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Gifted Students about Effective School Practices: Lessons Learned from Emergency Remote Education[1]

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Abstract *This qualitative study investigates the educational experiences and perspectives of gifted students in Serbia during emergency remote education (ERE). Semi-structured interviews addressing effective and ineffective school practices were conducted with gifted students (19 students from elementary schools and 11 from secondary schools), who were selected based on recommendations from school counselors due to their exceptional abilities and achievements. Through qualitative content analysis we identified six categories highlighting effective and engaging practices, such as provisions for the gifted, video conferencing, and the use of learning management systems (LMS). Conversely, seven categories referred to disengaging factors, including traditional teaching methods, limited interaction, inadequate educational support, challenges with assessment monitoring, compliance with epidemiological measures, and insufficient individualization in regular classes. Despite these challenges, many students showed understanding towards teachers and did not express negative feelings regarding the lack of enrichment and support. Notably, students valued teachers' responsiveness when initiating contact. The study concludes that gifted students were not sufficiently recognized as a vulnerable group during ERE, often needing to self-organize amidst the educational disruptions caused by the pandemic. The findings underscore the necessity of ongoing teacher education in implementing engaging teaching*

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methods across all student groups and supporting gifted students in virtual, hybrid, and traditional learning settings.

Keywords: *gifted students, emergency remote education (ERE), qualitative content analysis, effective school practices, provisions for the gifted.*

Introduction

The COVID-19 pandemic represents one of the most significant global disruptions to regular education in recent history, creating varied impacts on different actors and levels of education (Donnelly & Patrinos, 2021; Reimers, 2022; UNESCO, 2020). While an abundance of literature has discussed the effects of school closures and different modalities of emergency remote education (ERE) on students in general, as well as on students with disabilities (e.g. Azevedo et al., 2022; Thorn & Vincent-Lancrin, 2022), little is known about the experiences of gifted students. Moreover, many studies acknowledged teachers' perspectives (e.g. Guilbault & McCormick, 2022; McCormick & Guilbault, 2023), leaving the gifted students' perspectives underrepresented. This paper aims to fill this gap by exploring gifted students' educational experiences and their perceptions of effective and ineffective school practices during ERE. Additionally, it highlights lessons learned from ERE that can be applied in regular circumstances to better support gifted students.

Education of gifted students

There are different definitions of giftedness, but in this paper, we rely on a multidimensional developmental approach and conceptualize it as an exceptional achievement that results from the interaction of different psychological characteristics, such as above average ability, high levels of task commitment and creativity (Altaras, 2006; Renzulli, 2005). We consider giftedness as a specific case of mental development governed by all the general laws of mental development, and we focus on practices which stimulate and support the process of development and thus allow the manifestation of giftedness, production and creation (Krnjaić, 2002).

Empirical research showed that gifted students have higher academic intrinsic motivation, are more persistent and autonomous, master vast amounts of knowledge and prefer more complex, intellectually demanding tasks, compared to their non-gifted classmates (Altaras Dimitrijević & Tatić Janevski, 2016; Bergold et al., 2020; Gottfried & Gottfried, 2004; Juriševič, 2017; Krnjaić, 2019; Potvin & Hasni, 2014; Rimm et al., 2018; Wirthwein et al., 2019). Even though they have some distinctive characteristics compared to their non-gifted peers, gifted students are not a monolithic group (there are gifted underachievers, gifted from low SES families, from disadvantaged backgrounds living in the provinces and underdeveloped areas, gifted of different levels of self-regulation, etc.). They all need appropriate support and flexible individualized guidance (Betts & Neihart, 1988; Altaras Dimitrijević & Tatić Janevski, 2016; Renzulli, 2005).

Usual forms of support for gifted education are acceleration, enrichment and ability grouping. Enrichment in the form of extracurricular activities or differentiation within regular classes is the most common form of programming for advanced students. However, in practice, it has been shown that teachers struggle with proper differentiation and thus the gifted students are often neglected or given insufficiently stimulating tasks, just to be occupied with something (Placker & Callahan, 2014; Winner, 1996). Furthermore, extended research shows that teachers tend to focus on students with learning difficulties, holding to a belief that gifted students do not need individualisation (Brighton et al., 2005). Finally, it is questionable if teachers are educated enough to recognize and identify gifted students, as they typically stick to the frame of the cognitive domain, especially with respect to academic achievement (Golle et al., 2023).

Effective educational practices for gifted students

Effective practices that stimulate thinking and create higher-order learning opportunities are crucial for all students, especially gifted learners. Evidence-based practices, such as active learning in 'smart contexts', as well as individualised education (e.g. APA, 2015; Betts & Neihart, 1988; Ivić et al., 2002; Plucker & Barab, 2005) facilitate mastery of knowledge, cognitive development, critical and creative thinking, as well as student wellbeing. An ideal learning environment for gifted students involves infrastructure, resources, laboratories, libraries, flexible programs, dedicated teachers/mentors, and peer interactions. Engaging interested students in science programs and seminars, based on giftedness models and research (e.g. Heller, 2007; Potvin & Hasni, 2014; Subotnik et al., 2012; Van Tassel-Baska & Little, 2017), is one of these effective practices. In Serbia, the Petnica Science Centre's programs, which emphasize knowledge co-construction and peer education, enable students to explore scientific disciplines and engage in research, fostering expert thinking in adolescence (Krnjaić, 2019).

Digital technology tools offer advanced learning opportunities for gifted students, particularly those in rural areas, by providing accessible content and flexible, self-paced online learning (Adams & Cross, 1999/2000; Olszewski-Kubilius & Lee, 2004; Periathiruvadi & Rinn, 2012; Van Tassel-Baska, 2021; Wallace, 2005). Self-regulatory skills such as attention, self-organization, self-control, planning, and memory strategies can be enhanced through direct instruction, modeling, support, and classroom organization (APA, 2015; Stoeger et al., 2015). Teacher support, including clear, explanatory, and timely feedback, along with meaningful peer communication, is crucial for effective online classes (Minstrell, 2001; Potts, 2019). Two decades of research indicate that while remote learning can complement or substitute existing school programs or homeschooling, it cannot however fully replace the classroom learning experience (Olszewski-Kubilius & Lee, 2004).

Gifted students and ERE

Remote education delivered in pressing circumstances should be distinguished from remote education in regular circumstances (Hodge et al., 2020). The shift towards

online learning during ERE presented a challenge in terms of the technology infrastructure, effective teaching methods and organization of teaching. This means that findings about effective practices for gifted students in online settings need to be reconsidered and verified in a pandemic situation.

The Covid-19 pandemic affected the learning process, interpersonal relationships and well-being of gifted students; they generally perceived a lower quality of learning compared to regular circumstances (Podlogar et al., 2024; Krnjaić & Simić, in press). They experienced obstacles during ERE, as well as less involvement in enrichment activities (Hyseni Duraku & Hoxha, 2021). Teachers and parents in the USA share the opinion that regular education failed to provide enough challenges and enrichment opportunities for gifted students (Wolfgang & Snyderman, 2022). As opposed to organized extracurricular activities, students had more opportunity to practice hobbies, different creative activities and explore their interests independently (Juriševič et al., 2024; Krnjaić & Simić, in press). Gifted students in Saudi Arabia also reported a generally negative attitude towards online learning during the pandemic, describing it as inadequate, inefficient, and limited in its opportunities to promote student interaction and discussion (Alshehri, 2022).

When it comes to specific effects, the empirical findings are not coherent, and some studies have indicated that students' academic motivation didn't change significantly. Samsen-Bronsveld and associates (2023) found that gifted elementary school students' well-being and motivation did not decrease during the pandemic, as they successfully self-regulated their schooling and everyday life. Studies conducted in Croatia, Serbia and Slovenia showed that perceived subjective experiences are diverse; more precisely, three groups of secondary school students were identified – those who experienced decreased, no change in, or increased academic motivation with specific patterns in school learning, extracurricular activities and everyday life. Overall, students perceived that pandemic and organizational changes affected their academic motivation, working habits, acquired knowledge and competences even if they had no effect on school achievements and grades, and had a remarkable negative effect on peer relationships (Juriševič et al., 2024; Krnjaić & Simić, in press). However, for some adolescents the crisis was not solely a risk or turmoil, but also an opportunity to thrive (Nikitović et al., 2023).

Context and aims of the study

In Serbia, from March 2020, during a strict lockdown, all schools closed, shifting to ERE (Ministry of Education, Science and Technological Development of the Republic of Serbia, 2020). Over time, various hybrid teaching forms were introduced, with first-cycle elementary students mostly attending in person. By April 2022, all schools in Serbia returned to in-person teaching.

Soon after the lockdown, a comprehensive study done with representatives of almost all schools in Serbia showed that about one percent of students were not covered by ERE (UNICEF, 2020a). In other studies, students and parents, however, provided somewhat less favorable estimations (e.g. UNICEF, 2020 b, c). Besides poor technical conditions and the low digital competencies of teachers, the most pronounced challenges in the delivery

of online classes were: teachers' unrealistic requirements, unadjusted and unengaging teaching methods, lack of additional support, lack of formative assessment and difficulties in objective grading, and poor communication (see e.g. Belgrade High Schools Forum, 2021; Džamonja, 2021; Jovanović & Dimitrijević 2021; Kovač Cerović et al., 2021; Krnjaić et al., 2023; Mojović et al., 2021; Simić, 2024; Spasenović, 2021; Stančić & Senić Ružić, 2021; Vasojević, Kirin, & Vučetić, 2021; UNICEF, 2020c; Union of Serbian Class Teachers, 2020).

However, at the time of realizing this research there were no extensive qualitative studies published in Serbia that explored the experiences of diverse actors in education and the effects of ERE on students (with the exception of Kuzmanović, 2022, published in late 2022). A qualitative study on education during the Covid-19 pandemic in Serbia, conducted within the framework of international collaboration with the Institute for Social Research in Zagreb (IDIZ) and the Faculty of Pedagogy, University of Ljubljana (Institut za psihologiju, 2022), brought together the perspectives of the most relevant actors of the educational system: students, parents and teachers, including students with learning difficulties, students from low SES families and gifted students. This paper relies on part of the data collected through this study and focuses on the experiences of gifted students.

While systematic identification procedures for gifted students are lacking, the need for their support is recognized in the legal framework of the Republic of Serbia (Ministry of Education, 2023; Ministry of Education, Science and Technological Development of the Republic of Serbia, 2021). Enrichment programs for gifted students are implemented within the regular education system, primarily through preparation for subject-related competitions, additional classes, or extracurricular activities led by teachers or mentors, and occasional involvement in programs and projects (Bogunović & Krnjaić, 2013). Gifted students can also be included in an individualized educational plan (IEP 3) tailored to their educational needs (Altaras Dimitrijević & Tatić Janevski, 2016). During the pandemic, organizational changes directly impacted the educational opportunities and experiences of gifted students. Most extracurricular activities, programs, seminars, and competitions were canceled, postponed, or moved online. However, no specific instructions for working with gifted students were provided in official institutional announcements during the emergency circumstances.

Knowing the specificities of this group of students, who frequently lack support and face high risks of additional neglect during crises, our main aim was to understand gifted students' educational experiences and perceptions of effective and ineffective school practices during ERE. Based on results, we aimed to formulate recommendations for the education of gifted students in Serbia, both under regular circumstances and during periods of crisis.

Methodological framework

Recruitment procedure and participants

In the period April–June 2022, a nationally representative sample of 37 (elementary and secondary) schools was selected for the study. In the next step school counselors or,

in rare cases, teachers were asked to nominate students who were identified as gifted, with an individualized educational plan (IEP 3), and/or demonstrated exceptional abilities and achievements in one or more areas (such as competing at the national or international level in any field, receiving awards in national or international competitions/shows/contests, or producing exceptional work in the area of their giftedness).

Thus, 30 gifted students were selected, 19 gifted primary school students and 11 secondary school students, of which 40% female (Table 1). All students from the first cycle of primary education (grades 1-4) attended the 4th grade at the time of data collection (10 years old), while students from the second cycle (grades 5-8) attended predominantly the 7th grade (13 years old).

Table 1
Structure of participants by gender and educational cycle

School level/ cycle	First cycle of elementary	Second cycle of elementary	Secondary	Total
Male	5	6	7	**18**
Female	3	5	4	**12**
Total	**8**	**11**	**11**	**30**

Data collection and analysis

Semi-structured interviews with students were conducted by experienced researchers, psychologists, in schools face to face, respecting all epidemiological measures. Previously, parents'/legal guardians' written consent, students' oral consents and teachers' agreements had been received. The interview guide covered various themes related to experiences of schooling during the pandemic, as well as out-of-school and family life. For this paper we focused on gifted students' accounts of effective and ineffective school practice – their answers to the questions about teaching methods in regular classes and potential cases of differentiation of materials or activities, and school staff doing additional work with them during the pandemic (e.g. Did your teachers and/or someone else from the school work extra with you during the pandemic?; Did your teacher adjust the teaching and materials during the pandemic?).

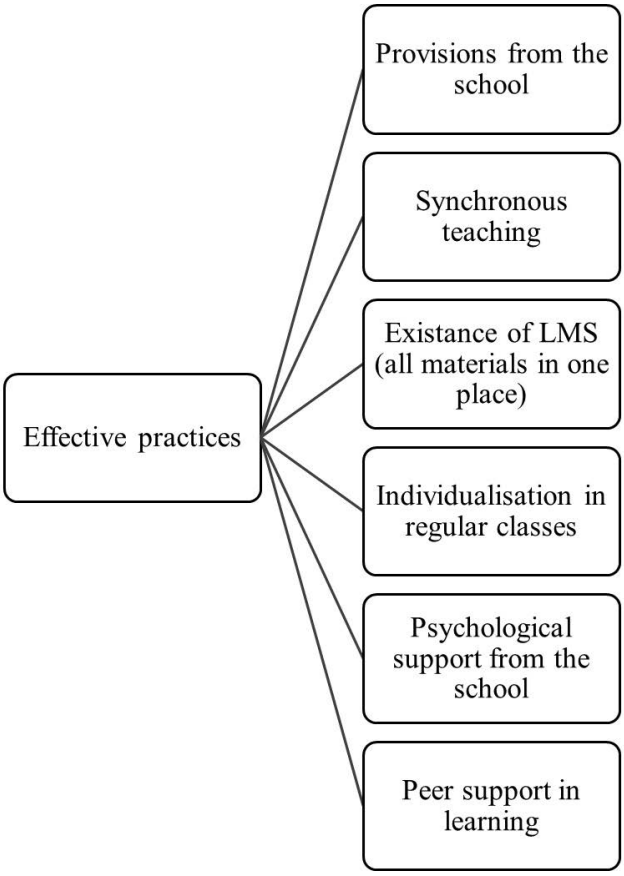
The interviews lasted between 15 and 45 minutes and were recorded, transcribed and stored in MAXQDA Analytics Pro 2022 software for further analyses. We analyzed the data using qualitative content analysis, a method that involves a systematic way of explaining and then quantifying phenomena (Elo & Kyngäs, 2008; Elo et al., 2014; Schreier, 2012). We mainly approached the data inductively, striving to ensure that the findings reflect the specificities of our participants' educational experiences during the pandemic. The coding scheme was organized in such a way as to address the main research questions: what are effective and what are ineffective school practices, that is – what gifted students perceive as engaging and disengaging practices during ERE. Open coding and the initial phases of organizing data were done by two researchers together, so their coding schemes were attuned.

Results

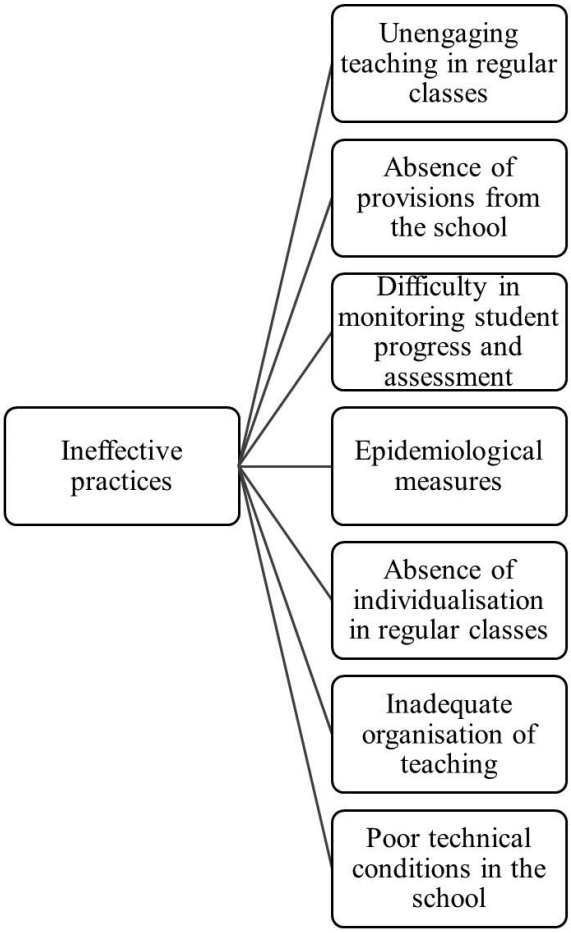
The final coding scheme, a product of an iterative and collaborative process, consisted of two core categories: effective and ineffective school practices. The first category comprised six subcategories (Scheme 1), while the latter included seven subcategories (Scheme 2). Although our focus was on school and teacher practices, our participants also recounted effective practices related to family (technical and educational support by parents and relatives, or private tutors). In some cases, these practices had compensatory functions, meaning they complemented (lacking or insufficient) school practices, however, they will not be elaborated in detail in further discussions.

Scheme 1

School practices perceived by gifted students as engaging and effective



Scheme 2
School and practices perceived by gifted students as unengaging and ineffective

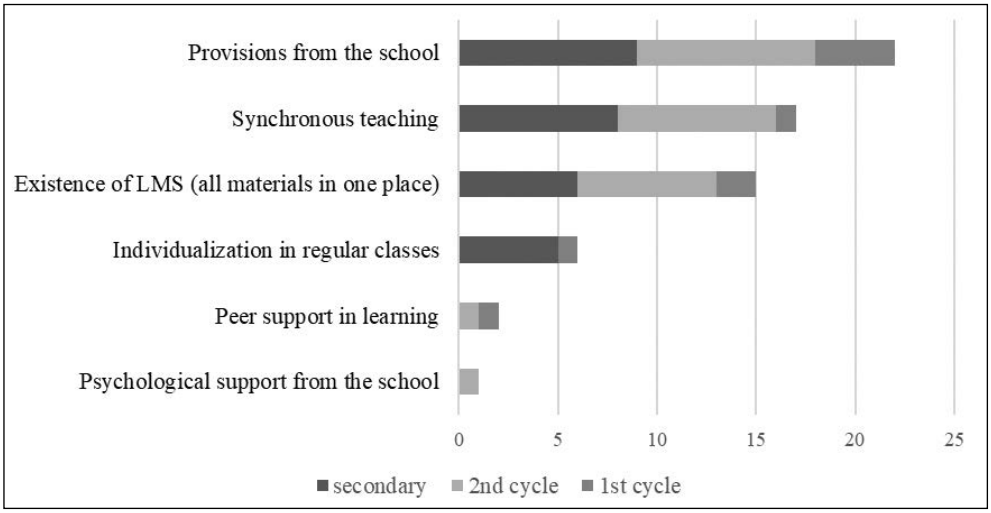


As a whole, in gifted students' narratives, positive accounts – that is, narration about effective practices – prevailed ($f = 79$). A more detailed description of the categories and the most representative quotes are presented in the following two sections.

Positive accounts: effective practices

Gifted students recounted effective, engaging practices related predominantly to teacher support and to a lesser extent to support from peers and a school counselor (psychologist) (Graph 1).

Graph 1
Frequency of effective practices (number of interviews, sorted from the most frequent ones)



Gifted students positively assessed *provision for the gifted* – different kinds of extra activities specifically provided for them (category present in 73.3% interviews) and *engaging teaching methods,* particularly video conferencing – synchronous classes (58.6%) and using a Learning Management System (LMS) such as Google Classroom or Moodle (51.7%). Provision for the gifted was in the form of additional group or individual classes (in-person or online) or posting extra materials in LMS. Additional classes were sometimes organized for all students interested in certain subjects (like chemistry and informatics or foreign languages), not exclusively for the gifted. In fact, gifted students did not expect nor require extra support specifically geared towards them; they appreciated any communication with teachers and their prompt and individualised feedback, as explained in the following example:

> *"One professor was not satisfied with the way the material was being adopted and she organized some additional classes outside of school in order to explain some things a little more thoroughly to those of us who were interested in her subject, or to clarify something that was not clear to us. Or she would tell us some new things."* (Male student, secondary vocational school)

Concerning *synchronous teaching*, some gifted students, especially older ones, pointed out that some online forms should be included in further regular classes as examples of good (effective) practice, as elaborated in the example below:

> *"I even think that when this whole situation is over, that part of online classes, online classrooms, will remain as a forum for additional material for students, which seems perfectly OK to me. I know it's hard to send the material and teach the class, but so far it has turned out that it suits the students quite well because*

they follow the class when it's live and then back in the classroom." (Male student, high school)

Students highly valued flexibility and individualization in regular classes. This form of effective practices was most frequently reported by secondary school students. They appreciated the creative, flexible approach of teachers in the preparation and organization of teaching, as expressed below:

"The chemistry teacher, for example, had a camera and then he would record all the lessons and upload them to YouTube, and then it's much easier to learn from there when we have a live lesson, and that person looks at the camera and everything is really nice to see. He conceptualized it all nicely and it was great chemistry learning." (Male student, high school)

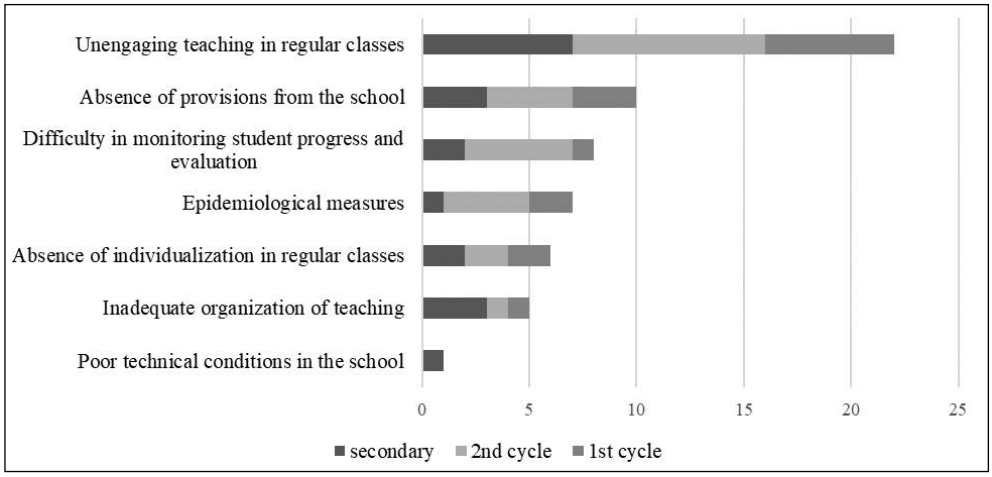
The youngest students show gratitude to their teachers when they get appropriate extra support such as "more difficult assignments to solve" during regular classes and when teacher guide and monitor their work, as elaborated below:

"If I don't understand something, she (the teacher) explains it to me, and then she gives me a similar task to solve. She helps me with math, I have extra lessons every day. I am satisfied". (Female student, first cycle of primary school)

Negative accounts: ineffective practices

Compared to positive accounts, gifted students referred less to negative practices, but they were aware of examples of shortcomings and limitations that hindered learning during the pandemic (Graph 2).

Graph 2
Frequency of ineffective practices (number of interviews, in descending order of frequency)



Focusing on the learning process, our participants clearly stated that transmissive unengaging methods were the greatest obstacle to their motivation and learning. In cases when there were no synchronous classes, all students were given written assignments, and while gifted students did not have difficulties in completing them, their motivation and enthusiasm decreased, and in some cases, they even noticed how incomplete their knowledge was, as expressed in the following examples:

> *"They (teachers) just send some homework to copy from the book. Then it gets lost somewhere among so many different documents they sent to us."* (Male student, second cycle of primary education)

> *"Some teachers now, especially during that first year, it was very difficult for them to communicate with the students and that was somehow the biggest problem. That's why I now have patchy knowledge."* (Male student, second cycle of primary education)

Students also reported an *absence of provisions for the gifted,* including preparations for competitions. Some competitions were canceled, while some were moved into digital format; however, students missed information about organizational changes, and they missed adequate preparation. In general, some of them stated that even in regular circumstances additional support is limited to preparation for the competitions a few weeks before the competitions. There is also a problem when students interested in a particular subject, who do not intend to participate in the competition, are excluded from extra classes.

> *"Extra support exists by some teachers, while by others it doesn't. But it's not only in my high school, it happened to me in primary school as well, when the teacher called me a week before the competition. And I'm like "okay, learning everything in a week doesn't work" but okay."* (Female student, high school)

Despite a lack of individualization during regular classes and lack of additional support, many students showed understanding for teachers and had not developed negative emotions due to insufficient enrichment and support. Students *lacked guidance and monitoring* by the teacher to facilitate understanding and mastery of the material to be learned during ERE. Classes were shortened and they lacked communication and feedback from teachers. They complained about the lack of control, both in learning and in knowledge evaluation, but at the same time they showed understanding for teachers and gratefulness for teachers' responsiveness when they initiated contact. Similar observations were noted when students spoke about the *organization of teaching* – although confusing schedules and different types of engagement in different subjects made it more difficult for gifted students to organize their time and studying, they showed understanding and pointed to improved organization after several months of the pandemic.

> *"I didn't want to bother them with my needs and wishes because I simply believe that they were burdened terribly."* (Male student, high school)

Epidemiological measures, that is, wearing masks and maintaining distance, were highlighted especially by primary school students as a significant barrier, as masks were "annoying" and had a detrimental effect on their concentration and mood in the classes. However, as one student said about epidemiological measures:

> *"It's not really great because we wear masks, but it's not difficult either, it's certainly better than online."* (Female student, second cycle of primary education).

Discussion

In this paper we sought to understand gifted students' educational experiences during the pandemic and to identify school practices that proved to be effective or ineffective in times of crisis. Qualitative content analysis of primary and secondary school students' accounts showed that positive assessments prevailed, suggesting that the effects of ERE on gifted students were not exclusively negative, as already pointed out in some papers (Juriševič et al., 2024; Krnjaić & Simić, in press; Samsen-Bronsveld et al., 2023).

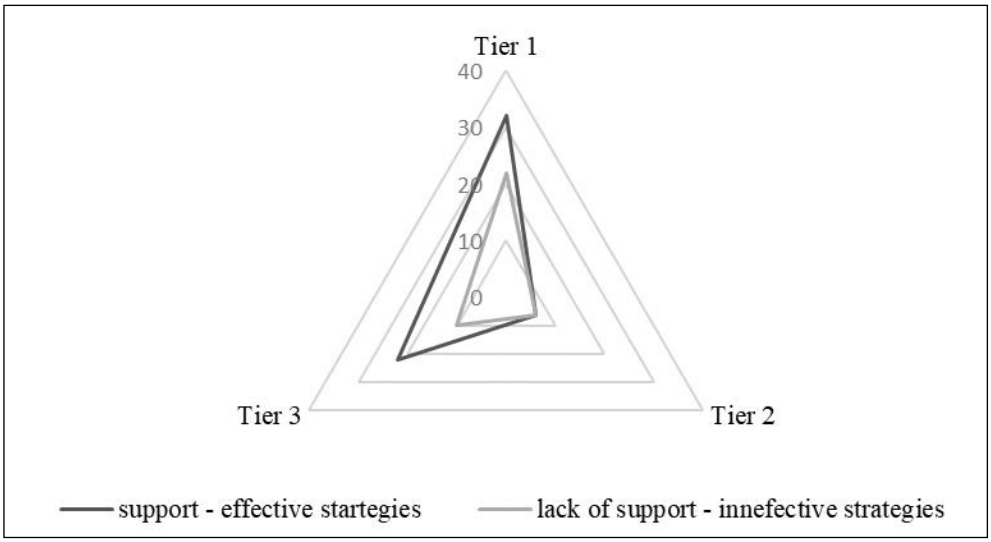
Certain school practices proved to be engaging and beneficial to gifted students, while certain practices should be skipped in both emergency and regular circumstances as they hamper gifted students' learning. Gifted students positively assessed interactive teaching methods as opposed to transmissive methods and expressed positive views of synchronous classes where they experienced an instructional approach and communication similar to those in regular in-person classes. Interaction with teachers enabled differentiation and individualization and was important and formative for them. Having all materials placed on LMS, which could be accessed at any time, also helped them organize their time and learning effectively. Individualisation during regular classes was also recognised as an effective practice, but like psychological support and peer learning, it seems that its potentials have not been used enough. In addition to school practices, family support – in technical, instructional and psychological terms, positively contributes to gifted students' learning in times of crises, especially the youngest ones.

As our focus was on school practices, relying on multi-tier support models (e.g. Lewis et al., 2010), we classified effective school and teacher practices into three categories, depending on intensity and type of support to learners. Tier 1 refers to prevention efforts, regular practices which are considered to be universally effective for all students. In our case these are a selection of interesting learning materials (available through LMS) and interactive teaching methods in regular classes (synchronous teaching). Tier 2 refers to support targeting a specific population – in this case, gifted students, in regular classes, typically through individualisation. Tertiary support (tier 3) is typically provided through individual counseling, tutoring (group or individual extra classes) and – in our case, through preparations for competitions. Unengaging teaching methods, lack of individualisation and provisions outside regular class hours can be perceived as the other side of the coin.

If we compare students' accounts of these three tiers of (lack of) support, we can see that individualisation (tier 2) is rarely applied. Students recognize as effective those

strategies that are engaging for all, and strategies that teachers apply only with them in extra classes. Moreover, based on prevalence in students' accounts, it seems that students see higher value in high quality teaching in regular classes and provision of available engaging learning materials, than in extra support outside regular class hours.

Graph 3
Frequency (in interviews) of effective and ineffective three-tier support practices



Conclusion and implications

During ERE, the importance of effective teaching and learning methods was somewhat neglected due to concerns for epidemiological measures and technical provisions, while gifted students were not recognized as deprived. Moreover, gifted students took on much of the responsibility for their own learning and demonstrated understanding for their teachers, believing that they were too burdened to provide additional help to them. As gifted students usually have well-developed self-regulation and intrinsic motivation, they managed to organize their studying despite confusing schedules and a lack of engaging and enriching materials and activities.

In our attempt to ensure the ecological validity of the study within limiting circumstances, we encountered two challenges. Given that there are no formal systemic identification procedures in Serbia, gifted students in this research were identified and recruited according to the assessment of school counselors. The research covered the experiences of students over a long period, encompassing different epidemiological waves with a diverse set of measures and forms of schooling which might have affected their reports based on the retrospective recall. Despite these limitations, it is possible to draw relevant conclusions and derive practical implications.

The findings indicate that it is necessary to continuously educate teachers to apply scientific ideas and concepts and the best teaching methods in their work with all students. Interactive, engaging teaching methods would help not only the gifted, but all students to thrive in both regular and emergency circumstances, so they should be prioritized in pre- and in-service teacher training. Once regular teaching is of high quality, teachers' capacities to understanding gifted education and to implement effective strategies to support gifted students in virtual, hybrid and in-person learning environments is crucial. Providing extra support throughout the school year and not only for those preparing for competitions, but for all interested students is vital. It is also necessary to offer gifted students a variety of appropriate instructional extracurricular and out-of-school provisions. There is still a need for continuous efforts to improve teachers' competencies to adjust materials, activities and assignments to gifted students' needs and capacities, and to use the potentials of peer learning and project-based learning. It is important that schools develop a plan of teaching in emergency circumstances and necessarily include the action plan for supporting gifted students, so they could be better prepared for potential similar situations in the future. From a scientific point of view, for a more reliable and comprehensive picture of effective school practices for gifted students in regular or remote learning settings, future studies should explore and acknowledge the perspectives of teachers, and even gifted students' parents.

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Daroviti učenici o efikasnim školskim praksama: čemu nas je naučilo obrazovanje na daljinu tokom pandemije

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Apstrakt *Ovo istraživanje proučava obrazovna iskustva i perspektive darovitih učenika u Srbiji tokom obrazovanja na daljinu u vreme pandemije (ERE). Daroviti učenici su izabrani na osnovu izuzetnih sposobnosti i dostignuća po preporukama stručnih saradnika škola. Uzorak je uključivao 19 učenika osnovnih škola i 11 učenika srednjih škola, ciljano izabranih radi osiguranja homogenosti. Putem polustrukturisanih intervjua, istraživani su različiti aspekti života učenika tokom pandemije, a u ovom radu posebno se bavimo kvalitativnom analizom efikasnih i neefikasnih školskih praksa. Tematska analiza otkrila je šest tema koje ističu efikasne i angažujuće prakse kao što su dodatna obrazovna podrška, video-konferencije i korišćenje sistema upravljanja učenjem. Suprotno tome, osam tema identifikovalo je faktore koji doprinose odsustvu angažovanja, uključujući tradicionalne metode nastave, ograničenu interakciju, neodgovarajuću obrazovnu podršku, izazove u praćenju ocenjivanja, pridržavanje epidemioloških mera i nedovoljnu individualizaciju u redovnoj nastavi. Uprkos ovim izazovima, mnogi učenici su pokazali razumevanje prema nastavnicima i nisu izražavali negativna osećanja zbog nedostatka obogaćenja i podrške. Napomenuto je da su učenici cenili responzivnost nastavnika prilikom iniciranja kontakta. Mlađi učenici su dobijali podršku porodice, dok su učenici srednjih škola unapredili veštine samoregulacije i usvojili nove strategije učenja. Studija zaključuje da daroviti učenici nisu dovoljno prepoznati kao ranjiva grupa tokom pandemije i da su često bili primorani da se sami organizuju. Rezultati ukazuju na neophodnost kontinuirane edukacije nastavnika u primeni angažujućih metoda u nastavi za sve grupe učenika i podrške darovitim učenicima u uobičajenom i virtuelnom, hibridnom obrazovnom okruženju.*

Ključne reči: *daroviti učenici, obrazovanje na daljinu tokom pandemije, kvalitativna studija, efektivne školske prakse, dodatna podrška škole.*