



Book Review

Book review of the differentiated instruction for gifted: instructional strategies, techniques and curriculum differentiation models

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Abstract

This book provides a comprehensive and practical overview of differentiation strategies specifically tailored for gifted students. Structured across twelve chapters and an additional appendix, it systematically explores major theoretical frameworks, models, and instructional approaches in gifted education. Each chapter opens with a case study to contextualize real-world challenges faced by gifted learners, emphasizing their social and emotional needs. Key models such as Bloom's Taxonomy, Williams Model, Maker's DISCOVER Model, Kaplan's Curriculum Strategies, and the Parallel and Multiple Menu Models are introduced, and University Bridge Curriculum Models (EBCM) (developed by Tortop (2013, 2015)). Notably, the book integrates foundational concepts of curriculum development, assessment, and interdisciplinary learning, including intradisciplinarity, multidisciplinary, and transdisciplinarity. Reflective questions and practical tools like charts, summaries, and instructional menus enhance its usability for educators. The appendix enriches the content further with glossaries, IEP examples, and KWL cards. This book is a valuable resource for educators seeking to understand and apply differentiated instruction to meet the complex needs of gifted students. Its accessible style, theoretical depth, and pedagogical relevance make it both a guidebook and a reflective tool for practitioners and scholars in gifted education.

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Increasingly, teachers are asked to provide “differentiation” for some students who may be intellectually gifted or show signs of high ability, creativity or talent. There is a need for a supplemental text to assist teachers in providing appropriate instruction for these students. This excellent book delves into the main issues, theories and concerns regarding gifted education and provides an appropriate nurturing education for them.

The book is well organized and this review will summarize each chapter to give the reader an understanding of the depth and breadth of differentiating for the gifted. There are twelve chapters and a separate chapter with detailed additional information.

Each chapter begins with a case study that exemplifies the challenges that gifted boys and girls present to teachers and provides an overview of the issues in an attempt to sensitize the reader to the social and emotional world of gifted children.

Chapter One provides an overview of gifted students and the construct of “differentiation”. This word has been bandied about but needs sincere exploration and the author discusses this based on their interests and readiness level and learning styles and preferences.

Each chapter contains a summary and some reflective evaluation questions as well as some charts, graphs and pictures to enlighten the reader as to the person who developed each theory that is discussed in each chapter. Key concepts and the main “road maps” for delivery of instruction are provided.

Assessment and evaluation are covered in chapter two and the author delves into the basic concepts of curriculum development and principals

An entire chapter is devoted to Benjamin Bloom and his taxonomy of educational Objectives. Some readers may have some familiarity with this model but it is often good to review and reflect and re-apply some of Bloom’s ideas to specific gifted students

Chapter four addresses differentiation according to the Williams Model. While not everyone may be familiar with this model it has substantial research on it and has been applied worldwide in the realm of gifted education. The author discusses the necessity of the Williams Model and the need to adapt the model to instruction.

“Curriculum Compacting “ is often heard as an approach to gifted and talented education and this leaves teachers with a semblance of discretion as to how to apply and assess its effectiveness

Chapter six provides an overview of June Maker’s Curriculum Differentiation Strategies. It is important for readers to be familiar with this model and with the work of June Maker who has been making very valuable contributions to the field of gifted education. While many of the leaders in the field have sadly passed away, Dr. Maker is still doing research writing and reviewing the thoughts and theories of others and applying her theories to teachers and students. The chapter contains recommendations for education and a summary of her work and the DISCOVER Problem Matrix is also reviewed and discussed in this chapter.

In Chapter 7 Kaplan’s Curriculum Differentiation Strategies are reviewed and the principles of Kaplan’s Curriculum Differentiation are discussed. The text discusses both the complexity and depth of this models and reviews the ideas of achievement in line with this construct of complexity and depth

Chapter 8 provides a very important overview of integration and the various realms that are impacted by this The following are investigated under the realm of integration: Disciplinarity, Intradoisciplinarity

Multidisciplinary Transdisciplinary Integration and a review of Paul’s Reasoning Components are provided, Richard Paul was one of the key leaders and theorists in critical thinking and he has now passed but his protégé and colleague, Linda Elder continues his work.

In chapter 9 the “Parallel Curriculum Model “ is discussed again with a case study and a rationale for the design of this model Three curriculum constructs are reviewed: a) Core Curriculum, b) Connections Curriculum and Applications and Identify Curriculum. There is a section on designing units that teachers may find helpful

Chapter ten is the “Multiple Menu Model” which provides a wide variety of choices and ideas for students and teachers alike. The chapter provides a “menu of teaching techniques and instructional strategies and an “artistic modification Menu

Chapter 11 addresses the EPTS Curriculum model and enlightens the reader as to this model, and its necessity. There is a Unit development process provided and a concise summary also, and some reflective evaluation questions. These questions help the reader focus on the implementation and application of said models.

Chapter 12 examines the University Bridge Curriculum Model (EBCM) and while I was not familiar with this model I did learn a lot about its use with scientific creativity skills, self-regulation skills in Science learning, Thinking Skills, research Skills and the teaching process.

The appendices contains a glossary of terms, a list of key researchers and IEP examples as well as a KWL (KWL) Card an approach with which many teachers seem to be enamored.

All in all, this book provides a nice comprehensive review of the issues and approaches to differentiation and also reviews some of the key people in this field and their contributions. The book is fairly easy to read and provides some guidance and reflection as to implementation of these various models

Biodata of Hasan Said Tortop



Assoc. Prof. Dr. **Hasan Said Tortop** was born and raised in İzmir, Türkiye. He graduated from the Department of Science Education at Manisa Celal Bayar University in 1998. In the same year, he began his career as a science teacher under the Ministry of National Education (MoNE). He completed his master's degree in Science Education at Celal Bayar University in 2001. In 2010, he earned his Ph.D. in Physics (Physics Education) from Süleyman Demirel University. During the last three years of his teaching career (2008–2011), he worked at a Science and Art Center for gifted students. In 2011, he was appointed to the Faculty of Education at Zonguldak Bülent Ecevit University (BEU). There, he founded the Special Education Research and Application Center for Gifted Children (2013), developed the Education Program for Bridge with University (EPGBU, 2013–2015), and established the Journal for the Education of Gifted Research (JGER), serving as its editor. He has led a TÜBİTAK project related to gifted students (with 5 coordinators and 3 expert trainers). He became an associate professor in Science Education in 2014. He was appointed to the Department of Special Education at Istanbul Aydın University in 2017, and later to the Department of Child Development at Istanbul Esenyurt University in 2020. To date, he has supervised 30 theses. He earned a second bachelor's degree in Philosophy from Anadolu University Open Education Faculty in 2020. In October 2023, he completed his second Ph.D. in Disability Studies (Special Education) at Trakya University. He has published 19 books and over 100 national and international articles. He currently serves as executive editor of two academic journals related to gifted education (Journal for the Education of Gifted Young Scientists and Journal of Gifted Education and Creativity) and teaches as a visiting scholar at various universities. His areas of interest include science education, gifted education, talent development, and special education. E-mail: hasansaidfen@gmail.com ORCID: 0000-0002-0899-4033

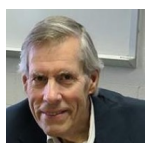
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