



From the Editor: Novelties to academia from JEGYS

Abstract

Scientific journals should contribute to the creation of new academic fields as well as publishing original articles. JEGYS continues to be the platform that enables the development of the new academic field it has created with particular issues and congresses. Original articles from six different countries were published in this issue. Gifted young scientist education invites authors to develop their academic field.

Keywords: Gifted young scientist education, new academic field, JEGYS, ICGYSE congress, Special Issue: STEM for Gifted

Dear Authors, Readers, Reviewers, Editors

One of the most important issues in academic publishing is to create a new academic field. Because all disciplines are now changing and evolving. We recognize that even the old journals have changed their titles. It is no surprise to see subtitles become a new journal-title.

We always emphasize that JEGYS is an academic journal that creates a new academic field by combining the fields of science education and gifted education. Our authors, referees, and editors are aware of this difference. For that, I am grateful to them.

The fact that science is the product of scientists with Kuhn's explanations, that it is affected by his feelings, thoughts, ideas, and beliefs, has made it accepted that it is subjective. Academic journals should contribute to the development of this aspect of science. JEGYS supports authors in these matters. We indicate that we do not want to publish articles in which known models or theories are tested. We invite research that contributes to the creation of new fields.

STEM research is the study that took place in gifted education 10-15 years ago (Van-Tasselbaska & Wood, 2010). Any attempt to apply STEM practices to all students (nongifted) will fail because not every student can be successful in engineering and science fields. This is obvious that interdisciplinary teaching is not a new instructional approach. Therefore, it is seen that the STEM approach is very suitable for gifted education. As JEGYS editorial board, we decided to publish a Special Issue to support this academic field. We invite all authors studied in this field to this special issue.

Our congress, which will be held for the second time this year, will continue to be the meeting point of researchers in the fields of gifted education, science education, and sustainability of education, as well as all educational sciences. The congress will also contribute to the development of this new academic field, which is an important aspect of JEGYS being a widely read and cited academic journal. We invite all our authors to the [2nd International Congress on Gifted Youth and Sustainability of the Education \(ICGYSE\)](#).

Table 1.

June 2021 Issue Article Review Process Data

Articles ID	Reviewers number	Review Time (Average)	Contributions to Field	Countries
849063	3	85 days	STEM	Thailand
862904	2	90 days	Cognitive science	Bahrain
696491	2	360 days	Early Childhood	Turkey
864037	2	60 days	Parenting	Turkey
857911	2	130 days	Program Model	US
908540	2	70 days	Self-regulation	Turkey
846480	4	70 days	Differentiation	Afghanistan
901622	2	80 days	Sustainability	South Africa
874050	2	115 days	Sustainability	South Africa
Total	At least 2 reviewers	118 days	Gifted education	6 different countries

As seen in Table 1, articles from 6 different countries were published in the June 2021 issue, with at least 2 referee evaluations and review processes that lasted an average of 118 days, all of which would contribute to the

topics in gifted education. Thanks to our referees in this review process. Academicians who want to work as referees can send an e-mail to editorjegys@gmail.com or click the reviewer request button on web site. The late referee turnaround times are 25 days and the response rate of the appointed referees is 70%.

In this issue, Songwut Egwutvongsa from Thailand contributed his article "Toys for children with the concept of STEM: the study of the result from children's playing activities". Eid Abo Hamza and Ahmed Helal from Bahrain contributed their article "Examining the stress, depressive thoughts, and working memory capacities of the university students". Gamze Inci contributed from Turkey with her article "The analysis of research about gifted and talented children at early childhood in Turkey: a study of meta-synthesis". Sumeyye Yıldız and Naime Altay contributed from Turkey with their article "The parenting attitudes and effects on their gifted children: a literature review". Contribution from Mashael Alhibs, US, with the article "The schoolwide enrichment model for reading (SEM-R) framework". Oğuzhan Yavuz and Müge Yukay Yüksel contributed from Turkey with the article "The mediating role of emotion regulation in the relationship between executive functions and self-regulation of gifted and nongifted students". Aminuddin Hashemi contributed from Afghanistan with the article "The effects of using games on teaching vocabulary in reading comprehension: a case of gifted students". Johannah Bopape, Awelani V Mudau and Sikhulile Bonginkosi Msezane contributed the article "Greening the school for sustainable development: Tshwane North District case". Headman Hebe contributed the article "Factors bolstering the implementation of environment and sustainability education: A South African case study".

We present this issue to you with the contribution of our authors, referees, editors, and proofreaders. In the upcoming issues, we will also include instructional design examples, book reviews, and interview articles. We will continue to work to ensure that the concept of "Gifted Young Scientist Education", which has developed with JEGYS, continues to take place primarily in the academic world and then in the education community.

JEGYS is one of the 10 journals in the academic field of Gifted Education. Future education will be shaped on the axis of "talent". Another important concept that JEGYS offers to the academic community is the concept of the **Advanced Science Education**. Thus, JEGYS ended the discussion with the concept of "Advanced science education" at the discussion of "science education is for everyone" and "science education is for the gifted". The concept of Advanced Science Education deals with the part of science education for gifted children. Implementation of differentiated instruction is a necessity for Advanced Science Education. Conceptual understanding is not emphasized, product-oriented, student-centered, and in-depth studies are conducted. The concept of "Advanced Science Education" will now be used in the academic community. I am happy to present the concept of "Advanced Science Education" to educational sciences. I recommend the authors to develop this concept and use it frequently in academic research. Due to the intensity of my editorial duties, my article work has decreased a little. That's why I present my ideas to you, my esteemed colleagues, in the editorial. Our way is long, our goals are big. Stay healthy and happy.

Best regards

Dr. Hasan Said Tortop

Editor-in-Chief of the JEGYS

References

VanTassel-Baska, J., & Wood, S. (2010). The integrated curriculum model (ICM). *Learning and Individual Differences*, 20(4), 345–357. <https://doi.org/10.1016/j.lindif.2009.12.006>