Pegem Journal of Education and Instruction, Vol. 16, No. 1, 2026 (pp. 2690-2707)

RESEARCH ARTICLE WWW.PEGEGOG.NET

Educational Digital Platforms and Their Role in Identifying Gifted Students at the Secondary Education Stage: A Field Study on a Sample of Secondary School Teachers in Tebessa Province

Khalil SAIDI [1], Chadia FARAH [2]

[1] University of Echahid Cheikh Larbi Tebessi – Tebessa – Algeria. Email: khalil.saidi@univ-tebessa.dz. ORCID: https://orcid.org/0000-0002-7863-413X

[2] Mohamed Cherif Messaadia University - Souk Ahras – Algeria. Email: c.farah@univ-soukahras.dz. ORCID: https://orcid.org/0009-0008-6611-5464

Received: 25/11/2025 ; Accepted: 27/02/2026 ; Published: 30/04/2026

Abstract

This study examines the use of digital educational platforms and their role in identifying gifted students through a field study of a sample of secondary school teachers in Tebessa Province. In so doing, it seeks to encompass the subject of the research paper, examine in depth the concepts associated with digital platforms and gifted and high-achieving students, and determine the extent to which this category benefits from educational digital platforms in realising its potential and demonstrating its excellence. This study also aims to shed light on the reality of modern technologies' contribution to facilitating students' access to the best information and data as quickly as possible and their ability to address them. To study this topic, we used a descriptive method appropriate for such studies, relying on a questionnaire and interview tools, to reach the respondents in the study sample. The study concluded that the use of digital platforms has significantly contributed to the discovery of gifted and high-achieving students through their engagement with these new media, in which they found what they needed to refine their talents and abilities and display them in the classroom. These digital platforms also provided fertile ground for teachers to identify and support gifted students.

Keywords: digital platforms, gifted students, secondary schools in Tebessa Province, excellence, educational abilities

Introduction

The field of media and communication has developed, and the speed with which the internet has come to dominate all fields and sectors has increased. Technological and informational developments have permeated all aspects of life, making the world feel like a small village. These

developments have dominated educational realities worldwide by the use of modern designs to facilitate the educational process. In recent decades, many software programs and educational environments have been used in teaching, beginning with simple computer software and extending to e-learning, blended learning, virtual classrooms, and various interactive environments, most of which have proven effective in education.

Electronic digital platforms are at the forefront of Web 2.0 technologies, which are being increasingly used by faculty members because of the vitality and enjoyment they add to the processes of teaching and learning. This encourages the learner to interact with the content presented to them, as well as with colleagues and teachers, and to engage in several tasks that develop skills and refine talent. This has led to the recent emergence of these digital platforms in the educational process.

On this basis, this research paper proceeds with the following main question:

To what extent do digital platforms contribute to the educational process? How are they used to identify gifted students?

This research paper addresses the following plan:

First: Interrogating the study's concepts.

Second, the role of educational digital platforms in identifying gifted students is important.

Third, a field study on a sample of secondary education teachers in Tebessa Province was conducted.

Importance of the Study

- This study explains to the researcher the position of digital platforms in the educational process and their effective role in achieving its objectives.
- It sheds light on digital platforms and gifted students, as well as on the extent of their effectiveness in educational institutions.
- It reveals the reality of cognitive attainment in light of the employment of digital platforms and the extent of their contribution to identifying high achievers.

Objectives of the Study

To highlight the importance of educational platforms in developing academic attainment at the secondary education stage.

To enrich scientific research, modern variables, including digital platforms, the educational process, and gifted students, should be studied.

To contribute to highlighting the position of educational digital platforms within the educational environment.

First: Interrogating the Concepts of the Study

I. Definition of Digital Platforms

"A digital platform is a platform made available through technology and driven by business directives to manage, improve, and continuously deliver government services through multiple digital contact points, for example, a web browser and a mobile application, and to provide an enhanced digital experience for stakeholders who benefit from the services."[1]

II. Types of Digital or Electronic Platforms

Digital or electronic platforms can be divided into several types, the most important of which are as follows:

1. Commercial Platforms

These are online platforms that facilitate commercial interactions between at least two different groups, usually one consisting of suppliers and the other consisting of beneficiaries. Hence, each platform has established different rules to improve these interactions.

2. Educational Platforms

They are integrated, interactive, multisource educational software systems on the internet for providing courses, educational programs, educational activities, and electronic learning resources to learners at any time and in any place, synchronously and asynchronously, using interactive educational technology, information, and communication tools in a manner that enables the teacher to assess the learner.[2]

III. Examples of Digital Platform Models

1. Business Platforms

Integration platform model: Examples include Apple iOS, InnoCentive.com, and Google Android.

Product platforms such as Linux.

Multisided platforms: Facebook, eBay, and Alibaba.

2. Mode of interaction platforms

Collaborative platforms: Threadless.com; Wikipedia.

Competitive platforms such as TopCoder and running video games.

[1] National Digital Platforms Policy, Draft 2.1, Yesser Journal, issued by the Ministry of Communications and Information Technology, Kingdom of Saudi Arabia, 5.

[2] Mona Abd Allah Muhammad Haddad, "Digital or Electronic Platforms," *Arid Platform*, publication date: 3 January 2022, access date: 10 February 2023, at 16:25, https://portal.arid.

3. Mode of Governance

Open platforms: Linux; Wikipedia.

Closed platforms: Apple iOS; Google Android.

4. Ownership Disruption

Property-based platform: Sony, game consoles; Microsoft platforms.

Open-source platforms: the Linux platform.[3]

IV. Excellence

"It may be said that the concept of excellence began to appear significantly at the beginning of the twentieth century, especially after Binet constructed a test to measure children's intelligence. This test constituted the beginning of serious work aimed at developing methods of mental measurement until a relatively recent time. Research and studies then followed, adding much to this subject."[4]

V. The Gifted

The Diamond Court defined gifted individuals as "those who excel in one or more specific fields, such as the creative arts and the performing arts—art, design and technology, drama and music, physical education/athletic ability. . ."[5]

VI. High-achieving Student

"The high-achieving student has been defined, in terms of attainment, as the student who demonstrates notable progress in education compared with classmates, such that the student's attainment falls within the top 5 percent of the distribution of students in the same classroom. If the excellence is intellectual, the student is one who is distinguished in terms of level of intelligence, whose score reaches 130 or more, and who is at the same time academically outstanding, such that the student's attainment falls within the top 5 percent of comparable students."[6]

Second: The Role of Digital Platforms in Identifying Gifted Students

Educational digital platforms contribute to identifying gifted students through the features they make available to teachers on the one hand and to learners on the other. This can be identified in the following points:

[3] Ahmad Asadullah, Atreyi Kankanhalli, and Isam Faik, "Digital Platforms: A Review and Future Directions," ResearchGate, September 2018, 11.

[4] Hind Salih al-Harbi, "E-Learning and the Care of the Gifted in the Kingdom of Saudi Arabia in Light of the Coronavirus Pandemic," Scientific Journal of the Faculty of Education, Assiut University, vol. 38, no. 3, March 2022, 338.

[5] Manal Muhammad, "The Reality of Discovering and Caring for Gifted Pupils in General Education Schools in the Kingdom of Saudi Arabia from the Viewpoint of Those Responsible for the Educational Process in the Eastern Region," College of Science and Human Studies in Jubail, vol. 35, no. 3, part 2, 2019, 8.

[6] Abd al-Hamid Ramadan al-Tantawi, The Gifted: Methods of Caring for Them and Methods of Teaching Them, 1st ed., Dar al-Thaqafa, Amman, Jordan, 2008, 23.

Aptitude and motivation tests, such as measures of achievement motivation, personality traits, attitudes, innovative behaviour, and others, determine the degree of creativity. Through the electronic media provided by digital platforms, tests and topics can be created in modern, creative ways that enable gifted students to construct a distinctive presence. They also allow means of personal assessment and evaluation, such as teacher nominations, parent nominations, peer nominations, or self-nominations. Digital platforms play an important role in advancing the expected outcomes of this strategy by enabling faster statistical processing for evaluation and the rapid provision of results for classification that identifies gifted students.

Organised observation and interviews. These are among the most important characteristics of digital platforms: they allow, through the set of spaces allocated for announcements, the scheduling of interviews, work, and tests and provide space for interaction with these spaces through the comment feature.

Academic records and health, social, economic, and family records are collected to obtain the greatest possible amount of information about physical, emotional, mental, social, economic, and family development. Digital platforms are among the most important electronic sites that provide special files for students, including smaller files containing information such as their achievements, weekly and monthly evaluations, and accomplishments. Owing to the simple, branching technologies that are embedded within one another, these platforms provide them with rankings during specified periods, which facilitate the identification of gifted and high-achieving students with ease.[7]

Third: A Field Study on a Sample of Teachers in Secondary Schools in Tebessa Province

I. Study methodology and tools

In this study, we used the social survey method. Madeleine Grawitz defines it as "a set of intellectual operations through which a given specialism seeks to reach the facts it pursues, establishes, and verifies. It is also a concrete position towards a subject and is linked to the attempt to explain it."[8]

Thus, we proceeded from a survey of secondary education teachers in secondary schools in Tebessa Province, eastern Algeria, to describe this scientific phenomenon, its specificities, and the circumstances surrounding it and to uncover

[7] Anisa Fakhro, "Requirements and Methods for Identifying the Gifted and Creative," Second International Conference for the Gifted and High Achievers, under the slogan "Towards a National Strategy for Nurturing Innovators," Department of Special Education, College of Education, United Arab Emirates University, 19–21 May 2015, United Arab Emirates University, 36.

[8] Madeleine Grawitz, translated by Ammar Sam, Methods of the Social Sciences: The Logic of Research in the Social Sciences, Arab Centre for Authorship, Translation, and Publishing, Damascus, 1993, 10.

its hidden aspects, given that discussion of the subject of digital platforms and gifted students has become very important and is emerging very prominently through modern technologies with which educational institutions have kept pace.

The tools used to collect information in this study included a digital questionnaire administered to respondents via digital institutions, as well as observation, which was used as an auxiliary tool to interpret respondents' information by following everything related to the phenomenon.

II. Study Population and Sample

The research population in our study consists of all secondary education teachers in Tebessa Province. A total of 6,775 teachers were included in the research population. Therefore, we used a simple random sample to survey the study population. [9] The research units we considered compatible with the nature of the topic and representative of the study population, at least in terms of their features and characteristics, were selected. The sample size was 102 units.

This was done to interpret this information and provide scientific analyses on the basis of theoretical aspects of the topic.

III. Sociodemographic Data

Table 1: Distribution of Respondents

Sample	Frequency	Percentage
Male	54	52.94%
Female	48	47.05%
Total	102	100%

Source: Prepared by the researchers.

From the table above, which shows the distribution of respondents (102 units) by type or sex, 52.94% are male teachers, while 47.05% are female teachers. The fact that the percentage of females is close to that of males is largely attributable to the study population as a whole, as the female category is close to the male category in the educational institutions under study.

Table 2: Distribution of Respondents by Age Group

[9] Johnny Daniel, translated by Tariq Atiya Abd al-Rahman, The Basics of Sampling in Scientific Research, Research Centre, Riyadh, Saudi Arabia, 2015, 190.

Sample	Frequency	Percentage
22–30 years	37	36.27%
31–40 years	53	51.96%
41 and above	12	20.58%
Total	102	100%

Source: Prepared by the researchers.

From our data in Table 2, which presents the distribution of the study sample by age, we find that 51.96 percent were between 31 and 40 years old, while those aged 22 to 30 years were in second place at 36.27 percent. Finally, those aged 41 or older accounted for 20.58%.

The variation in these data is due to the composition of the secondary education teachers under study, as many employees are at the beginnings of their professional paths, especially with respect to specialisations integrated during the past ten years, unlike the remaining respondents, who are considerably experienced and highly aware of the concept of the educational process and of the important role that results from identifying gifted and high-achieving students.

From this table, we conclude that age plays a very important role in teachers' awareness of the use of digital platforms in light of the new digital environment.

Table 3: Distribution of Respondents by Level

Sample	Frequency	Percentage
Secondary	10	9.80%
University	77	75.49%
Postgraduate studies	15	14.70%
Total	68	100%

Source: Prepared by the researchers.

According to the table data on the distribution of respondents by educational level, 75.49 percent had a university level, while those with postgraduate studies accounted for 14.70 percent. Finally, those at the secondary level accounted for 9.80%.

These data indicate that the teachers under study have a university-level education, while a considerable number hold higher degrees.

Our initial interpretation of these figures, and through fieldwork, is that educational level is directly related to the use of information and communication technologies in the educational

process. The higher the level is, the more those concerned tend to use digital platforms by virtue of their proficiency with them and their technologies.

First Axis: The Use of Digital Platforms in the Educational Process by the Secondary Education Teachers in the Study Sample

Table 4: Distribution of Respondents According to the Extent of Their Use of Educational Digital Platforms

Sample	Frequency	Percentage
Always	47	46.07%
Sometimes	39	38.23%
Rarely	16	15.68%
Total	102	100%

Source: Prepared by the researchers.

The statistics in Table 4 concerning the extent to which the study sample used digital platforms in the educational process show that 46.07 percent answered “always”, 38.23 percent “sometimes”, and 15.68 percent “rarely”. We thus observe that more than two-thirds of the surveyed sample used educational digital platforms during at least certain periods.

Through our field contact with the respondents, they confirmed that digital educational platforms became more prominent during the period accompanying the coronavirus pandemic, as most teachers turned to these alternative technologies in the educational process. Indeed, they helped them teach learners at highly effective levels, leading to the discovery of some new high achievers who had been obscure under traditional education.

Table 5: Distribution of Respondents According to Whether They Received Training on the Use of Digital Platforms in the Educational Process

Sample	Frequency	Percentage
Yes	23	22.54%
No	79	77.45%
Total	102	100%

Source: Prepared by the researchers.

The data in Table 5, relating to respondents' training in the use of these means, show that 77.45 percent had not received training. In comparison, 22.54 percent reported receiving training. The variation in these figures is attributable to the supervising administration's lack of interest in the necessity of employing digital platforms in the educational process. Even those who received training in using these platforms did so on their own initiative and with their own resources.

Training courses are important for introducing these platforms and ways of dealing with them, especially for teachers, as they provide fundamental support in achieving the desired objectives.

Table 6: Distribution of Respondents According to the Means They Use in Employing Educational Platforms

Sample	Frequency	Percentage
Smartphone	25	24.50%
Laptop computer	45	44.11%
Desktop computer	19	18.62%
Electronic tablets	13	12.74%
Total	102	100%

Source: Prepared by the researchers.

The statistics in Table 6, relating to the means respondents used to employ digital platforms, indicate that 44.11 percent reported using a laptop, while 24.50 percent relied on smartphones. In addition, those who used a desktop computer accounted for 18.62%, while those who preferred electronic tablets accounted for 12.74%.

Most respondents use various modern technologies that facilitate the use of digital platforms and are considered easily accessible to both teachers and learners.

Second Axis: The Effectiveness of Digital Platforms in the Educational Process from the Perspectivepoint of the Secondary Education Teachers in the Study Sample

Table 7: Distribution of Respondents According to the Extent to Which They Consider Digital Platforms Important in the Educational Process at the Secondary Education Stage

Sample	Frequency	Percentage
Yes	48	47.05%
To some extent	24	23.52%

No	30	29.41%
Total	102	100%

Source: Prepared by the researchers.

According to the data in Table 7, which represent the extent of the importance of digital platforms in the educational process at the secondary education stage, approximately half of the study sample (47.05 percent) answered "yes". In comparison, 29.41 percent answered "no", and 23.52 percent answered "to some extent".

This difference is attributable to the fact that some respondents do not attach importance to these digital platforms. In general, however, most respondents believe that digital platforms are highly important at the secondary education stage, as they have proven their effectiveness and produced educationally trained students, helping them develop their abilities and acquire knowledge.

Table 8: Distribution of Respondents According to Their Consideration of the Benefits of Digital Platforms from the Viewpoint of the Secondary Education Teachers in the Study Sample

Sample	Frequency	Percentage
Yes	57	55.88%
To some extent	39	38.28%
No	6	5.88%
Total	102	100%

Source: Prepared by the researchers.

The data in Table 8, relating to respondents' consideration of the benefits of digital platforms in the educational process, indicate that 55.88% answered "yes". In comparison, 38.28 percent answered "to some extent", and a small percentage, estimated at 5.88 percent, answered "no".

We observe that most of the surveyed sample is fully aware of the benefits of using digital platforms in the educational process, especially at the secondary education stage, owing to their effectiveness in teaching learners and releasing their energy, as they allow interaction and save time and effort for learners. Through questioning some respondents in the field, we observed that they raised the stakes of using digital platforms in the future, as they would be incorporated into programs and curricula specific to secondary education.

Table 9: Distribution of Respondents According to Their Opinion on the Existence of Differences in the Speed of Learning between Digital Platforms and Traditional Methods

Sample	Frequency	Percentage
Yes	61	59.80%
No	41	40.19%
Total	102	100%

Source: Prepared by the researchers.

On the basis of the data in Table 9, which relates to the study sample's opinion on the existence of differences between the use of digital platforms and traditional methods in learning, we found that 59.80 percent answered "yes". In comparison, approximately 40.19 percent answered "no".

For this reason, a considerable percentage of the sample is largely satisfied with the use of digital platforms in educational processes. Moreover, some respondents remain attached to traditional learning methods.

Despite this variation, the use of digital platforms in the educational process remains inevitable for all actors, given what modern technology produces, and must therefore keep pace with it, especially in education.

Table 10: Distribution of Respondents According to Their Degree of Satisfaction with Teaching Methods on Digital Platforms

Sample	Frequency	Percentage
High	51	50.00%
Medium	37	36.27%
Low	14	13.72%
Total	102	100%

Source: Prepared by the researchers.

The data in Table 10, concerning the distribution of respondents according to their degree of satisfaction with teaching methods on digital platforms, show that half of the surveyed sample expressed high levels of satisfaction with these methods, whereas 36.27 percent considered these methods to be somewhat moderate, and 13.72 percent considered their level of satisfaction to be very low.

We conclude that a large percentage of respondents were satisfied with the various teaching methods on digital platforms, as they know that these methods enhance instruction and foster an interactive atmosphere between teachers and learners, which in turn supports academic attainment.

What we observed in the field is that most of the teachers under study are fully aware of the need to leverage modern technologies in the educational process, especially to identify latent abilities and talents that traditional learning methods miss.

Third Axis: The Contribution of Employing Digital Platforms to Identifying Gifted Students

Table 11: Distribution of Respondents According to the Degree of Learners' Interaction on Digital Platforms

Sample	Frequency	Percentage
High	67	65.68%
Medium	23	22.54%
Weak	12	11.67%
Total	102	100%

Source: Prepared by the researchers.

In terms of the data in Table 11, which relates to the degree of interaction among student learners on digital platforms, 65.68 percent consider the degree of interaction to be high. In comparison, 22.54 percent consider the interaction to be generally medium, and the remaining respondents, estimated at 11.67 percent, consider the interaction to be weak.

On this basis, we find that the majority of respondents' level of interaction on digital platforms is high or medium. These findings indicate that these platforms are effective for secondary education students because of their ease of use and the immediate interaction between them.

Table 12: Distribution of Respondents According to Their Satisfaction with the Scientific Material Included on Digital Platforms

Sample	Frequency	Percentage
Sufficient	54	52.94%
To some extent	45	44.11%
Insufficient	3	2.94%

Total	102	100%

Source: Prepared by the researchers.

We observe from the quantitative data in Table 12, concerning the distribution of the study sample according to their satisfaction with the employment of the scientific material on digital platforms, that 52.94 percent considered it sufficient. In comparison, 44.11 percent considered it sufficient to some extent. Finally, a very small percentage, estimated at 2.94 percent, considered this material insufficient.

We conclude from our commentary on Table 12 that a large number of respondents consider the scientific material posted on digital platforms to be largely sufficient and to facilitate learners' academic attainment, as it is appropriate for developing learners' cognitive and scientific abilities

.

Table 13: Distribution of the Study Sample According to Their Opinion on the Contribution of Digital Platforms to Discovering Gifted Students

Sample	Frequency	Percentage
Agree	76	74.50%
Neutral	15	14.70%
Disagree	11	10.78%
Total	102	100%

Source: Prepared by the researchers.

The statistics in this table, regarding the study sample's opinion on the contribution of digital platforms to the discovery of gifted students, indicate that 74.50 percent of the respondents agreed, 14.70 percent were neutral, and 10.78 percent did not agree.

This is attributable to the fact that the respondents in the study sample are fully aware that digital educational platforms help them identify gifted students through the features they offer and the extent of their effectiveness in the educational process.

From the foregoing, we conclude that, despite the study sample’s agreement on the contribution of educational digital platforms to identifying the gifted, training and instruction in the use of technology and educational digital platforms remain necessary.

Table 14: Distribution of the Sample According to the Mechanisms for Discovering Gifted Students on Digital Platforms

Sample	Frequency	Percentage
Intensifying interaction and discussion circles	49	27.37%
Facilitating communication between the learner and the teacher on the digital platform	57	31.84%
Flexibility during the educational process	19	10.61%
Developing research and learning skills	41	22.90%
Other, specify	13	7.26%
Total	179	100%

Source: Prepared by the researchers.

The data in Table 14, relating to mechanisms for discovering gifted students through digital platforms in the study sample, show that 31.84 percent answered that platforms facilitate communication between teachers and learners. In comparison, 27.37 percent answered that they support intensifying interaction and discussion circles. In addition, 22.90 percent suggested that digital platforms develop research and learning skills, while those who considered that they enable flexibility in the educational process represented 10.61 percent. Finally, 7.26 percent answered "other, specify", centred on facilitating information search and freeing the learner from shyness, among other matters.

The respondents in the study sample believe that educational digital platforms offer many mechanisms and methods for identifying gifted students, who often differ from prominent students in the traditional education system. These educational platforms also allow lectures and lessons to be revisited at any time, which supports recall and revision among learners and, consequently, the identification of gifted students.

Fifth Axis: The Objectives Achieved by the Teachers in the Study Sample through the Use of Educational Digital Platforms

Table 15: Distribution of Respondents According to the Achievement of Their Educational Objectives on Digital Platforms

Sample	Frequency	Percentage
Yes	64	62.74%
To some extent	30	29.41%
No	8	7.84%
Total	102	100%

Source: Prepared by the researchers.

Through our reading of the figures in Table 15, relating to the achievement of educational objectives on digital platforms, we record that 62.74 percent of the respondents answered "yes". In comparison, 29.41 percent answered "to some extent". Finally, 7.84 percent answered "no", which is a very small percentage.

Thus, we interpret the previous data as showing that teachers' use of digital educational platforms in the study sample contributes greatly to achieving the objectives of the educational process and that these goals are sometimes achieved with greater effectiveness and efficacy than traditional methods are.

Table 16: Distribution of the Study Sample According to Their Evaluation of the Educational Process on Digital Platforms

Sample	Frequency	Percentage
It makes no noteworthy addition	49	33.10%
An efficacious process	63	42.56%
Complex because it relies on immediate interaction	27	18.24%
Other, specify	9	6.08%
Total	148	100%

Source: Prepared by the researchers.

The data in Table 16, relating to the evaluation of the educational process in light of the study sample's use of digital platforms, show that most respondents' answers (42.56 percent) concerned effectiveness and efficacy on digital platforms. Moreover, 33.10 percent reported making no noteworthy addition, while 6.08 percent provided other answers. Those who considered the process complex because it relies on immediate interaction represented 18.24 percent of the respondents.

We conclude that respondents' evaluation of the educational process on digital platforms varies between effectiveness and efficacy on the one

hand and complexity on the other owing to the difficulty of controlling digital platform technologies. Nevertheless, we observed that a large group of respondents continue to rate the use of digital platforms positively.

Despite this, there must be a will on the part of those responsible for educational institutions to strengthen the use of educational digital platforms.

Table 17: Distribution of the Study Sample According to the Proposals Submitted to Enhance the Educational Process on Digital Platforms and Identify the Gifted

Sample	Frequency	Percentage
Organising periodic training courses for the various actors in the educational process	89	38.86%
The need to provide organised and easy-to-understand content on digital platforms	63	27.51%
Remedying the shortcomings recorded in technological requirements and capacities	77	33.62%
Total	229	100%

Source: Prepared by the researchers.

The data in Table 17, relating to respondents' proposals concerning the enhancement of the educational process on digital platforms and the identification of gifted students, show that a large proportion of the proposals centred on organising training courses for the benefit of the various actors, remedying the shortcomings recorded in technological requirements, and the need to provide easy-to-understand content, according to their opinion, with percentages estimated at 38.86 percent, 33.62 percent, and 27.51 percent, respectively.

Most respondents agree that strengthening digital platforms in the educational process is important for increasing learners' cognitive ability and identifying gifted students.

IV. Discussion of the Study Results

Digital platforms help diversify teaching methods by developing programs that align with learners' abilities, thereby providing opportunities for understanding, learning, and demonstrating cognitive skills.

Most respondents consider it necessary to combine traditional teaching methods with

modern methods, such as digital platforms, given their effectiveness in the educational process.

The use of digital platforms in the educational process enhances learners' scientific and cognitive skills, especially when teachers master the mechanisms used on these platforms.

There are many obstacles to the success of the educational process through the use of digital platforms, which require users to overcome them to ensure its success.

Activating digital platforms in the educational process has become a necessity imposed by modern technology to ensure effective comprehension and, consequently, to refine and identify talent.

Compared with traditional methods, digital platforms contribute more to identifying gifted students in the educational process.

Reliance on digital platforms in the educational process enables teachers to achieve their pedagogical objectives, especially in discovering students with latent skills.

Achieving educational objectives on digital platforms enables the identification of gifted students, especially at the preparatory stage.

Conclusion

Interest in digital platforms in the educational process has become self-evident and a tangible reality that imposes itself on educational institutions, as they constitute an extension of the educational process, known to most educational organisations and institutions, and are reflected in their management culture. This is due to the important role of human resources, namely, the teacher, and its importance in overcoming the problems and obstacles facing educational institutions in performing their educational tasks. Reliance on digital platforms has become necessary because of its positive effect on understanding and comprehension and therefore on identifying gifted students. In consideration of our concern to provide practical value to this research paper, we deemed it appropriate to present the following recommendations:

*-Investing in human capital and training it in the use of technology, as it is an intangible asset that contributes to achieving the objectives of the educational institution on the one hand and to identifying gifted students on the other.

*-Working to create a guide for teachers for producing pedagogical educational programs and preparing them for use on digital platforms.

*- Establishing specialised centres for producing educational programmes and employing them through the use of digital platforms in the educational process.

*- Conducting training courses on how to teach or on teaching methods within digital platforms, especially in light of the dominance of the modern digital environment.

*- Generalising the digitisation of educational curricula across all educational stages and

linking them to an approach that ensures the identification of gifted students at all educational stages.

List of Sources and References

1. Anisa Fakhro, "Requirements and Methods for Identifying the Gifted and Creative," Second International Conference for the Gifted and High Achievers, under the slogan "Towards a National Strategy for Nurturing Innovators," Department of Special Education, College of Education, United Arab Emirates University, 19–21 May 2015, United Arab Emirates University.
2. Johnny Daniel, translated by Tariq Atiya Abd al-Rahman, The Basics of Sampling in Scientific Research, Research Centre, Riyadh, Saudi Arabia, 2015.
3. National Digital Platforms Policy, Draft 2.1, Yesser Journal, issued by the Ministry of Communications and Information Technology, Kingdom of Saudi Arabia.
4. Abd al-Hamid Ramadan al-Tantawi, The Gifted: Methods of Caring for Them and Methods of Teaching Them, 1st ed., Dar al-Thaqafa, Amman, Jordan, 2008.
5. Madeleine Grawitz, translated by Ammar Sam, Methods of the Social Sciences: The Logic of Research in the Social Sciences, Arab Centre for Authorship, Translation, and Publishing, Damascus, 1993.
6. Manal Muhammad, "The Reality of Discovering and Caring for Gifted Pupils in General Education Schools in the Kingdom of Saudi Arabia from the Viewpoint of Those Responsible for the Educational Process in the Eastern Region," College of Science and Human Studies in Jubail, vol. 35, no. 3, part 2, 2019.
7. Mona Abd Allah Muhammad Haddad, "Digital or Electronic Platforms," Arid Platform, publication date: 3 January 2022, access date: 10 February 2023, at 16:25, https://portal.arid.
8. Hind Salih al-Harbi, "E-Learning and the Care of the Gifted in the Kingdom of Saudi Arabia in Light of the Coronavirus Pandemic," Scientific Journal of the Faculty of Education, Assiut University, vol. 38, no. 3, March 2022.
9. Ahmad Asadullah, Atreyi Kankanhalli, and Isam Faik, "Digital Platforms: A Review and Future Directions," ResearchGate, September 2018.