

Editorial

Dear our readers!

We have excellent research and opinion articles in our new issue. I believe that you will enjoy reading all of them.

David Yun Dai argues a –necessary- paradigm shift in gifted education. In his argument, he explains changes and challenges of gifted education over the years. He suggests a more pluralistic view of giftedness and gifted education.

Özyaprak and Leana-Taşçılar investigated the effectiveness of self-regulated learning on using the SCAMPER to produce create products. In their research, they had experimental and control groups. The experimental group was taught self-regulated learning along with the SCAMPER while the control group only used the SCAMPER. Their findings showed that self-regulated learning improved participants' performance in using the SCAMPER.

In their research, Kahraman and Tanrikulu examined the effectiveness of a psycho-educational program on the communication between parents and their gifted children. They employed experimental and control groups which included parents of gifted children. They found that the psycho-educational program improved parents' skills in effectively communicating with their gifted children.

The fourth article deals with an examination of the bibliotherapeutic literature by Karacan-Özdemir, Yaman, Kurtoğlu, Ayaz and Demir. They examined three books from the literature and found issues related to relationship problems, labeling and loneliness, difficulties with self-identity development, and perfectionism. They suggest the use of bibliotherapy in gifted education.

The last article is related to sense of humor. Ulus, Yaman and Yalçıntaş-Sezgin compared sense of humor in gifted and normal children. Their research revealed that gifted children had higher enjoyment from humor and better understood humor compared to their normal peers.

I wish a nice summer for those of you in the Northern Hemisphere and a nice winter for those of you in the Southern Hemisphere.

Uğur Sak

Editor in Chief