

BOOK OF **PROCEEDINGS**



4th International Congress on Gifted Youth and Sustainability of Education (ICGYSE)

11-12 November 2023
Antalya (online managed), Türkiye

EDITED BY
HASAN SAID TORTOP

ICGYSE 2023

**4th International Congress on Gifted Youth
and Sustainability of Education (ICGYSE)**

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Proceedings Book

Hasan Said Tortop
Editor

Antalya, Turkiye

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**4th International Congress on Gifted Youth and Sustainability of
Education (ICGYSE)**

Proceedings Book

**Edited by
Assoc. Prof. Hasan Said Tortop**

Editor's Preface

Dear Gifted Education and Educational Sciences Researchers

Gifted Youth and Sustainability of Education; We are very pleased to hold our fourth congress on these two important educational topics. The sustainability of education has become very important with the pandemic. Sustainability of education is essential for talent development. ICGYSE's goal of being an important platform where these important issues are discussed has been realized. We have no doubt that ICGYSE will develop further. We are happy to be able to hold the ICGYSE in 2023 with the contribution of gifted education and educational science researchers. This year, we present the abstracts of important speakers and researchers in this e-book.

Keynote Speech 1: *Gifted education in Malaysia: History, policy, law and curriculum*; Fonny Dameaty Hutagalung, Malaysia

Keynote Speech 2: *Counseling and supporting the parents of the young entrepreneur*, Hanna David, Israel

Keynote Speech 3: *Heterogeneity of giftedness: Current challenge*; Michael Saughenessy , US

Our congress, organized by Young Wise Publishing Ltd., is an important company, especially in academic publishing, in Turkiye for 8 years and in England for three year. He currently manages the publications of 9 academic journals and the organization and publication processes of 3 congresses.

This year, many universities, associations, foundations and companies cooperated with our congresses. I think there will be more institutions and organizations that we will cooperate with next year.

This year, we also reserved a session to present their products and services related to talent development and training. In the next congress, we will give more importance to such studies. Please use the address icgyse@gmail.com for your ideas, suggestions and applications on this subject.

We would like to meet again in our next congress to see all our readers among us, to publish their education research and to make their publications visible around the world.

Best regards

Dr. Hasan Said Tortop
Chair of ICGYSE

London, UK – 2023

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ICGYSE 2023 Congress Schedule

1st Day 11 November 2023

09:30-10:00 Registration Desk Open

10:00-10:10 Opening Ceremony

Development of the modern agricultural education in china before the 21st century

Di Chen and Pakkapong Pongsuk

10:10-11:20
First Session
Session Chair:
Pakkapong
Pongsuk

Blended learning techniques to develop knowledge and skills of agricultural teacher training students in commercial poultry meat production

Pakkapong Pongsuk, Pitoon Thongsuk and Punyarat Kraikus

The career skills learning activity package on agriculture for special students

Pakkapong Pongsuk, Chavalit Kruadsungnoen and Punyarat Kraikus

Career plans of gifted children in agriculture and biotechnology: The example of Turkey

Hasan Said Tortop

11:20-11:30 Coffee Break

11:30-12:15 ***Gifted education in Malaysia: History, policy, law and curriculum***

Fonny Dameaty Hutagalung

12:15-12:30 Coffee Break

Analysis of theses conducted with mathematics teachers on education of gifted students in Türkiye

Fatma Erdoğan and Pelin Güler

12:30-13:30
Second
Sessions

Session Chair:
Atike Yilmaz

Mathematics teaching with association-based approach: Distributive property

Bahar Dinçer and Deniz Kaya

Developing critical thinking and scientific language skills in elementary school students

Yousef Methkal Abd Algani, Yasir Z. Abo Rass and Saleh Y. Abo Romi

Effect of helicopter parental attitude on gifted children's language use levels and humor skills

Murat Demirekin

13:30-14:00 Coffee Break

A project based computational thinking among gifted students

Amthiaz Fattum, Esmael Salman and Amal Sharif-Rasslan

Social-emotional gifted students in the school environment: a modeling study

Nur Eva

14:00-15:30
Third Session
Session Chair:
Nisa Kaya

A survey of the responsibilities and challenges of district gifted education coordinators before and during the COVID-19 pandemic

Keri M. Guilbault and Sarah A. Caroleo

The role of counselors in education of gifted students

Nisa Kaya

Neurodiversity and supporting the autistic-gifted child and adolescent

Hanna David

15:30-15:45 Coffee Break

15:15-16:30
Keynote Speech

Counseling and supporting the parents of the young entrepreneur

Hanna David

16:30-16:45 Coffee Break

15:15-16:30
Keynote Speech

Heterogeneity of giftedness: Current challenge

Michael Saughenessy

17:30-17:45 Coffee Break and Closing

2nd Day 12 November 2023

09:30-10:00 Registration Desk Open

The effects of a training program based on bodily-kinesthetic intelligence for Omani gifted students

Badriya K. Al-Hadabi and Heba Ibrahim Al-Ashqar

The level of social intelligence among jordanian gifted students at King Abdullah II Schools for excellence

Mamoon Al-Shannaq and Suhail Al-Zoubi

10:00-12:00 ***The role of generative artificial intelligence in developing gifted students' skills***
First Sessions
Session Chair: Mashael Awadh Al-Saiari, Yusra Mohammed Al- Mughairi, Basma Nasser
Suhail Al-Zoubi Al-Mashaikhi

The role of innovation and administrative creativity in the work environment and the impact of technological developments

Rasha Rushdi Awillad Issa and Nabil Jondi

Pragmatic language among gifted students with learning disabilities

Samer Al-Zoubi and Suhail Al-Zoubi

12:00-12:30 Coffee Break- Closing

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Note: Considering the distribution of proceedings presented by the participants attending ICGYSE 2023, it is seen that 4 of them are from Turkiye and 21 of them are from different countries. In this respect, the ICGYSE congress meets the "***international congress***" conditions according to the criteria of the Turkish Higher Education and Inter-University Board (UAK).

Paper ID: ICGYSE1

Type: Oral, Abstract

Article topics in the ICGYSEducation: Agriculture and Biotechnology Education

The development of the modern agricultural education in china before the 21st century

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Abstract

This study examines the evolution of China's modern agricultural education system from its establishment in the late 19th century to its maturation in the 21st century, emphasizing its pivotal role in the nation's agricultural development. By tracing the century-long journey through three transformative periods shaped by 20th-century national political and educational policy changes, this research delves into the distinctive features of each era, illuminating the dynamic evolution of agricultural education. Utilizing a multidisciplinary approach and historical data, the study identifies two primary driving forces behind these transformative phases: shifts in national priorities and societal economic demands. The aim of this research is to comprehensively analyze the development of China's agricultural education system over the past century, shedding light on the factors influencing its transformation. To achieve this aim, we examine the problem of study, which is the need to understand the historical shifts and their impact on agricultural education. We present a research model that captures the three distinct and transformative periods, providing a structured framework for analysis. The sampling method employed in this study involves the selection of key historical documents and sources related to agricultural education in China, ensuring a representative and informative dataset. Data collection tools primarily encompass historical records, policy documents, educational materials, and academic literature relevant to the evolution of agricultural education. We employ a systematic data analysis approach, drawing from qualitative and quantitative methods, to unravel the intricate historical narrative. This analysis unveils the intricate interplay between national priorities and societal economic demands at each stage, offering valuable insights into the forces guiding the evolution of agricultural education in China. The results of this study provide a comprehensive understanding of the century-long journey of agricultural education in China and highlight the importance of aligning educational policies with national priorities and economic needs. The study recommends that national policymakers and educational institutions integrate these two key driving factors when making decisions regarding agricultural education. This integration is crucial for ensuring the continued relevance and effectiveness of agricultural education, addressing the contemporary challenges facing the agricultural sector in the 21st century and beyond.

Keywords:

Agricultural education, historical analysis, Chiana

Paper ID: ICGYSE2

Type: Oral, Abstract

Article topics in the ICGYSEducation: Agriculture and Biotechnology Education

Blended learning techniques to develop knowledge and skills of agricultural teacher training students in commercial poultry meat production

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Abstract

The purpose of this project was to use blended learning (BL) in conjunction with a learning activity module on the commercial production of meat-type chicken to enhance the knowledge and abilities of agriculture teacher training students. Purposive sampling was used to choose the 21 King Mongkut's Institute of Technology Ladkrabang (KMITL) majors in Agricultural Education that made up the experimental group. The learning activity module, learning accomplishment exam, behavior observation form, and questionnaire were the research tools used in this study. For data analysis, descriptive statistics such as frequency, percentage, mean, and standard deviation were used. Moreover, this study used the t-test. The study's findings showed that, according to an evaluation made by academics, the learning activity modules' quality was found to be at a high level. It was discovered that the participants, or students, had achieved more in their learning than they had before utilizing the module, and that the difference was statistically significant at the 0.01 level. This suggested that the learning activity module might efficiently advance the subjects' learning. Overall, the participants expressed a high degree of satisfaction with the learning activity module utilizing blended learning techniques. Its specifics revealed that the following three aspects were at the highest level: 1) arranging educational materials; 2) educational media; and 3) advantages that students obtain from the educational material, regularity.

Keywords:

Agriculture teacher training students, blended learning techniques (BL), agricultural subject

Paper ID: ICGYSE3

Type: Oral, Abstract

Article topics in the ICGYSEducation: Agriculture and Biotechnology Education

The career skills learning activity package on agriculture for special students

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Abstract

Through the use of the Career Skills Learning Activity Package on Agriculture for Special Students, this study sought to investigate the promotion of career skills. Twenty high school students from Phrae Panyanukul School in the Phrae province who were enrolled in the Agriculture subject made up the sample group. Data were gathered and analyzed using a set of five learning activity packages on laying hen farming, catfish farming, vegetable growing, quail farming, agricultural yield processing, and questionnaires. Descriptive statistics and t-test were used for analysis. According to the study's findings, student learning achievement increased following the introduction of the 5-Learn Activity Package on agriculture, with a statistically significant difference level of 0.01. The agricultural career skills learning package has the potential to enhance students' agricultural abilities from a moderate to an advanced level. The sample group exhibited the highest level of skill in agricultural career practice (86.28%), followed by good performance in an agricultural career with the family (73.42%), agricultural hired working (40.25%), and self-application of skills in agricultural career practice (8.05%) during the interim monitoring of the learning facilitation on agricultural career skill development. Guardian contentment with the sample group's growth in agricultural skills.

Keywords:

Agricultural subject, learning activity package, career skills development, special students

Paper ID: ICGYSE4

Type: Oral, Abstract

Article topics in the ICGYSEducation: Agriculture and Biotechnology Education

Career plans of gifted children in agriculture and biotechnology: The example of Turkey

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Abstract

The pandemic played a role as a good indicator and accelerator regarding the importance of agriculture and biotechnology. However, it is not possible to say that awareness on this issue is fully formed. In particular, there is a need for an analysis of the situation of developing countries in directing their gifted potential to this field. In this study, using the document analysis technique, one of the qualitative research types, about the situation of directing Turkey's gifted potential to the field of agriculture and biotechnology; Educational curricula and university programs were examined. While there is no achievement directly related to agriculture in the social sciences curriculum (only one, in the surrounding areas), there are 4 achievements related to biotechnology in the science curriculum. It has been determined that programs related to agricultural engineering have very low scores in university entrance rankings (between 190-600 thousand). It was determined that there are only 59 programs in higher education and only one is at a private university. It is not possible for gifted students to have a career plan in a field related to agriculture. In this respect, gifted children can be supported in terms of career planning and guidance in this field through necessary curriculum arrangements, guidance programs, and university honor programs.

Keywords:

Agriculture and Biotechnology, carieer plan, gifted students, curriculum

Paper ID: ICGYSE5

Type: Oral, Speech

Article topics in the ICGYSEducation: Gifted Education

ifted Education In Malaysia: History, Policy Law & Curriculum

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Abstract

Malaysia has been serious in providing education for a diverse population of students, including those with gifts and talents. Gifted education has never been considered as one of the Malaysian educational paradigms since the independence of the nation in 1957. The Education Act 550 (1996) specifically spells out the responsibility of the Ministry of Education (MOE) to ensure the holistic development among children. Students with gifts and talents perform—or have the capability to perform—at higher levels compared to others of the same age, experience, and environment in one or more domains. The gifted education curriculum is specifically designed to tailor to the needs of gifted students while also accommodating the standard national curriculum. This paper reviews history, policy & curriculum of gifted education in Malaysia.families. Guidance can be given to help parents and children create common interests.

Keywords:

Gifted Education, Malaysia

Paper ID: ICGYSE6

Type: Oral, Abstract

Article topics in the ICGYSEducation: Gifted Education

Analysis of theses conducted with mathematics teachers on education of gifted students in Türkiye

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Abstract

The role of teachers in the education and training processes of gifted students is undeniable. However, studies have shown that teachers working with gifted students have misconceptions about giftedness and need in-service training on the subject. In addition, when the literature was examined, it was stated that giftedness education was given limited coverage in the mathematics education literature. However, mathematics teachers have an important role in identifying, developing and sustaining the talents of mathematically gifted students. Studies on research trends, which are the most appropriate way of defining a field, are particularly important today, when scientific knowledge is multiplying exponentially. On the other hand, analyzing scientific theses on a subject can provide information about the depth and prevalence of that subject and reveal the general view of the field under study. In this context, the study aimed to analyze the postgraduate theses indexed in the National Thesis Center of the Council of Higher Education on gifted education with mathematics teachers under eight headings: year, type, method (approach), model, sample type, sample size, data collection tool and subject. The research was conducted based on a qualitative approach. Data were collected through document analysis. Criterion sampling method, one of the purposeful sampling methods, was used in the study. The following criteria were taken into consideration while forming the sample in this study: The theses were limited with the keywords "giftedness", "gifted", "giftedness", "mathematics education", "mathematical giftedness". In this study, 15 theses indexed in National Thesis Center of the Council of Higher Education, approved from 2010 to 2023, were studied. In line with the purpose of the study, the theses were analyzed based on eight themes: year, type, approach, model, sample type, sample size, data collection tool and subject. The analyses were conducted using thematic analysis, which is one of the types of content analysis. According to the findings of the study, the first thesis conducted with mathematics teachers on gifted education in Türkiye was a master's thesis conducted in 2010. There are more master's theses than doctoral theses. A qualitative approach was mostly adopted in the theses. Phenomenology, survey and case study models are the most frequently used models. As a sample type, studies were mostly conducted with only mathematics teachers or mathematics teachers-students. The sample size mostly consists of 11-30 people. As a data collection tool, the interview form ranks first. In the theses, the subject of "developing activities and programs for gifted students and examining them" stands out.

Keywords:

Giftedness, post-graduate theses, mathematics teachers, mathematics education

Paper ID: ICGYSE7

Type: Oral, Abstract

Article topics in the ICGYSEducation: Math Education

Mathematics teaching with association-based approach: distributive property

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Abstract

The aim of this study is to examine the learning outcome "...performs operations to apply the distributive property" for the learning domain of numbers and operations in the 6th grade mathematics course with an association-based approach and then to evaluate the learning level in terms of student views, students' concept learning and exemplification. The study group of the research consists of 6th grade students of a middle school in Izmir. Within the scope of the research, the data obtained from the subject / outcome assessment form were analyzed with a mixed method and quasi-experimental design approach with an experimental-control group in which qualitative and quantitative data were used together. In the quantitative dimension of this form, there is a rating scale for the student's impressions and self-evaluations of the course, and in the qualitative dimension, there are open-ended questions about conceptual learning and association-based approach. In the study, items related to conceptual understanding and exemplification were applied to both the experimental and control groups, while questions related to the association-based approach were applied only to the experimental group. According to the findings of the study, it was concluded that the conceptual learning of the experimental group students about the distributive property was realized at a higher level than the control group and that they had a positive attitude towards the association-based approach.

Keywords:

Association, dispersion property, mathematics teaching

Introduction

When students learn a subject, they often think "Why do I need to know this?" or "Where will I use this?". At this point, there is a need for bridges that can respond to students' learning needs and enable them to establish a relationship between the subject learned and daily life. Context-based learning approach serves as a bridge in this respect. This approach is explained as learning the teaching content by using the situations, events and problems that students encounter in their daily lives as a context. Presenting the content with stories related to daily life helps to establish the context and makes learning more effective (Glynn & Koballa, 2005). In terms of mathematics teaching, storytelling helps students understand the importance of mathematics in their daily lives and enables teachers to invite students into the world of mathematics, helps students make sense of mathematics and its importance, and shows how mathematics is used in real life (Whitin, 1994; Morgan 2006). In other studies in the literature, it is seen that contexts positively affect learning, enable the establishment of relationships and connections between mathematical concepts, enable the learning of new mathematical concepts and the reinforcement and in-depth learning of

previously learned concepts, motivate students by ensuring that the learning process is dynamic, increase participation in the lesson, and help students make connections between mathematical ideas and their own experiences (Franz & Pope, 2005; Goral & Grading, 2006). In another study examining the effectiveness of mathematics teaching with stories on problem solving skills, it was observed that there was no difference in students' academic achievement; however, students stated that story activities were interesting (Kir, 2011). In a master's thesis, it was found that creating context with stories created a significant increase in achievement level (Coşkun, 2013). In Lordly's (2007) study, it was revealed that storytelling improves the ways of accessing information and enables discussion on problems. In a different study conducted by Kara and Çelikler (2019), it was concluded that activities involving contexts from daily life applied to the experimental group were effective in students' achievement.

Considering all these, it is seen that there is a need for teaching environments where positive attitudes and interest towards mathematics are gained, associations are made with daily lives, and teachers need to use new learning methods in the process of meaningful construction of mathematical concepts. It is thought that stories prepared with the context-based learning approach have features that can meet these needs in mathematics teaching. In the light of these findings, the aim of this study is to evaluate the story presented in relation to the 6th grade mathematics course learning outcome "6.1.1.3. Performs operations to apply the property of common factor bracketing and dispersion in natural numbers" in terms of student views. In addition, it is thought that the results of this study will both contribute to research on the subject and provide guidance for teachers who want to use mathematical stories in mathematics lessons.

Method

In the study, the data obtained from the subject evaluation form developed by the researchers were analyzed with a mixed method approach in which qualitative and quantitative methods were used together. In the quantitative dimension of this evaluation form, there is a five-point rating scale for the student's impressions of the lesson and self-evaluation, and in the qualitative dimension, there are three open-ended questions about their conceptual learning and the content of the digital story. The subject evaluation form and the story were evaluated by two field experts, and both content and face validity were ensured.

The study group consisted of 102 students studying in four different branches of a public secondary school. The experimental and control groups were determined based on the students' mathematics grade point averages in their report cards at the end of the first semester of the previous academic year. Since the difference between the mean achievement scores of the groups was not statistically significant at the 0.05 level, two branches were accepted as the experimental group and two branches as the control group. There were 50 students in the experimental group and 52 students in the control group. The data obtained were analyzed using the content analysis method, which is frequently preferred in qualitative research. The main purpose of content analysis is to reach concepts and relationships that explain the collected data. Through content analysis, it is tried to define the data and to reveal the facts that may be hidden in the data. (Yıldırım & Şimşek, 2006) The coding obtained from the written opinion forms of the research were examined

by two field experts together with the themes and the coding reliability compliance percentage index was found to be 89%. Since the value obtained was above 70%, it was considered sufficient for the related research (Miles & Huberman, 1994). Frequency and percentage values were used in the analysis phase. In addition, the categories in the literature were utilized for concept comprehension assessment. These categories are; understanding, partial understanding, misconception, not understanding and blank. Similar assessments were used in various studies (Marek, 1986). In the present study, full understanding, partial understanding, incomplete knowledge/misconception and not understanding were handled in four different categories.

Results

The responses of the students participating in the study to the first question, "Explain the mathematical concept you have learned in this lesson / story and give an example of this concept." are given in Table 1 and Table 2.

Table 1. Conceptual learning status of the experimental and control groups

Categories	Experimental Group		Control Group	
	f	%	f	%
Understanding	35	70	16	30,7
Partial understanding	6	12	17	32,6
Empty answer	6	12	9	17,3
Not Understanding	3	6	10	

Table 2. Experimental and control groups' exemplification of the subject

Categories	Experimental Group		Control Group	
	f	%	f	%
Related Example	37	74	24	46,1
Irrelevant Example	13	26	28	53,8

In Table 1, when the frequency and percentage values of the comprehension level categories of the experimental and control group students were examined, it was found that there was a difference in favor of the experimental group. This result shows that mathematics teaching with context-based digital stories applied to the experimental group for teaching the property of dispersion is more effective in increasing students' conceptual learning levels than the traditional method applied to the control group. Similarly, Table. 2, when the frequency and percentage values between the experimental and control group students' giving examples about the property of dispersion were examined, it was found that there was a difference in favor of the experimental group.

The responses of the students in the study to the question "Do you think you can use what you have learned from this story in daily life?" are given in Table 3.

Table 3. Students' associating the context-based story with daily life

Categories	f	%
Yes	39	78
No	6	12
Undecided	5	10

According to the results of the analysis, 78% of the students in the study were able to associate the property of dispersion in the context with daily life.

The opinions and self-evaluations of the students in the study about the context-based lesson are given in Table 4.

Table 4. Students' Opinions and Self-Assessments on Context-Based Lesson

Categories	N	\bar{x}	S.s	Min	Mx
I think I understand this topic.	50	4,84	0,68	1,00	5,00
I can relate this topic to daily life	50	4,66	0,65	2,00	5,00
I think this lesson was enjoyable.	50	4,92	0,27	4,00	5,00
I can solve questions about this topic.	50	4,70	0,614	3,00	5,00
If I were to learn this topic again, I would prefer to learn it with a story.	50	4,72	0,70	2,00	5,00
I liked this story.	50	4,88	0,38	3,00	5,00

According to the results of the students' opinions and self-evaluations about the context-based lesson, the item with the highest score was found to be the item "I think this lesson was enjoyable."

Conclusion, Discussion And Recommendations

According to the research findings obtained at the end of the study, it was concluded that students' conceptual learning about the property of dispersion was realized at the desired level, they had a positive impression towards story teaching, and they had interest and appreciation towards this method.

In addition, when the percentage and frequency values of the experimental and control group students for the exemplification section of the property of dispersion are examined, it is seen that mathematics teaching with context-based stories applied to the experimental group is more effective in students' ability to associate concepts with daily life than the traditional method applied to the control group. It can be said that the fact that the fiction in the story content includes sample situations that associate mathematics with daily life is effective in the formation of this situation and as a result of the effective realization of concept learning, it can be said that students construct the concepts in an appropriate way to exemplify the concepts with daily life.

In addition, according to the descriptive findings of the study, the frequency values of the experimental group students in the categories of fully understanding and partially understanding the concepts are higher than the students in the control group. And again, it is understood from the findings in the table that the level of giving examples from daily life for the concepts of the experimental group students is higher in terms of percentage than the students in the control group who cannot explain the concept, even if the student cannot explain the concept completely. According to this result, it can be said that the effectiveness of the examples in the story is high. In addition, since the story used in this study was based primarily on daily events that students could encounter in their immediate environment, this increased the level of familiarity of the students with the story.

In different studies using mathematical stories, it is seen that this situation affects learning positively, enables the establishment of relationships and connections between

mathematical concepts, enables the learning of new mathematical concepts and the reinforcement and in-depth learning of previously learned concepts, motivates students by ensuring that the learning process is dynamic and increases participation in the lesson, and helps students to make connections between mathematical ideas and their own experiences (Coşkun 2013, Franz & Pope, 2005; Goral & Gradinger, 2006, Kara & Çeliker, 2019; Kır, 2011; Yılmaz et al, 2017).

Based on these results, in order to increase students' success in the course, to ensure that they have positive attitudes towards the course, and to enable them to make sense of and internalize the information they learn, it is recommended that teaching in other subjects and other courses within the scope of mathematics course should be based on context-based learning. When the subject is examined specifically in mathematics, it is known that mathematics course contains many abstract concepts. In this respect, it is possible to comprehend mathematics subjects that are perceived as difficult by students through context-based learning and stories and to ensure meaningful learning. It can be suggested to concretize the mathematics course content by establishing contexts to real life events with context-based learning. Considering all these positive results, various variables can be examined with digital storytelling studies using mobile technologies in today's world where the use of tablets and technology in teaching is widespread, and trainings in the field of digital storytelling can be organized in addition to information communication technologies courses for teachers.

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Paper ID: ICGYSE8

Type: Oral, Abstract

Article topics in the ICGYSEducation: Math Education

Developing critical thinking and scientific language skills in elementary school students

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Abstract

This study investigates the inclination of elementary school students in the Arabic sector of Israel to employ inductive reasoning when confronted with arithmetic claims and when assessing inductive reasoning as a method for validating arithmetic claims. Furthermore, it explores teachers' attitudes regarding various forms of reasoning. A mixed-method approach was employed in this research. A survey was conducted with 267 students across three different elementary schools within the Arabic sector of Israel, spanning grades 4 to 6. The survey included mathematical reasoning tasks derived from the work of Healy and Hoils (1998), encompassing both algebraic and geometric reasoning tasks. Additionally, semi-structured interviews were conducted with 12 mathematics teachers from these schools. The findings of this study substantiate several research hypotheses: (a) Substantial differences exist in students' preferences for distinct types of thinking across grades 4, 5, and 6. (b) Sixth-grade students exhibit a diminished inclination to embrace tautological and inductive reasoning in comparison to their fourth-grade counterparts. (c) Elementary school students tend to favor empirical arguments, specifically prioritizing inductive reasoning and examples over arguments they perceive as more likely to secure higher teacher approval. Nonetheless, there is no substantial variance in teachers' preferences for different forms of reasoning. This research underscores the pressing need to adapt teaching methodologies within the elementary school curriculum and teacher training programs to foster enhanced mathematical critical thinking and logical reasoning skills. A comprehensive understanding of the developmental, cognitive, and linguistic processes underpinning the cultivation of skills associated with the substantiation and refutation of claims can significantly contribute to the enhancement of mathematics education.

Keywords:

Critical Thinking, Scientific Language Skills , Mathematics

Paper ID: ICGYSE9

Type: Oral, Abstract

Article topics in the ICGYSEducation: Gifted Education

Effect of helicopter parental attitude on gifted children's language use levels and humor skills

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Abstract

This study investigated at how perspectives from parents affect gifted primary school students' language skills and how children's perception of humor acts as an intermediary in this procedure. A quantitative research tool called the relational survey model was applied. Children learning in Science and Art Centers who were identified as gifted or who had been designated as gifted participated in the research. Utilized scales of tools consisted of the Multidimensional Sense of Humor Scale, Language Use Questionnaire, Helicopter Parenting questionnaire, and Demographic Information Form. Mann-Whitney U test was implemented to determine whether the collected data varied from one another. The perceived parenting manners, sense of humor, and language proficiency of gifted children were found to differ significantly from demographic factors. The humor appraisal and social skills levels of boys were higher than those of girls. The helicopter parenting attitude perceived by primary school children in the study group was higher in older children. At the same time, significant differences were found between the groups in terms of humor appreciation, humor usage and language skills in gifted children. Children with favorable socio-economic status had higher levels of creating/using humor and social skills. Children with more siblings had higher perceptions of being supervised by their parents than those with fewer siblings. The level of psychological autonomy of children living in extended families was revealed higher. The results showed that when the study group members' perception of being supervised and not being left free was low, their language skills eventually decreased as well.

Keywords:

Helicopter parental attitude, special ability, level of language use, humor skills

Paper ID: ICGYSE10

Type: Oral, Abstract

Article topics in the ICGYSEducation: Gifted Education

A project based computational thinking among gifted students

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Abstract

Computational Thinking (CT) describes the thinking processes involved in the efficient and orderly solutions of complex problems, with or without the use of computers. CT includes a collection of mental strategies such as procedural thinking, factoring, pattern recognition and abstraction, which help in solving problems and applying techniques to extract the knowledge hidden in given data. CT has been linked for years mainly to the fields of science, but in fact, it is not limited to a particular field of thought, and it exists in many fields of thoughts. We may claim that CT demonstrates computer data processing. The terms coding and programming are often used interchangeably, but they don't always mean the same thing. Both coding and programming mean writing instructions for a computer. The term programming describes more advanced projects, while coding requires knowledge of at least one coding language, a set of syntax and rules that computers can understand. There are many coding languages, e.g., scratch, python etc. Scratch is a coding development environment for children with a simple visual interface that allows young people to create digital stories, games, and animations. Learning to code is learning to think like computers do, deconstruct problems into their components, and address them with the given tools. Which means that coding is more about solving problems than knowing the syntax. Thus, scratch environment promotes development CT and problem-solving skills; creative; self-expression; collaborations and development of scientific equity. Scratch as a coding language is an important ability and/or skill. It calls for creative thinking, critical thinking and solving algorithmic problems by breaking them down into simpler tasks. All these components are basic requirements particularly for gifted students when they cope with science problem solving. We report on a visual block-based project that was developed basing on the above background. This project aimed to develop CT among gifted students, by using visual block-based coding activities. These activities included "Hour of Code" and coding with "Scratch". It worthy to mention, that these activities are online, web-based, and work on computers or mobile devises. Moreover, it is visual, designed by dragging and dropping, and available in many languages (English, Arabic, ...). We recommend adapting such project in gifted students' programs at all age levels.

Keywords:

Computational thinking, Hour of Code, Scratch, Coding, Gifted students.

Paper ID: ICGYSE11

Type: Oral, Abstract

Article topics in the ICGYSEducation: Gifted Education

Social-emotional gifted students in the school environment: a modeling study

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Abstract

The social emotional condition of gifted students is influenced by the interactions of gifted students with the people around them, such as parents, teachers and friends. The aim of this research is to analyze the influence of parental involvement, student teacher relationships, and classmates support on the social emotional of gifted students. The method used in this research is correlational. The sample used was gifted students at senior and junior high schools at Kuala Lumpur, Malaysia and amounted to 204 students. Data collection used the parent involvement scale (Epstein, 2002), Student Teacher Relationship Scale (STRS) capital child and adolescent social support scale for measuring classmates support (Malecki, & Demaray, 2002), and strengths & difficulties questionnaire for social emotional (Goodman et al. , 1998). Data were analyzed using regression analysis. The research results show that gifted students' social emotions are influenced by friend support ($R = 0.212$), parental involvement ($R = 3.18$) and teacher-student relationships ($R = 0.433$). Here, the relationship between teacher and student has the highest influence. The implication of this research is to increase teachers' ability to provide emotional support to gifted students.

Keywords:

gifted students, social emotional, parental involvement, student teacher relationships, classmates support

Paper ID: ICGYSE12

Type: Oral, Abstract

Article topics in the ICGYSEducation: Gifted Education

A survey of the responsibilities and challenges of district gifted education coordinators before and during the COVID-19 pandemic

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Abstract

District-level gifted education coordinators (DGECs) complete the critical work of overseeing and leading gifted and advanced education programs. However, only a few studies have surrounded what their daily and yearly roles and responsibilities entail (Ezzani et al., 2021; Guilbault et al., 2022; Kennedy, 1997). Emerging qualitative research from the COVID-19 pandemic indicates that the pandemic posed unique challenges for DGECs (Guilbault et al., 2022), but quantitative information is also needed to further elucidate those challenges. The present study utilized descriptive cross-sectional methods to quantify and define DGECs' roles and responsibilities, how their roles and responsibilities changed throughout 2020-2021, and what challenges DGECs faced during the pandemic. Participants included a purposive national sample of 35 DGECs from small, medium, and large school districts in the United States. They completed an online questionnaire that was fitted to the research questions. The quantitative survey data were analyzed using descriptive statistics and 2x3 contingency tables with subsequent Pearson's chi-square tests of independence to examine how roles and responsibilities changed over three time points: prior to COVID-19, during the spring 2020 semester, and during the spring 2021 semester. Results suggest that instructional leadership duties (such as overseeing district identification processes and supporting principals in the implementation of gifted and advanced services) and program management duties (like developing and revising policies, handbooks, and procedures) were the most common types of roles and responsibilities shared across the sample, while communication and collaboration duties were less widespread. Throughout the pandemic, DGEC duties that required face-to-face interactions and communication (like observing teachers, in-person professional development, and parent informational nights) were most negatively impacted. Conversely, the provision of virtual professional development, overseeing district identification processes, and reporting of activities to the state department of education increased throughout the 2020-2021 school year. Furthermore, results revealed high levels of stress among the coordinators with a majority of them considering leaving their role. Only 34% of district coordinators reported no change to gifted education services during the first year of the pandemic. Major leadership challenges included the following: adapting to constant changes to policies and procedures, delivery of professional learning, gaps in student and teacher access to technology, equity issues, identification procedures, ensuring continuity of services, and providing teachers of the gifted with the necessary digital materials needed for online instruction. Recommendations for future leadership adaptations will be discussed.

Keywords:

COVID-19 pandemic, gifted education, gifted education coordinator, administration and supervision

Paper ID: ICGYSE13

Type: Oral, Abstract

Article topics in the ICGYSEducation: Gifted Education

The role of counselors in education of gifted students

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Abstract

In educational settings, the importance of counseling and guidance services is increasing steadily. One of the roles of school counselors is helping all students to strengthen their developmental tasks while recognizing their own talents and interests. This is also current for gifted students. In other words, despite myth as gifted students do not need guidance, gifted students have unique guidance needs. School counselors have many roles regarding various aspects of gifted education. This study aims to discuss the role of school counselors in the education of gifted students. The counseling and guidance services for gifted students can be examined in three categories as educational, career and personal / social. Within these categories, counselors should meet not only the needs related to the developmental period of the student, but also unique needs of gifted students.

Keywords:

Counselor, gifted students, role of counselor

Paper ID: ICGYSE14

Type: Oral, Abstract

Article topics in the ICGYSEducation: Gifted Education

Neurodiversity and supporting the autistic-gifted child and adolescent

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Abstract

Research data confirms that high intellectual potential is associated with very different developmental profiles. One of these has common features with autism spectrum disorders. The co-occurrence of giftedness and autism is the prototype of what can be described as the oddly behavior of the gifted individual. Extraordinariness is mostly treated as disorders by the community until it manifests itself in outstanding performance. For this reason, autistic gifted people have to cope with even greater social-emotional challenges than would have been expected: difficulties inherent in their own exceptionality as well as those stemmed from their giftedness. Twice-exceptionality is the term used in the literature to describe individuals who are characterized by both high cognitive ability and neuropsychiatric disorders. Twice-exceptionality refers to the co-occurrence of special challenges and special talents. But the kind of exceptionality such people own may have paved a prolific routes of evolution. Deviating from the norm does not necessarily and automatically implies disruption; this has been known as a fact due to the finding that the developmental flexibility of the nervous system is much greater than previously assumed.

Keywords:

Gifted education, neurodiversity, autistic gifted

Paper ID: ICGYSE15

Type: Oral, Speech

Article topics in the ICGYSEducation: Gifted Education

Heterogeneity in giftedness: the current challenge

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Abstract

Increasingly we are becoming more and more aware of the subtle nuances of the construct of giftedness- which also encompasses talent and creativity.

This paper will address some insights regarding giftedness in terms of intelligence, in terms of personality and developmental issues. I will also address the gap or disconnect between our knowledge of giftedness and our ability to promote, nurture and mentor it.

Keywords:

gifted education, giftedness, theory

Paper ID: ICGYSE16

Type: Oral, Abstract

Article topics in the ICGYSEducation: Gifted Education

The effects of a training program based on bodily-kinesthetic intelligence for Omani gifted students

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Abstract

Early discovery of the types of multiple intelligences according to Gardner's theory contributes to determining methods of care for children in early childhood. Bodily-Kinesthetic Intelligence is one of types of intelligence. It is linked to the kinesthetic skills and sensory activities carried out by children in the early stages of life. Children who possess this type of intelligence are also characterized by the ability to control body movement and grasp objects. Bodily-Kinesthetic intelligence refers to the ability to use sensory-kinesthetic skills and coordination between the body and mind by working to create perfect coordination for the various movements performed by the body with all its limbs or any part of it. This experimental study aims to reveal the impact of a training program based on Bodily-Kinesthetic intelligence among gifted students in the Sultanate of Oman. The study sample consisted of 60 athletically gifted students from two primary schools in Muscat Governorate, Oman. These gifted students were selected after their success in kinesthetic intelligence tests (Shaaban et al., 2008). By simple random sampling method, one of the two schools was selected to be a control group (n=30) and the second as an experimental group (n=30). The kinesthetic intelligence tests were conducted on students of both groups as a pre-test. The kinesthetic intelligence tests include the following activities: dropping the ball, going around the circle, colored ruler and hands, sound and movement, and walking to the circle. The training program based on bodily-kinesthetic intelligence was applied to the students of the experimental group for 12 weeks. The training program includes a set of kinesthetic activities such as: crawling, running, jumping, passing through an obstacle, shooting, balancing, catching, etc. The kinesthetic intelligence tests were re-administered to students in both groups as a post-test. Therefore, it is expected that the results will soon show the size of the program's effects on improving Bodily-Kinesthetic intelligence of gifted students in the Sultanate of Oman.

Keywords:

Bodily-Kinesthetic intelligence, multiple intelligences, training program, gifted students, Oman

Paper ID: ICGYSE17

Type: Oral, Abstract

Article topics in the ICGYSEducation: Gifted Education

level of social intelligence among jordanian gifted students at King Abdullah II Schools for excellence

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Abstract

This descriptive study aimed to determine the level of social intelligence among gifted and talented students in King Abdullah II Schools for Excellence. The study sample consisted of 76 gifted and talented students enrolled in King Abdullah II Schools for Excellence in Irbid Governorate, Jordan. These participants responded to the Tromsø Social Intelligence Scale, which was standardized in the Jordanian environment (Talafha, 2014). This scale is a rating scale, which consists of 21 items distributed into three sub-dimensions: Social information processing, social skills, and social awareness. The results of the study indicated that the level of social intelligence among gifted and talented students was high, and there were no differences attributable to the gender. The study recommended conducting a comparative study to identify the social intelligence of gifted students enrolled and not enrolled in King Abdullah II Schools for Excellence.

Keywords:

Jordan, social intelligence, gifted students, King Abdullah II Schools for Excellence

Paper ID: ICGYSE18

Type: Oral, Abstract

Article topics in the ICGYSEducation: Gifted Education

The role of generative artificial intelligence in developing gifted students' skills

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Abstract

As per the rapid technological advancement and continuous digital transformations, the role of Generative Artificial Intelligence (AI) in developing the skills of gifted students has become an effective means of enhancing their capabilities and creative potential. Generative AI is one of the recent developments in the field of artificial intelligence, possessing the ability to automatically generate original content that closely resembles human production. Consequently, the employment of Generative AI in developing the skills of gifted students is highlighted, as these students possess extraordinary abilities that can be harnessed through applications of Generative AI. Hence it opens up extensive horizons for educational institutions to stimulate and guide gifted students towards academic excellence and creativity. In light of this, this study aims to discover the role of Generative AI in developing the skills of gifted students, as observed by researchers in their studies and research. It also aims to identify the requirements for employing Generative AI in enhancing their skills through the following questions: What is the role of Generative AI in developing the skills of gifted students? What are the key requirements for employing Generative AI in the development of gifted students' skills? To answer the study's questions, a descriptive approach was utilized by reviewing related literature and studies. The study results demonstrate that Generative AI has a significant impact on developing the skills of gifted students. This is through providing a stimulating environment for creativity and innovation and encouraging the generation of new ideas. Also AI helps in improving the personalized learning experience that caters to individual differences, and enhancing the implementation of problem-solving and experimental-based educational experiences. Additionally, it improves the communication and social interaction skills of gifted students through their interaction with smart system platforms. The results also reveal a set of requirements, including infrastructure enhancement, provision of necessary training for teachers and students, ensuring security and privacy, and providing financial support for employing Generative AI applications. The study concludes with several recommendations, such as the necessity of using Generative AI to enhance research skills, problem-solving, critical and creative thinking among gifted students. It also recommends customizing individual educational experiences that cater to students' needs, integrating AI into educational curricula, and establishing policies and legislation to regulate the use of such technologies.

Keywords:

Generative Artificial Intelligence, gifted students, skills

Paper ID: ICGYSE19

Type: Oral, Abstract

Article topics in the ICGYSEducation: Gifted Education

The role of innovation and administrative creativity in the work environment and the impact of technological developments on it

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Abstract

This study aimed to identify the role of innovation and administrative creativity in the work environment and the impact of technological developments on it. To achieve the objectives of the study, the researcher used grounded theory as one of the methods of qualitative research through structured interviews in order to research the role of innovation and administrative creativity in the work environment and the impact of technological developments on it. The study then concluded that innovation and administrative creativity play a crucial role in the work environment, as it leads to the development of new products, services and processes that can enhance organizational performance and competitiveness. Creativity is essential in generating new ideas and methods that can lead to breakthroughs in management theory and practice. In addition, innovation and creativity are crucial in fostering a culture of continuous improvement and adaptability within organizations, enabling them to respond effectively to changes in market conditions and customer needs. In terms of the impact of technology on innovation and administrative creativity in the work environment, the results are as follows: Modern technology has proven its success in facilitating and facilitating the workflow in various ways. Owners of new institutions were able to market their services and products through electronic marketing, through various social networking sites that linked communities and markets on a global level, or through official websites for their companies. In light of the results, the study recommended that several strategies can be used to improve innovation and creativity in administrative institutions. First, encourage a culture of experimentation and risk-taking. This can be achieved by providing a safe environment for employees to test new ideas and take calculated risks. Second, promote cooperation and open communication. This can be done by creating opportunities for employees to work together, share ideas and provide feedback. Third, provide access to resources and training. This can be achieved by offering workshops, seminars and access to tools and technology that can aid in innovation and creativity. Finally, recognize and reward innovation. This can be done by recognizing the creative efforts of employees, providing incentives and recognition for their work, and incorporating innovative ideas into the organization's practices.

Keywords:

Innovation, creativity, administrative creativity, work environment, technological developments

Paper ID: ICGYSE20

Type: Oral, Abstract

Article topics in the ICGYSEducation: Gifted Education

Pragmatic language among gifted students with learning disabilities

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Abstract

This cross-cultural descriptive research aimed to identify the level of pragmatic language (PL) among gifted students with learning disabilities (SLDs) according to estimate teachers of resource room program (RRP). The research purposive sample consisted of 68 Jordanian and Omani gifted SLDs enrolled in RRP. To achieve the objectives of this research, teachers of RRP responded to the Children's Communication Checklist that translated to the Arabic language (Asaiady & Al-Fahad, 2018). This checklist consisted of 38 items distributed into five sub-dimensions: Inappropriate initiation, coherence, stereotyped language, use of context, and rapport. The results showed that that pragmatic language was low among gifted SLDs, and there were statistically significant differences in PL in favor of male students. The results also showed no statistically significant differences in PL due to country (Jordan & Oman). The research recommended that gifted SLDs be enrolled in psychological counseling programs to improve their pragmatic language skills, and their families should have a vital role in teaching them the pragmatic language skills.

Keywords:

Jordan, Oman, pragmatic language, gifted SLDs

Paper ID: ICGYSE21

Type: Oral, Abstract

Article topics in the ICGYSEducation: Gifted Education

Research trends of gifted students with learning disabilities in Arab gulf countries

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Abstract

This descriptive study aimed to identify research trends of gifted students with learning disabilities in the Arab Gulf countries. The researchers conducted a content analysis of peer-reviewed research published in Arab journals between 2019 to 2023. These research was obtained from scientific databases such as: Mandumah, Shamaa, and Google Scholar. The study sample consisted of 22 peer-reviewed research published in Arab journals. To achieve the objectives of this study, a content analysis card was used. The results indicated the following: The majority of research was published in 2019 and 202, 77% of the research came from the Kingdom of Saudi Arabia, 73% of the research followed the descriptive, 50% used the questionnaire, while interviews and tests were used in the rest of the research, 43% of the research focused on giftedness, 29% addressed the intelligence of gifted students, and 28% investigated identifying the characteristics of gifted students with learning disabilities. The study recommended raising awareness of the characteristics of gifted students with learning disabilities among teachers and conducting further research in the Arab Gulf countries and the Arab world to promote awareness of the category of gifted students with learning disabilities.

Keywords:

Research trends, gifted students, learning disabilities, Arab Gulf countries

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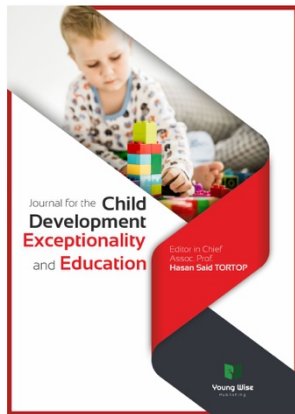
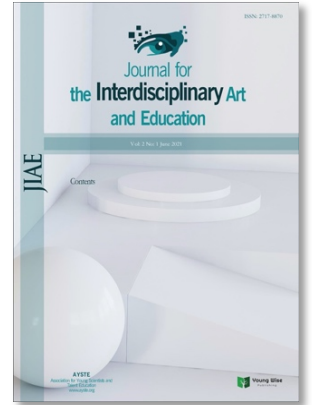
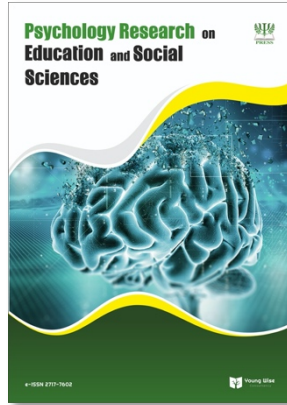
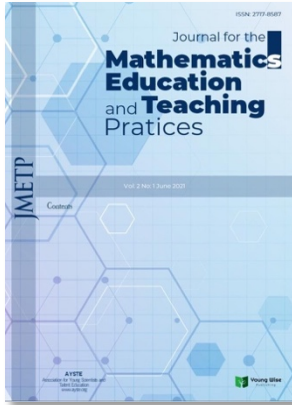
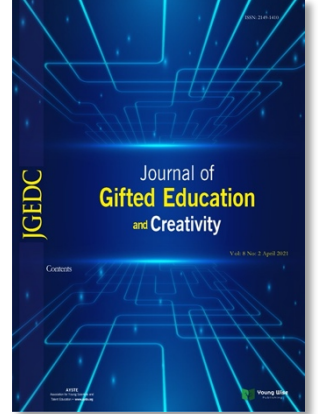
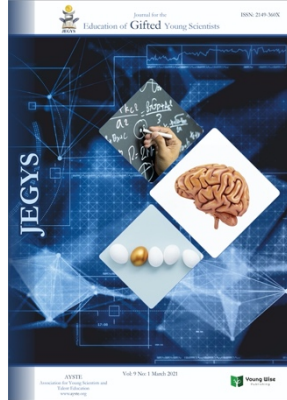


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