



## Book Review

### Gifted students and their education (Özel Yetenekli Öğrenciler ve Eğitimleri), Feyzullah Şahin (Ed.)

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The book, which named as “*Özel Yetenekli Öğrenciler ve Eğitimleri*”, is edited by Feyzullah Şahin and consists of 14 different chapters. Compared to similar national books written by focusing on this special domain, the number of pages of 421 of the book seems to be reasonable. The editor emphasizes the purpose of preparing and publishing the book that the theoretical and practical information presented together in order to provide effective answers to some questions directed to gifted students and their education. The chapters written by academicians, each of whom are experts in their fields, do not only rely on theoretical knowledge to support this aim, but also offer practical suggestions and examples to the reader.

The book, in terms of its structure, facilitates the reader's knowledge acquisition and provides the reader with the opportunity to experience by offering practical examples with regard to the chapters in it contain practical examples as well as theoretical information. The order of the chapters sorted by topics arranged from general to the specific in the way of identification of gifted students, their education, models and approaches used in their education, technology support, guidance services, values education, thinking skills, their support in regular classrooms, individualization of education, and practical examples towards their education in science and mathematics. In addition, it encourages the reader to reach more detailed and deep information by offering different source recommendations to the reader related to the title of each chapter. Furthermore, it emphasizes the information that needs to be intensified, making critical information memorable and emphasizing the situations that need to be questioned.

The first chapter of the book focuses on the identification of the gifted and describes the aim and principles of identification as well as identification approaches, identification processes, and limitations in the identification process. In the second chapter, acceleration and grouping models are focused, homogenous and heterogeneous grouping types and acceleration types are explained and effects of acceleration are mentioned. The third chapter focuses on the enrichment models and provides information about the definition, purpose and advantages of enrichment, and explains the school-wide enrichment model and the Purdue Three-Stage enrichment model in details. This chapter also includes teaching activities specifically aimed at the Purdue three-stage model.

The fourth chapter focuses on curriculum models and discusses the elements and principles of curriculum differentiation. In addition, different curriculum models from Turkey and the World are also introduced in this chapter. In the fifth chapter, which focuses on giftedness and curriculum differentiation in science, the differentiation of science curriculum in terms of characteristics of gifted students and parallel and integrated curriculum models are mentioned. In this chapter, two examples of practical activities are also presented. Similarly, the sixth chapter focuses on the giftedness and differentiation of the curriculum in mathematics and describes the definition of giftedness in mathematics, the characteristics of the gifted in mathematics, their identification and curriculum differentiation. In addition, this chapter illustrates how to set up different levels of problems using the Discover Problem Matrix. At the end of the chapter, there are three examples of practical activities.

In the seventh chapter, which focuses on the use of information technologies in gifted education, the importance of the use of technology in education, project examples, the features that should be available in teachers and students who will use information technologies, and the use of information technologies in gifted education are mentioned. In the chapter, special course

software, practice software, games and simulations are emphasized and at the end of the chapter, four different activity examples are given. In the eighth chapter, guidance and psychological counseling services are focused and guidance needs of the gifted and their educational, personal and professional needs are discussed. Emphasis is placed on the need for guidance and psychological counseling for gifted individuals, such as labeling, underachievement, asynchronous development, perfectionism and multi-potentiality. In the ninth chapter, which focuses on values education with gifted students, the definition of value, the rationale for value education and its place in educational programs, values education and approaches with gifted children are explained. In addition to different approaches such as direct teaching of values, clarification, holistic and character education, four different activities and practices are also included in the chapter.

The tenth chapter focuses on supporting the thinking skills of gifted students and explains the reasons for teaching thinking, its necessity for the gifted, how to develop thinking, basic approaches in teaching thinking and basic thinking skills and thinking areas. In addition, the role of the teacher in the teaching of thinking and the ways of making classroom environments suitable for thinking are mentioned. In the eleventh chapter, which focuses on supporting gifted students in regular classrooms, mainstreaming, integration and inclusion approaches, their legal basis, the phenomenon of waiting in the classroom and the competencies that teachers should have are discussed. In this section, four different practical suggestions are given. The twelfth chapter focuses on developing the Individualized Education Program (IEP) for the gifted and explains the definition, purpose, functions, elements, legal basis and development process of the IEP and how the education program should be differentiated and how the IEP should be evaluated. In addition, at the end of the chapter, there is an example of an individualized education plan developed for a gifted student. In the thirteenth chapter focusing on STEM (Science-Technology-Engineering-Mathematics) education, the definition of STEM and its importance in the education of the gifted, teacher training and evaluation and applications, and engineering design process are discussed. At the end of the chapter, two different examples of STEM activity are given in details. In the fourteenth chapter, the focus is on mathematical model eliciting activities, its definition, its place in differentiating the education program and its implementation process, and how to apply a mathematical model eliciting activity is gradually presented. In addition, at the end of this chapter, a different application-oriented mathematical model eliciting activity is included.

In general; the book, like other national books for the gifted and their education, seems to have the qualities to make a different contribution to this particular area of focus. In particular, information and practical examples, recommendations, research and application recommendations published by the book has the legibility for education programmers, educators, parents and prospective teachers in order to help them gain a clear understanding of the education of gifted students. The book can reflect its difference from other books, that were written for the education of gifted students, with its own chapters such as; individualization of education for gifted students, supporting gifted students in regular classrooms, Discover problem matrix, mathematical model eliciting activities, STEM education, values education, use of information technologies, and guidance and psychological counseling services. Consequently, this book can be considered as a book that has the potential to facilitate and guide those involved when programming the education of the gifted and/or structuring the education to support their talent(s). In the following editions, structuring the content of the book chapters for preschool, primary, secondary and high school education levels and diversification of activities and practical examples especially considering these educational levels can make the book reach a level that can appeal to a much wider audience. Addition of different chapters that include definitions and theories of giftedness, characteristics of gifted students at different levels of education, different talent areas such as visual arts, music, etc., and chapters for the development of creativity in gifted students as well as the assessment of talent development can take the potential of the book to a much higher level.

**Resource:** Şahin, F. (Ed). (2018). *Özel Yetenekli Öğrenciler ve Eğitimleri*. Anı Yayıncılık, Ankara.