ID 117- COVID-19 Pandemisinin Özel Yetenekliler Eğitiminde Program Geliştirme Üzerindeki Etkisi: Sistematik Bir İnceleme

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Giriş

Araştırmacılar ve uygulayıcılar özel yetenekli öğrencilerin eğitim ihtiyaçlarını karşılayacak etkili yöntem ve program arayışı içerisindedirler (Ford & Chen, 2001; Kaplan, 2019; Winebrenner, 2012). Araştırmalar, yüksek kaliteli programın öğrenci başarısını artırdığını göstermektedir (Ayoub vd., 2022). Özel yetenekliler alanında çalışan araştırmacılar, tek tip programlardan kaçınılmasını önererek (Renzulli, 2001), programların öğrencilerin gelişimlerini göz önünde bulundurması, üst düzey düşünme becerilerini etkinleştirmesi, disiplinlerarası yaklaşımı benimsemesi ve hızlandırma, zenginleştirme ve farklılaştırma faaliyetlerini içermesi gerektiğini vurgulamıştır (Kaplan, 2005; Little, 2012; Olszewski-Kubilius & Clarenbach, 2014).

COVID-19 pandemisi, 2020 baharında derslerin çevrim içi devam etmesine neden olmuştur. Her ne kadar bu durum, dijital altyapı eksiklikleri ve evdeki öğrenme ortamlarının yetersizliği gibi sorunların varlığını gözler önüne serse de (Huber & Helm, 2020) aynı zamanda çevrim içi eğitimin esneklik ve entelektüel zorluk sunarak (Potts & Potts, 2017) COVID-19 sürecinde öğrencilerin akademik ve sosyal-duygusal ihtiyaçlarını karşılama potansiyeline sahip olduğunu da göstermiştir (Wolfgang & Snyderman, 2022). Bu bağlamda, bu araştırma, pandeminin özel yetenekliler eğitiminde program geliştirme üzerindeki etkisini incelemekte ve literatürdeki boşlukları ve metodolojik eksiklikleri vurgulayarak eğitimciler ve karar vericiler için kanıta dayalı veriler ortaya koymaktadır.

Yöntem

Bu çalışma, özel yetenekliler eğitimi alanında COVID-19 pandemisi öncesi ve sonrasındaki program geliştirme çalışmalarını incelemek amacıyla sistematik bir derleme olarak tasarlanmıştır. Bu kapsamda WoS, SCOPUS, ERIC ve EBSCO veri tabanlarında "curriculum development" AND "gifted education" anahtar kelimeleri kullanılarak, 2017-2024 yılları arasında yayımlanmış makaleler taranmıştır. Sadece hakemli dergilerde yayımlanmış, tam metni erişilebilen ve özel yetenekliler eğitimi alanında program geliştirme konusunu ele alan İngilizce ampirik çalışmalar değerlendirmeye alınmıştır. İlk taramada 366 kayıt tespit edilmiş ve eleme sürecinin ardından 17 makale sistematik incelemeye dahil edilmiştir. Veri analizi sürecinde, seçilen makaleler belirli kategoriler altında kodlanarak incelenmiştir. Kodlama protokolü, çalışmalardaki genel özellikler (disiplin, çalışma odağı, ülke), metodolojik özellikler (araştırma tasarımı, katılımcılar, veri toplama araçları) ve bulgular gibi unsurları içermektedir.

Sonuçlar

Çalışmaların çoğunda (*N*=14) COVID-19 pandemisinden önce program geliştirilip uygulanmışken, Bengio vd. (2021) ve de Vreeze-Westgeest ve Vogelaar (2022) çalışmalarının uygulaması pandemiye denk gelmiştir. Callahan vd. (2022) çalışmasında ise araştırmanın gerçekleştirildiği yıla ilişkin bilgi verilmemiş ve pandeminin araştırmaya yansımasından bahsedilmemiştir. 2023 ve 2024 yıllarında özel yetenekliler eğitimi alanında program geliştirme çalışmalarına rastlanmamıştır. Bu durum, COVID-19'un özel yetenekliler eğitimi alanındaki program geliştirme çalışmalarını olumsuz yönde etkilediğini ve son yıllarda bu alanda yapılan araştırmaların sayısında belirgin bir azalma olduğunu göstermektedir.

Pandemi sürecinde yapılan çalışmalar, bu dönemdeki bazı uygulamalardan etkilenmişlerdir. de Vreeze-Westgeest ve Vogelaar'ın (2022) Hollanda'da bilişsel eğitim programı geliştirdikleri çalışmada, COVID-19 nedeniyle okulların kapanması, katılımcı sayısının azalmasına yol açmıştır. Buna karşılık, Bengio ve arkadaşlarının (2021) çalışmasında, 2019'da başlayıp 2020'ye uzanan ve pandemi sürecini kapsayan uluslararası program, Hırvatistan ve İsrail'deki katılımcılar arasında etkili senkron iletişime olanak sağlamıştır. Bu süreçte Zoom, Padlet, WhatsApp gibi teknolojik araçlar kullanılarak, kültürlerarası bağları güçlendirmek ve otantik öğrenme deneyimleri yaratmak amacıyla öğrenciler ve öğretmenler arasında işbirliği yapılmıştır. Bu iki çalışma, COVID-19 pandemisinin etkilerinin program geliştirme ve uygulama sürecinde farklılıklar gösterebileceğini ve okulların kapanmasının getirdiği zorluklara rağmen, uygun dijital araçların kullanımıyla katılımcı etkileşiminin ve öğrenme deneyimlerinin zenginleştirilebileceğini göstermektedir.

Anahtar Sözcükler: Program geliştirme, program tasarımı, özel yetenekliler eğitimi, sistematik inceleme.

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ID 117-The Impact of the COVID-19 Pandemic on Curriculum Development in Gifted Education: A Systematic Review

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Introduction

Researchers and practitioners are in search of effective methods and curricula to meet the educational needs of gifted students (Ford & Chen, 2001; Kaplan, 2019; Winebrenner, 2012). Research shows that high-quality curricula increase student achievement (Ayoub et al., 2022). Researchers working in the field of gifted education have suggested that one-size-fits-all curricula should be avoided (Renzulli, 2001) and emphasized that curricula should consider students' development, enable higher-order thinking skills, adopt an interdisciplinary approach, and include acceleration, enrichment and differentiation activities (Kaplan, 2005; Little, 2012; Olszewski-Kubilius & Clarenbach, 2014).

The COVID-19 pandemic caused classes to resume online in the spring of 2020. Although this has revealed the existence of problems such as the lack of digital infrastructure and inadequate learning environments at home (Huber & Helm, 2020), it has also shown that online education has the potential to meet the academic and social-emotional needs of students during COVID-19 (Wolfgang & Snyderman, 2022) by offering flexibility and intellectual challenge (Potts & Potts, 2017). In this context, this research examines the impact of the pandemic on curriculum development in gifted education and highlights gaps and methodological shortcomings in the literature, providing evidence-based data for educators and decision makers.

Methodology

This study was designed as a systematic review to examine curriculum development studies in the field of gifted education before and after the COVID-19 pandemic. In this context, articles published between 2017-2024 using the keywords "curriculum development" AND "gifted education" in WoS, SCOPUS, ERIC and EBSCO databases were searched. Only English empirical studies published in peer-reviewed journals, full-text of which were accessible and addressed the issue of curriculum development in the field of gifted education were included in the evaluation. In the initial screening, 366 records were identified, and 17 articles were included in the systematic review after the screening process. In the data analysis process, the selected articles were coded and analyzed under certain categories. The coding protocol included general characteristics of the studies (discipline, study focus, country), methodological characteristics (research design, participants, data collection tools) and findings.

Results

In most of the studies (*N*=14), the curriculum/program was developed and implemented before the COVID-19 pandemic, while the implementation of Bengio et al. (2021) and de Vreeze-Westgeest and Vogelaar (2022) coincided with the pandemic. In Callahan et al. (2022), no information was provided regarding the year in which the research was conducted and the reflection of the pandemic on the research was not mentioned. In 2023 and 2024, there were no curriculum development studies in the field of gifted education. This situation shows that COVID-19 has negatively affected the curriculum development studies in the field of gifted education and there has been a significant decrease in the number of studies in this field in recent years.

Studies conducted during the pandemic were influenced by some practices in this period. In de Vreeze-Westgeest and Vogelaar's (2022) study on cognitive training program development in the Netherlands, the closure of schools due to COVID-19 led to a decrease in the number of participants. In contrast, in Bengio et al.'s (2021) study, the international program that started in 2019 and extended into 2020, covering the pandemic period, enabled effective synchronous communication between participants in Croatia and Israel. In this process, technological tools such as Zoom, Padlet, WhatsApp were used to collaborate between students and teachers to strengthen intercultural ties and create authentic learning experiences. These two studies show that the impacts of the COVID-19 pandemic can vary across curriculum development and implementation and that despite the challenges of school closures, participant interaction and learning experiences can be enriched using appropriate digital tools.

Keywords: Curriculum development, curriculum design, gifted education, systematic review.

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