THE INTERNATIONAL CENTRE FOR INNOVATION IN EDUCATION (ICIE)

Excellence in Education

Giftedness
Creativity
Development

"To raise new questions, new possibilities, to regard old problems from a new angle, require creative imagination and marks real advance in science."
Albert Einstein

İstanbul – Türkiye (July 6-9, 2011)

HOGREFE FRANCE

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THE INTERNATIONAL CENTRE FOR INNOVATION IN EDUCATION

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İSTANBUL ÜNİVERSİTESİ

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Foreword

"And in order to succeed in later life, you need creative skills because look at how fast the world is changing".

Robert Sternberg

"It is the tension between creativity and skepticism that has produced the stunning and unexpected findings of science".

Carl Sagan

In agreement with Joseph Renzulli (Director, The National Research Centre on the Gifted and Talented (NRC/ GT)), "I hope it will be a start for the agendas of future think tanks, position papers, and political action that may hold promise for restoring our leadership role".

On behalf of both the International Centre for Innovation in Education (ICIE) and Istanbul University, I would like to welcome you to the fifth International Conference on "*Excellence in Education 2011: Giftedness-Creativity-Development*".

This conference was an arena in which we shared our concerns, innovative educational practices, strategies and theories as we envision new horizons for a different world.

While somewhat bleary eyed from editing well into the night and over weekends, and extremely grateful to those of you who actually read the precise conference paper instructions, we are overwhelmed and excited by the vastness of our field, by the fascinating and important studies we undertake, by the global scope of our work, by the community connections we make, by the thought-provoking questions we ask and by the diverse dynamic theories with which we engage.

Within the framework of the "*Excellence in Education 2011*", we have slotted only one paper presentation into each 25 minutes time period. This means, however, that with a conference this size - 130 papers, one symposium and 17 posters – we have more concurrent sessions which makes choice difficult. In an attempt to address this, we have arranged for quite diverse themes and topics in each block. We have also incorporated elements into the overall design of the conference programme which are intended to enhance informal discussions, dialogue, and enjoyment.

No conference happens without the tireless work of many people and we conclude by acknowledging those who were truly on the front lines. We are most grateful to the members of the organizing committee.

Finally, a note of thanks to all of you for attending this year's conference. As conference attendees participated in various conference strands, we are challenged to reflect upon the meaning of "excellence in education" and its impact within educational systems and

educational communities, and think about ways they can help support, mentor, and encourage both instructors and learners.

On behalf of the International Centre for Innovation in Education, I would like to congratulate all the participants for their valuable contribution to the conference. Without the energy and input of the delegates, no conference can succeed.

I believe that the Conference will inspire all of you by what you will heard and discuss. I also believe that the Conference will pave the way for further dialogue, interaction and international collaboration to reinvent educational systems towards more participatory and sustainable development. I hope that we have collectively started the process of removing the walls that often surround education institutions.

This volume, a collection of keynote speeches and papers presented at the Conference, will serve to continuously remind and inspire us to keep that vision alive.

Taisir Subhi Yamin
General Director, ICIE
Ulm-Germany

Welcome!!!

Serap EMİR, *Ph.D.*
Conference Chair

Dear Colleagues and friends,

On behalf of the conference committees of the 5th International Conference on "Excellence in Education 2011: Giftedness-Creativity-Development", I am delighted to welcome you to Istanbul University, which is proud to be the host for this Conference. The university is honoured to organize and host this highly regarded international event in partnership with the International Centre for Innovation in Education (ICIE).

We are working to construct a conference that will inspire your understanding of excellence in basic and higher education in general and gifted education in particular. This conference has been growing from strength to strength in recent years, and we are keen to see this trend continue by expanding not only the number of national and international participant, but also the range and value of the services, facilities, and the activities that we offer at the conference. It is designed for participants who seek a broad interdisciplinary view of excellence, creativity, and gifted education. We are united by our commitment to excellence and high quality gifted education.

Take advantage of a tremendous selection of high quality opportunities during the conference at 26 keynote and invited speeches; 3 symposia, and more than 100 presentations. In addition, if you feel like you need some specialized trainings, you can also take advantage of the (14) pre-conference workshops that will be conducted by a number of well-known scholars in this field of knowledge.

We encourage you all to visit the site, and to encourage your colleagues - particularly those new to excellence in education, giftedness, and creativity - to do so as well. We welcome you to this unique international experience designed just for you.

This year we are thrilled to welcome the Nobel Laureate Aaron Ciechanover; the distinguished, renowned keynote and invited speakers; and all the presenters and participants. I hope you will all find the 5th International Conference on Excellence in Education valuable, enriching and enjoyable. We look forward to seeing you all at the conference.

WELCOME TO İSTANBUL

B.15 Cheng-Chih Wu; and Yen-Chih Chen, *Teaching and Learning Geometry Concepts with Interactive Whiteboards: An Action Research* (B.15)

B.27 Sule GUCYETER; and Necate BAYKOC DONMEZ, *Gifted and Talented Students' Views about School Environment* (B.27)

B.28 Szilágyi Zsuzsanna, *Hungarian Genius Programme: "Talent Can be Hidden in Each One of Us!"* (B.28)

C.6 Mousa Alnabhan, *Levels of Moral Maturity Among 8th and 11th Gifted and Average Female Students* (C.6)

C.7 Robert Sandieson; Sarah McIsaac; and Jennifer Pearce, *An Information Map and Search Pathway for the topic of Giftedness: The Pearl Harvesting Information Retrieval Method* (C.7)

C.8 Jolana Laznibatová, *Educational programme APROGEN – Alternative Paradigm of Care for Gifted Scholars* (C.8)

C.9 Ercan OPENGIN, *The Impact of Labeling on Gifted Students' Self-Perception, Parents' attitudes and Friendships Relations from Gifted Perspectives* (C.9)

C.26 Uzeyir Ogurlu; and Pinar Konyalıoğlu, *Perceptions and Beliefs of School Counselors Regarding Gifted Students* (C.26)

C.27 Sule GUCYETER; and Umran Betul CEBESOY, *Investigation of Recent Research Studies in Gifted Education* (C.27)

C.28

C.29 Gulsah BATDAL KARADUMAN; Dilek CAGIRGAN GULTEN, *The Relationship Between Teacher Training Undergraduate Programme for Gifted Students Prospective Teachers' Philosophical Preferences and Learning Styles* (C.29)

D.1 Dimitris Zbainos, *"Flag Bearers": The Greek Gifted Students?* (D.1)

D.2 Hanna Beissert; Jessica Kornmann; Katja Krebs; Patrick Loesche; Ingo Zettler; Marcus Hasselhorn; Ulrich Trauwein, *Supporting Gifted Children - Formative Evaluation of 'Hector Children Academies'* (D.2)

D.3 Jessica Kornmann; Peter Gerjets; Ingo Zettler; Ulrich Trautwein, *Working Memory and Highly-Giftedness: How Central is the Central Executive?* (D.3)

D.4 Kathryn Noel; and Alan Edmunds, *Teaching Highly Gifted and Precocious Adolescent Writers* (D.4)

D.5 Marion Botella; and Canan Muter Sengul, *Comparative Study Between Turkey and France for Alexithymia and Affect Intensity Traits of Students* (D.5)

D.6 Meriem Ouchen, *Gifted Children Psychology and Their Educational Needs* (D.6)

D.7 Mehmet Duran OZNACAR, *Activities Identifying Gifted Students' Readiness Level* (D.7)

D.8 Irfan Bulut, *The Effect of Enrichment in Teaching English as a Foreign Language to the Gifted Children* (D.8)

D.9 Ibrahim AKAR; Muge ULUMAN; and Seyma SENGIL AKAR, *An Investigation of the Elementary School Teachers' Accurate Nomination Level of Gifted Children: A Comprehensive Analysis* (D.9)

E.1 Volkan Cicek, *Aspects of Gifted and Talented Program in US Public School System Applicable To Other Educational Systems* (E.1)

E.2 Sezen Camci, *Gifted Students' Images of Scientists* (E.2)

E.3 Serap EMIR; and Gulsah BATDAL KARADUMAN, *Teachers' Perceptions on the Necessity of Curriculum for Gifted Students* (E.3)

E.4 Serap EMIR; and Aysin KAPLAN SAYI, *Investigating the Differences between Gifted and Average Students' Emotional Intelligence and Its Relationship with the Academic Achievement* (E.4)

E.5 Muhsin Hesapcioglu; and Selma Dundar, *Giftedness in Turkish Education System Context of Globalization and Elite Education: An Egalitarian Model Proposal (=PI)* (E.5)

E.7 Cagla Gur, *Turkish Marbling and Gifted Children* (E.7)

E.8 Humeyra Uysaler; and Necate Baykoc Donmez, *The Effect of Hand Lateralization on the Academic Aptitudes of Gifted and Non-Gifted Children* (E.8)

E.9 Nuket Afat; and Serap Emir, *The Prediction of Academic Achievement of Second Grade Students After Five Years by the Cognitive Assessment Systems* (E.9)

E.16 Savas Akgul, *The Influencing Factors of Mathematics Achievement for Gifted and Talented Students* (E.16)

E.17 Serap EMIR; and Aysin KAPLAN SAYI, *Investigating the Differences between the gifted and Average Students' Self-Concept and its Relationship with Friend Relations* (E.17)

E.18 Sezen Camci; and Marilena Z. Leana, *Longitudinal Study about Intelligence, Creativity and Self-Esteem Development of Gifted and Average Students* (E.18)

E.19 Shiva Moghaddam, *The Gifted Student's Social Expectations* (E.19)

E.26 Gamze Sart, *The Effects of Technology on Improving Achievements of the Gifted Youth* (E.26)

E.29 Tuğba Avcı; M. Bahadır Ayas; Bilge Bal; Şule Demirel; Abdullah Eker; Erman Kayışdağ; Ercan Öpengin; Ülkü Yeşilyurt; Sezgin Vuran, *A Class-Wide Example of Positive Behaviour Support (PBS) in Education Programs for Talented Students (EPTS)* (E.29)

Higher Education

C.16 Mohamed Aichouni; Eid El-Haisoni; and Lahcene Bachioua, *Preliminary Study of the e-Learning Strategy in Saudi Higher Education Institutions* (C.16)

C.17 Mohammad Nasor; Ahmed Imran; and Fahar G. Hayati, *Achieving Enhanced Performance in Undergraduate Biomedical Engineering Program* (C.17)

C.18 Sameh Mahafza, *The Scope of Understanding of the Concept of Citizenship by Jordanian University Students* (C.18)

C.19 Sara Aloraini, *To What Extent Smart Mobile Phones can Support the Educational Process at the school of Education in King Saud University* (C.19)

Innovation

D.10 Ali Eydgahi; and Payam Matin, *Use of Simulation Software to Enhance Student Creativity and Innovation in Engineering and Technology Programs* (D.10)

D.11 Koutrouba Konstantina; Christopoulos Ioannis, *Innovation and Effectiveness in Education: Is there Causality? Greek Teachers' Views* (D.11)

D.12 Damianou C.; Milonas N.; Andersson I.; Petersson B.; Samanni S.; Ringius M.; Looney L.; Larsson A.; Andersson M.; Livadiotis D.; Ramse B.; Kampf P., *Transfer of*

Savas Akgul, ***The Influencing Factors of Mathematics Achievement for Gifted and Talented Students*** (E.16) The aim of this study is to investigate factors affecting gifted and talented students' mathematics achievement. In today's world mathematics is widely use in various fields and covering a wide range of activities. At the practical level, it is important to know which type of factors best differentiate individual success from failure for particular types of academic programs offered to gifted students. This review of literature about the influencing factors of gifted and talented students' mathematics achievement reveals not only important information but the need for further work. An understanding of the influencing factors of mathematics achievement is critical for gifted educators as they seek appropriate educational strategies to meet students' needs. Influencing factors in the literature will be expressed in main headings such as gender, socio economic status, mathematics self efficacy, mathematics anxiety and perceptions of teacher and family.

Serap EMIR; and Aysin KAPLAN SAYI, ***Investigating the Differences between Gifted and Average Students' Emotional Intelligence and Its Relationship with the Academic Achievement*** (E.4) The aim of this study is to examine the differences of emotional intelligence points between average and gifted students also whether there is a relationship with academic achievement and emotional intelligence or not. In this study descriptive method will be used. The sample consists of the randomly chosen 104 4,5 and 6th grade students. Bar-on Emotional Intelligence Scale will be used as instrument and school marks will be used as the predictors of academic achievement. Bar-on Emotional Intelligence Scale is adapted into Turkish by Köksal (2005). The findings of the research will be analyzed by ANOVA, Scheffe, Pearson Moment Correlation and appropriate statistical methods. Key Words: Gifted Children, Emotional Intelligence, Bar-On Emotional Intelligence Scale, Academic achievement.

Serap EMIR; and Aysin KAPLAN SAYI, ***Investigating the Differences between the gifted and Average Students' Self-Concept and its Relationship with Friend Relations*** (E.17) The aim of this study is to examine the differences of self concept between average and gifted students also whether there is a relationship with friend relations and emotional self concept or not. In this study descriptive method will be used. The sample consists of the randomly chosen 1,2 and 3th grade students. Culture Free Self Esteem Self concept Scale and Friend Relations questionnaire will be used as instrument. The findings of the research will be analyzed by ANOVA, Scheffe, Pearson Moment Correlation and appropriate statistical methods.

Serap EMIR; and Gulsah BATDAL KARADUMAN, ***Teachers' Perceptions on the Necessity of Curriculum for Gifted Students*** (E.3) Generally, curriculum is all organized activities that help students to reach the desired goals. There are many dimensions of education and education process is variable. Between interactions the dimensions of the education's structure and variables that determines the process of education are complex. In this process, giving students an education according to their properties is important. Gifted and talented students have different characteristics than the other students and learn more quickly than their peers. Educational activities for normal students in the classroom are not enough for these students. The lessons may become tedious for them. Because of their different characteristics, curriculum for them is an inevitable requirement. In this study, aim is determine this phenomenon with their teachers' received perceptions. The sample of study is constituted by teachers who are working for the education of the gifted students in Istanbul. These

teachers are working in the Istanbul Beyazit Ford Otosan Primary School and in the Science and Art Center. Teachers' opinions were obtained through a questionnaire prepared by the researchers. Recommendations based on the findings obtained with appropriate methods of analysis are given.

Sezen Camci, ***Gifted Students' Images of Scientists*** (E.2) During the last 50 years, there has been a growing body of research about students' perceptions about scientists. It is obvious that these perceptions about scientists affect interest for science, scientist and future career choices. The aim of this study is to determine Turkish 7th and 8th grade gifted students' images of scientists and images' differences due to some variables (gender, grade, parent education level, etc.). The Draw A-Scientist Test (DAST) and some questions about demographical characteristics will be used for data collection. The test and questions will be administered to 48 gifted students who are 7th and 8th grade students of Beyazıt Ford Otosan Primary School which is the only public school giving opportunity for education to the gifted in Turkey. Findings of early researches displayed that students' perceptions about scientists are stereotypic and dominantly male. This research will present similarities and differences of gifted images with findings in the literature.

Sezen Camci; Marilena Z. Leana, ***Longitudinal Study about Intelligence, Creativity and Self-Esteem Development of Gifted and Average Students*** (E.18) Beyazıt Ford Otosan Primary School is the first and unique public school for gifted and talented students in Turkey. In this school, lessons of creativity, social skills and thinking skills are administered by academic staff of Istanbul University as an enrichment program (a project conducted by Istanbul University and Turkish Ministry of Education). The aim of this study is to investigate the progress of the 24 gifted and 24 average students who enrolled in 2003 and graduated in 2011. In this longitudinal study students' creativity scores will be determined with Test for Creative Thinking-Drawing Production (TCT-DP), self-esteem scores with Self-Esteem Inventories (CFSEI -2)-Form A for Children and intelligence with Raven's Standard Progressive Matrices Plus Test (SPM-Plus). It is expected that the results of the study will be contribute to the project we mentioned above and the other new projects about education of gifted and talented students.

Shamsan Abdulla Almnnai: ***Taking Care of Giftedness In The Arab Colleges And Universities Is A Culture Requirement*** (B.14) To take care of giftedness and talented are important issues in pur time. This importance stems from the fact that there is no place for anyone who is not convinced with the notion that societies are built upon such characteristics and new problems need to be dealt with away from traditional problem solving methods. The biggest institution that is supposed to carry this noble mission is obviously the universities and research and development centers. These institutions remain the pillars of change to be a better society and without them the roads to exceptional scientific endeavors would be stalled. Unfortunately, we can see that the roles of such universities has been diminished massively in the Arab World and the search for excellence in research has come to stand still. From this point of view and the little role imposed on research in various endeavors, we can see that progress in science cannot be achieved solely by micro-minimizing the domains of scientific research in giftedness and talented. Therefore, this paper will address the following point, in details: (1) Development of the notion of giftedness and talented. (2) The importance of taking care of giftedness and talented in the Arab universities.