Abstract titled:

**The Participatory Model of Intelligences (PMI): New Direction for Identifying Gifted Students From Theory to Practice By**

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**Abstract**

The purpose of this paper is to address the Participatory Model of Intelligences (PMI) and its influence on constructing new concepts toward giftedness, the identification of gifted students, and their pedagogy in the Saudi Arabian schools. The model is the outcome of the basic model (i.e., the Participatory Model of Giftedness), which was initially developed in 2011 to study the relationship between giftedness, the construction of knowledge, and the context. The paper begins with outlining the philosophical foundations, the theoretical framework of PMI and its pedagogical implications. The rational of adapting this model in the Saudi educational context will follow. The underlying assumption of PMI is that the identification of gifted students is an interactive process between the curriculum, the construction of knowledge, the teaching strategy, and the environment.

The paper illustrates the four main intelligences of PMI; intelligence as problem solving, intelligence as expertise, intelligence as reflective practice, and collective intelligence. The paper discusses one of the extensive studies that examined the adaptation of the PMI in the Saudi context. The study analysed the perceptions of teachers who participated in the implementation process of PMI for 13 weeks by using the methodology of action research. Qualitative data were gathered through group discussions and classroom observations. The model was implemented in two primary public schools and included eight teachers from 6th grades classrooms. The implementation process involved four academic areas; maths, science, reading, and social studies. The findings shows that teachers throughout the implementation process acquired appropriate perceptions toward giftedness, intelligence, and gifted students, and this influenced their development of differentiated pedagogy for all students in the classroom in ways that supported the four main intelligences of PMI. The study affirms that the concepts of giftedness and intelligence had shifted away from personal component to participatory or collective component. In particular, the paper offers a practical example on how PMI influenced the development of the four intelligences in the area of reading. The paper concludes with numerous recommendations and educational implications for researchers, teachers, and educators to examine the effectiveness of implementing this model in other contexts.