



Jennifer Groman &lt;jgroman@ashland.edu&gt;

---

## Invitation to Review for Journal of Advanced Academics

1 message

**Journal of Advanced Academics** <onbehalf@manuscriptcentral.com>

Wed, Jan 6, 2021 at 2:50 PM

Reply-To: lindsay.lee2@unt.edu

To: jgroman@ashland.edu

06-Jan-2021

Dear Dr. Groman:

Manuscript ID JOAA-21-0002 entitled "Above and beyond: Teaching strategies for teachers of gifted students" has been submitted to Journal of Advanced Academics.

We invite you to review this manuscript. The abstract appears at the end of this letter. Please let us know as soon as possible if you will be able to accept our invitation to review. If you are unable to review at this time, we would appreciate you recommending another expert reviewer. You may e-mail us with your reply or click the appropriate link at the bottom of the page to automatically register your reply with our online manuscript submission and review system. To facilitate the timely progress of manuscripts through our review process, we ask that you please complete your review within 30 days of your acceptance of this invitation.

Journal of Advanced Academics is committed to ensuring that the peer-review process is as robust and ethical as possible. The Committee on Publication Ethics (COPE) guidelines regarding peer review can be found at the following link. Please read the guidelines before accepting or declining my invitation. [http://publicationethics.org/files/Ethical\\_guidelines\\_for\\_peer\\_reviewers\\_0.pdf](http://publicationethics.org/files/Ethical_guidelines_for_peer_reviewers_0.pdf).

Journal of Advanced Academics greatly values the work of our reviewers. In recognition of your continued support, we are pleased to announce that we have arranged with our publisher SAGE to offer you free access to all SAGE journals for 60 days upon receipt of your completed review and a 25% book discount on all SAGE books ordered online. We will send you details of how to register for online access and order books at discount as soon as you have submitted your review.

Once you accept our invitation to review this manuscript, you will be notified via e-mail about how to access ScholarOne Manuscripts, our online manuscript submission and review system. You will then have access to the manuscript and reviewer instructions in your Reviewer Center.

We are collaborating with Publons to give you the recognition you deserve for your peer review contributions. On Publons you can effortlessly track, verify and showcase your review work and expertise without compromising anonymity. Sign up (<https://publons.com/home/>) now for free so when you complete any reviews they can be instantly added to your profile.

We realize that our expert reviewers greatly contribute to the high standards of the Journal, and we thank you for your present and/or future participation.

Sincerely,  
Lindsay Lee  
Journal of Advanced Academics Editorial Office  
[lindsay.lee2@unt.edu](mailto:lindsay.lee2@unt.edu)

\*\*\* PLEASE NOTE: This is a two-step process. After clicking on the link, you will be directed to a webpage to confirm. \*\*\*

Agreed: [https://mc.manuscriptcentral.com/joaa?URL\\_MASK=87c676007db0442cbc3aac708a1cf596](https://mc.manuscriptcentral.com/joaa?URL_MASK=87c676007db0442cbc3aac708a1cf596)

Declined: [https://mc.manuscriptcentral.com/joaa?URL\\_MASK=196bb727a0d346e29aabfbf60bdbb622](https://mc.manuscriptcentral.com/joaa?URL_MASK=196bb727a0d346e29aabfbf60bdbb622)

Unavailable: [https://mc.manuscriptcentral.com/joaa?URL\\_MASK=f9fb971e500841a6841deaf2d87cc0b4](https://mc.manuscriptcentral.com/joaa?URL_MASK=f9fb971e500841a6841deaf2d87cc0b4)

### MANUSCRIPT DETAILS

TITLE: Above and beyond: Teaching strategies for teachers of gifted students

**ABSTRACT:** This article reports one of the main theoretical categories from a larger constructivist grounded theory study. The general research aim was to identify what makes a teacher inspiring for gifted students, and this article focuses on the category conceptualized as "Teaching above and beyond the recommended curriculum". This category discusses the preferred teaching and learning strategies of secondary gifted students in Victoria, Australia, from the perspective of these students and their inspiring teachers. Results found that these inspiring teachers organized instructional activities, which included four main considerations: instructional activities that enabled questions, provide intellectual challenge, opportunities for metacognition, and had less structure but clear instructions. Additionally, five main strategies were identified as the students' favorite learning activities. These included: classroom discussions, teacher stories, group work, use of mistakes, and practical lessons. Findings are discussed in light of relevant literature, as well as study limitations and ideas for future research.