

# **ACTION RESEARCH AS STRATEGY FOR LEARNING OF GIFTED AND TALENTED PUPILS**

**Dean Iliev PhD., Full Professor  
University St. Kliment Ohridski Bitola  
Faculty of Education Bitola**

## **АКЦИОНА ИСТРАЖИВАЊА КАКО СТРАТЕГИЈА УЧЕЊА ДАРОВИТИХ УЧЕНИКА**



**Ред. проф. д-р Деан Илиев  
Универзитет „Св. Климент Охридски“- Битола  
Педагошки факултет Битола**

# Structure of the speech

Introduction

About giftedness and talent

About gifted and talented pupil as researcher/  
action researcher

About gifted and talented pupil action research as  
teaching and learning strategy

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# About introduction

**The work with talented and gifted seeks originality in the:**

**Perception of** the planning of the work, realization and also in evaluation of the gifted and talented,

**Establishment of** creative and original solutions in diagnosing giftedness and talent, finding specific ways of work with them,

**Design of** specific methodology for following of their achievement, progress and success

# About giftedness and talent (1)

- “...gifted pupils are those who require greater breadth and depth of learning activities and extended opportunities across the curriculum in order to develop their abilities.” (Maira Thomson)
- “The various definitions of giftedness range from the general (e.g., extraordinary intellectual ability or high IQ score) to the specific (e.g., precocity in specific disciplines such as mathematics), but nearly all definitions include reference to distinction or extraordinary accomplishment in the field.” (*Encyclopedia of Giftedness, Creativity, and Talent*)

## About giftedness and talent (2)

“Gifted and talented children are those identified by professionally qualified persons who, by virtue of **outstanding abilities**, are **capable of high performance**. These are children who **require differential educational programs** and/or services beyond those provided by the regular school program in order to realize their contribution to self and the society.”(Marland Definition )

“It is even more important these days for students to **be able to critically evaluate information and information sources** ...” ...”(Mason L. in Norris and Phillips, 1994)

# About gifted and talented pupil as researcher/ action researcher

“As student researchers pursue such a reflective relationship to their everyday experiences, they gain the ability to explore the hidden forces that have shaped their lives.” (Kincheloe L.J. and Steinberg R. S.)

“Pupils can effect change in their own school or college by making sure that the teachers who make the decisions know exactly what pupils think and what they want, as a result of pupil-led action research.” (Cheminais R)

“...Action research are activities of “group of pupils” which “...involves investigating or exploring the issue further by undertaking research, to gather evidence in the form of information (data), which is analyzed and interpreted to reach a conclusion and make recommendations, to inform decision-making, in order to bring about the right change or improvement for the benefit of the pupils concerned” (Cheminais R)

## ***Table Using of action researches from gifted and talented pupil in relation to research the classroom and curriculum***

<b><i>In relation to:</i></b>	<b><i>Pupil as action researcher, depend of their talent and giftedness:</i></b>
Selecting of focus/ problem	Instead of group interest, can start according individual decision.
Participatory / collaborator decisions	Instead of “being included”, selecting research partners.
Research paradigms	Instead of positivistic perception of the “knowledge and curriculum”, can perceive on interpretative and critical way.
Research designs	Instead of focusing on description, can select, use and combined different research designs.
Research techniques	Instead of using of structured instrument for data gathering, can create and use non-structured and narrative research instruments.
Data collection process	Instead of waiting to be engaged, can take an action and organize it.
Data analyses	Instead of using “basic” methods, usage of triangulation.
Writing report	Instead of schemas, usage of creative, non-structured reports.
Results presenting methods	Instead of using standardized academic method for presentation, using the practical benefit, usage and usefulness of the results.
Using the results	Instead of only “use” of the results, criticize, change and enquire results.
...	...

# About gifted and talented pupil action research as teaching and learning strategy

- “**Problem-solving** may seem to be a rather specialized part of thinking. But if we change the name **to 'dealing with a situation', 'overcoming an obstacle', 'bringing about a desired effect', 'making something happen'**, then it can be seen that the thinking involved is very much the thinking that is involved in everyday life even though the actual problems may appear exotic (page 11).“
- “**...students need to take control of their learning** by developing the capacity to self-assess...” (Weinbaum A. at all.)



## ***Table Using of action researches from gifted and talented pupil in relation to teaching***

<b><i>In relation to:</i></b>	Pupil as action researcher, depend of their talent and giftedness:		
	<b>Learn</b> about (to know):	<b>Think</b> about (to solve)	<b>Act</b> about/on (to change)
Teaching methods	X	X	X
Teaching strategies	X	X	X
Behavior of teacher	X	X	X
Character of the curriculum	X	X	X
Relationship among classroom participants	X	X	X
Using media	X	X	X
...	X	X	X

# *Table Using of action researches from gifted and talented pupil in order to learning*

<i><b>In relation to:</b></i>	Pupil as action researcher, depend of their talent and giftedness:		
	<b>Learn</b> about (to know):	<b>Think</b> about (to solve)	<b>Act</b> about/on (to change)
Learning methods	X	X	X
Learning strategies	X	X	X
Learning styles	X	X	X
Learning disabilities	X	X	X
Learning preferences	X	X	X
Learning underachievement	X	X	X
Learning motivation	X	X	X
Learning communications	X	X	X
...	X	X	X

# Conclusion

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# Directions for discussion

*For the teachers*

Are the teachers prepared to use action research as research method in their classrooms?

Are the teachers prepared to use benefits from the pupil action research in their classrooms?

Are the teachers prepared to use benefits from the gifted and talented pupil action research in their classrooms?

...

*For all pupils in the classroom*

Are the pupils prepared to use action research during learning?

Are the pupils prepared to use action research during teaching?

Are the pupils aware of the possibility to conduct action research?

Is it possible to believe that pupils can create their learning processes?

...

*For gifted and talented pupils*

**WHY PUPILS ACTION RESEARCH AS TEACHING AND LEARNING STRATEGY???**

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