



From the Editor: Sustainability in education after the pandemic

Abstract

The main problem in training activities, especially in training focused on talent development, is to meet the talent need. This situation pushes us to take some important decisions. These decisions are the group that is the driving force that should not be lost in education. After the pandemic, the main focus should be on the sustainability of education. It is clear that more practice and research will be needed in areas such as young scientists training and talent training, new learning software, and individual mentoring.

Keywords: Talent education, ICGYSE congress, sustainability of education, new school concept

Dear Authors, Readers, Reviewers, Editors

Nowadays, the continuity of education is among the most important topics discussed and researched. The pandemic has caused disruption in education. Many families have been worried about this. The most important problem for students seems to be the problem of returning to education and adaptation. The administrations have made serious efforts to succeed in opening schools. However, the most basic question is: Is the concept of "school" an old school concept? Because it is difficult to realize the continuity of education only with the concept of "school" classical school. Therefore, both the concept of school and the concept of sustainability in education should be dealt with intensively in educational practices and research.

The fact that many articles published in JEGYS are indirectly related to sustainability in education is of interest to us as editors. As it is known, the idea that talent training can be realized through difficult processes was put forward by Anders Erickson. Self-regulation theorists such as Zimmerman (2002) also point out this. In my study on "self-regulation skills should be included in gifted education" (Tortop and Eker, 2014), I wanted to emphasize that self-regulation is an important element for sustainability in education. All of this actually pushes JEGYS researchers into a new field. We have determined this area thematically as the theme of our congress that will be held in December 2021. I hope that the studies in this field will increase.

We invite all our authors to the [2nd International Congress on Gifted Youth and Sustainability of the Education \(ICGYSE\)](#).

Table 1.

September 2021 Issue Article Review Process Data

Articles ID	Reviewers number	Review Time (Average)	Contributions to Field	Countries
972540	2	119 days	Differentiation	Jordan
973469	2	85 days	Underachievement	Nigeria
884337	2	204 days	Creativity	Cyprus
832239	2	299 days	STEM	Indonesia
980968	2	80 days	Sustainability	South Africa
954829	2	80 days	Differentiation	Indonesia
946606	2	119 days	Talent education	Iran
Total	At least 2 reviewers	123 days	Gifted education	6 different countries

As seen in Table 1, articles from 6 different countries were published in the September 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 20 days and the response rate of the appointed referees is 75%.

In this issue, Tahani. M. Alebous from Jordan contributed her article "The extent to which teachers of science subjects use virtual scientific laboratories during corona virus pandemic: the reality & hope", Oluseyi Akintunde Dada and Anne Ndidi Meremikwu from South Africa contributed article " Identifying mathematics underachieving gifted in classroom ", Eda Yazgın from Cyprus contributes her article "Toys and creativity", Maya Fahrudatul Isdianti, Harun Nasrudin, And Erman Erman from Indonesia contributed their article "The effectiveness of STEM based inquiry learning packages to improving students' critical thinking skill", Kgaogelo Johanna Masemene and

Sikhulile Bonginkosi Msezane from South Africa contributed their article “Exploring environmental literacy components in promoting sustainable behaviour: a case study of rural primary schools”, Poppy Yaniawati and colleagues from Indonesia contributed their article “ Using of sigil software in math education: e-module development and effects on self-regulated learning skills“, Elaheh Rahiminia and colleagues from Iran contributed their article “ Investigating and analyzing the situation of the talented students of shahid Beheshti university of medical sciences: a qualitative study”, Mohammad Zahri and colleagues from Indonesia contributed their article " Analysis of students' mathematical communication ability in solving mathematical problems ".

We are working hard to ensure that JEGYS continues to be the most followed, cited, read and trend-setting academic journal in the field of education. I thank the referees, editors, authors and designers for their contributions.

Best regards

Dr. Hasan Said Tortop

Editor-in-Chief of the JEGYS

References

- Tortop, H.S. & Eker, C. (2014). Why should Self-regulated Learning Skills Take Place in Gifted Education Programs? *Journal of Gifted Education Research*, 2(1), 23-41.
- Zimmerman, B. J. (2002) Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41(2), 64-70.