting, early admission to college will be analyzed. The rights and responsibilities of gifted children and adults in the context of local and global communities will be discussed as well. | 4 |

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| MHA906 | Using Multicultural Children's Literature to Facilitate Social and Emotional Learning among Exceptional Learners | While teachers have constantly been tasked to infuse SEL (socio-emotional learning) components and higher-order thinking in the classroom, many are uncertain as to how these can be effectively implemented, particularly with gifted and talented readers. Research has indicated how exceptional picturebooks and young adult literature have served to contribute to the nurturing of social and emotional development among gifted children and adolescents (Hebert Kent, 2000). Some of the more common effects of gifted readers experiences in the classroom include a stagnant reading growth, boredom, low motivation for reading, and even outright refusal to read as many of the readers do not see the literature introduced to them by their teachers as relevant or challenging enough for them (Wood, 2008). This course module aims to build the capacity of teachers to make use of multicultural childrens literature to inspire student aspirations (Fullan Langworthy, 2014) as they are exposed to relevant multicultural childrens literature that would challenge their thinking as well as help enhance empathy, tolerance, and ideations of social justice among gifted and talented readers. Teachers would be exposed to a diverse multicultural text-set that aims to develop gifted students metacognitive, critical and creative thinking skills as they recognize who they are and their place in the world through outstanding multicultural childrens literature. | 4 |