

Special Issue

Teaching and Learning for Gifted and Advanced Learners

Message from the Guest Editor

The teaching and learning of advanced learners has evolved with the exigencies of Generation X (from 1985 to 1980), Millennials (from 1981 to 1996), and Generation Z (from 1997 to 2012). This Special Issue explains how researchers and educators observe changes in learning and teaching pedagogies over time. It features the typically effective and creative teaching and learning strategies that are befitting of advanced learners growing up in digital times while building upon the classical foundations of curriculum designs for gifted learners. This Special Issue will strengthen the fundamental development of high-order thinking and guide advanced learners towards discovery learning and the independent search for realities in life.

Guest Editor

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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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