



CONCEPTUAL UNDERSTANDINGS OF SEVENTH GRADE GIFTED STUDENTS REGARDING SEVERAL SITUATIONS INVOLVING CHEMICAL CHANGES

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Abstract

Concept teaching in gifted children comes out as an issue which needs to be focused on. The main institutions which support those children in addition to their school life in Turkey are Science and Art Centers (SACs). Thus, the studies conducted in SACs with gifted children are significant. In this study, it is aimed to investigate the conceptual understandings of middle school 7th grade gifted students regarding several situations involving chemical changes from daily life. The study was conducted with 37 students who attended 2 different SACs in the western part of Turkey in spring term, in 2014-2015 academic year. In data gathering, a test which consisted of 3 open ended questions developed by the researchers was utilized. Collected data was analyzed via content analysis and quantified by calculating frequencies. The findings of the study are expected to contribute to the educators by providing ideas related to the design of teaching activities of those students.

Keywords: Chemical change, daily life, SACs.