



Research Article

Exploring the supervision of gifted students in open distance e-learning setting in higher education context: University of South Africa

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Abstract

The period in which gifted students will reveal their potential is usually during their university education. That's why universities have to offer opportunities and opportunities for gifted students. With the pandemic period, universities have accelerated their development of distance education opportunities. Gifted university students prefer e-mentoring, e-tutoring and e-supervision aspects of distance education. In this research, the e-supervision services offered to gifted university students by the University of South Africa, a university in South Africa, which is an important location in the world's talent development, were examined in detail. In the research, the university entrance data, the information and data of the relevant units of the university, and the programs were discussed. The review study can be said to be an important and pioneering study in terms of raising awareness about e-mentoring-based support of gifted university students in South Africa. In the future, it is recommended to conduct criterion-based quantitative and qualitative research on e-mentoring, e-tutoring and e-supervision applications in the development of gifted talent at the university level.

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Introduction

After the pandemic, giftedness, talent training and creativity have become the priority of educational institutions. Tortop (2021, pp.73-74) advise that with the pandemic, education must now be focused on the talented. Developing technology shows more clearly what the main purpose of education is. Families are no longer convinced that some institutions use gifted education to demonstrate the quality of their education services. Families are starting to become more conscious about what real gifted education should be. All these reasons may cause a perception that gifted education studies are losing value. Although the academic events related to the education of the gifted are decreasing a little, it can be said that there is an increase in quality Talented mentors and gifted education workers from all over the world can share their work and mentor gifted children and their families. The quality of life of gifted children must be focused on the effective possibilities that gifted students must be provided with, according to this article. Dau (2022, p.2) believe that e-learning makes communication through (ICTs) in providing online learning very resourceful to talented students. In support of Dau (2022) and Evans (1995, p.24) is of the view that supervisor and student can become independent in terms of their physical and temporal spaces with supervision if technology can be used in their communication (Evans, 1995, p. 24). Supervisors must guarantee that brilliant students are treated with respect and patience, and that they are not judged, so that their spiritual beliefs can flourish (Lindsay, 2021). Principals must

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address instructors' lack of enough training and skills to assist gifted pupils (Pham & Akos, 2020). Positive attitudes, values, beliefs, aspirations, and abilities should be nurtured in gifted students so that they can make virtuous occupational choices (Falco & Shaheed, 2021). Teachers, according to Donal (2018), must ensure that gifted students are nurtured through self-disclosure and acknowledgement. All gifted students are expected to have access to supervision from these teachers. (Suherman, et al. 2020) believe that the principle should support instructors in assisting and overseeing gifted students. In order to build programs for brilliant children, creativity and innovation are required (LeBlanc & Borders, 2021). Decolonial curriculum should teach analytical skills such as argumentation to talented students (Mbhele, 2020). Due to a lack of resources, many institutions may be unable to fully realize the potential of gifted children (Kobayashi & Tsuboya, 2021).

The way gifted students are supervised there is scant information on how teachers are prepared to supervise them. Even though there are just a few training programs available to teachers as supervisors. There seems to be limited training available to supervise competent work of gifted students (Richards & Fletcher, 2019, p. 2). Concerning gifted student's supervision, teachers at times use their past experiences. In the academic field, critical thinking is essential, for example, critically reviewing earlier research to problematize something taken for granted or to identify a gap; critically reading others' work as part of the journal-review process and providing constructive comments. Assist students in developing a critical mindset while studying. They should be able to articulate their philosophical perspective on the following topics: What is research? What exactly is the point of research? What is the nature of understanding? They must be diligent, keeping meticulous records of their reading, research, and other activities (Brennan, 2019, p. 365). Supervisors should assign master's and doctoral students the responsibility of summarizing ten papers in their field of study as their first assignment. It's a useful test to see if a prospective gifted student can pursue a career. The task can show to supervisors whether students are able to write (Brennan, 2019, p. 368). Supervisors should be trained to increase their skills in the use of online communication technologies so that they can provide feedback and assist students with supervision concerns (Dos Santos & Cechinel, 2019, p. 67). Checking that the design is well-explained, that the data is well-presented, that the implications are well-stated, and so on (Connell, 1985, p. 40). Checking technicalities: correct and comprehensive referencing (Connell, 1985, p. 40). Supervisors must monitor official 'progress,' such as how the work is progressing in respect to minimum and maximum deadlines; whether the student should be registered full-time or part-time; and whether the student's candidature should be suspended for a period of time. Supervisors should be aware of what's going on and are frequently able to assist. Regular meetings are the only way to ensure that it happens (Connell, 1985, p. 40). Promote your students' well-being; be flexible with their working choices; and avoid "top-down" tactics, especially when dealing with postgraduate students. This type of approach fosters toxic relationships and hinders students' ability to think critically; do not compare students because this can lead to increased stress and/or worry, lowering their performance and potential. Every student is unique, and as supervisors, we must never forget that our primary responsibility as mentors is to develop each student's abilities and assist them in realizing their full potential and professional goals (Maestre, 2019, pp.3-4).

This article is about supervision of gifted students in a higher education setting using open distance e-learning. Technology in supervision can help supervisors and students save money by lowering supervision expenses and increasing accessibility (Schmidt et al. p. 37). A person's seniority or experience does not always imply that he or she is an appropriate boss. Students may have distinct needs that necessitate different solutions, while supervisors vary in both practice and supervisory skills (Kavanagh, Spence, Wilson & Crow, 2002, p. 249). Using Moore's Theory of Transactional Distance, this research investigates remote supervision of postgraduate students (1997). Although there is no doubt that distance learning provides postgraduate students with independence, flexibility, and choice in how, when, and where they study, it is important to remember that success in distance supervision is dependent on the supervisor-student interaction as well as the pedagogical knowledge [content] that must be conveyed to the student. Supervisors are encouraged to use online forums to help students with supervision concerns, as well as to use online communication tools (Dos Santos & Cechinel, 2019, p. 67).

Flynn and Shelton (2022, p.144) found that gifted and talented education (GATE) exemplifies racial and economic hierarchies that exist in our society, with historically marginalized (HM) students significantly less likely to be identified as gifted, and subsequently receiving gifted services, than their peers. Tests play a critical role in perpetuating, and often amplifying, systemic inequities in education.

e-Mentoring and e-Tutoring for Gifted and Effects of Developing their Talent

Mentoring programs, according to Tortop (2013, p.22), are fairly diverse. He also feels that mentoring, sometimes known as tele-mentoring or e-mentoring, is a rapidly growing sector in gifted education. Tortop (2013, p.22) referred to the mentoring program as e-mentoring or tele-mentoring because it is one of the most effective ways in the education of brilliant students. This method eliminates time and space constraints while also providing access to global resources and tracking student development. According to Tortop (2013), time and location constraints restrict the creation of mentor connections; nevertheless, e-mentoring allows low-income high school or university students to communicate with scientists face to face. The benefits of e-mentoring include: students have the opportunity to communicate with a variety of specialists; there are no geographical restrictions on mentor selection; appropriate consultation between students and mentors is simple; it allows for the continuity of communication between mentors and students and the creation of an archive; mentors and students can communicate at any time via e-mail and do not require an appointment; mentors and students can communicate at any time via e-mail and do not require an appointment.

According to About (2021, p.11), most governments throughout the world are battling to provide ways for students to have free access to educational platforms. Kızıldağ and Tuncer (2022, p.130) believe that, while online learning is not a new concept in the education sector, it has become a priority for decision-making authorities in education around the world (e.g., Departments of Education), as well as agents such as universities, school managers, teachers, students, and their families, since the outbreak in March 2020. With the collapse of institutions and schools, teachers were forced to immediately adopt online teaching, including teacher education. Due to weak online infrastructure, lecturers' and teachers' lack of expertise and limited digital abilities, and an uncomfortable home environment, this rapid and forced transformation posed many problems and limits to normal routines. Mentoring has been shown to boost student success rates, according to Santhanamari, Deepa, Susithra, and Reba (2022, p.304). By removing mental barriers in their students, e-mentoring activities can help businesses achieve greater heights. Mentoring is an important aspect in achieving emotional well-being, as well as personal and professional development. Mentoring is also important for developing practical skills and learning via experience. Mentoring is an excellent technique for supporting under-resourced high school students; nevertheless, there must be considerations for access to mentors, particularly where geographic and temporal restrictions exist, as well as a lower cost. Electronic mentoring (e-mentoring) is a major technique for assisting underrepresented postsecondary students with disabilities in schools in terms of retention, perseverance, and graduation. Several elements influence effective mentoring experiences, including the purpose, the lecturer-student relationship, the consistency of mentoring interactions, and the mentoring objectives. While e-mentoring has its benefits, such as easier access to lecturers and fewer costs, it also has its drawbacks, such as difficulty communicating nonverbally, delayed relationship building, a wide variety of written communication abilities, and technological limitations (Todd, 2022, p.3). According to Tatnall (2022, p.868), education systems in all countries have faced unprecedented obstacles in delivering instruction via remote or online means at all stages of learning.

According to About (2021, p.12), most gifted education institutes in Saudi Arabia have established open-access resources for gifted students and their parents in reaction to the present Covid-19 pandemic. Following the Corona crises and taking into account the educational characteristics of online learning, the following areas were chosen as having the greatest need for public education budgets: reducing educational disparities between learners, encouraging a selection-oriented curriculum, and gifted education. Initially, online learning was seen as a way to supplement the face-to-face education problem that arose as a result of the corona crisis, by providing supplementary educational material that could be learned outside of normal class time, presenting assignments, or facilitating online question and answer sessions. As a result, related initiatives such as online gifted education and an experimental program developed by the Ministry of Education that takes into account the peculiarities of gifted students were formed.

This is a current tool for dealing with difficulties of talented student in higher education. E-learning (Electronic learning) is a new trend in distant education that should be considered a new learning paradigm, especially in the aftermath of the Covid-19 outbreak, when supervisors are encouraged to minimize face-to-face interaction as a preventative tactic by exercising social distancing. E-learning makes communication through (ICTs) in providing online learning very resourceful to gifted students. The term "e-learning" is used in this study to refer to any type of electronically aided learning, whether on the Internet or on television supervisors can convey content regardless of location or time (Dau, 2022, p.2). Because of its benefits in boosting the quality of remote supervision, technology should be a preferred choice among supervisors. For supervisors, technology provides the required infrastructure, software, and storage. IT infrastructure plays a vital part in exchanging and speeding up the generation of new

knowledge. The knowledge repositories is aided by technological infrastructure. IT infrastructure facilities may help academic staff create, transfer, and share knowledge more effectively (Gebreyohans, Croasdell & Meshesha, 2022, p. 5485).

Developing Interpersonal Skills and Emotional Intelligence (EI)

Gómez-Leal et al. (2022, p.358) discovered that emotionally competent lecturers are able to perceive, comprehend, and control their own emotions in the spirit of managing each circumstance efficiently and honestly. They also discovered that instructors' emotional abilities were influenced by their bosses' EI. In Israel, a study of 69 principals and 639 teachers discovered a favorable, indirect association between a leader's ability to recognize emotions and their ability to emotionally reframe. One of the benefits of emotionally reframing, according to this study, is the ability to have a more positive outlook on emotionally provoking bad experiences. This connection may occur because a principal's ability to recognize a teacher's emotions is linked to their ability to form a supportive relationship with those they lead. It's vital to remember that a principal's emotional detection abilities have an indirect impact on their instructors' emotional reframing (and mediated by transformational leadership behaviours). Not only does it necessitate the ability to recognize and manage emotions, but it also necessitates the two more interactive EI abilities of awareness and expression (Gómez-Leal et al. 2022). Emotional intelligence can be seen in five different ways (e.g. intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood). Emotional intelligence is essential for teachers because it allows them to handle emotional information more efficiently for better student care through effective communication and connections. Empathy, self-awareness, encouraging students, and displaying exceptional interpersonal skills are all examples of emotional intelligence skills (Mazen et al. 2022, p.358).

Emotional intelligence (EI) is defined by Alsulami (2022, p.1) as being capable to comprehend and control one's own life. Supervisors' emotional intelligence as educational leaders may have an impact on their instructional practices. As a result, supervisors with high EI scores are more likely to be dedicated to their pupils than supervisors with low EI levels (Alsulami, 2022, p.1). In the supervision of gifted students in distant learning, their well-being is crucial to learning. Given the overlap between relationship quality and attachment, it's natural for both student and teacher to interact in supervision. Good traits that supervisor and student use in interaction influence whether the relationships will be friendly (Walker et al. 2022, p.2). Staniec et al. (2022, pp.2-3) discovered that remotely monitoring brilliant students necessitates interpersonal ties within the organization. Technology is a significant feature of remote supervision. It minimizes challenges connected to distance supervision by enabling the supervisor to supervise regardless of distance and location of students (Staniec et al. 2022, p3).

Developing of Self-Concept in Gifted Students

Dereli (2021, p.96) believes that education institutions should be established to provide support education to students who continue their education in formal education institutions and who have been identified as having special talents in one or more of the fields of general mental ability, visual arts, or music talent, in order to maximize their potential. Bakar (2020, p.116) found that psychologists discovered that gifted and talented students have high cognitive and creative ability with high task commitment, also faced psycho-socio-emotional issues. The psychosocial aspects that affect the development of an individual's self-esteem from childhood to adulthood are the following, namely: (i) self-esteem development that covers the effort to understand and accept one's self efficacy; (ii) personal autonomy, (iii) the process that makes a person becomes independent and able to make decision; (iv) looking for and building close relationship with peers based on trust, openness, and similarities in values; and (v) pengurusan personal sexuality development management, and the need to achieve something and being recognised for it.

Teaching to gifted children is a complex activity and there are teachers who are unable in dealing with giftedness of students (Piske, 2021, p.108). For gifted individuals, university success is a crucial role in developing them. Their ability to comprehend can be cultivated in various ways throughout a student's educational career. Gifted students are inclined to participate and benefit in supervision activities. The type of activities students pick and the level of challenge in each activity are frequently influenced by their perceptions of personal skills (Lindt, Rutherford, & Wagner, 2021, p.2). Therefore, teaching of self-knowledge and knowledge of reality and the world can enhance creativity in gifted students.

Mindfulness is important, according to Alfodhly et al. (2021, p. 34), because it increases self-awareness, acceptance, and improves adaptive choices about responding to one's own experiences, improves the ability to detect and manage unexpected events, and reduces distraction from desired goals. Students' lack of mental attentiveness can lead to a concurrent view of the events that the talented student is experiencing, resulting in intellectual stagnation, a lack of adoption of new ideas, and a student's inability to benefit from supervision in a distance mode. As a result, children with good social skills adapt readily to any form of learning, overcome problems without negative consequences, have

a high sense of self-worth, and are able to easily reach and fulfill their goals. Without prolonged attention, gifted children cannot solve issues or build new paradigms, according to [Shaughnessy \(2021, p.90\)](#). Creative students are thinking about what they've learned in the past, what they've been exposed to in terms of education and models, and what they see as the finished product in all of its grandeur. The concept of resilience can be linked to talented pupils' capacity to cope with crisis situations. When a difficulty with supervision emerges, reactions such as giving up after becoming weary or altering relationships with the environment are linked to the concept of resilience. As a result, the concept of resilience is crucial in how postgraduate students respond to stressors in distant mode supervision ([Yılmaz, & Yalçın, 2021, p.121](#)).

Developing of Critical Thinking

Many qualities such as innovativeness, critical thinking, and problem solving, according to [Ağaçolu and Demir \(2020, pp.106-108\)](#), have become necessary for an individual's ability to use the rapidly changing technological tools of the twenty-first century, to adapt to these technological environments, and to reach Bloom's taxonomy of individual progress's final step (self-realization). They also argue that while some of these abilities have been used by individuals for a long time, others are regarded vital to obtain through technological advancements. Information literacy and technological literacy are two of these skills. Individuals' freedom of expression and the ability to learn independently by conducting the necessary research (meta-learning), according to them ([Ağaçolu and Demir, 2020, pp.108](#)), have become some of the most important goals of this period. In the technological era, it is also vital to establish the necessary technological infrastructure in educational environments so that students may access information swiftly and safely. They also recommend that in these targeted classroom contexts, a variety of mobile devices and books be available to enable the essential research for students' meta-learning. At this point, teachers in the classroom should act as guides for the students, assisting them in making proper and effective use of the available technology and materials.

A well-developed vocabulary, according to [Shaughnessy \(2021, p.90\)](#), must indicate a considerable quantity of word knowledge, descriptive ability, both expressive and receptive language skills, as well as written expressive skills. Individuals who perform well on this subtest appear to have a broad understanding and knowledge of the world. Creative students must be able to assimilate what they have learned in the past, what they may have been exposed to in terms of education and models-and, finally, what they envision as the end product-in all of its grandeur.

Critical thinking skills (CTS) are vital in supervision of students at a distance, according to [Chusni, Saputro, Suranto, and Rahardjo \(2022, p. 928\)](#) Gifted students and supervisors with a high CTS are better at breaking down buildings into its constituent parts, are more engaged and inventive in problem solving, and are fascinated by the phenomena. CTS has an impact on pupils' conceptual system construction. CTS learning is beneficial in many ways, including assisting students in establishing their comprehension and exercising problem-solving abilities. The discovery-based learning method of supervision has been shown to be successful in strengthening students' critical thinking skills ([Chusni, Saputro, Suranto & Rahardjo, 2022, p929](#)). Technology is widely recognized as a crucial component of education, allowing students to have access to higher-order competences known as 21st-century skills. Technology-enabled learning settings are innovative and student-centered. The use of ICT tools to supervise learning experiences makes them more engaging and allows for student-driven learning, interactivity and collaboration, personalisation, and flexibility ([Veluvali & Suriseti, 2022, p.109](#)).

The supervising position is critical in assisting gifted pupils in learning. The mentoring abilities of university supervisors have a significant impact on postgraduate student training. Mentoring qualities such as coaching students, serving as an exemplary role are important drivers in gifted students' success. The supervisor's capacity to guide, gifted student is critical. As a result, supervisors should have characteristics to improving students' objective evaluation of their work which requires assistance (e.g. telephonically, e-mail). As a result, the supervisor's research experience determines the quality of supervision ([Hadi & Muhammad, 2019, pp. 60-61](#)). Long-term harassment of gifted students, such as student mockery, threats, purposely withholding needed information, and quiet treatment during remote supervision, can all be signs of abusive supervision. Abusive supervision is a cause of continuous hindrance stress for abused pupils, which can quickly lead to a variety of undesirable results ([Peltokorpi & Ramaswami, 2019, p. 2](#)). Gifted students may face difficulties that make it difficult for them to complete their courses in the time allotted ([Cekiso, Tshotsho, Masha & Saziwa, 2019, p. 13](#)). Individuals can assess and select from a variety of coping tactics, including attempting to change the situation, accepting it, or ignoring it. Finally, the student's choice of coping method while dealing with an abusive supervisor should be based on his or her feelings of personal control over the stressful situation ([Peltokorpi, 2019, p. 255](#)).

Problem of Study

It is very important to support gifted children at the university level. It is necessary to examine how e-mentoring and e-tutoring practices, which have increased in importance especially during the pandemic period, are at the university level. In this research, it is aimed to examine the e-supervision opportunities offered by the University of South Africa for university students. Accordingly,

- What are the e-supervision opportunities offered by the University of South Africa for outstanding university students?

Method

Research Model

Case study, a South African university is a case, facilities for gifted university students. Document analysis techniques. And interpretive analysis for this case. The facilities are not enough, hence the use of e-learning tools is the answer to the challenges experienced at the university. The extensive use of technology must be accelerated and extended.

Documents

University entering data, web site, university regulations for high ability students.

Results and Discussion

Facilities for the Gifted at University Level at University of South Africa

University of South Africa was founded in 1873 as the University of the Cape of Good Hope, the institution became the first public university in the world to teach exclusively by means of distance education in 1946. Throughout the years, Unisa was perhaps the only university in South Africa to have provided all people with access to education, irrespective of race, colour or creed (<https://www.mastersportal.com/universities/10784/university-of-south-africa.html>). Each e-tutor is allocated a group of 200 students of the total of the students that are registered each year and communication is with those students allocated to the e-tutor. Students are able to pose questions to the lecturers and vice versa, discuss the content of the module and also interact with the other students in that e-tutor group. Sites are monitored by ASCs and lecturers. Discussion forum tool of group site are done by the lecturer by initiating content related discussions with group of students. All E-tutors and student interactions are done on the module site.

UNISA's Online Accelerated Postgraduate Support Programme is a ground-breaking initiative offering anytime, anywhere access to world-class research skills support to postgraduate student. It is facilitated by the university's College of Graduate Studies (CGS), this Department of Higher Education and Training (DHET)-supported project is a significant contributor in supporting students. Students are encouraged to pursue ground-breaking, high-impact research in their subjects, with a focus on decolonization, Africanisation, and the commercialization of their knowledge as a means of boosting entrepreneurship. This program is groundbreaking because it is entirely online and provides a mix of synchronous and asynchronous opportunities for nearly 60 000 students to receive training in all aspects of research, from the development of their proposal to the completion of their dissertation or thesis, as well as skills in applying for study support grants and "Writing for Publication." More crucially, the curriculum is offered in the evenings to allow many of Unisa's students who are otherwise occupied during the day to benefit from live instruction in the evenings. Students get access to lecture replays 24 hours a day, 7 days a week, "anytime, anywhere," and a dedicated YouTube channel where they may share their work with their classmates. This Department of Higher Education and Training (DHET)-supported project, which is managed by the institution's College of Graduate Studies (CGS), is yet another noteworthy contribution by the university ([online accelerated program](#)).

What is the e-tutor's Role in Guiding Students?

The E-tutor must address the specific questions from students pertaining to the assignments. In doing this the E-tutor can refer the students to specific sections or activities in the Study Guide/text book, refer to a specific activity that was discussed on the tutorial discussion forums or explain to the student what the question requires. Students are encouraged to submit their assignments online via *myUnisa* as pdf documents. This will ensure that a student has proof of submission in case of later issues and disputes. Also, module lecturers encourage students to submit their assignments before the due dates to avoid administrative errors and other delays. The role of the E-tutor is not to provide the assignment answers to students. The E-tutor guide the students through the study material, help them to understand it sufficiently in order for them to study and assess themselves independently. This will assist the students to obtain good results for the assignments and a high year mark.

What is the E-tutor's Role After the Assignment has been Marked?

Dinçer (2019, p.168) found that education of gifted children is becoming more and more important in today's world. Gifted students can benefit from their own teachers or other teachers in the school in the Resource Rooms, with the

help of their peers, in addition to their class-level courses. Dinçer (2019, p.168) took the advice of Tortop (2013) that teachers working with these children should be equipped in every sense. In the education of gifted students, it is very important to make early detection and diagnosis of their interests and abilities, but also to provide right mentoring by experts in their field. At the University of South Africa students receive the results for each assignment after the due date. The feedback on the assignments is made available to students on the module site on *myUnisa* after the due date. The feedback is most likely posted under the Additional Resources tool. E-tutors can discuss the assignment answers with students in order to clarify how the answers came about. Students are asked to address queries relating to assignments (i.e. marking, late/missing assignments, unmarked assignments, erroneous marks, etc.) to the module lecturers and/or the Assignment Section.

The Online Environment at the University of South Africa

A rich supply of materials and learning opportunities that overcome spatial-temporal limitations, considered to be the advantages of the online learning system, could match the characteristics of gifted students, which can be particularly suitable for gifted education. Most of the gifted students in a study done by About (2021, pp. 11-15) in Saudi Arabia found to have a positive perception of online learning. Most of them assume that participating styles of learning can be valued higher, indicating that they are able to learn, enjoy sharing with others what they learn, and make continuous efforts to meet the expectations of their teachers.



Photo 1
University of South Africa Campus (<https://unisa.figshare.com/>)



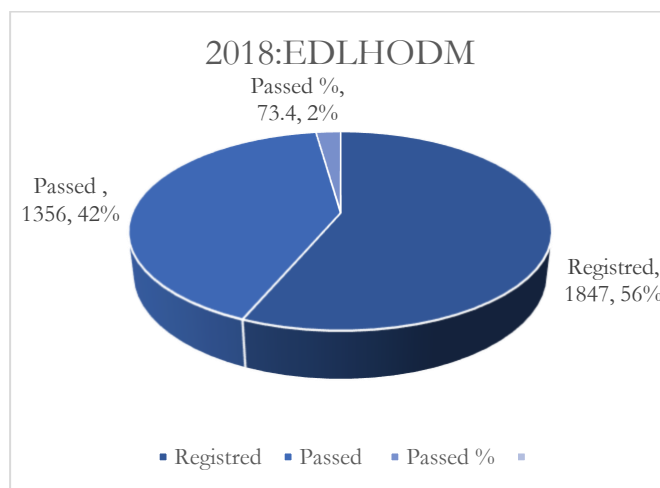
Photo 2
MyUnisa Module Online Environment (*MtUnisa*, 2022)

At the University of South Africa, e-tutors and lecturers are required to familiarise themselves with the group site on *myUnisa* and be able to explain to the students exactly how the site operates, i.e. how the different tools cover the information. Lecturers are the people responsible for editing the welcoming message (as students open the group site) before they start accessing the other tools. The Discussion Forum tool on the group site is the main platform where the e-tutor can interact with other group of students. E-tutors are expected to post content related to discussions, be innovative in their teaching so that students can respond and participate in their group site. E-tutors are informed to take note that their tutoring may not fall in with the students’ schedule (as provided for under the Learning Units tool). The timetable shows the number of weeks and the study units that the students should study for a semester; it is therefore a reflection of what the Learning Units tool aims to do. In addition, it feeds into e-tutor tutoring sessions

and explains what they should be doing in each week. Although the timetable makes provision for the specific time period, e-tutors are advised to keep in mind that content related to tutoring will probably only be possible once all e-tutors and students are linked to *myUnisa*. The Learning Units tool is only the guideline indicating when the students should study which study units – the actual study units are provided for in their study guides. The beginning of each study unit lists the learning outcomes for that particular study unit. E-tutors must constantly bear these outcomes in mind when dealing with a topic. The object of the course is to ensure that a student has mastered a particular learning outcome. A useful method of assessing the achievement of assessment criteria, is by motivating students to actively complete the Activities in the Study Guide. Students are required to compare their own attempt at completing an Activity against the Feedback provided directly after the Activity. These Activities may also be used for useful discussions between the students and yourself as the e-tutor. Once a student has successfully completed the Activities, he/she is most likely to have mastered the learning outcomes and is therefore ready to proceed to the next topic. The university is a distance e-learning institution and it does not have summer camps.

What were the Good Practices to Achieve the Pass Rates?

Strategy: E-tutoring; individual student attention; student support through telephone, e-mail; and students visiting lecturers in their offices. The Educator as Leader, Manager and Administrator [EDLHODM] is a module abbreviated on the system as EDLHODM.

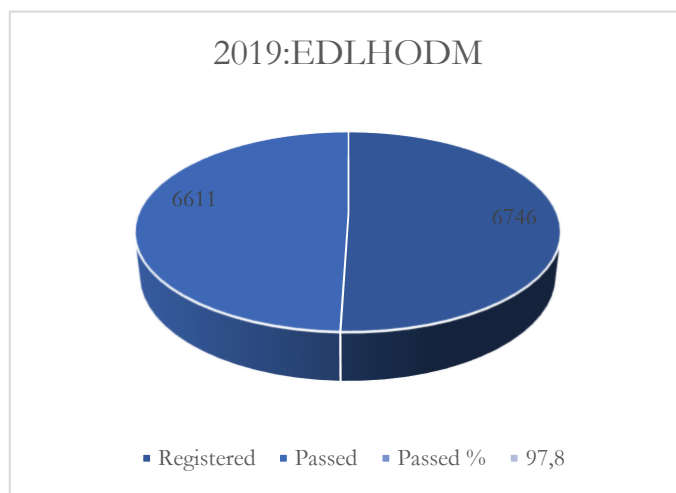


Module name: The Educator as Leader, Manager and Administrator [EDLHODM]	Year 2018	Pass percentage
Registered	1847	
Passed	1356	73,4

Figure 1

2018 EDLHODM Student Performance

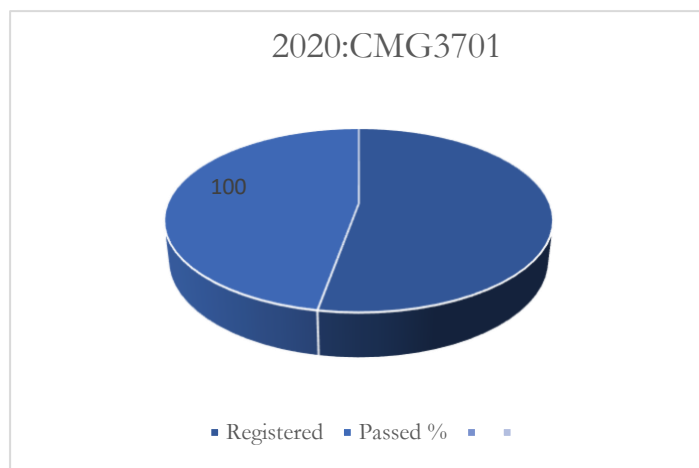
Strategy: E-tutoring; individual student attention; student support through telephone, e-mail; and students visiting lecturers in their offices was used as strategies in improving student performance. 1847 students were registered for the module in 2018 and those who passed were 1356 which was pass rate of 73.4%. Students that are unsuccessful are given a second opportunity known as FI Concession where those students who achieved a minimum of 40% are given a second opportunity to write the exam.



Module name: The Educator as Leader, Manager and Administrator [EDLHODM]	Year 2019	Pass percentage
registered	6746	
passed	6611	97,8

Figure 2
2019 EDLHODM Student Performance

Strategy: E-tutoring; individual student attention; student support through telephone, e-mail; and students visiting lecturers in their offices was used as strategies in improving student performance. In 2019 6746 students registered for the module and 6611 of the same students passed the examination and this was a pass rate of 97.8%. Students that are unsuccessful are given a second opportunity known as FI Concession where those students who achieved a minimum of 40% are given a second opportunity to write the exam.



Module name: Classroom Management [ECMG3701]	Year 2020	Pass percentage
Registered	112	100
Passed	112	100

Figure 3
2020 CMG3701 Student Performance

In 2020 there was a re-curriculation and the EDLHODM module was facing out and the Classroom module [CMG3701) was introduced. The first registration of the module took place in 2020 and the intake was 112 students. In the first examination 112 students wrote and they all passed the module. The strategy used was the e-tutoring of the students by e-tutors who helped the students in their activities. The e-tutors provided quarterly reports on how they assisted the students in working through the module. The pass rate was 100% of the registered students.

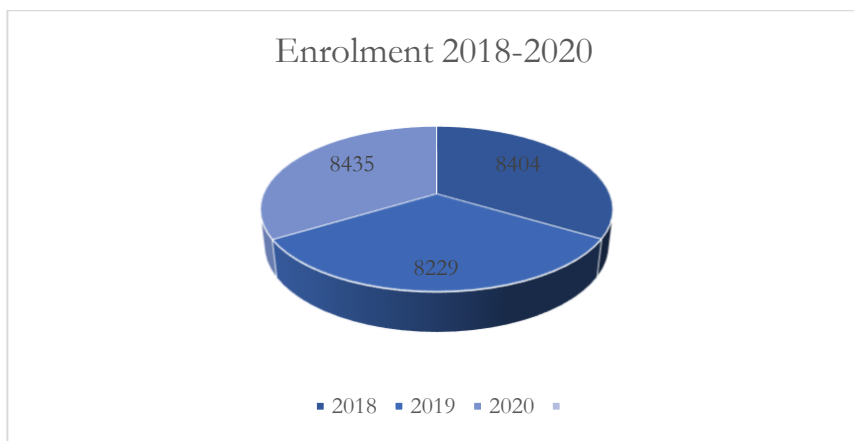


Figure 4
Enrolment at University of Pretoria/Faculty of Education 2018-2020

At the university of Pretoria, the intake of students in the Faculty of Education in 2018-2020 were as follows: In 2018 the enrolment was 8404 students; in 2019 there were 8229 student enrolment and in 2020 there were 8435 students. In 2020 there was an increase by 206 students from the previous year (2019) (<https://www.up.ac.za/departments-of-institutional-planning/article/2834454/core-students-statistics>).

A subminimum of 40% is required for the year and/or semester mark for admission to the examination in each module. A student who obtains a final mark of 40 – 49% in a module qualifies for a supplementary examination. If a pass mark has been obtained in a module, but the required sub-minimum of 40% has not been obtained in the examination, the student will have to write a supplementary examination. A final mark of at least 50% is required to pass a module. Students who are unable to write an examination due to illness qualify for Aegrotat. Aegrotat is a medical certificate testifying that a student is unable to attend lectures or examinations because of illness. This is a special arrangement made to help students to write the examination or test to continue with their studies. Students, who do not write their examinations on the scheduled day, may apply for an aegrotat/extraordinary examination at the Student Administration Offices. Lecturers are not allowed to grant any permission for this category of examination. It is the responsibility of the student to ascertain whether his/her request has been successful. If permission has been granted, the student must write the aegrotat/extraordinary examination during the supplementary examination. Such a student will not qualify for a further supplementary examination (<https://www.up.ac.za/faculty-of-education/yearbooks/2018/pdf/faculty/EDU>). The meaning of AEGROTAT is a medical certificate testifying that a student is unable to attend lectures or examinations as a result of illness.

UNISA's Preferred Fields for e-Learning by Gifted University Students

At the University of South Africa, innovation and excellence describe the activities, attitudes, and culture necessary to develop new ideas, processes, systems, structures, or artefacts that, when applied, result in a long-term, high-performing institution. They are the core principles that we utilize as change agents to create a difference in how we operate with available resources to achieve specified goals despite contextual and policy constraints. Instead than simply identifying problems, everyone must adopt a problem-solving mindset that stimulates intellectual innovation and new solutions. Student-centered responsiveness: In order to achieve academic access and success in an Open Distance e-Learning context, we must recognize, cultivate, and promote the interests and perspectives of students, particularly their lived experiences and prior learning. (<https://www.unisa.ac.za/sites/corporate/default/About/Who-we-are/Our-strategy>).

Identifying the ways exceptional students think and learn might help lecturers improve their students' abilities: If you want to help gifted student in your classroom or online, you should strive to understand how they think and learn about the various challenges they confront. Understanding that talented individuals have unique demands, requirements, and behavioral patterns would assist lecturers in meeting those needs and providing better support in the classroom. Students must be given assignments that are graded on a scale of one to ten. Assignments with different levels of difficulty can assist instructors in meeting the needs of all students. To create the middle tier, lecturers should establish a basic standard aim and create an assignment based on that standard. After the middle tier is completed, lecturers can add support for at-risk youngsters and challenge for gifted students to create the other tiers. Lecturers should have a library with a variety of levels in their classroom. They should ensure that their classroom library contains a diverse selection of texts to complement gifted children' reading abilities and interests. They can also encourage students to bring reading materials from home, as long as the items challenge them to learn new words and improve

their reading skills. Lecturers should be able to draw on the talents and interests of their pupils. When gifted students finish projects ahead of their peers, they are frequently requested to undertake busy labor. Rather than following such method, consider harnessing talented students' talents and interests to further investigate a skill. Students could, for example, write or draw something linked to the assignment/skill, or they could play out issue or project solutions.

Lecturers should also look into practical applications for assisting gifted students: Math algorithms, science principles, and grammatical norms are all readily grasped by gifted students. Lecturers can motivate students to apply what they've learned in the classroom to real-world situations.

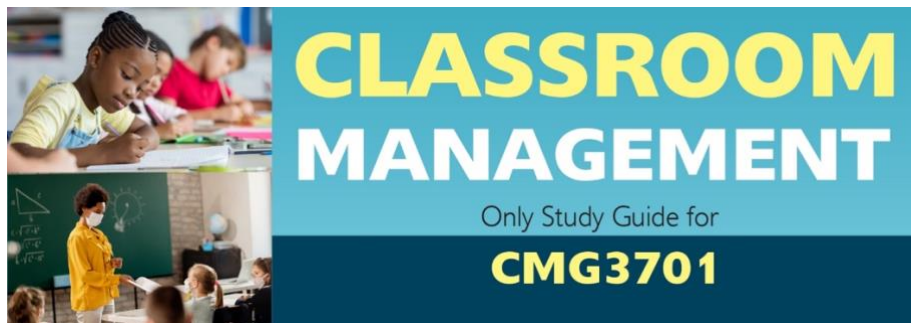


Photo 3

CMG3701 Module- Study Guide Cover Page

For example, they can investigate how area and perimeter influence an architect's design or how scientists utilize animal taxonomy to comprehend animal life and function (<https://www.kaplanco.com/ii/gifted-students>). A Module site is used by the University of South Africa to communicate with students via virtual e-mentoring. This site also contains links to other useful resources, such as: Announcements: Important notifications are made here by the lecturers from time to time for the attention of the students and tutors. Official Study Guides: In electronic format, all of the study materials for both semesters/years are available here. For both semesters (1 & 2) of the year, this includes the Study Guide and tutorial letter 101. Exam papers from the past can also be found here. FAQ's: The lecturers have given the solutions to these commonly asked questions here. It contains questions on exam preparation, how assignments will be graded, and how the year grade will be determined. The FAQ tool contains answers to the majority of administrative questions that students commonly ask. Units of Study This program gives students a calendar of when they should study which study units, when they should prepare for assignments, when their tutors should provide feedback on their work, and when they should begin studying for tests. This application is useful for tutors because it tells them when they should help students with particular study units. As a result, it is critical that the tutors become acquainted with this instrument.

In the context of higher education, there are various supervision hindrance elements that influence the supervision of gifted students in an open distance e-learning setting. Gifted students' social and emotional qualities may differ from their non-gifted counterparts, according to Durak, Demirhan, and Cital (2022, p5). Gifted students, according to many researchers in the field, have a stronger personality structure and experience fewer psychiatric issues than their classmates. Gifted students like having as much fun as they enjoy learning. Gifted students can choose to channel their energies into outside activities or into computer gaming. As a result, brilliant students can form positive relationships with older children or adults. Another issue is that the brilliant student is often excluded, rejected, mocked, or put under pressure by his or her peers. When all of these characteristics and circumstances are considered together, it is a viable option for gifted students to meet friends and play games online. As a result, technology, the Internet, and computer games play an essential role in gifted children' schooling and daily life. According to Jaenem and Zulkifli (2022, p.191), learning supervision is frequently, if not always, viewed as an unpleasant principal program, even frightening for teachers. The teacher's perception of learning monitoring is that the instructor's deficiencies or flaws in carrying out learning will be exposed, and he will be labeled an unprofessional teacher. Gifted student supervision can help them realize their creative potential and improve their academic achievement. However, several constraints, particularly in online learning, often prohibit them from fully developing their different potentials. The primary goal of supervision is to improve the learning environment. As a result, continual monitoring and a purposeful and methodical program to assist gifted pupils in learning are required. In order to achieve a high-quality online learning process, gifted pupils must be closely supervised. Of course, this might be realized if professors perform well in supervision, as this will assist them in carrying out online supervision (Jaenem & Zulkifli, 2022, p.192).

Some of the factors that affect the gifted students are their job responsibilities; marital conflict; school responsibilities; lack of supervision from dissertation team; not receiving approval letters from organizations or

participants; inability to employ quantitative or qualitative instruments due to a lack of permission; dissatisfaction with dissertation team; and changing living arrangements (Urhuogo-Idierukevbe, Addo, and Anderson, 2019, p. 25). Furthermore, the distant student may struggle to overcome tendencies such as overcommitting, procrastination, and perfectionism. Throughout the dissertation/thesis process, the student must be proactive. Many students may not be able to formulate and follow a work schedule due to competing demands on their time, which can have an impact on the quality of work performed (Urhuogo-Idierukevbe, *Ibid*, 2019, p. 25). Changes in the approach to the learning process require lecturers to make use of learning strategies from face-to-face learning in class to distance learning that is carried out online.

Universities exist to identify and develop the potential of students. To identify talent in the classroom, teachers must influence students' thinking and provide learning opportunities. The development of giftedness in children must be founded on an ecological system, with a special focus on how students interact with educational systems (Frazier-Goatley, Adelson, & Snyder, 2022, p.116). Giftedness differs by country, according to Mofield & Mofield, because some teachers emphasize on high performance while others focus on successes in each discipline (2022, pp. 80-81). Bright and gifted children outperform classmates of similar age, experience, and environment in a variety of areas. They will need to alter their educational experiences in order to learn and achieve their full potential. Talented students come from all walks of life, representing all racial, ethnic, and cultural groups, as well as all socioeconomic levels. In order to reach their full potential, they must have easy access to relevant learning opportunities. They may also struggle with learning and processing, necessitating particular care and accommodations. As a result, students require guidance and supervision in order to develop socially, emotionally, and academically. The talent development paradigm has gained traction in the field of gifted education as a model for developing the strengths and talents of gifted students and students with high potential, including those who are not formally identified as intellectually gifted but exhibit propensities and high performance in a variety of domains (Mofield & Mofield, 2022, p.81). The first step in creating talent is to evaluate the current situation of Generation Z students at each university, including their personalities and educational backgrounds, as well as any existing talent training concerns related to student skills. The second stage should be to establish training objectives for institutions in order to develop their transdisciplinary and big data thinking abilities. In the third phase, universities should build a new talent development model for their students, which includes encouraging classroom innovation, multidisciplinary education, personality development, and industry-education integration (Mo, 2022, p.4). Spies, Schauer, and Bindel discovered noncognitive personality traits (achievement motivation, striving for cognition, self-concept, and so on), giftedness factors (intelligence, creativity, psychomotor skills, and so on), and environmental characteristics (parents' educational level, number of siblings, and so on) (2022, p2).

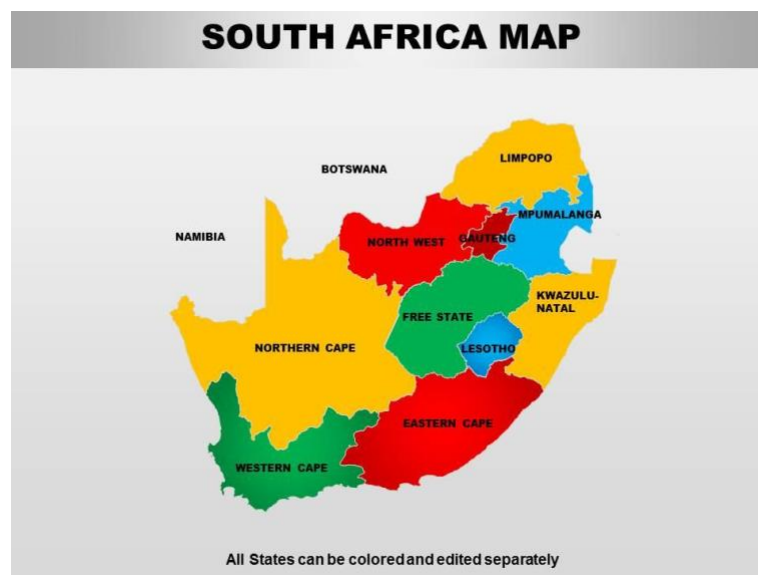


Figure 5

Regional Centres of UNISA

(Source: <https://www.slideteam.net/catalog/product/gallery/id/53161/image/355429/>)

Students who study via distance learning do it on their own time and in their own location, but this does not mean they are alone. UNISA provides a variety of facilities and services to satisfy the needs of its varied student body. Lecturers, e-tutors, counsellors, and the UNISA Library, as well as the other service providers they encounter along

the way, all help students achieve their goals. The institution maintains the following regional centers to help students develop their abilities: Eastern Cape, Gauteng, KwaZulu-Natal, North Eastern, Midlands (KwaZulu-Natal), and Western Cape, as well as Ethiopia (<https://www.unisa.ac.za/sites/corporate/default/Contact-us/Regional-Centres>). All the regional service centres provide many key services to students including counselling, library assistance, tutorials, student administration and technology support.

In the regional centres students get the following information to boost their giftedness, namely:

- Advice services
- Meet other students for information sharing purposes
- Make use of Unisa services
- Have conversations with counsellors
- Use of Academic Literacies Services; and the
- Use of a computer (* there are a limited number of computers available at the regional centres) (<https://www.unisa.ac.za/sites/corporate/default/Contact-us/Regional-Centres>)

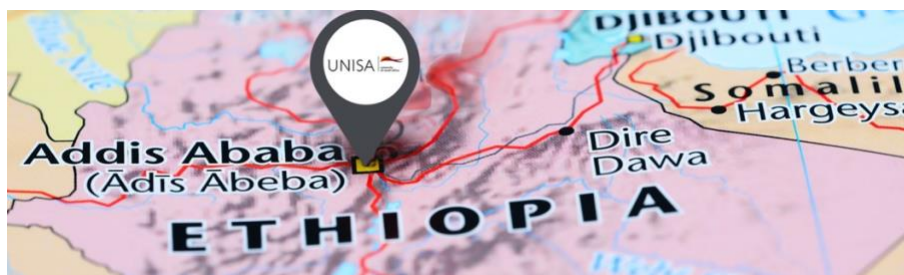


Figure 6

Ethiopia Regional Learning Centre- UNISA (Note: This is another regional centre of UNISA in the African continent)

UNISA Entrepreneurship Hub for Gifted University Students



Photo 4

Online Virtual Learning at UNISA Entrepreneurship Hub (UNISA, 2022)

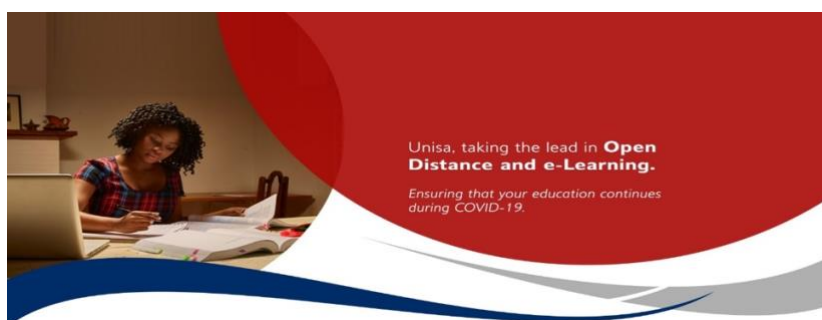


Photo 5

Online e-learning and Creative Centre (UNISA, 2022)

At UNISA, there is a unit called 'Talent Management' which is about analysing, developing and effectively utilising talent to meet institutional needs on an ongoing basis. This involves comparing current talent in a department to the strategic needs of the organisation (<https://web.facebook.com/Unisa-Talent-Management-1792882554282688/>). The Unisa Talent Management Unit wants to engage and share best practices in the talent management field with Internal and external stakeholders.

Entrepreneurship has been designated as a significant emphasis area for achieving sustainable socio-economic development through assisting aspiring and existing entrepreneurs. The College's flagship endeavor, the Entrepreneurship Hub, connects developmental programs and business services to assist the growth and capacity building of SMMEs and their owners. To address the concerns of inequality, poverty, and unemployment, these programs are a top focus. The College provides interactions and workshops for beneficiaries in a variety of sectors of our society, including the automotive, financial, and hospitality industries, as well as members of a specific community, in conjunction with other stakeholders. This facilitation process aims to encourage the growth of enterprises that will create jobs and close the income gap in our country, as well as the achievement of the National Development Plan's goals (NDP). The College of Economic and Management Sciences (CEMS) wants to build a long-term entrepreneurship and small company development hub in many areas. Its goal of creating local jobs and lowering unemployment necessitates such innovation. The flagship effort will act as a hub for assisting entrepreneurs and small business owners, as well as promoting research and student in-service learning. The Unisa Regional Centre in Daveyton will house the first regional center. The university hosts a "Student Entrepreneurship Week (SEW)" to help students develop their entrepreneurial skills. The growth of SMMEs has the potential to provide long-term solutions to problems that face our businesses and communities. To help with this, the College will devote 2-3 days each August to promoting student entrepreneurs through a series of presentations, training opportunities, and a forum to pitch ideas to a panel of successful entrepreneurs. The SEW will serve as a forum for student entrepreneurs, SMMEs, and other stakeholders to discuss theoretical and practical issues affecting the SMME sector's long-term viability. The SEW is held once a year and includes lectures, seminars, exhibitions, and workshops for current and aspiring student entrepreneurs. We collaborate with important partners to ensure that participants have access to essential information and resources throughout SEW (UNISA, 2022, [Entrepreneurship](#))

Student Funding: Bursaries & Loans [Postgraduate Diploma and Honours Bursary; National Student Financial Aid Scheme (NSFAS)]

The student must have obtained a minimum average of 60% on their entire undergraduate degree to qualify for the Honours bursary. Prioritisation is given to outstanding students (*gifted students*) with a higher average of their entire Unisa undergraduate qualification. The postgraduate diploma and Honours bursary aim to assist South African Unisa alumni students with their Unisa tuition fees, thus enabling them to register and complete their qualifications. Financial support is offered to both postgraduate diploma and Honours students subject to eligibility, academic performance, and availability of funds (UNISA, 2022, [Honours](#))

UNISA NSFAS-funded students are only entitled to a Learning Material Allowance (LMA) and Living Allowance (LA). Based on the 2021 DHET Grant Funding Guidelines, the LMA is calculated based on the number of modules registered: R600 per module for the first four modules and a R5 200 once-off amount for five to ten modules. If the amount of R5 200 LMA is paid for the first five modules, no additional LMA will be paid for additional modules. Based on the 2021 DHET Grant Funding Guidelines, the LA is paid to students registered for ten modules. A student who registers for ten modules and later reduces the number of modules registered will unfortunately forfeit this allowance. Students funded under this bursary scheme must renew their funding with the funder during their applicable application dates. First-time NSFAS applicants: Students are temporarily registered during Unisa's registration period while waiting for NSFAS funding confirmation. If a student's NSFAS application is declined or delayed by close of the registration period, a student is expected to find alternative funding before his or her registration will be activated (UNISA, 2022, [NSFAS-Bursaries](#)).

Giftedness and university education are that universities are expected to emulate Sudan which initiated some practical scientific efforts to nurture the gifted students like Dr. Omar Haroun Khaleefa, a university professor and expert in the nurture of the gifted and the representative of the International Council for Gifted and Talented Children in Sudan, returned from his work in the State of Bahrain. Dr. Khaleefa, the inventor of the Simber Project to identify the gifted, started it all at Al-Qabas schools. There, the first scientifically-based program for the nurturing of brilliant children was implemented. Workshops for teachers and psychological counselors on giftedness, awareness and family guidance, counseling the gifted, identification of a significant number of talented students using respected scientific methods and tools, and school enrichment programs were among the program's accomplishments. For the first time, thinking skills courses were offered in schools and summer camps. Many of the experts became members of Arab and international councils on giftedness and excellence, and they attended seminars, festivals, and conferences. The Ministry of Science and Technology encouraged researchers and did not overlook scientific research in that program. That approach resonated with the Khartoum State Ministry of Education, which began implementing scientific programs to develop brilliant students in its schools. Dr. Omar Haroun Khaleefa was employed by the Ministry of

Education in Khartoum State, and various workshops and seminars were held among professionals to examine gifted education in a serious scientific manner (Bakhiet & Mohamed, 2022, p.6).

Conclusion

The supervisor's responsibility should be to advise and guide the student while also ensuring that they stay on track. The supervisor is not responsible for conducting research on the student's behalf (Brennan, 2019, p. 367). Supervisors should insist on the gifted student's work being well-structured; that is, a thorough complete direction of the dissertation/thesis, including its timetable and the frequency and format of supervision sessions, should be determined during the initial stage of the supervisory relationship. The imposition of such a framework should be designed to give the supervisor control over the supervising process and to give the student drive (Hockey, 1996, p.484). Between sessions, e-mail can be used to continue a supervisor–supervisee interaction. It can also be employed in a more systematic way by requiring the supervisee to produce information or weekly thoughts, for example. E-mail can improve supervisees' feelings of safety by reducing their perceived exposure and increasing supervisor availability in the case of a critical event. Supervisors, on the other hand, should take caution in their language because what is written has the quality of being embossed on a dialogical surface and is more permanent than spoken interactions (Álvarez & Grazioso, 2019, p. 284). Supervisors may have obstacles in delivering distance monitoring due to technological limitations as well as culture issues. For example, the technology could raise legal and ethical concerns about data security.

Supervisors established an environment in which a student recognized the need for growth through challenge or stimulation, by challenging the learner's existing knowledge and views, or by presenting them with other viewpoints (Macfadyen et al. 2019, pp. 992). Part-time, off-campus students may be able to email, participate in discussions with supervisors, search library catalogues and databases, and retrieve papers if computer communication capabilities are developed. Such computer-based approaches have the potential to build a "virtual" community of gifted students in which the boundaries between supervisor and students are blurred. Both the supervisor and the student can be more independent in terms of their physical and temporal spaces with supervision facilitated by email communication (Evans, 1995, p. 24). Similarly, Brennan (2019, p.365) supports the idea that gifted student's supervision, must be based on teachers' past experiences. In the academic field, critical thinking is essential, for example, critically reviewing earlier research to problematize something taken for granted or to identify a gap; critically reading others' work as part of the journal-review process and providing constructive comments. Assist students in developing a critical mindset. Students may find learning and development to be intimidating, and supervisors recognized their role in providing a safe environment in which growth may occur by providing support and confidence. This entailed a supervisor appreciating a student's current skills and achievements, recognizing their growth, and assuring them of the long-term benefits and likely success of their studies, at a time when they are faced with the challenge of devoting the time and energy required during their often-hectic lives. The supervisor should encourage talented students to take ownership of their work project, meet academic standards, follow ethical approval procedures, and stick to institutional obligations including timely progress reports and submission deadlines (Macfadyen et al. 2019, pp. 992-994).

Recommendations

To wrap up the study, it should be highlighted that supervising gifted students should be a developmental, empowering, and transformative experience for them in their learning activities. Supervisors must be able to manage postgraduate students' emotions, relationships, and behaviors. There is a need for more research into the tactics that can be employed to oversee non-gifted and impaired students.

In order to determine the schedule and time-frame on behalf of the gifted student, the supervisor should act as a director by supplying information. Assist the student in gaining access to distance supervision resources and knowledge by acting as a facilitator. Assist the student in resolving technical issues that arise during the supervision process. Assist students with research methodologies by acting as a teacher. Provide direction by establishing a writing schedule, providing comments on progress, and defining the important path for data collecting. Be a skeptic of the research design, draft chapters, and data interpretation. Allowing the student to make decisions and supporting those decisions allows you to be a freedom giver. Encourage the student and show interest in his or her work and ideas by being a supporter. Be a friend and show interest in and concern for the student's non-academic life. Check on the student's progress on a regular basis, monitor the study, provide systematic comments, and make plans. In general, the supervisor should act as an internal examiner for the student's work by providing regular and constructive feedback to the student who is being supervised remotely (Filippou, Kallo, & Mikkilä-Erdmann, 2019, p. 2). Identifying and

assessing gifted students is the responsibility of lecturers. These students should be held responsible for their own progress and learning.

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