

Editorial

Dear our readers! The new issue of the TJGE includes six articles. Four of these are original research and two are syntheses of theoretical reviews.

In the first article, Lee presents a theoretical model for the education of gifted students who have multicultural background in Korea. The model includes cognitive, affective and curricular components. The second article involves a comparison of performance of gifted students on nonverbal tests of intelligence. Bildiren administered two nonverbal intelligence tests to gifted students who were identified using the WISC-R. He found that gifted students' performance was very high on all the tests.

In the third article, Alhusaini and Maker presents their original research on the stability of the DISCOVER Assessment to identify Dine gifted children. Their research provides evidence of the stability of three of the five DISCOVER activities—Spatial Analytical, Spatial Artistic, and Oral Linguistic, as well as the overall score. In the fourth article, İşlekeller Bozca, Emir and Leana Taşçılar reviews their research on the effectiveness of a differentiated program designed by Parallel Curriculum Model on gifted students' creativity in Turkish course. Their results show evidence of effectiveness of the differentiated program.

The fifth article of this issue presents the concurrent validity of the Anadolu-Sak Intelligence Scale (ASIS) for gifted and children who are diagnosed with special needs. The study shows strong support for the validity of the ASIS. In the sixth article, Gücyeter reviews her model of thinking in mathematics. She proposes that this model can be used in the identification of students who have mathematical talent.

I wish all of you a happy new year!

Uğur Sak

Editor in Chief