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Research Article

Enhancing Self-Regulated Learning (SRL) skills of gifted students through an enrichment program challenges and opportunities

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Abstract

This study aimed to explore the challenges of developing a plan for an enrichment program with more focus on the SRL of gifted students. The plan included three phases: preparation, implementation, and development. In the preparation phase, the program was designed and initially applied for evaluation and improvement. The implementation phase included two experiments. The first[2] one, a summer enrichment program, was conducted with an experimental group only. It consisted of twenty male students in the intermediate stage in KSA. The Wilcoxon test was conducted. Results showed statistically significant differences between the pre and post-tests of the experimental group for the SRL. It showed also statistically significant differences between the pre- and post-tests of the cognitive test. The second[3] experiment consisted of twenty male and female students from the eighth grade of the Renzulli Academy in the USA. The Mann-Whitney test for independent groups yielded that there were no statistically significant differences between the medians of the experimental and control groups in SRL. Moreover, the results of the Wilcoxon test showed no statistically significant differences between the medians of the experimental group on the pre-and post-tests of the SRL. During the development phase, the program's presenters were interviewed to investigate the efficacy of the implementations. The results of the interviews revealed clarity and diversity in aspects of nurturing the gifted in the program, which led to a smooth implementation. They also showed some critical difficulties, such as the lack of sustainability and some administrative obstacles.

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Introduction

All may agree upon the old statement; special services for the gifted and talented came because regular classrooms do not meet their needs and that results in a lot of losses to them and their communities. However, there is no total consensus on which approaches, and strategies are best for solving that issue. Many studies have suggested certain approaches or strategies for educating gifted students, (e.g. Kaplan 2018; Renzulli, Rise & Brigandi, 2020; Tomilson, 2018; Stambaugh; 2020; Vantassel-Baska, 2018). Nevertheless, determining which one is the most appropriate for a community of gifted students should be based on those students' specific needs (Stambaugh; 2018). Thus the research ought to be directed to examine these approaches and strategies and discover their challenges, then generate the best interventions related to an adjustment of these strategies to meet gifted students' needs.

Davis, Rimm & Siegle (2017), illustrated some difficulties that gifted students more likely to face in regular classrooms such as boredom, wasting their time waiting for peers to learn, lack of challenge, and suffering from their abilities being unrecognized and their needs unmet. Thus, results in various orientations and services. One of the most distinguished services in gifted education is enrichment. This was due to several advantages, the most prominent of

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[2] The terms first experiment and study 1 are used interchangeably in this study.
[3] The terms second experiment and study 2 are used interchangeably in this study.

which is the flexibility of the structure and content of these programs to meet the various needs and interests of the gifted students (Aljughaiman & Ayoub, 2012).

Renzulli, Rise & Brigandi (2020) denoted enrichment as a wide word that comprises ways to expand, deepen, and enhance regular curriculum experiences and activities. These educational opportunities could be implemented in different approaches and various management methods. Kaplan (2018) confirmed that any enrichment content should consider two principal elements; depth (deep understanding of a content of a specific field) and complexity (looking at different aspects, dimensions, fields, or times of an issue). She stated that to formulate depth and complexity, it is important to select proper content, skills, resources, and products. These elements are crucial to differentiate an enrichment curriculum to fully respond to the gifted students' needs.

On the other hand, managing enrichment programming delivery comprises a variety of programs such as pull-out enrichment programs, summer enrichment programs, Saturday and afterschool programs, summer meeting programs, and mentoring and online learning programs (Renzulli, Rise and Brigandi, 2020). Moreover, implementing effective enrichment programming must enhance performance capacities within a holistic system. Harder (2012), who had reviewed the development of giftedness models over the last century, introduced the systematic models. She illustrated the importance of viewing performance as a result of interactions between the individual and environment, instead of separate components.

One of these systematic models is Oasis Enrichment Model OEM (Figure 1), which was established and developed by Aljughaiman (2010). It combines both theoretical and administrative aspects. OEM is based on three main scientific theories. The constructivism theory, which is a learning theory. Renzulli's three-ring theory and Sternberg's triarchic theory, which both are of the most famous theories of giftedness. These theories shape its philosophy, objectives, methods of nomination, identification of the gifted, and approaches.

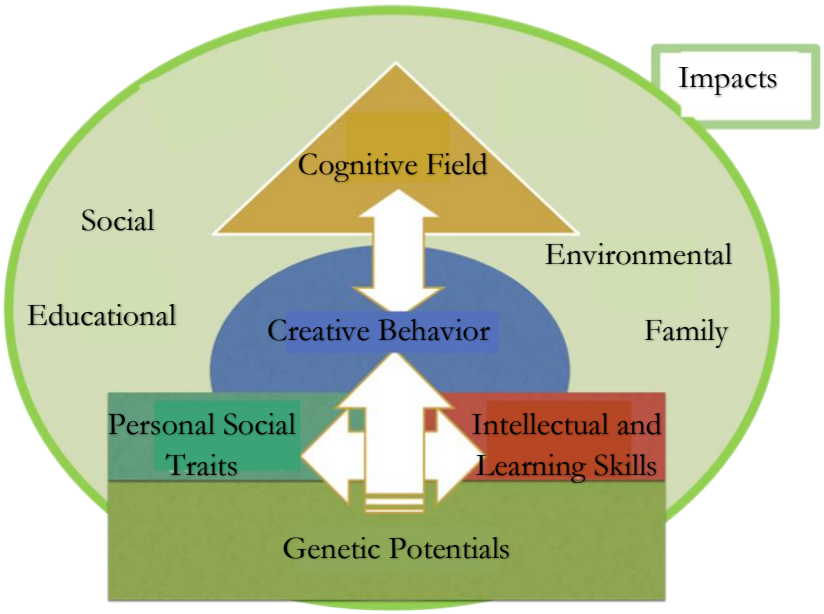

Figure 1.
The Oasis Enrichment Model OEM (Adapted from Aljughaiman, 2018)

Furthermore, OEM has clear administrative procedures to transform theoretical concepts into field practices. OEM employs enrichment programming whether in regular curricular or extracurricular. The framework of OEM consists of four sequential levels; preparation (tools), getting started (power), mastering planning (vision), and getting ready to go (scientist). Each level requires about one to two years and contains several enrichment programs, modules, projects, and activities (Figure 2).

Each level consists of several modules (about six less or more). Each module has three stages of knowledge: exploration, perfection, and creativity. These stages correspond to the three levels of knowledge suggested by William James (1885); knowledge-of, knowledge-about, knowledge-how, respectively (Figure 2).

OEM confirms the importance of supporting gifted students to become self-learners and forming a life-long learning principle (Aljughaiman, in press). Similarly, Renzulli (2016) emphasized the designing of enrichment programs to enhance creative productive talent. This requires students to manage learning through the application of knowledge

(cognitive content) and thinking skills in an integrated manner. Therefore, the role of the student is the role of the researcher or scientist who investigates knowledge and works to try it out, and not merely acquiring, storage, and recall Knowledge.

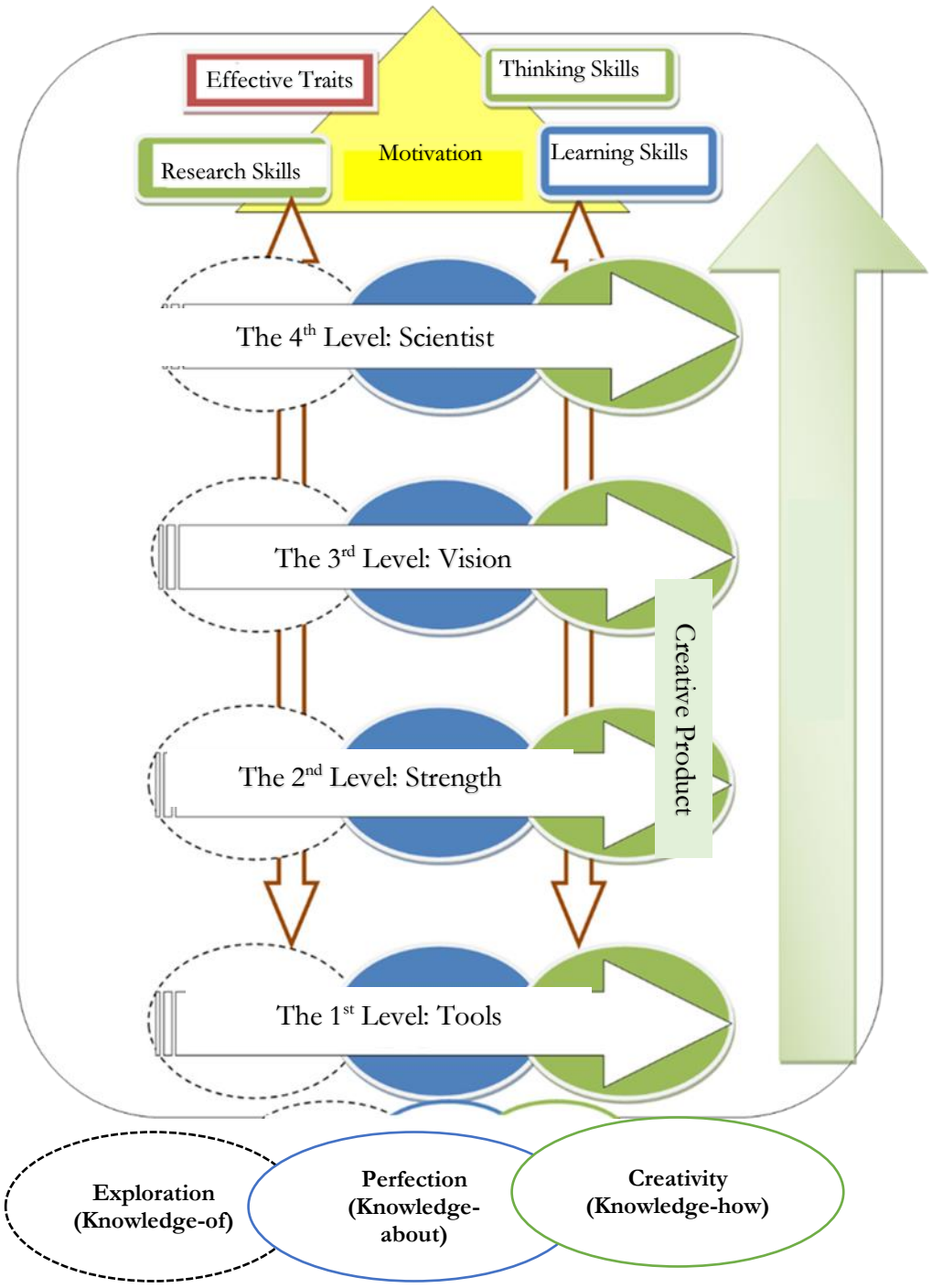

Figure 2.
The Levels and Stages of the OEM (Adapted from Aljughaiman, 2019)

Aljughaiman & Ayoub (2012) declared the need to search for the effectiveness of the OEM of the SRL. In addition, Snowman and McCown (2015) articulated that SRL aims to develop an awareness of learning (metacognitive thinking). Therefore, it is more than just organizational skills for mastering school content. It indirectly stimulates creative thinking. In addition, it develops personal and social skills. This is because it focuses on developing the personality traits that support the learning process as a result of self-reflection and metacognitive thinking. SRL also confirms the importance of the social context in the learning process as a fundamental pillar. That is related to the fact that the concept of SRL emerged as a result of the reflection of social cognitive theory in the educational field.

Studies demonstrate a positive impact of SRL in raising the quality of performance and outcomes for all students of various abilities and ages (Wigfield, Klauda & Cambria, 2011; Stoeger & Sontag, 2012; Zimmerman, 2012). All students have the potential to become intelligent learners if they use SRL to study more effectively (Zimmerman, Bonner & Kovach, 2009).

Numerous studies have shown that gifted students perform statistically better in their abilities for SRL than others (e.g. Bouffard -Bouchard, Parent & Lavirée, 1993; Tortop, 2015; Zimmerman & Martinez-Pons, 1990). Additionally, gifted students were more capable of using these strategies more effectively and transferring them to new learning situations (Risemberg & Zimmerman, 2010; Stoeger & Sontag, 2012). However, there are research indicators that many gifted students may lack self-management strategies (Siegle & McCoach, 2008). Although gifted students are likely to be more motivated to learn than others, they may encounter failed learning experiences or pressures related to specific learning situations. Results of Sontag, Harder, Stoeger & Ziegler (2012) revealed that mental abilities are not necessarily related to SRL, and students with high mental abilities have not shown a preference for SRL. Thus, all students need to learn SRL, but it is more demanding for students with high abilities (e.g. Tortop, 2015; Stoeger & Stonag, 2012; Zimmerman & Martinez-Pons 1990).

On the other hand, Aljughaiman and Ayoub (2013) -in their meta-analysis study of the effects of enrichment programs based on the OEM conducted in the Kingdom of Saudi Arabia in the period between 2009/2011- reviewed 35 studies that were chosen based on some criteria. These studies included 2048 male and female students from the three academic stages. The results demonstrated positive statistically significant effects on several abilities and skills. The results of the study of Aljughaiman and Ayoub (2012) also indicated statistically significant differences in the analytical and creative abilities, while there were no statistically significant differences in practical abilities.

Several studies have confirmed that enrichment programs have a positive impact on gifted students' performances. (e.g Alsultan, 2012; Hurte, 2004; Olenchak, 1995; Raborn, 2000). However, Vantassel-Baska and Brown (2009) indicated that there is a limited base of coherent studies that can claim the efficacy of enrichment approaches for the gifted. They, therefore, confirmed the interventions in enrichment as an important direction for future studies.

Research Problem

Recent studies confirm that it is not possible for the traditional method of teaching to teach gifted students everything they need for life and profession (e.g. Stonga, Harder, Stoger & Ziegler, 2012). Stonga et al. (2012) claimed, as knowledge has increased dramatically over recent decades, the efforts of teachers must be directed from teaching everything related to content to teaching thinking and learning skills. From this standpoint, the gifted enrichment programs must strive to help students to be independent learners and producing knowledge that is beneficial to them and their countries. However, as mentioned earlier, enrichment programs face many difficulties. Thus, this study sought to reveal the challenges and opportunities that may encounter these programs by answering two questions;

- What is the effectiveness of an SRL based enrichment program on gifted intermediate students' abilities for SRL skills?
- What are the challenges and opportunities of an enrichment program based on SRL?

Method

Research Design

To answer the first question, the current research depends on a mixed design. Quantitative research is represented in two experiments. The first experiment (study 1) follows a quasi-experimental design. While the second experiment (study 2) follows an experimental design. Whereas, the qualitative research was represented by interviewing the participants in presenting the program for both experiments.

Study 1; It involves pre-and post-tests for the experimental group only. Johnson and Christensen, (2014) suggested that pre-and post-tests for only one group may provide useful information, but the researcher must be alert to the influence of external factors that may affect the accuracy of the results.

Study 2; It involves pre and post-tests for experimental and control groups.

For both experiments, the enrichment program represents the independent variable. While SRL represents the dependent variable. The pre-test was applied a day before the beginning of the program, whereas the post-test was conducted on the final day of the program.

For the second question, interviews with the presenters of the program (three participants) were individually conducted and recorded. The data was collected and analyzed in cycles (the researcher collected some data, analyzed it, collected more data…) (Johnson and Christensen, 2014).

Participants

The sample was comprised of the participants in the experiments and the presenters of the program. In the first experiment, there were twenty male participants aged between 12 and 15 years old, studying in the intermediate stage in Al-Ahsa, KSA. The experimental group was randomly selected from the gifted students that participated in summer activities in Alkifah Academy in Al-Ahsa. The sample selection was according to the criteria of the General Administration for Giftedness at the Ministry of Education in Saudi Arabia.

In the second experiment, there were twenty male participants aged between thirteen and fourteen years old, from the eighth grade of the Renzulli Academy in Connecticut state, USA. There were nine students in the experimental group and eleven students in the control group. Experimental and control groups were randomly identified among the classes of the gifted students attending Renzulli Academy (Renzulli Learning System). Before the experiment, there were no statistically significant differences between the medians of the experimental and control groups in SRL on the Mann-Whitney test for independent groups.

Table 1.

Mann-Whitney Test for Independent Groups

	Number of Sample	Mean Rank	Sum of Ranks
Experiment	9	10.94	98.50
Control	11	10.14	111.50
Total	20		
Mann-Whitney U		45.500	
Wilcoxon W		111.500	
Z		-.308-	
Asymp. Sig. (2-tailed)		.758	
Exact. Sig [2*(1-tailed Sig.)]		.766	

The presenters of the program were three specialists with Master's Degrees in gifted education.

Data Collection Tools

Self-Regulated Learning Scale (SRL)

The researcher adopted a questionnaire of SRL that was developed by (Ziegler, Stoeger, Vialle & Wimmer, 2012). The researcher also translated the questionnaire into Arabic and standardized it in Saudi Arabia (See Appendix 1). It has 28 items in four school-relevant situations: studying for school, preparing for the upcoming school year during the summer holidays, preparing for an in-class test, and catching up on school work after an illness. In each situation, the students are asked to indicate their preferred method of learning for each of the seven steps of SRLS (self-assessment, goal setting, strategic planning, strategy implementation, strategy monitoring, strategy adjustment, and outcome evaluation) by choosing one of three sub situations which represent: self-regulated, externally regulated, or impulsive learning (Ziegler, Stoeger, Vialle & Wimmer, 2012).

A total of 125 students were selected randomly from different areas to calculate the validity and reliability.

Validity of SRL

The questionnaire was reviewed by four specialists in the field of gifted education. The researcher use SPSS to caculate validity by Factor Analysis (Principal componants). The Kaiser-Meyer-Olkin KMO was .831. Thus, KMO met the Kaiser criteria for a factor analysis since it was between 0.8 and 0.9.

Table 2.
The Factor Analysis of the SRL

No	Subfactors and Items	Factor Loading
Subfactor 1. Studying for school		
1	Ability to assess state of one's own learning	.41
2	Ability to set suitable learning goals	.47
3	Choice of an suitable learning strategy	.58
4	Consistency of learning strategy application	.35
5	Ability to monitor one's own learning progress	.51
6	Ability to adjust one's own learning strategy	.51
7	Checking and assessing the learning outcome	.44
Subfactor 2. Preparing for the upcoming school year during the summer holidays		
8	Ability to assess state of one's own learning	.57
9	Ability to set suitable learning goals	.43
10	Choice of an suitable learning strategy	.60
11	Consistency of learning strategy application	.65
12	Ability to monitor one's own learning progress	.58
13	Ability to adjust one's own learning strategy	.44
14	Checking and assessing the learning outcome	.65
Subfactor 3. Preparing for an in-class test		
15	Ability to assess state of one's own learning	.48
16	Ability to set suitable learning goals	.47
17	Choice of an suitable learning strategy	.64
18	Consistency of learning strategy application	.47
19	Ability to monitor one's own learning progress	.54
20	Ability to adjust one's own learning strategy	.48
21	Checking and assessing the learning outcome	.52
Subfactor 4. Catching up on school work after an illness		
22	Ability to assess state of one's own learning	.60
23	Ability to set suitable learning goals	.60
24	Choice of an suitable learning strategy	.66
25	Consistency of learning strategy application	.57
26	Ability to monitor one's own learning progress	.54
27	Ability to adjust one's own learning strategy	.56
28	Checking and assessing the learning outcome	.56

Table 2 shows that only one factor was loaded. Thus the scale has only one general factor with four subfactors. Isaac & Michael (1997) asserted that it is common to found a group of variables that yield modest to high correlations on just one factor. The table illustrates also that all the loading is above 0.30 (between 0.40 and 0.66).

Table 3.
The Reliability of the SRL

Items	Pearson Correlation	Items	Pearson Correlation
1	.587**	15.	.620**
2	.620**	16.	.577**
3	.638**	17.	.646**
4	.575**	18.	.762**
5	.660**	19.	.617**
6.	.414**	20.	.762**
7.	.489**	21.	.617**
8.	.620**	22.	.605**
9.	.577**	23.	.569**
10.	.646**	24.	.643**
11.	.762**	25.	.612**
12.	.617**	26.	.667**
13.	.544**	27.	.555**
14.	.727**	28.	.582**

The Cronbach's Alpha was (.90), which was statistically significant

Interview Form

Interview form was comprised of three questions, was adopted from (Aljughaiman, 2018a). To examine the trustworthiness of the instrument; the researcher sent it to five specialists to review the interview's questions. All of them approved it without any adjustment. (Appendix 2)

Data Analysis

For analyzing quantitative data;

Study 1; Wilcoxon test was conducted, to test the differences between the pre-and post-tests of the experimental group for the SRL and the cognitive test. The JASP program for statistical analysis was used. Study 2; Mann-Whitney Test for independent groups was conducted to test the differences between the medians of the experimental and control groups in SRL. Wilcoxon test was conducted to test the differences between the medians of the experimental group on the pre-and post-tests of the SRL. The SPSS program was used for both tests. For analyzing qualitative data; the researcher contacted each participant individually via mobile phone. She inquired about the second question of the study and enhanced the participants to convey their opinions. The data was collected using the interview instrument and analyzed in cycles.

Procedure

Program Content It is a scientific enrichment pull-out module (The Future Planet). Future Planet is a module of a program (The Future) that was designed by the researcher under a direct supervision of Prof. Abdullah Aljughaiman. This program is in the first level of OEM (See the introduction for more information about OEM). The Future Planet has three stages and three projects with eleven activities. The theme is exploring Mars as a subject that concerns the scientists in the Astronomy field.

SRL was directed to organize the learning process in activities and knowledge production through reflective notes. It should be noted that SRL, according to OEM, is not an independent course, it is integrated into the program's scientific content.

During the first stage of the program (exploration), the pre-tests were conducted, then the students were introduced to the scientific content of the program. This stage aims to gain students' interest by exposing them to exciting exploratory activities such as field trips, watching videos, searching in books, and surfing the internet. The students are immersed to feel the problem and understand the challenge. They will be ready to move to the next stage as they start to feel the need to learn new skills to solve the problem. In the next stage (perfection), the students were involved in enrichment activities and learning cycle, the seven steps of SRL that were mentioned in the description of the instrument previously. While in the third stage (creativity), the students were involved in producing the final project that required them to use all that they had learned.

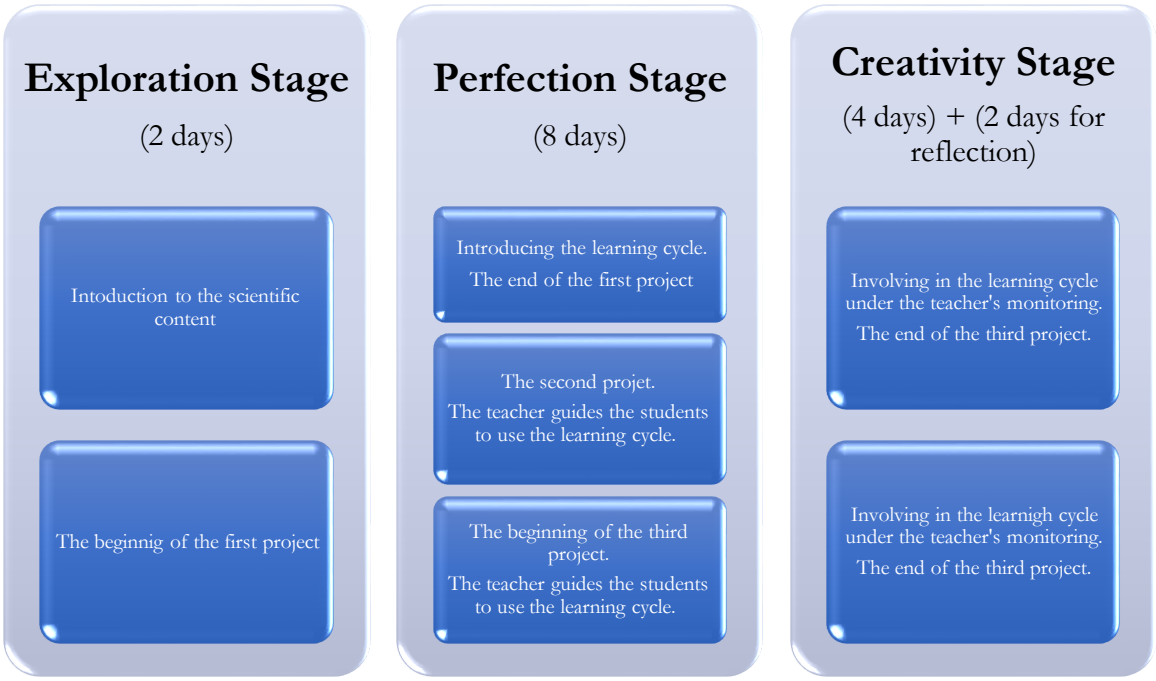

Figure 3.

The Program of Experimental Group

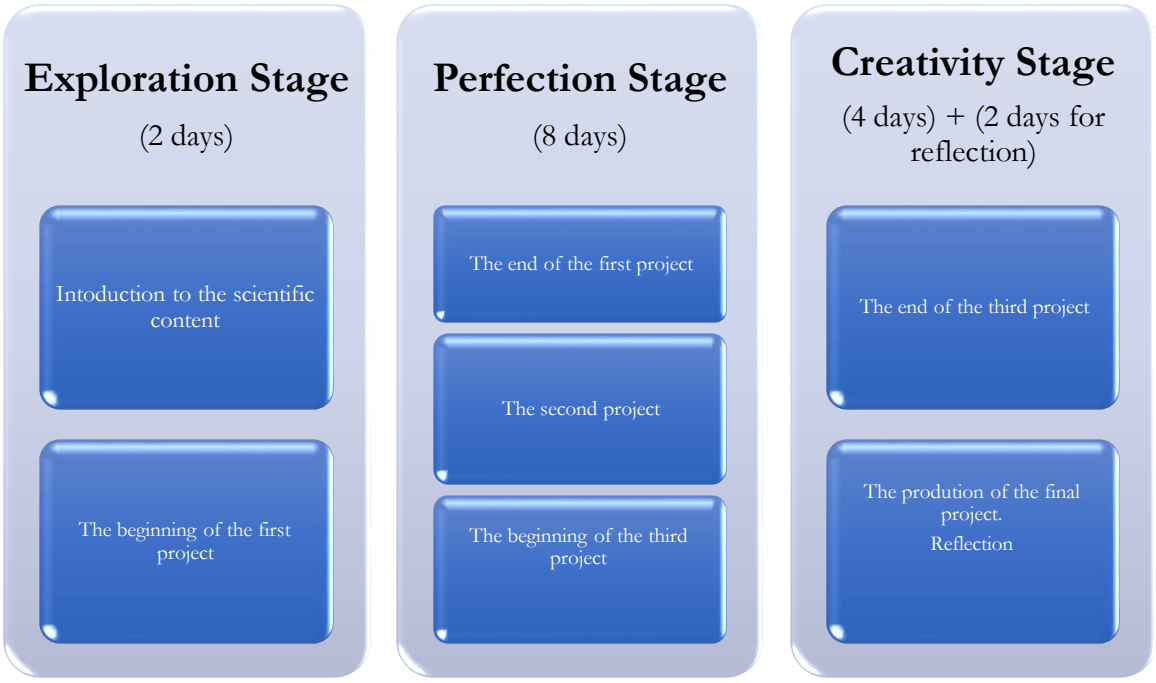

Figure 4.

The Program of the Control Group

Plan Application Procedures

The first phase (preparation):

- An enrichment program with SRL was designed based on the OEM by the researcher.
- The whole program was supervised by Prof. Abdullah Aljughaiman, the Education College in KFU, Saudi Arabia.
- The scientific content was reviewed by Prof. Ali Alshowkry, the Department of Physics, KFUPM, Saudi Arabia.
- On the 26th of February 2018, the program was initially applied to thirteen 12-13-year-old female students studying in an intermediate school in Al- Ahsa, KSA.
- The program was modified based on the results.

The second phase (implementation):

- On the 1st of July 2018, the first experiment was implemented in Alkifah Academy in Al-Ahsa, KSA. It lasted for 13 meetings with 52 hours.
- On the 28th of September 2018, the second experiment was implemented in Renzulli Academy in Connecticut state, USA. It lasted for about two months with two meetings per week.

The third phase (Development): On the 17th of December 2018, the presenters of the module were interviewed. Then the challenges and opportunities were discussed.

Results

The Results of the First Research Problem: What is the effectiveness of an SRL based enrichment program on gifted intermediate students' abilities for SRL skills?

The Wilcoxon test was conducted. Results showed statistically significant differences between the pre-and post-tests of the experimental group for the SRL (p= 0.02). It showed also statistically significant differences between the pre-and post-tests of the experimental group for the cognitive test (p= <0.001).

Table 4.

SRL Pretest-posttest Paired Sample Descriptive Statistics

		Number of Sample	Mean	Std. Error Mean	Std. Deviation
SRLS pre-test	Pair1	20	16.500	1.806	8.075
SRLS post-test		20	20.500	1.492	6.677
Cognitive pre-test	Pair2	21	8.905	.783	3.590
Cognitive post-test		21	12.571	.695	3.187

Table 4 illustrates that for SRL; the sample of the pre-and-posttest was 20. The mean was 16.500 for the pretest, and 20.500 for the posttest. For the cognitive test; The sample was 21. The mean was 8.905 for the pretest, and 12.571 for the pretest.

Table 5.

Paired Samples Wilcoxon Signed Ranks Test

		Number of Sample	W	p
SRLS pre post-test	Pair 1	20	23.500	0.023
Cognitive pre post-test	Pair 2	21	12.000	<.001

The previous table shows that the p. value = 0.023 for the pre-and-posttest of SRL which is statistically significant. Also, the p. value <0.001 for the pre-and-posttest of the cognitive test which also statistically significant.

Nevertheless, for the second experiment, the Mann-Whitney test for independent groups yielded there were no statistically significant differences between the medians of the experimental and control groups in SRL. Moreover, the results of the Wilcoxon test showed no statistically significant differences between the medians of the experimental group on the pre-and post-tests of SRL.

Table 6.

SRL Pretest-Posttest for the Experimental and Gontrol Groups

The Group	Number of Sample	Mean Rank	Sum of Ranks
Experimental Group	9	9.33	84.00
Control Group	11	11.45	126.00
Total	20		
Test Statistics			
Mann-Whitney U	39.000		
Wilcoxon W	84.000		
Z	-.800		
Asymp. Sig. (2-tailed)	.424		
Exact. Sig [2*(1-tailed Sig.)]	.456[b]		

Table 6 illustrates the means and the sum ranks for experimental and control groups for SRL. The sample of the experimental group was 9. The mean ranks were 9.33 and the sum ranks were 84.00. While the sample of the control group was 11. The mean ranks were 11.45 and the sum ranks were 126.00. The Mann-Whitney test was 39.000 which was not statistically significant as the associated Sig. was .456.

Table 7.

The Wilcoxon Signed Ranks Test of the Pretest-Posttest for Experimental Group for SRL

	Number of Sample	Mean Rank	Sum of Ranks
Negative Ranks	7[a]	5.36	37.50
Positive Ranks	2[b]	3.75	7.50
Ties	0[c]		
Total	9		
Test Statistics			
		Pre/Post-test	
Z		-1.780	
Asymp. Sig. (2-tailed)		0.75	

The Table 7 above shows that the number of individuals with negative ranks was 7 which they had a higher pretest than the posttest. Whereas the number of individuals with the positive ranks was 2 which they had a higher posttest than the posttest. There was no one individual with equal pre-and-posttest. It asserts that the value of Wilcoxon (Z) was -1.780 which was not statistically significant as the Sig. was 0.75.

The Results of the Second Research Problem: What are the challenges and opportunities of an enrichment program based on SRL?

Interview sessions were held. The following is a summary of the interviews:

Theme 1. Planning

Interview Question1: To what extent was the quality of the program design? How did this help in its implementation? What were the obstacles?

All the presenters reported really positive feedback e.g. " The program was very clear and written in logical stages…" and "The program was very detailed, which made it very easy to implement. It really helped us step by step to reach its goals…". However, all of them suggested there were too many activities to be completed within the limited time frame.

Theme 2. Students' Performance

Interview Question2: What were the causes that helped students develop their performance, and what were the obstacles that limited it?

The presenters for the first experiment stated: "The students' motivations and the clarity of the plan were the most helpful factors. At the beginning of each activity, there was some ambiguity, the students struggle to find the answer… We try to do our best to differentiate and individualize the activities to meet their different cognitive needs and to provide a proper feedback to each student…" "Despite the difficulty they found, they were enthusiastic to solve the activities…"." During the implementation, I noticed that the students could understand SRL tasks. They did them in the right stages… Furthermore, they enjoyed using it in real life"

According to obstacles, the presenters declared " Many students in one class (25 students) with such a rich and deep cognitive content, made it difficult to cover all activities and to evaluate them…Some students had attended several enrichment programs, so it was difficult for them to stay on track…One of the crucial problems of enrichment programs, the discontinuity and lack of sequence and interdependence in building on each other…"

Nevertheless, the presenter of the second experiment declared: " Most students found it was difficult to accept the idea of landing on Mars and the life outside the earth…Sometimes they expressed their boredom from practicing SRL strategies. Furthermore, frequent interruptions of the program's meetings due to change of schedule or other school activities"

In addition, the presenter of the second experiment added "The teacher himself should be a good role model for her students in being life-long learners and implementing SRL. That is the most effective factor"

Theme 3. Programming

Interview Question3: Will you continue to provide enrichment programs for the same sample?

Everyone expressed their concern about the possibility of the continuation, because of the many difficulties. Such as: lacking resources and financial support and having other duties.

Discussion and Conclusion

The results illustrated that there were statistically significant differences for SRL for the first experiment. These results conform with many studies that demonstrated the positive effect of enrichment programs on students' performance (e.g Aljughaiman & Ayoub, 2012; Aljughaiman & Ayoub, 2013; Alsultan, 2012; Hurte, 2004; Olenchak, 1995; Raborn, 2000). They also match with the findings of Saad (2016) that indicated the enrichment program promoted the SRL for gifted students.

Whereas, the results showed no statistically significant differences for SRL for the second experiment. These findings ought to be expected, as the program encountered some resistance from the students. This may be due to students' lack of interest in the program as the interview showed. Therefore, the presenters of the gifted programs need to consider challenge, choice, interest, enjoyment, and personal meaning for students (Davis, Rimm, & Seigle, 2017). In a similar context, Alnaim (2015) found no statistical differences in the enrichment program for SRL. The quantitative findings of Alnaim's study revealed encounter some difficulties in students' practicing of SRL and The program had managed to handle them well.

Another issue that is worth considering in the second experiment, that is the cultural difference between the teacher and the students. Guilbault & Krisch (2020), illustrated the positive effect of the demographic harmony between the teacher and the students on students' school achievement.

The results revealed that the students had mastered the cognitive content of the program. It showed also, that the content had a good depth and complexity that challenged the students' abilities. However, the students of the first experiment loved and enjoyed the program. The learning opportunities, that have appropriate levels of challenge combined with appropriate support, can facilitate talent development (Subotnik, Olszewski-Kubilius & Worrell, 2020).

The interview's findings showed that the presenters of the program had too many duties in a limited time. Whereas encouraging gifted students to learn new skills requires a long-term course where the students engaging in activities that are progressively increased in difficulty. Thus teachers should offer appropriate support associated with monitoring and feedback (scaffolding). Hadwin, Jarvela, & Miller (2017) asserted that scaffolding is the main aspect of SRL. Research results' confirmed the affectiveness of adaptive scaffolding in learning -in which the teacher's instructions are adjusted according to the learning situation to meet the individual need- (e.g. Azevedo, Cromley & Seibert, 2004; Azevedo et al. 2005; Basu & Kinnebrew, 2017)

Callahan (2015) explicated that the learning process should start just higher outside the limits that represent the student's current knowledge, or a little higher outside the limits of the area that Vygotsky called; The zone of proximal development (ZPD). She argued that students do not learn when they go over tasks they previously learned. The best and most effective education is that which occurs when the tasks presented to the students are not part of their previous knowledge or outcomes. However, learning should not be very difficult, or very far from their previous knowledge. Therefore, enough data must be collected about gifted students' current knowledge and skills. Furthermore, the environmental and cultural context can play an important role in accelerating the learning process. Accordingly, children can promote their cognitive development as a result of support and social interaction.

Moreover, the findings of the interviews showed that students had become more aware of their SRL process and discovered their strengths and weak points. So, they were just in the initial stage. Thus, gifted students ought to be provided with a series of developmental programs that all aimed at achieving specific long-term goals. Aljughaiman & Ayoub (2013) reported that enrichment programming must be provided for a sufficiently long period, be matched with students' needs, and enhance cognitive and mental capacities.

Furthermore, SRL is several skills that are practiced continuously. These skills can be acquired and developed in systematic stages over time (Zimmerman, 2005). Therefore, these abilities and skills are ascending experiences that can be provoked to progress gradually.

Enrichment programs should be both challenging and interesting and aimed to meet the new gifted generation's needs. They should be built according to the results of the previous programs' evaluations and recommendations and should contribute to shaping the way for the next programs. Any well planned, coherent and sequent range programming for gifted students should consider providing systematic alternatives of opportunities to meet their

needs (Davis, Rimm, & Seigle, 2017). Preparing the gifted for a promising future for themselves and their nations, require them to master the new century's skills that could support them in the long term to become autonomous life-long learners**.**

Recommendations

The researcher recommends conducting a mixed method of (quantitative and qualitative) empirical research aim at revealing the effectiveness of a series of gifted enrichment programming. The researcher also recommends the practitioners to implement gifted enrichment programming that nurturing and developing students' acquisition of learning skills through scientific content and real problems.

Future studies and implementations on OEM should consider search and conduct successive systematic programming to explore the effectiveness of the OEM programming and illuminate the most effective strategies and practices of the enrichment that fostering students' gifts and talents.

Limitations of Study

The quasi-experimental design for study 1 does not give control of external variables. It was difficult to find a control group with the same characteristics since it was a summer program. As for the qualitative design, the results cannot be generalized. Nevertheless, it could reveal important aspects to be considered and research.

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Appendix 1.

Self-Regulation Skills Scale (Arabic Version adapted from Ziegler et al. 2012)

استبيان التعلم المنظم ذاتياً[4]

بياناتي الشخصية:
أسمي: ..... **صفي:** .....
ذكر **تاريخ ميلادي:** يوم: شهر: سنة: **الجنس:** ○ أنثى

حكاية السيد فيل وصفه الجديد

هذا السيد فيل، بعد إجازة الصيف، حصل الحيوانات في "مدرسة الحيوانات" على معلم جديد، سيد فيل، وقبل أن يبدأ في تدريسهم، أردأن يعرف أولاً، كيف يتعلم طلابه الجدد.

لدي تجربة جميلة، وأريد أن تساعدني فيها، سأحكي لك تجربتي مع طلابي الصغار وأريد منك أن تشاركني برأيك الخاص، سوف أسأل طلابي الصغار، النمر، والأرنب، والحصان:

سوف أسأل الكثير من الأسئلة عن الطريقة التي يتعلمون بها، والتي ستقرأها في الصفحات القادمة، وأريد أن أعرف منك أيضاً، أي من الإجابات الثلاث في كل صف من الآتي، تعتقد أنه الأفضل، أي إجابة ستقدم؟

مثال[5]:

 دائماً ما أبدأ الدراسة مباشرة بعد وجبة الغداء. ☐	 أستريح عادة لفترة قصيرة بعد وجبة الغداء وقبل بدأ الدراسة. ☐	 أبدأ دراستي فقط عندما أجد نفسي مرتاحاً بعد وجبة الغداء. ☐

معلمك أو معلمتك في الصف سيقرأ كل سؤال من أسئلة السيد فيل مسبقا لمرة واحدة وسيعطيك وقتاً قصيراً للإجابة عليه.

[4] هذا الاستبيان مطور من الاستبيان الذي صممه Ziegler et. al. (2012)، حيث قامت الباحثة بترجمته وتعديله وتقنينه.

[5] في النسخة الأصلية للمقياس، يتضمن الخيار الواحد من الخيارات الثلاث لكل سؤال صورة أحد الحيوانت الثلاثة، بحيث أن كل فقرة تحتوي نمر وحصان وأرنب، كما يتضمن كل خيار مربع لوضع العلامة، ولكن تم حذفها في هذا النموذج لتوفير المساحة.

يسهل الاجابة عن بعض الاسئلة والبعض الاخر يحتاج منك الى التروي نوعاً ما. نرجو الاجابة عن الاسئلة بشكل جيد وصريح ما أمكن، علما بان هذا لا يعد اختبارا ولا يترتب علية أية درجات.

أقرأ الإجابات الثلاث بعناية، ثم قرر أياً منها هو الأنسب بالنسبة لك، أي إجابة تمثلك؟

(في المربع تحت الاجابة التي تكون على الأغلب مؤكدة بالنسبة لك. x ضع علامة)

تذكر أن تضع علامة في مربع واحد فقط في كل سطر، حيث يجب أن تختار خياراً واحداً فقط.

والآن استمتع بوقتك وأنت تختار الإجابات:

الباحثة: ملاك بنت عبدالعزيز العبداللطيف

أريد أن أتعرف في البداية **كيف يريد طلابي أن يدرسوا للمدرسة**. وتوجد هنا بعض الاجابات على أسئلتي. حدد في كل سطر ماهي الاجابة التي تناسبك من بين الاجابات الثلاث، كيف تدرس للمدرسة؟ رجاءً ضع اشارة (x) في المربع لإجابة واحدة فقط في كل سطر؟			
1	قبل الدراسة أفكر أولاً، ما هو الذي أعرفه مسبقاً وما هو الذي لا أعرفه بعد، ومن ثم أقارن بينهما وأحدد ما أريد تعلمه.	قبل الدراسة لا أفكر كثيرا حول الذي أعرفه، والذي لا أعرفه، وإنما أبدأ مباشرة.	في البداية، يفترض أن يقول لي معلمي أو أمي أو أبي، ما هو الشيء الذي أعرفه بشكل كافي وما هو الشيء الذي لازلت احتاج لتعلمه.
2	يجب على المعلم أو أمي أو أبي أن يقولوا لي ما هي الأهداف التي يتوجب عليّ أن أضعها لنفسي عندما أدرس.	عندما أبدأ المذاكرة، أنا دائماً أضع لنفسي هدفاً محدداً، لماذا وكم أريد أن أتعلم.	أنا لا أضع لنفسي أهدافاً أبداً عند المذاكرة، أنا فقط اعتمد على ما أشعر به.
3	لا داعي للتخطيط ل "كيف أذاكر بشكل أفضل"، لذلك أقوم فوراً بالمذاكرة تلقائياً.	لا يمكنني القيام بالمذاكرة بشكل جيد مالم يقم معلمي أو أمي أو أبي بأخباري كيف أفعل ذلك.	أفكر ملياً، كيف بالضبط أذاكر بشكل أفضل.
4	عند التخطيط للمذاكرة أفكر كيف يجب أن أدرس بشكل أفضل، واختار طريقة أو استراتيجية للمذاكرة وأبدأ بتنفيذها.	أنا أدرس بشكل أفضل عندما أفعل ذلك مباشرة، لست بحاجة للتخطيط لذلك.	عند التخطيط للمذاكرة، فأنه أفضل طريقة لذلك هي تلك التي يقول معلمي أو أمي أو أبي أنه يلزمني اتباعها.
5	أثناء المذاكرة لا يمكنني أن أجد طرق أفضل للمذاكرة من تلك التي يخبرني المعلم أو أمي أو أبي أنها مناسبة لي.	بالإضافة إلى ذلك، أتطلع خلال المذاكرة لأرى أن كان هناك ثمة طريقة أخرى أفضل يمكنني من خلالها التعلم أكثر.	خلال المذاكرة، لا أفكر ان كان يمكنني تغير أسلوبي للمذاكرة بشكل أفضل، أنا فقط أركز في موضوع المادة المطلوب مني.
6	حين لا أحرز المزيد من التقدم أثناء المذاكرة في بعض الأحيان، فأن سبب ذلك خارج عن إرادتي، وليس بتغيير طريقة المذاكرة.	أنا أغير طريقة المذاكرة فقط عندما يخبرني المعلم أو أمي أو أبي بذلك.	عندما ألاحظ، أثناء المذاكرة، أني لا أحرز تقدماً، فأني أرى إن كان يمكنني فعلها بشكل أفضل لو مارست طريقة مختلفة، أغير وأحاول تلك الطريقة.

7	بعد المذاكرة دائماً أتحقق من عملي، لأرى أن كنت قد صنعت بالضبط ما أريد فعله.	بعد المذاكرة أكتفي بشعوري بأني ذاكرت بشكل كافي، ولا احتاج لأتحقق من عملي أو معرفتي مرة أخرى.	للتحقق من مذاكرتي فأنه يفضل أن يخبرني معلمي أو أمي أو أبي، فيما إذا كنت ذاكرت بشكل كافي.
أريد أن أتعرف: **كيف يقوم طلابي بإعداد أنفسهم، خلال العطلة الصيفية، للسنة الدراسية الجديدة**، هنا القليل من الإجابات الممكنة لأسئلتي، مرة **ب**. والتالي، أخرى، تقرر أي من الإجابات الثلاث تتفق معها أكثر، كيف يمكنك إعداد نفسك للسنة الدراسية الجديدة؟ ومرة أخرى ضع × تحت واحد فقط من الإجابات الثلاث!			
1	عند الاستعداد للسنة الدراسية الجديدة، لم أفكر كثيراً حول ما عملته بشكل جيد في السنة الماضية وما هو غير الجيد، أنا فقط مضيت قدماً.	يجب أن يخبرني معلمي أو أمي أو أبي ما الذي استطعت فعله بشكل جيد، وما الذي كان قد توجب عليّ الاستعداد له.	في البداية، فكرت فيما فعلته بشكل جيد في السنة الماضية في المدرسة، وما هو غير الجيد، وما هو المتوقع في السنة الدراسية الجديدة.
2	من الأفضل أن يخبرني المعلم أو أمي أو أبي ما هي الأهداف التي يجب أن أضعها عند الاستعداد للسنة الدراسية الجديدة.	عند الاستعداد للسنة الدراسية الجديدة، وضعت لنفسي هدفاً محدداً، حول لماذا وكم كنت أريد أن أدرس.	لست بحاجة لوضع أية أهداف، عند الاستعداد للسنة الدراسية الجديدة أنا فقط هيئت نفسي بالطريقة التي شعرت أني أريدها.
3	عند الاستعداد للسنة الجديدة، فكرت ملياً حول الطرق الأكثر فاعلية التي يجب إتباعها للمذاكرة بشكل أفضل.	لقد اكتشفت بأنه لا ينفع كثيراً التخطيط لكيف يجب أن أعد نفسي أفضل للسنة الدراسية الجديدة، دائماً ما أفعل ذلك تلقائياً.	عند الاستعداد للسنة الجديدة، فأني أفضل أن يخبرني معلمي أو أمي أو أبي كيف يجب عليّ إعداد نفسي.
4	عند التهيؤ للسنة الدراسية الجديدة، لم أفكر في طرق للمذاكرة سوى الطرق التي أخبرني معلمي أو أبي أو أمي أنه يتوجب عليّ فعلها.	أفضل طريقة بالنسبة لي للاستعداد للسنة الدراسية الجديدة، هي ترك الأمور حتى حين حدوثها.	بعد التفكير في كيف يجب أن أعد نفسي بشكل أفضل للسنة الدراسية الجديدة، أبدأ فوراً بالتخطيط لتنفيذ تلك الطريقة.
5	أثناء الاستعداد للسنة الدراسية الجديدة، لم أفكر حول كيف يمكنني المذاكرة بشكل أفضل، وإنما ركزت فقط على مواد الدراسة.	أثناء الاستعداد للعام الدراسي الجديد، بل يجب على معلمي أو أمي أو أبي بأخباري كيف يمكنني فعل ذلك بشكل أفضل.	أثناء الاستعداد للسنة الدراسية الجديدة، دائماً ما أركز انتباهي، فيما إذا كان يمكنني المذاكرة بشكل أفضل باتباع طريقة أخرى.
6	عندما كنت أقوم بالتحضير للسنة الدراسية الجديدة ، لاحظت كيف يمكنني الدراسة بشكل أفضل ، ثم قمت بتغيير أساليب الدراسة على الفور.	كنت سأغير طريقتي للتحضير للسنة الدراسية الجديدة، فقط إذا أوصاني معلمي أو أمي أو أبي بذلك.	عندما، في بعض الأحيان، لا أحقق تقدماً أثناء التحضير للسنة الدراسية الجديدة، فأن السبب يكون خارج عن إرادتي وليس بسبب أسلوب الاستعداد.

7	حتى أتحقق من تمكني من الاستعداد بشكل كافي للسنة الدراسية الجديدة، توجب على معلمي أو أمي أو أبي أن يخبروني بذلك.	أكتفي بشعوري أني قد أعددت نفسي بشكل كافي للسنة الدراسية الجديدة، ولا أحتاج للتحقق من ذلك مرة أخرى.	خلال التحضير للسنة الدراسية الجديدة، دائماً أتحقق عندما أنتهي من التحضير، فيما إذا كنت مستعداً فعلاً وحققت ما نويته.
ج. والآن أريد أن أتعرف على **كيف يستعد طلابي للاختبار**، وهنا، مرة أخرى، بعض الإجابات لأسئلتي، قرر أي من الإجابات الثلاث تتفق أكثر مع ما تفعله، كيف تستعد للاختبار؟ ومرة أخرى ضع × تحت واحد فقط من الإجابات الثلاث!			
1	حتى أتمكن من الاستعداد للاختبار يجب أن يخبرني معلمي أو أمي أو أبي، ما الذي أستطيع فعله بشكل جيد، وما الذي يجب أن استعد له.	أفكر ملياً، في البداية، ما الذي أفعله على نحو جيد، وما هو غير الجيد حتى الآن، وما هو الشيء الذي يحتمل أن يأتي في الاختبار.	للاستعداد للاختبار، لا أفكر كثيراً فيما أعرفه وما لا أعرفه، بل أبدأ على الفور.
2	عند المذاكرة للاختبار، دائماً أضع هدفاً محدداً حول (ما الذي يتوجب عليّ دراسته وما مقداره).	للاستعداد للاختبار لا أضع أهدافي بنفسي، بل يساعدني دائماً في ذلك معلمي أو أمي أو أبي، أو يخبروني بالذي يجب عليّ دراسته.	للاستعداد للاختبار، لا أضع أية أهداف أبداً، بل أبدأ على الفور حسبما يملي عليّ شعوري.
3	معلمي أو أمي أو أبي يجب أن يوجهوني بشكل أفضل لمعرفة كيف يجب عليّ المذاكرة للاختبار.	لا داعي للتخطيط لكيفية المذاكرة للاختبار، بل أني أفعل ذلك تلقائياً.	للمذاكرة للاختبار، دائماً ما أفكر أولاً كيف يجب عليّ أن أدرس.
4	أفضل طريقة للمذاكرة للاختبار هي البدء فوراً بالطريقة الأفضل في تلك اللحظة.	بعد أن أتأمل أولاً الطرق التي تمكنني من الاستعداد الجيد للاختبار، اختار الطريقة التي أجد أنها الأفضل وأبدأ في تنفيذها.	لاستعد للاختبار، ليس هناك أفضل من الطريقة التي يوجهني بها معلمي أو أمي أو أبي لاتباعها.
5	عندما استعد للاختبار، لا أفكر في كيف أذاكر بشكل أفضل، بل أركز فقط في الأشياء التي يتوجب عليّ معرفتها.	عندما أستعد للاختبار، أفكر دائماً فيما إذا كانت هناك طرق أخرى يمكن اتباعها للمذاكرة بشكل أفضل.	من الأفضل أن يخبرني معلمي أو أمي أو أبي كيف يمكنني فعل ذلك بطريقة أفضل للاختبار.
6	عندما لا أحقق تقدماً، في بعض الأحيان، أثناء المذاكرة استعداداً للاختبار، فأنه ليس بوسعي سوى أن استمر في بالمذاكرة.	كنت سأغير طريقتي في المذاكرة للاختبار، فقط إذا أقترح عليّ معلمي أو أمي أو أبي ذلك.	عندما أذاكر أستعداداً للاختبار، وتخطر ببالي طريقة أخرى وأجد أنها أفضل للمذاكرة، أقوم فوراً بالتغيير لتلك الطريقة.
7	بعدما أذاكر للاختبار، دائماً أتحقق جيداً من كل شيء، لأرى فيما إذا كنت حققت فعلاً ما خططت له سابقاً.	حتى أتحقق من استعدادي بشكل كافي للاختبار يجب أن يخبرني معلمي أو أمي أو أبي أن كنت فعلاً فعلت ذلك كما يجب.	دائماً أعتمد على الشعور بأني ذاكرت بشكل كافي للاختبار، ولا أحتاج للتحقق من ذلك مرة أخرى.

أريد أن أتعرف: **كيف يقوم طلابي بمتابعة المهام وتعويض ما فاتهم، عندما يكونوا مرضى أو عند الغياب عن المدرسة**، مرة أخرى، تقرر أي من د. وأخيراً، الإجابات الثلاث تتفق معها أكثر، كيف تعوض المهام التي فاتتك أثناء غيابك عن المدرسة؟ ومرة أخرى ضع × تحت واحد فقط من الإجابات الثلاث!			
1	قبل أن أعوض ما فاتني من الحصص، لا أطيل التفكير فيما أعرفه مسبقاً وما لا أعرفه، بل بدلاً من ذلك، أبدأ في المهام والواجبات المدرسية على الفور.	أولاً، أفكر ملياً ما الذي أعرفه مسبقاً، وما الذي لا أعرفه حتى الآن، ثم أحدد ما يتوجب عليّ دراسته لتعويض ما فاتني من حصص.	لا يمكن تعويض ما فاتني من الحصص حتى يخبرني معلمي أو أمي أو أبي ما أعرفه مسبقاً وما الذي يجب عليّ العمل على تعويضه.
2	في كل مرة أقوم بها بتعويض ما فاتني من الحصص المدرسية، أضع دائماً هدفاً محدداً ل (ما الذي يجب عليّ تعلمه؟ وكيف؟).	معلمي أو أمي أو أبي يخبروني دائماً ما هي الأهداف التي يتوجب عليّ وضعها لنفسي حتى أتمكن من تعويض ما فاتني من الحصص المدرسية.	لا أضع لنفسي أية أهداف أبداً، عندما أعوض ما فاتني من الحصص المدرسية، بل أبدأ على الفور حسبما يملي عليّ شعوري.
3	لا جدوى من التخطيط (لكيف يتوجب عليّ المذاكرة) في كل مرة أعوض فيه ما فاتني من حصص مدرسية، بل أني أبدأ فوراً وتلقائياً.	في كل مرة أقوم فيها بتعويض ما فاتني من الحصص المدرسية، أتأمل ملياً، كيف يمكنني فعل ذلك بشكل أفضل.	يجب على معلمي أو امي أو أبي أن يخبروني بأفضل طريقة لكيفية تعويض ما فاتني من الحصص المدرسية، في كل مرة أتغيب فيها عن المدرسة.
4	ليس هناك طريقة أفضل لأعوض ما فاتني من حصص مدرسية، سوى نفس الطريقة التي يوجهني معلمي أو أمي أو أبي لاتباعها	أفضل طريقة لتعويض ما فاتني من حصص مدرسية، هي فعل ذلك حسبما تقتضيه اللحظة بشكل تلقائي.	بعد أن أفكر ملياً في الطرق التي تمكنني من تعويض ما فاتني من حصص مدرسية بشكل أفضل، اختار أفضل طريقة وأبدأ في تنفيذ خطة لها.
5	عندما أعوض ما فاتني من حصص مدرسية، أتحين ملاحظة فيما إذا كان بإمكاني دراسة المواد بشكل أفضل بطريقة أخرى.	أنا أفضل أن يوجهني معلمي أو أمي أبي لكيفية إيجاد طريقة لفعل ذلك بشكل أفضل.	عندما يتوجب عليّ تعويض ما فاتني من حصص دراسية، لا أفكر كثيراً في كيفية فعل ذلك بشكل أفضل، بل أركز فقط فيما يتوجب عليّ دراسته.
6	عندما أنهمك في تعويض ما فاتني من حصص دراسية، ثم يبدو لي طريقة أفضل لتعلم المواد الفائتة، فأني أغير أسلوب مذاكرتي لتلك الطريقة.	حين لا أتمكن من تحقيق تقدماً جيداً في بعض الأحيان، عندما أذاكر لتعويض الحصص الفائتة، فأني ليس بيدي فعل شيء آخر.	عندا أذاكر لأعوض ما فاتني من الحصص، فأني أغير أسلوبي في المذاكرة فقط عندما يوصيني بذلك معلمي أو أمي أو أبي.
7	حتى أتحقق من أني ذاكرت بشكل كافي لتعويض ما فاتني من حصص دراسية فأني أفضل أن يخبرني معلمي أو أمي أو أبي فيما إذا كنت فعلت ذلك كما يجب.	دائماً أعتمد على الشعور بأني ذاكرت بشكل كافي لتعويض ما فاتني من حصص دراسية.	بعد أن أذاكر لأعوض ما فاتني من حصص دراسية، أتحقق دائماً لأتأكد مرة أخرى، فيما إذا كنت وصلت لما خططت له.

Appendix 2.
Interview Form

Interview Form

Explanation
The interview aimed for exploring the challenges and opportunities for the SRL based enrichment program from the point of view of the specialists who implemented the program for a group of gifted students.

Malak Abdulaziz Alabdullatif
Interviwer

Interview Question1: To what extent was the quality of the program design? How did this help in its implementation? What were the obstacles?

Interview Question2: What were the causes that helped students develop their performance, and what were the obstacles that limited it?

Interview Question3: Will you continue to provide enrichment programs for the same sample?

Thanks