



From the Editorial: Is gifted education losing its value right now?

Abstract

There are many studies on the change in the importance of gifted education throughout history. Why did nations give importance to gifted education in certain periods? So how important is this now? These issues also attract the attention of us writers. JGEDC is a platform where gifted education and creativity research are published and read. As an editor from this platform, we want to present our observations and show direction. Our editorial view on the increasing importance of gifted education and its support with congress and web applications is presented in this article.

Keywords

Gifted education, ICGYSE, giftedupoint portal

Dear Authors, Readers, Reviewers, Editors

The most enjoyable time in my life was when I was the teacher of gifted children. I worked as a science teacher for about 8 years. 5 years of this education is the period when I applied the gifted education model that I developed myself within the university. The title of this training program; Education Program For 'The Gifted Students' Bridge With University (EPGBU) (Tortop, 2021). While doing all these studies, while establishing 3 academic journals on the education of the gifted, my only thought was to meet the educational needs of gifted children. I will never forget this difficult but enjoyable period of my life. However, at the moment, the following question about gifted education makes me think a lot; Is gifted education losing value?

As the editor of two academic journals on gifted education, it is very difficult to answer this question in terms of being a subjective evaluation. However, it is not difficult to see the convergence of gifted education with the education of normal individuals, not only in terms of academic research but also in terms of applications. What is the reason of this ?

- * First of all, with the pandemic, education must now be focused on the talented.
- * Developing technology shows more clearly what the main purpose of education is.
- * Families are no longer convinced that some institutions use gifted education to demonstrate the quality of their education services.
- * Families are starting to become more conscious about what real gifted education should be.

All these reasons may cause a perception that gifted education studies are losing value. Although the academic events related to the education of the gifted are decreasing a little, it can be said that there is an increase in quality.

When the Journal of Gifted Education and Creativity was first established, it was publishing in the local language, Turkish. However, for the internationalization of the journal, the decision to make the publication language English was taken in the last issue of 2019. JGEDC is among the most widely read magazines for gifted education and creativity in the world. He has also succeeded in publishing the articles of important authors in this field.

I hope that our goal of making JGEDC a platform where gifted education and creativity researches are published with a wide participation will be realized with the positive result of our application to the ERIC index. We will also apply to Scopus and Web of Science indexes in mid-2020. There are not many academic journals in gifted education and creativity studies, especially in the Middle East. In this respect, it is certain that JGEDC will play a catalyst role in the increase of these researches.

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

Table 1.*August 2021 Issue Article Review Process Data*

Articles ID	Reviewers number	Review Time (Average)	Contributions to Field	Countries
947123	2	45 days	Thinking Skills	Saudi Arabia
855307	2	174 days	Program Model	Turkey
851943	2	171 days	Counselling	Israel
Total	At least 2 reviewers	123 days	Gifted education	3 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 editorigedc@gmail.com or click the reviewer request button on web site. The late referee turnaround times are 35 days and the response rate of the appointed referees is 60%.

In this issue, Rodynah Alfodhly, Riham Aljafari, Malak Alabdullatif, Amal Alghamdi Badriya Alotaibi, Aldulhamid Alarfaj from Jordan contributed their article “Mindfulness and its relationship to social skills among gifted students”, Cansu İlke Kuru, Belit Karaca, Meltem Gönüloğ Çelikoğlu, and Ümit Karademir from Turkey contributed their article “Kızılcılu Science and Art Center’ facilities, novelties, and internationalizations for gifted students with BUCA IMSEF competition: a case study”, Hanna David from Israel contributes her article “Main issues in counselling gifted children and youths”.

In addition, we expect you to contribute to a very important platform for gifted education, established by our publishing house. Individual mentoring and tutoring for gifted students is encouraged on this platform. Talented mentors and gifted education workers from all over the world can share their work and mentor gifted children and their families. It is also desirable that the articles in our journal be read and reach a wider audience on this platform. You can access and register for this platform on the giftedupoint.com website.

We are working hard to ensure that JGEDC 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

Co-Editor-in-Chief of the JGEDC

References

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