

Article

Primary Schoolteachers' Opinions about Gifted Education Programmes in Distance Education

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Abstract: There is a need for scientific information obtained in scientific research environments related to the delivery of curriculum development training for gifted children by primary school teachers in distance education environments. This study aims to evaluate primary schoolteachers' views on gifted education programmes that can be given through distance education. The research was carried out with 26 classroom teachers teaching in two different public schools in the spring term of the 2021–2022 academic year. The research was carried out according to the qualitative research model. A semi-structured interview form was created, consisting of interview questions about the quality and opinions of classroom teachers regarding education programmes that can be given through distance education. The validity and reliability analysis of the interview form was carried out within the framework of the opinions of field experts. Although the majority of teachers have gifted students, they need a gifted education programme, with the opinion that this training should be given in the hybrid model. When the gifted education programme for teachers is provided in the hybrid model, it is more effective than other models.



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1. Introduction

Educators of gifted children are expected to be more capable, competent, and knowledgeable in comparison to other teachers [1]. In addition, it is necessary to possess sufficient knowledge in order to implement programme enrichment effectively and efficiently, as well as to evaluate educational programmes [2]. Nevertheless, the experiences, prior knowledge, education, and interests needed by teachers of gifted students are different from each other. It is important to assess the performance levels of these students, who differ in characteristics, some of whom are gifted in various fields. Content selection, organising teaching–learning processes, and assessing measurement and evaluation are needed, in order to develop the performance levels in these fields, sustainable abilities, perceptions, and knowledge about these areas' objectives [3,4].

1.1. Conceptual Framework

1.1.1. Gifted Children

Scholars have defined gifted children in many different ways. Despite the lack of an agreed definition, giftedness can be defined as the ability to perform at an elevated level in at least one of the following: intelligence, creativity, art, leadership, academics, or any combination of these [5]. Gifted children possess general characteristics such as adeptness, strong memory retention, the ability to discover connections that many people do not identify, and the ability to maintain focus, compared to individuals with typical development [6].

Gifted children have the genetic potential to grasp new concepts and ideas quicker than their peers, have high memory recall, and possess the ability to learn more complex and abstract schemas. In addition to these, research shows that gifted students differ from their peers in choosing and using the appropriate strategy to solve a problem [7–9].

A child who is identified as gifted at an early age can achieve above-average learning and school success if they are provided with appropriate experience environments and cognitive learning activities [10,11]. Since gifted children have heterogeneous characteristics among themselves in terms of their individual characteristics and needs, it is argued that education for this diverse group should be much different from the traditional educational understanding, with flexible classroom arrangements and by using different methods and strategies [12,13].

The education of gifted children is of great importance worldwide, including in Turkey. Educational programmes for gifted children have been developed based on theoretical foundations. These theories include the multiple intelligence theory and five mind areas by Gardner [14,15], the triple intelligence field by Sternberg [16], the creativity approach by Guilford [17], and the theories of intelligence fields by Tannenbaum [18], and they have an important place in the organisation of educational programmes.

When the aims and educational stages of the education models for gifted students are examined, it is understood that these education models include individual and student-centred programmes [19]. They are effective in accomplishing the goals and achievements of educational institutions, because in order to maximise the performance and potential of gifted students during their education, the learning environment, curriculum characteristics, and teacher factors need to be more advanced and different from those of ordinary students [20]. There seems to be a lack of knowledge among teachers about the education given to gifted children and the effects of this education on meeting their academic, social, and emotional needs [21].

Different educational practices are used in raising gifted children. These practices can be called separate education, combined classes, or mixed.

1.1.2. Teachers of Gifted Children

As one of the most important elements of the education system, teachers should have more distinguishing characteristics compared to other occupational groups. These features are adaptability, superior cognitive characteristics, creativity, a friendly approach towards students, positive attitudes towards students, avoiding judgmental behaviour, having an interest in art and literature, active participation in social events, giving importance to personal development, self-confidence, being open to friendly relations, being sensitive and helpful, developing human relations, and exhibiting democratic behaviour [22]. The personal and intellectual characteristics of a teacher in the education process show the difference between ‘being a teacher’ and ‘being a good teacher’.

Teachers need to make the necessary adaptations by considering the individual differences between students. The formal education system mostly targets individuals who exhibit common developmental characteristics. Students with different developmental characteristics have difficulties in the standard education environment [23]. Therefore, teachers must implement different training programmes for them.

The general competencies of the teaching profession include six main competence areas: personal and professional values, getting to know the student, the learning and teaching process, monitoring and evaluation of learning, development, school–family and community relations, and programme and content knowledge [24]. Among these competence areas, it is very important to know the student, to distinguish gifted students in the classroom, and to ensure that the continuity of the programme arrangement processes is suitable for these students.

The qualifications that teachers should have in the field of gifted education are classified as ‘detection and guidance’, ‘differentiated education’, ‘family, education and commu-

nity awareness', 'providing appropriate personnel and training environment', 'expected plans', and continuity [25].

If teachers are insufficiently informed about gifted students and their educational programmes, gifted children will not be able to benefit from these institutions as much as they should. Researchers have shown that teachers lack the skills, knowledge, and confidence necessary to identify and meet the needs of gifted and talented students, despite being aware of their importance [26].

The literature on teacher preparation in gifted education describes a need for greater knowledge and awareness based on teacher characteristics, recommended skills, competencies, and classroom practices for gifted students [27]. In a study conducted in the field, it was revealed that teachers' attitudes towards gifted students should be improved. In addition, it has emerged that it is necessary to enable teachers to create programmes to support gifted students, to identify gifted students in educational institutions, and to participate in educational programmes for gifted students, especially in primary schools [28].

1.1.3. Distance Education

Applications in distance education consist of synchronous, asynchronous, material sharing, e-learning, and blended learning, which take place in a wide variety of areas, such as through the use of online communication environments (such as Google Meet, Zoom, Microsoft Teams, etc.) or learning management systems [29,30]. Distance education is a learning-teaching platform supported by technology. In order to realise the distance education activity, a target-oriented education model must be determined and developed first [31]. Distance education is a method frequently used in teacher education.

For the first time in human history, a pandemic has significantly affected the public health, economy, educational institutions, transportation, trade and tourism, and service sectors of all countries around the world. This global pandemic, which emerged in 2019, has affected the whole world. The COVID-19 outbreak led to a radical change in the way formal education is carried out in educational institutions, as well as in service sectors where social relationships and social life are intense [32]. Face-to-face training had to be suspended. Distance and online education applications were used within the possibilities of educational institutions in order to carry out education more healthily during the COVID-19 pandemic process. The decision to make distance education compulsory instead of formal education has been implemented all over the world [33]. This situation has also affected the education and training of gifted people in the same way. The quality of this education, which is given through distance education, is constantly discussed by teachers, experts, parents, and other stakeholders.

Nonetheless, based on relevant literature, the number of studies on teachers working with gifted students is remarkable [34]. When the studies on the subject are examined, it is evident that different studies address the opinions of the teachers on the subject, examine the attitudes of the teachers towards the education of the gifted child, and examine the self-efficacy of pre-service teachers. However, no research has been found on how primary school teachers should be trained to work with gifted students, especially with distance education. This has created a need for research in this area.

In a study conducted to examine the practices of teachers of gifted students, it was determined that there is a positive correlation between the teachers' experiences and the length of their working process with gifted students and their use of different methods [22]. In another study conducted to examine teachers' attitudes towards gifted students and some forms of work with gifted children at school, such as acceleration and talent grouping, it has been determined that primary school teachers have positive attitudes towards the needs of gifted students, but they exhibit ambivalent attitudes towards acceleration, ability grouping, and special treatment for gifted students [23].

According to the thesis centre of the Council of Higher Education (YÖK), which is the platform where all the thesis studies in Turkey are carried out, there has been no research on the use of distance education as a learning environment in the in-service training of special

education teachers. In the same way, no research on this topic was found in the research conducted by the TR Index (Turkish Republic Scientific Index) or in the journals published in Turkey. Likewise, no thesis study on the development of an education programme for the education of gifted students for primary school teachers has been encountered. Considering other research, although studies on the use of technology and its possible effects are gaining momentum in general, it would be beneficial to focus on this area in particular.

Although it is seen that some studies are focused on the education of gifted students, the insufficient knowledge of primary schoolteachers about gifted students and the programme to be applied to them causes gifted children not to benefit from schools to the desired extent.

The transition to distance education in all educational institutions during the COVID-19 pandemic that emerged in 2019 has caused teachers, students, and schools to be unprepared for teaching in distance education. Within the scope of today's scientific and technological developments, the needs of primary schoolteachers regarding gifted education programmes require more attention. In addition, what kind of distance learning environments should be used for gifted education by primary schoolteachers? Scientific research results that can reveal the answer to these questions are needed. For this reason, it is a necessity to investigate this subject as a research problem.

1.2. Purpose of the Research

This study aims to determine primary school teachers' training needs and expectations on the gifted education programme that can be given through distance education. It was determined that finding an answer to this question was important.

2. Materials and Methods

2.1. Participants

The research was carried out in the spring term of the 2021–2022 academic year with the classroom teachers teaching in two different public schools in Sakarya, which is affiliated with the Ministry of National Education of the Republic of Turkey. The research was carried out according to the qualitative research model. An easily accessible or convenient sampling type was used, and for the study group, data were collected through the semi-structured interview form. Convenience sampling is based on easy-to-access, fast, and state-of-the-art items. This sample type is frequently preferred by researchers in qualitative research [35]. In easily accessible sampling, the researcher creates the sample group by taking enough items from the existing items. For this reason, this sampling is also called accidental, random, or chance sampling [36]. The study group of the research was determined in this manner and consists of 26 volunteer classroom teachers who were selected by an easily accessible or convenient sampling method, with the intention to apply the semi-structured interview form prepared for the research. The classroom teachers participating in the research received limited education on the content of the gifted students' curriculum during their undergraduate education. They did not receive any additional gifted education.

In Table 1, five classroom teachers participating in the research have 1–5 years, ten have 6–10 years, six have 11–15 years, and five have 16 years or more of professional experience. Fifteen teachers participating in the research were female and eleven were male.

Table 1. Demographic information of the teachers.

Experience	Gender		Sum
	Female	Male	
1–5 years	4	1	5
6–10 years	4	6	10
11–15 years	5	1	6
16 years and over	2	3	5
Sum	15	11	26

2.2. Development Phase of the Semi-Structured Interview Form

While developing the semi-structured interview form, a literature review was conducted in the first stage. As a result of the literature review, a draft semi-structured interview form was created, consisting of interview questions about the training needs and expectations, and quality of the education programme that can be given through distance education, within the framework of primary schoolteachers' perceptions, attitudes, and needs towards gifted students. The technique developed by Lawshe [37] and named after him was used to make the semi-structured interview form ready for application. Although this technique is generally used for scale development studies, it was viewed as a suitable technique in terms of determining the content and face validity of the semi-structured interview form and creating the final version of the form. The Lawshe technique consists of six stages. They are as follows:

- (1) Establishment of an evaluation group consisting of experts in the field;
- (2) Preparation of preliminary forms;
- (3) Obtainment of the opinions of field experts;
- (4) Establishment of content validity rates related to the questions;
- (5) Creation of content validity indexes of the preliminary form;
- (6) Creation of the final version of the form according to the scope validity rates or index criteria [38].

In this manner, a three-stage expert evaluation form was created for the experts to express their opinions. In the form, each question in the semi-structured interview form was graded as 'the question measures the determined structure', 'the question measures the determined structure but should be improved', and 'the question does not measure the determining structure'. Experts marked one of these three levels for each question in the draft semi-structured interview form. In the first stage, an expert group consisting of 10 people was formed to evaluate the semi-structured interview form consisting of 10 questions. In the Lawshe technique, the number of experts is found to be between 5 and 40. In this manner, the content validity rates are obtained by taking the opinions of the experts on any question. Content validity ratios (CVRs) are obtained by taking the ratio of the number of experts who gave their opinions as 'necessary' for any item or question to the total number of experts who gave their opinion on the item or question minus 1 [37].

$$KGO = \frac{Nu}{N/2} - 1 \text{ or } KGO = \frac{Nu - N/2}{N/2} \quad (1)$$

Here, Nu indicates the number of experts who answered the question 'Measures the determined structure' and N indicates the total number of experts who gave their opinion on the question. According to Equation (1), when half of the experts stated the opinion 'Measures the determined structure', it would be $CVR = 0$; when more than half of the experts stated the opinion 'Measures the determined structure', it would be $CVR > 0$; and when more than half of the experts did not express the opinion 'Measures the determined structure', it would be $CVR < 0$.

If the coverage validity rate is negative or 0, such items or questions will be eliminated first. The significance of the items or questions with positive KVR values is tested with statistical criteria. To test the statistical significance of the obtained CVRs, a cumulative normal distribution was used in previous studies in the literature on content validity measures (CVR), but in recent years, the minimum values of CVRs at the $\alpha = 0.05$ significance level were chosen for ease of calculation and tabulated by Ayre and Scally [39]. Accordingly, the minimum values for the number of experts also indicate the statistical significance of the question or item. Table 2 presents the minimum Lawshe values.

Table 2. Lawshe content validity rates.

Number of Experts	Minimum Value	Number of Experts	Minimum Value
5	1.000	13	0.538
6	1.000	14	0.571
7	1.000	15	0.600
8	0.750	20	0.500
9	0.778	25	0.440
10	0.800	30	0.333
11	0.636	35	0.314
12	0.667	40	0.300

Expert opinions were taken into consideration based on the content validity rates at the $\alpha = 0.05$ significance level given in Table 1. Content validity rates are obtained with the help of the expression given in Equation (1) based on the opinions of a total of 10 experts regarding the items or questions. Then, the statistical significance of these ratios is determined by comparing them with the values in Table 1. The content validity index of the whole test was also compared with the values in Table 1. The content validity index (CVR) is obtained over the total CVR averages of the items or questions that are found to be significant at the $\alpha = 0.05$ level and that will be included in the final form.

In this manner, the CVRs of the semi-structured interview form calculated by taking the opinions of 10 experts are provided in Table 3. In the preliminary study, the expert form used as a data-collection tool consists of 10 questions. Experts were asked to mark one of the above ratings for each of the 10 questions in the form. In calculating the scope validity rates of the scale, questions were graded as ‘appropriate’ (3), ‘appropriate but needed to be corrected’ (2), and ‘removed’ (1). In addition to the rating in Lawshe’s technique, if the researchers selected the option that something should be corrected by the experts, they were asked ‘What are your suggestions about how your answer should be corrected?’. If they selected the option ‘should be removed’, for each question, they were then asked ‘If your answer should be removed, what is the reason?’.

Table 3. Content validity rates of the semi-structured interview form.

Question	The Question Measures the Identified Construct	The Question Measures the Established Construct but Needs to Be Improved	The Question Does Not Measure the Specified Construct	KGO
1	10	0	0	1.00
2	5	5	0	0.00
3	8	2	0	0.60
4	9	1	0	0.80
5	10	0	0	1.00
6	10	0	0	1.00
7	8	2	0	0.60
8	9	1	0	0.80
9	8	2	0	0.60
10	10	0	0	1.00

Note: Total Number of Experts: 10; Scope Validity Criterion (CGI): 0.800; Scope Validity Index (CGI): 0.822.; In Table 3, CVR values were obtained based on the opinions of 10 experts for the questions in total, and Question 2 with a CVR ratio of 0 (zero) was directly removed from the scale.

Then, the statistical significance of the CVR values of the questions with a value greater than zero—that is, whether they will remain on the scale or not—was decided by looking at the CVR values in Table 2. According to Table 2, the IDS value for the 10 experts participating in the study is 0.800. Accordingly, when Table 2 is examined, the content validity index (CGI) was calculated from the remaining nine questions in the pre-form after one question was removed (Question 2). The CGI value of the semi-structured interview form was found to be 0.822. The fact that the obtained CGI value is greater than the CGI

value ($CGI > CGI$) indicates that the content validity of the questions remaining in the form is statistically significant. In other words, when the CGI and CGI values are compared, if the CGI value is lower than the CGI value, it is stated that the questions remaining in the form do not have content validity [27]. Accordingly, the content validity of the remaining questions (nine questions) in the semi-structured interview form to be prepared was found to be statistically significant since the values obtained in the preliminary study were $CGI (0.822) > CGI (0.800)$. Content validity analyses of the preliminary study were performed. Afterward, out of nine questions, the questions that were stated as ‘must be corrected’ by the experts were reviewed again, and necessary corrections were made taking into account the opinions of the experts; thus, a semi-structured interview form with content validity was obtained.

The questions presented to the experts and used in the semi-structured interview form are as follows: 1. Do you have any students in your class that you think are gifted? 2. What, if any, behaviour of the student makes you think he or she is gifted? 3. What should be the gifted education program that can be given to teachers in the form of distance education? 4. Which of the following subjects should be included in the gifted education program that can be given to teachers in the form of distance education? 5. With which model of distance education can the gifted education program for teachers be effective? 6. If the gifted education program for teachers is given entirely in the form of distance education, what advantages would it provide compared to face-to-face education? 7. If the gifted education program for teachers is given entirely in the form of distance education, how can effective communication be established with the teachers participating in the training? 8. If the gifted education program for teachers is given entirely in the form of distance education, which of the following distance education applications is more important? 9. Advantages and disadvantages of learning environments. 10. Additional training needs and expectations on the gifted education program for teachers. Question 2 was not specified because it was excluded from the scope of the research.

2.3. Implementation Phase of the Semi-Structured Interview Form

In the application phase of the semi-structured interview form, after obtaining the necessary permissions, the schools where the form would be applied were determined. After interviews with two primary schools in the Serdivan district of Sakarya province, the hours for which the teachers were available were determined and a plan was made for the application. A presentation was made to explain the questions in the semi-structured interview form used in the research. During the presentation, the questions were explained while taking care not to lead the respondents in any direction. The presentations lasted approximately 30 min. Then, the semi-structured interview forms were distributed to the teachers. It took approximately 40–45 min for the teachers to answer and complete the questions in the semi-structured interview forms.

2.4. Evaluation Stage of the Semi-Structured Interview Form

The content analysis method was used in the evaluation of the data obtained from the semi-structured interview form. Content analysis is defined as an inductive analysis method because it focuses on the origin of the investigated facts and events. By coding, the concepts pointed out by the data and the relationships between these concepts are revealed. Qualitative research is aimed at reaching the themes related to the problem, based on the descriptive and detailed data obtained by the researcher. The data are broken down into meaningful parts and transformed into systematic structures, and an effort is made to establish a theory and verify it. Inductive analysis, that is, content analysis based on coding, is considered necessary if a theory that can form the basis for the studied event or phenomenon cannot be reached [40].

The process of naming the meaningful parts (paragraph, sentence, word, etc.) in the data by the researchers is called coding. In the coding process, the researcher divides the obtained data into sections, and examines, compares, conceptualizes, and makes associations

as a result of all these processes. Naming existing meaningful parts (paragraph, sentence, word, etc.) and events in the data is expressed as a concept. In content analysis, concepts form the basic analysis unit. Categorization is defined as the classification of obtained concepts in relation to one another. Categories, on the other hand, are gathered under a more inclusive theme. As a result of the analysis of the categories, their relationships with each other are determined, and appropriate themes are created when these relationships require a higher-level and more comprehensive grouping. In content analysis, themes are much more general and abstract than the concepts obtained. In addition, it is extremely important in that it indicates the dimensions of the research problem [41–43].

In content analysis, data created through documents, observations, or interviews are analysed in the following four stages: (1) coding the data; (2) finding codes, categories, and themes; (3) organizing the codes, categories, and themes; and (4) defining and interpreting the findings [44,45].

- Coding the data: At this stage, the research data were analysed and the data set was divided into meaningful parts. The separate meaningful parts are grouped under the corresponding concept. The meaningful structures formed were named by the researcher. The nomenclatures contain short expressions according to the structure of each category. For the process to progress smoothly, the short expressions created were read and checked again and again. In light of the controls, the phrases or words that the research participants repeated frequently were confirmed. This coding and iteration cycle created the necessity of separating all the data in the data set with multiple controls for each code. Even in the process of creating themes and categories, the coding process was continued until the analysis of all data was completed in case new codes could be discovered.

In addition, following the steps regarding the content of Miles and Huberman's [41] 20 coding processes, depending on the structure of the questions in the semi-structured interview form, in some cases over predetermined concepts and in other cases over concepts extracted from the data and in some cases obtained from the data, coding processes were carried out on the concepts. In qualitative research, since the coding process is of great importance in the creation of research findings, care has been taken to carry out the process meticulously.

- Determination of categories and themes: Based on the codes obtained from the semi-structured interview forms, more general concepts were produced to more clearly reveal the findings of the research. Care has been taken to ensure that the general concepts produced have the feature of collecting similar codes together. The classification of codes based on their common features is expressed as creating a category. Based on the categories created in the research, the themes were determined. The themes created also gather categories with similar characteristics under the same roof. The themes created in line with the research data have more concrete expressions than the categories. Internal consistency was taken into consideration while creating the themes. At the stage of providing internal consistency, the degree of establishing a significant relationship in the data set was taken into account. To establish external consistency, the degree to which the obtained themes could explain all the data in a meaningful way was examined. Thus, it was ensured that the themes formed a separate but meaningful whole within themselves.
- Organising the data according to codes, categories, and themes: At this stage, the codes, categories, and themes were revised and turned into findings. Care was taken to explain and present the data using language that the reader could understand.

The data obtained from the research were given by creating digitised frequency and percentage tables to determine the frequency of teacher responses. At this stage, two researchers independently evaluated the data and determined the points of agreement and disagreement.

The formula developed by Miles and Huberman [41] was used to calculate the reliability of the obtained data: $\text{Reliability} = \text{Consensus} / (\text{Consensus} + \text{Disagreement})$. As a result of the calculation, the reliability of the coding was found to be 94%. If the reliability calculation is over 70%, it is considered sufficient by the researchers for the research to be considered reliable [41,46]. Therefore, since the coding reliability of the data of this study is quite high, the codings are accepted as reliable.

- Interpretation of the findings: Interpretation is the awareness of the researcher about the problem and the act of producing internalised solutions to the problem [47]. The opinions of the teachers participating in the research are presented in the form of tables in the findings section of the research. Teachers' opinions representing the themes and categories are added below each table. Direct quotations were made from the answers given by the teachers to the questions in the semi-structured interview form. To keep the personal information of the teachers confidential and for the research to adhere to ethical principles, the answers given to the questions were given by codings such as Code 1, Code 2, and Code 3.

This research is carried out within the scope of stating the aims of the research, and its limitation is within this scope.

3. Results

In Table 4, the classroom teachers who participated in the research were asked 'Do you have any students in your class that you think are gifted? What behaviour, if any, of the student makes you think he or she is gifted?'. The answers to the question were divided into categories and themes. Overall, 64% of the teachers stated that there are students in their class that they think are gifted. A total of 28% of the teachers said that they have quick grasp and reasoning skills, 16% said that they produce alternative solutions in problem-solving, 12% said that they have a special interest and talent in painting, 12% said that they have different interests (science-arts), and 12% said that they think their students are talented in asking a lot of questions and being curious; 8% of the teachers stated that they found their students talented in having developed visual memory, 8% said that they have the ability to perform high-level mathematical problem-solving mentally, and 8% said that they are independent learners. In addition, 4% of the teachers stated that their students were talented in terms of having the ability to read and write quickly, 4% stated the ability to interpret, and 4% stated the ability to notice details and take interest. A total of 36% of the classroom teachers who participated in the research stated that there were no students in their classes that they thought were gifted.

Table 4. Do you have any students in your class that you think are gifted? What, if any, behaviour of the student makes you think he or she is gifted?

Category	Theme	F	%	F	%
I Have a Gifted Student	Quick grasp and reasoning	7	28	16	64
	Generating alternative solutions in problem-solving	4	16		
	Having a special interest in and talent for painting	3	12		
	Having different interests (science-arts)	3	12		
	Don't ask too many questions and don't be curious	3	12		
	Have advanced visual memory	2	8		
	Mind-solving high-level math problems	2	8		
	Be prone to independent learning	2	8		
	Have fast reading and writing skills	1	4		
	Having the ability to interpret	1	4		
	Noticing and paying attention to details	1	4		
I Have No Gifted Students	-			9	36

Direct quotations of the opinions of the classroom teachers regarding the question are given below.

Code 6: “My student solves high-level math problems with mental operations’.”

Code 9: “A student of mine approaches from very different perspectives. It offers solutions that I would never have thought of. Also, the things he likes are very different from other kids. My other student is also a student who immediately understands, comprehends, reasoning.”

Code 10: “I have a student who I think is talented in painting. He can draw cartoon characters he sees. He enjoys making paper objects.”

Code 14: “My student is quick to comprehend, he has different interests than his friends’.

Code 15: “He learned to read and write very quickly. She grasps everything that is said very quickly. He is also very talented at painting. He uses colours very well.”

Code 19: “When my student was solving math problems, he preferred to solve them in a different way than everyone else.”

Code 20: “Asking a lot of questions, being curious and doing and sharing self-research on extracurricular (science-arts) topics.”

Code 22: “My student has speed reading and writing skills. He pays attention to details. His visual memory is very strong.”

As shown in Table 5, the teachers were asked the question ‘How should the gifted education program be given to teachers in the form of distance education?’. The answers to the question are divided into categories and themes. Overall, 76% of the teachers gave suggestions regarding the content of the gifted education programme. A total of 36% of the teachers stated gaining the ability to distinguish gifted students, 24% stated raising awareness in teachers, 20% stated giving education and training methods to be used in the education of gifted students, 12% stated gaining skills to create teacher–parent co-operation, and 8% made suggestions that they should give information about gifted education across the world and in Turkey; 44% of the classroom teachers made suggestions for the in-service training programme in gifted education programmes that can be given to teachers in the form of distance education, 26% of the teachers developed suggestions that the necessary materials should be introduced and provided, 20% stated that it should be given as a case study, 12% stated that it should be repeated at regular intervals, and 8% stated that it should be given by field experts. On the other hand, 20% of the classroom teachers made suggestions for teacher-training policies. While 8% of the teachers stated that gifted education should be given a more prominent place in the curriculum, 8% stated that internships should be made for gifted students.

Table 5. What should be the gifted education program that can be given to teachers in the form of distance education?

Category	Theme	F	%	F
Suggestions for the content of the gifted education program	Gain the ability to distinguish gifted students	9	36	19
	Teachers should raise awareness	6	24	
	It should give information about the education and training methods to be used in the education of gifted students	5	20	
	The teacher should gain skills to create parent-collaboration Provide information on gifted education around the world and in Turkey	3	12	
Recommendation for in-service training programs	Required materials should be introduced and provided	6	26	11
	Case study should be done	5	20	
	Should be repeated at regular intervals	3	12	
	It should be given by field experts	2	8	
Recommendation for teacher-training policies	Appropriate course content should be created.	3	12	5
	Gifted education should be given a more prominent place in the curriculum	2	8	
	Internship for gifted students	2	8	

Direct quotations of the opinions of the classroom teachers regarding the question are given below.

Code 4: “Education should be given to gifted students on the developmental characteristics of gifted students and which education and training methods can be used in the normal classroom environment.”

Code 6: “Courses for gifted students should be added to faculties of education at universities. While going to internships in schools, internships should be done in schools where these children are present, even if it is only one lesson.”

Code 11: “There should be easy access to the materials to be used during distance education. In addition, teacher–parent co-operation should be ensured.”

Code 13: “An educational content should be created to identify gifted students and raise awareness among teachers.”

Code 18: “One-to-one training should be provided by an expert in the field in in-service training.”

Code 21: “The situation of the students and their behaviours can be explained. Videos can be prepared by providing animation with various case studies. Activities that can increase teachers’ awareness of gifted students can be organised.”

In Table 6, it is seen that the classroom teachers who participated in the research were asked ‘Which subjects should be included in the gifted education program that can be given to teachers in the form of distance education?’. Their answers to the question were evaluated. Teachers marked more than one option.

Table 6. Which of the following subjects should be included in the gifted education program that can be given to teachers in the form of distance education?

No.	Category	F	%
1	Family Education and Guidance for Families	23	92
2	Mind-Intelligence Games for the Gifted	22	88
3	Student Psychology	22	88
4	Characteristics of the Gifted	20	80
5	Educational Programs for the Gifted	19	76
6	Educational Problems of the Gifted	18	72
7	Concepts and Definitions of Giftedness	18	72
8	Child Psychology	18	72
9	Identification of the Gifted: Aptitude Tests, Intelligence Tests	18	72
10	Strategies in the Education of the Gifted	18	72
11	Art Education with the Gifted	18	72
12	Individual Recognition Techniques	17	68
13	Studies for the Gifted, Practices in Our Country	16	64
14	Multiple Intelligence Theory	16	64
15	The Role of the Family in Talent-Developing	16	64
16	Memory Techniques	16	64
17	Differences Between Children	15	60
18	Curriculum Enrichment and Material Design	14	56
19	Mind Maps	14	56
20	STEM for the Gifted	14	56
21	Scale and Evaluation Tools Used in Our Country	13	52
22	Academic Resources on the Gifted (Theses, Books, and Featured Articles)	13	52
23	Thinking Skills	12	48
24	Theories of Superior Intelligence	12	48
25	Institutions and Organizations Related to the Gifted	12	48
26	Legal Status of the Gifted	11	44
27	Productivity Events	11	44
28	Virtual Classroom Application	10	40

In Table 6, the classroom teachers participating in the research were asked ‘Which of the following subjects should be included in the gifted education program that can be given to teachers in the form of distance education?’. The answers given to the question

were given by the sorting method. A total of 92% of the teachers stated family education and guidance for families, 88% stated mind-intelligence games for the gifted, 88% stated student psychology, 80% stated the characteristics of the gifted students, 76% stated the education programs for the gifted students, 72% stated the educational problems of the gifted students, and 72% stated that they should be given an education that includes concepts and definitions related to giftedness. A total of 72% of the teachers stated child psychology, 72% stated gifted identification tests (ability tests and intelligence tests), 72% of the teachers stated strategies in the education of gifted students, 72% stated art education with the gifted students, 68% stated techniques for getting to know the individual, and 64% stated that educational content related to the studies for gifted people and practices in our country should be created. A total of 64% stated multiple intelligence theory, 64% stated the role of the family in developing talents, 64% stated memory techniques, 60% stated differences between children, 56% stated curriculum enrichment and material design, 56% stated mind maps, 56% stated STEM for the gifted students, and 52% stated that content related to scales and assessment tools to be used in our country should be created. A total of 52% of the teachers stated academic resources (theses, books, and selected articles), 48% stated thinking skills, 48% stated theories of giftedness, 48% stated institutions and organizations related to the gifted students, 44% suggested creating educational content about the legal status of the gifted students, 44% stated productive activities, and 40% stated virtual classroom applications.

In Table 7, the classroom teachers participating in the research were asked ‘With which model of distance education can the gifted education program for teachers be effective?’. Their answers to the question were evaluated. Teachers stated their reasons for their preference.

Table 7. With which model of distance education can the gifted education program for teachers be effective?

Category	Theme	F	%
Face-to-face and distance learning	Save time	23	92
	The comfort of the learning environment		
	Education in different learning environments		
	Efficient communication environment		
Completely distance learning	Different advantages of learning environments	2	8
	Next-generation learning environment		
	Technology-supported learning environment		
Total		25	100

Table 7 shows that the classroom teachers who participated in the research were asked ‘With which model of distance education can the gifted education program for teachers be effective?’. The answers to the question were divided into categories and themes. While 92% of the teachers answered face-to-face and distance education, 8% of them answered completely distance education. Teachers stated that they preferred the education programme to be given in the form of face-to-face and distance education because of the advantages of saving time, the comfort of the learning environment, education in different learning environments, and efficient communication environment and learning environments. Teachers who said that it should be completely distance education justified this because it is a new-generation learning environment and technology-supported learning environment.

Direct quotations of the opinions of the classroom teachers regarding the question are given below.

Code 1: “The blended education model will be more efficient.”

Code 2: “I find it more efficient for both face-to-face and distance education. In face-to-face education, sharing the same environment with the student, and communicating with

him/her by making eye contact will be more active in terms of learning. It will be more productive to explore the differences between children in the classroom environment and to teach and do research on their skills."

Code 7: "It should be in the form of face-to-face and distance education. Using various e-contents with distance education is a great advantage. However, it will be both easier and more permanent to implement face-to-face training by doing and living."

Code 13: "I think it should be both face-to-face and distance education. I think that applied courses should be done in the classroom environment and theory courses should be distanced."

Code 24: "Education programs, studies, materials, methods, and techniques should be introduced with face-to-face education, and application studies should be done. With distance education, the classroom models of the countries that carry out this work, the studies and the information of the people who make the application should be transferred."

Code 25: "It should be completed in the form of distance education. Distance education applications are more suitable for teachers in terms of time management. Training in flexible hours at home is more productive for teachers. Face-to-face training in and out-of-school hours may lead to a decrease in the in-school performance of teachers."

As outlined in Table 8, another question to the classroom teachers who participated in the research was 'What kind of advantages will it provide compared to face-to-face education if the gifted education program that can be given to teachers is given entirely in the form of distance education?'. Their answers to the question were evaluated.

Table 8. If the gifted education program for teachers is provided entirely in the form of distance education, what advantages would it provide compared to face-to-face education?

Category	F	%
Space and time savings	17	68
Easy access to a computer and internet-oriented materials	14	56
Opportunity to watch the lessons again	11	44
Easy access to resources	7	28
Technology-supported learning opportunity	5	20
Online expert consultation opportunity	4	16
Benefit from a large amount of educational content in a short time	3	12
Being economically viable	2	8

As outlined in Table 8, the classroom teachers who participated in the research were asked 'What kind of advantages will it provide compared to face-to-face education if the gifted education program that can be given to teachers is given entirely in the form of distance education?'. The answers to the question were categorised. In total, 68% of the teachers stated saving space and time, 56% stated easy access to a computer and internet-oriented materials, 44% stated the opportunity to watch the lessons again, and 28% stated easy access to resources as an advantage. In addition, 20% of the teachers stated technology-supported learning opportunities, 16% stated online expert consultancy, 12% stated benefiting from a large number of educational contents in a short time, and 8% stated that it is economically convenient.

Direct quotations of the opinions of the classroom teachers regarding the question are given below.

Code 5: "It can save time. It provides the opportunity to be done at the desired time and the desired place."

Code 8: "Since distance education will be computer and internet-oriented, it will be easy to access many presentations, slides, videos, and internet materials in a short time."

Code 12: "While most experts cannot be reached in face-to-face education, it is possible to work with more experts in distance education."

Code 16: "I think it is advantageous in terms of time. Another advantage is in terms of cost. I think it is more economical."

Code 17: “I think that learning with technology has a significant impact on teaching with technology. It can also be more time efficient.”

Code 18: “It provides easier access to internet materials, makes it easier to benefit from a large number of educational contents in a short time. If this training is given in the form of distance education, there will be no loss of time.”

Code 34: “The advantages of distance education can be that the person can attend the training whenever he wants, save time and listen to the lesson again if he wants without external influences.”

As outlined in Table 9, teachers were asked ‘How can effective communication be established with the teachers participating in the training if the gifted education program that can be given to the teachers is given entirely in the form of distance education?’. Their answers to the question were evaluated.

Table 9. If the gifted education program for teachers is given entirely in the form of distance education, how can effective communication be established with the teachers participating in the training?

Category	F	%
Via online communication tools	13	52
In the form of question and answer	10	40
Via sample apps	8	32
With the help of audio and video programs	6	24
By exchanging ideas	5	20
Studies to increase attention and motivation	4	16
I don't think effective communication will be provided.	4	16

As presented in Table 9, teachers were asked ‘How can effective communication be established with the teachers participating in the training if the gifted education program that can be given to the teachers is given entirely in the form of distance education?’. The answers to the question were categorised. A total of 52% of the teachers answered through online communication tools, 40% answered in the form of questions and answers, 32% answered through sample applications, 24% answered through audio and video programs, and 20% answered through exchanging ideas. In addition, 16% of the classroom teachers who participated in the research stated that if the gifted education programme for teachers is given completely in the form of distance education, effective communication with the teachers participating in the training can be achieved through studies aimed at increasing attention and motivation. On the other hand, 16% of the classroom teachers who participated in the research answered that they do not think that effective communication will be achieved with the teachers participating in the training if the gifted education programme for teachers is given entirely in the form of distance education.

Direct quotations from the opinions of the classroom teachers regarding the question are given below.

Code 3: “When complete distance education is given, communication with teachers can be achieved through applications such as e-mail and WhatsApp.”

Code 6: “It is possible to communicate with the teachers participating in the training via Zoom. In addition, teachers can set up a WhatsApp group and communicate from there.”

Code 12: “I think it will be more efficient if teachers’ questions are provided on a platform where they can get questions and answers online.”

Code 14: “Communication can be achieved through various audio and video programs on the computer. For example, Zoom, Google Meetings, etc.”

Code 17: “Attention and motivation-increasing activities should be done. In this way, communication can be made healthier by exchanging ideas.”

Code 20: “I do not think that distance education can be as effective as face-to-face education. Since the education to be given will be on the subject of gifted students, the

education should be more sensitive, followed, and kept in constant communication with the teachers participating in the education.”

In Table 10, it is seen that the classroom teachers who participated in the research were asked ‘If the gifted education program that can be given to teachers is given entirely in the form of distance education, which of the following distance education applications is more important?’. Their answers to the question were evaluated. Teachers ranked the education programmes in order of importance by giving points. Educational programs were scored by classroom teachers as 4 = most important, 3 = second-most important, 2 = third-most important, and 1 = fourth-most important.

Table 10. If the gifted education program for teachers is given entirely in the form of distance education, which of the following distance education applications is more important?

Order of Priority	Educational Program	Point
1	Simultaneously (online)	77
2	At different times	62
3	Hybrid model	58
4	Simultaneously and at different times	53

In Table 10, it is seen that the classroom teachers who participated in the research were asked ‘If the gifted education program that can be given to teachers is given entirely in the form of distance education, which of the following distance education applications is more important?’. The answers given to the question were given in order according to the sum of points. In the educational practices listed according to the answers given by the teachers, simultaneous (online) education is ranked first, the hybrid model is third, and the simultaneous and different-timed co-education practices are listed fourth.

In Table 11, the teachers who participated in the research were asked ‘If the gifted education program that can be given to the teachers is given entirely in the form of distance education, what are the advantages and disadvantages of each of the learning environments in your opinion?’. Their answers to the question were evaluated.

Table 11. Advantages and disadvantages of learning environments.

Category	Advantage	F	%	Disadvantage	F	%
Simultaneously (online)	More resource access	17	68	Technological glitches	13	52
	Saving time			Motivation problems		
	Ambient comfort			Timing problems		
	Allowing planned work			Difficulty in learning		
At different times	Ease of timing	12	48	Communication problems	10	40
	Convenience in taking notes			Difficulty in behavioural training		
	Effective listening environment			Powerful question–answer activities		
Hybrid model	More effective communication	9	36	Technological glitches	6	24
	Increasing success in education			The teacher is alone in solving problems		
	Providing a qualified work environment			Problems arising from the instantaneous transfer of the teacher’s behaviour to the external environment		
Simultaneously and at different times	Fewer technological disruptions	5	20	Lack of attention to educational content	3	12
	Utilizing different learning environments					

In Table 11, the advantages and disadvantages of each of the simultaneous (online), different-time, hybrid models, and simultaneous and different-time co-learning environments are categorised. While 68% of the teachers simultaneously expressed the advantages of online education, 52% of them stated their disadvantages. While accessing more resources, saving time, convenience in the environment, and enabling planned work were expressed by the teachers as the advantages of online education; simultaneously, technological disruptions, motivation problems, timing problems, difficulty in learning, and communication problems were stated as the disadvantages. While 48% of the teachers stated the training to be given at different times as an advantage, 40% recognised it as a disadvantage. While convenience in terms of timing, comfort in taking notes, and an effective listening environment were expressed by the teachers as advantages, learning at different times, communication problems, difficulties in behavioural training, and difficult question–answer activities were determined as disadvantages. While 36% of the teachers saw the hybrid model as an advantage, 24% viewed it as a disadvantage. The advantages of the hybrid model by teachers are that it is categorised as a more effective form of communication, increases success in education, and provides a qualified working environment. The disadvantages are technological failures expressed as problems arising from teachers being alone in solving problems and transferring the teacher’s behaviours to the instant external environment. While 20% of the teachers stated the advantage of simultaneous and different-time co-education, 12% stated it as a disadvantage. Accordingly, the advantages of simultaneous and different-time co-education are determined by the teachers as fewer technological disruptions and benefiting from different learning environments; the fact that the educational content was not remarkable to students was stated as a disadvantage.

Direct quotations from the opinions of the classroom teachers regarding the question are given below.

Code 1: “If simultaneous and different time training is provided, the situations where internet and computer-related problems can be reduced to a lesser extent. Continuing this program with only online education can create time-related problems. On the other hand, training that is only at different times can turn into training where the participants are independent of each other, and communication is disconnected.”

Code 5: “Distance education can be an advantage as it will save time and will be in the desired place and room. But since people will only see each other in front of the screen, there may be a lack of motivation.”

Code 11: “In distance education, there may be internet disconnections, audio malfunctions, and image freezes.”

Code 14: “Motivation of people becomes difficult in distance education. However, many sources can be accessed via video at the same time.”

Code 19: “Training given at different times provides convenience in terms of timing. It also facilitates more comfortable note-taking and effective listening. However, there may be some communication difficulties and it becomes difficult to provide behavioural training in this form of training.”

Code 21: “Planned work is allowed in simultaneous education. In different-time education, individuals can work whenever they want. However, doing question-and-answer activities can be difficult. I think the hybrid model will be more successful than the others. It offers a better working environment.”

Code 25: “The fact that it is different in time allows us to listen comfortably by taking notes.”

In Table 12, the class teachers who participated in the research were asked ‘If you have any additional opinions about the gifted education program that can be given to teachers, please specify’. Their responses to the section were evaluated.

Table 12. Additional training needs and expectations on the gifted education program for teachers.

Category	F	%
Crowded classroom environments need to be organised.	16	64
Parents should be trained.	13	52
More attention should be paid to the education of gifted students in our country.	10	40
Activity creation training is not provided for gifted students.	8	32
Teachers should be provided with resources for gifted students.	6	24
Educational content should be arranged according to the interests and abilities of gifted students.	5	20
The economic concerns of the families of gifted students regarding education should be eliminated.	3	12
For gifted students, co-operation should be made with teachers who are experts in their fields.	1	4

In Table 12, the additional opinions of the classroom teachers participating in the research regarding the gifted education programme for teachers are categorised. A total of 64% of the teachers said that a crowded classroom environment should be organised, 52% of them said that training should be given to parents, 40% of them stated that more importance should be given to the education of gifted students in our country, 32% of them said that activity creation training should be given to gifted students, 24% stated that teachers should be provided with resources for gifted students, 20% suggested that the educational content should be arranged according to the interests and abilities of the gifted students, 12% suggested that the families of the gifted students should be relieved of their economic concerns about education, and 4% suggested that the gifted students should co-operate with the experts in their fields.

Direct quotations from the opinions of the classroom teachers regarding the question are given below.

Code 2: "Classroom teachers should be given distance training on the adaptation of gifted students to the classroom and additional activities that can be given."

Code 5: "Programs must be given according to the interests and expectations of gifted children. Awareness-raising activities should be carried out by involving the parents."

Code 7: "I think that nothing has been done for gifted students in our country so far. It has to be done after that. These children get lost in classes of 30–40 people. Especially if there are no conscious parents at home, if there is no guidance and difference at school, these children disappear. This needs to be changed."

Code 16: "Families do not have the opportunity to direct the education of these children economically. These families must be supported by the state."

Code 17: "We do not have sufficient resources for the education of gifted students. Teachers need to be supported to provide these resources. It is also very important to co-operate with teachers who are experts in their fields."

Code 20: "Crowded classroom environments need to be changed. Family members should be made aware. Teachers should be given training on what kind of activities will be applied in the education of gifted students."

4. Discussion

4.1. Discussion on the Question 'Do You Have Any Students in Your Class That You Think Are Gifted? What Behaviour, if Any, of the Student Makes You Think He or She Is Gifted?'

The majority of the classroom teachers who participated in the research stated that they think that there are gifted students in their classes. The teachers explain their students' giftedness as quick comprehension and reasoning, producing alternative solutions in problem-solving, special interest and talent in painting, having different interests (science–art), asking a lot of questions, being curious, and developing their visual memory. They stated that they are determined because of their characteristics. In addition, the teachers stated that they think their students are gifted because they differ from other students

in the areas of being prone to independent learning, having the ability to read and write quickly, having the ability to interpret, noticing details, and being interested. A minority of classroom teachers participating in the study stated that they do not think they have gifted students. In one study, the majority of the teachers stated that they do not have enough information about gifted children and their characteristics [48]. In another study in which teachers examined the factors affecting their decisions during the identification of gifted students, they determined that they considered students who they thought to be superior in verbal and analytical abilities as gifted, but they did not consider individuals who they thought were good in motor and social skills [49].

In another study conducted with classroom teachers and teacher candidates, the criteria that are effective in determining gifted students are listed. In general, the criteria of creativity, fast and easy learning, self-learning, and curiosity were chosen the most frequently [50]. Additionally, in another study with preschool teachers, the teachers were questioned about whether they had ever encountered gifted children in their professional lives, and 43.33% of the participants stated that they had encountered students with various talents [51]. To the question in which it was asked what the characteristics of gifted children were, they answered that gifted children are curious, inquisitive, superior to their peers, high in self-confidence, and have a superior ability to understand ideas. On the other hand, it was stated that the teachers had a high level of knowledge about recognizing gifted students [52].

4.2. Discussion on the Question 'How Should the Gifted Education Program Be Given to Teachers in the Form of Distance Education?'

The majority of the classroom teachers participating in the research made suggestions for the content of the training programme that could be given to teachers in the form of distance education. The suggestions of the primary schoolteachers participating in the research on the content of the gifted education programme are that it should provide the ability to distinguish gifted students, create awareness in teachers, provide education and training methods to be used in the education of gifted students, provide skills to create teacher–parent co-operation, and provide information on gifted education across the world and in Turkey. The classroom teachers' suggestions for in-service training programmes were as follows: necessary materials should be introduced and provided, and a case study should be carried out, repeated at regular intervals and given by field experts. The classroom teachers' suggestions for teacher-training policies were that appropriate course content should be created, gifted education should be given a more prominent place in the curriculum, and internships should be made for gifted students. In another study, the opinions of faculty members on the use of distance education in gifted education were taken. At the end of the research, it was concluded that distance education can correspond to gifted education strategies such as differentiation, individualisation, acceleration, enrichment, and mentor support in the education of gifted students in Turkey [53].

4.3. Discussion on the Question 'Which of the following Subjects Should Be Included in the Gifted Education Program That can Be Given to Teachers in the Form of Distance Education?'

The classroom teachers participating in the research were asked about the gifted education programme that can be given to teachers in the form of distance education. The answers given are listed according to the percentage: family education and guidance for families; mind-intelligence games for the gifted; student psychology; characteristics of the gifted; education programmes for the gifted; educational problems of the gifted; concepts and definitions of giftedness; child psychology; diagnosis of the gifted through ability tests, intelligence tests, and strategies in the education of the gifted; art education with the gifted; techniques for recognising the individual; studies for the gifted; practices in our country; the theory of multiple intelligences; the role of the family in developing talent; memory techniques; differences between children; curriculum enrichment and material design; mind maps; STEM for the gifted; scale and assessment tools used in our country; academic resources (theses, books, and selected articles); thinking skills; theories

of giftedness; institutions and organisations related to the gifted; the legal status of the gifted; and productive activities in the form of an annual class application. Some studies state that the most important part of designing in-service training programmes is the determination of needs [54–56]. In one study, a suggestion was made regarding the content of the education to be given to teachers in the education of gifted children, and it was stated that it should be formed within the scope of personal and professional values; getting to know the student; teaching and learning processes; monitoring and evaluation; school, family, and community relationships; and programme and content information. From this point of view, it has been stated that the competencies required of teachers who will teach gifted children can be formed [3]. The studies in which they measured the proficiency of teachers during the nomination process for the programmes prepared for gifted students stated that teachers who regularly receive training on gifted students are even better at recognising them [57].

4.4. Discussion on the Question ‘With Which Model of Distance Education can the Gifted Education Program for Teachers Be Effective?’

The classroom teachers who participated in the research were asked which model of the distance education programme for gifted and talented teachers was effective. The majority of teachers argued that face-to-face and distance education would be more effective. Among the reasons why teachers think that face-to-face and distance education will be effective are that it is timesaving, the comfort of the learning environment, education in different learning environments, efficient communication environment, and learning environments have different advantages. Among the reasons for teachers to argue that distance education will be completely effective are that it is a new-generation learning environment and a technology-supported learning environment. In another study [58], the place of distance education in the education of gifted students was researched, and a comparison of face-to-face education and distance education was made. As a result of the research, it was stated that distance education produced very effective results in terms of the education of gifted children. Unlike the results of that study, Jang et al.’s [59] study found that there was no significant difference between distance education and face-to-face education in terms of learner satisfaction. Another study made a comparison by giving face-to-face training to one group of learners and training a group of distance-learning learners, using the same tutorial, content, and projects, in their experimental work carried out at the same institution [60]. As a result, they concluded that learners who received face-to-face education had more positive perceptions of course quality than those who received distance education. Another study was conducted on distance education, face-to-face education, and a mixed model in which both were used together [61]. In the study, the students’ success and satisfaction were compared in line with the experiences of the instructor, and no significant difference was found between the success levels of the students in different groups.

4.5. Discussion on the Question ‘If the Gifted Education Program for Teachers Is Given Entirely in the Form of Distance Education, what Advantages Would it Provide Compared to Face-to-Face Education?’

To the teachers participating in the research, the advantages of complete distance learning in the gifted education programme that can be given to teachers were asked about regarding the benefits of complete distance learning compared to face-to-face education. The answers of the teachers were as follows: saving space and time, easy access to a computer and Internet-oriented materials, the opportunity to watch lessons again, easy access to resources, technology-supported learning opportunities, and online expert consultancy opportunities benefiting from a large amount of educational content in a short time, which is economically viable. Distance education has advantages such as not having any environmental problems, providing flexible and objective measurement–evaluation opportunities, enriching education due to audio–visual technologies, and being low-cost for the learner [62]. A lack of face-to-face communication and isolation, not being able

to receive instant feedback, compatibility, and technology problems are the disadvantages of distance education [63,64]. Similarly, another study found that more effective use of technological opportunities is among the advantages of distance education [65]. The biggest disadvantage of distance education is that education is passive [66]. In another study, the participants recognised flexibility in terms of time as the advantage of distance education [67].

4.6. Discussion on the Question 'If the Gifted Education Program for Teachers Is Given Entirely in the Form of Distance Education, How can Effective Communication Be Established with the Teachers Participating in the Training?'

The teachers who participated in the research were asked how effective communication would be with distance learning for the gifted education programme that can be given to teachers. Among the answers given, they argued that effective communication would be ensured through online communication tools, in the form of questions and answers, with sample applications, with the help of audio and video programmes, by providing an exchange of ideas, and by working to increase attention and motivation. Similarly, the results of another study suggested the provision of support services to learners in distance education so that they can communicate effectively with the instructor and eliminate the deficiencies in the hardware and software dimensions [68]. Other studies evaluated the suggestions of participants to increase the effectiveness of distance education [69]. Among the answers given are the teaching of lessons in small groups, the necessity of a supervision mechanism to control the absenteeism of the students, and the development of the application in which the training is carried out in a way that can increase the interaction with the learners.

4.7. Discussion on the Question 'If the Gifted Education Program for Teachers Is Given Entirely in the Form of Distance Education, which of the following Distance Education Applications Is More Important?'

According to the teachers participating in the research, if the gifted education programme that can be given to teachers is given entirely in the form of distance education, the question of which distance education application is more important is questioned in terms of simultaneously (online), in a different time, in the hybrid model, and simultaneously and in a different time together. In a study conducted to evaluate the distance education of foreign language courses in universities, the majority of participants listed different education application suggestions including distance, practical, group work, face-to-face, and distance education together, in order to conduct the lessons more efficiently [70].

4.8. Discussion on the Question of 'Advantages and Disadvantages of Learning Environments'

The teachers participating in the research were asked about the advantages and disadvantages of learning environments. Among the advantages of simultaneous (online) response are access to more resources, saving time, the comfort of the environment, and enabling planned work. Among the disadvantages, there are technological problems, motivation problems, timing problems, learning difficulties, and communication problems. Among the advantages of responses at different times are convenience in terms of timing, comfort in taking notes, and an effective listening environment. The disadvantages are communication problems, difficulties in behavioural training, and difficult question-answer activities. Among the advantages of the hybrid model are more effective communication, increased success in education, and providing a qualified working environment. Among the disadvantages are problems arising from technological disruptions, the teacher being alone in solving problems, and the instant transfer of the teacher's behaviours to the external environment. Among the advantages of simultaneous and differential-timed co-response are fewer technological disruptions and being able to benefit from different learning environments. The disadvantages include a lack of attention to the educational content. Immediate feedback and the elimination of obstacles due to the environment and discussion environment are among the advantages of simultaneous education, while there

are problems in exam evaluation, the problem of supplying technological tools, and the possibility that the lesson time is not suitable for the student [71]. The absence of time and place barriers, the participation of everyone in education, and the more comfortable participation of shy students are among the advantages of asynchronous education.

In a study evaluating the learning environment in terms of students, it is seen that higher education students state the advantages of distance education as saving time, the opportunity to study at a university away from home (another city, or another country), the opportunity to combine work and learning, and reduced transportation costs. In the research, students outlined the disadvantages of distance education: loss of social ties due to lack of communication with peers, feelings of fatigue caused by excessive use of information and communication tools, and greater sensitivity to various sources of distraction [72]. In another study, university students evaluated the distance education environment and stated that they experienced increased frustration and decreased responsibility and feelings of commitment in the rapid transition to distance education [73]. In another study, the perspectives of university students on the distance education process were examined in terms of the effect on the learning environment, participation, participation preference, and learning skills at home. As a result of the research, it was revealed that the perceptions of students regarding the home learning environment vary across countries, and the participation, participation preference, and learning skills are shaped according to different cultural backgrounds [74].

4.9. Discussion on the Question of 'Additional Training Needs and Expectations on the Gifted Education Programme for Teachers'

Among the additional opinions about the gifted education programme that can be given to the teachers participating in the research are that crowded classroom environments should be organised, education for parents should be given, and more importance should be given to the education of gifted students in our country; training for creating activities for gifted students should be provided, resources should be provided for teachers and gifted students, educational content should be determined according to the interests and abilities of gifted students and should be regulated, the economic concerns of the families of gifted students about their education should be eliminated, and co-operation should be sought with teachers who are experts in their fields for gifted students. In a study with teachers, it was stated that the attitudes of teachers who received training on gifted students were more positive [75]. Due to the characteristics of gifted children (such as learning speed and depth), the teachers should also have different characteristics and competencies.

5. Conclusions

Primary school teachers have training needs for the education of the gifted child. The purpose of the teachers' gifted education programme is to grant the ability to distinguish gifted students, create awareness in teachers, provide education and training methods to be used in the education of gifted students, and provide skills to create teacher–parent co-operation. The education to be given will be effective if it is given in the face-to-face and distance education model, that is, in the form of a mixed model.

The gifted education programme for teachers, if completely distant, can be effectively achieved through online communication tools in the form of questions and answers, through sample applications, with the help of audio and video programmes, by providing an exchange of ideas, and by working to increase attention and motivation. In addition, the hybrid model can be effective if given simultaneously and at different times.

When the gifted education programme for teachers is given simultaneously and at different times, the most important advantages are fewer technological disruptions and the ability to benefit from different learning environments. The educational content is not attractive. However, among the most important advantages of the hybrid model are more effective communication, increased success in education, and a qualified working

environment. As a main result, when the gifted education programme for teachers is given in the hybrid model, it is more effective than other models.

This research was carried out with a qualitative research method, and the teachers' opinions were evaluated. It is thought that conducting similar studies with quantitative methods and large-scale study groups, as well as evaluating the training needs and expectations of students and parents on distance education and gifted education, will contribute to the field. Finally, since distance education can be used in training primary school teachers to work with gifted children, it constitutes an important opportunity in a sustainable structure.

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