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Design and Validation of a Differentiated Curriculum Model for Gifted Students Based on Multiple Intelligences

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1. Round 1

1.1. Reviewer 1

Reviewer:

In the paragraph beginning with “Gifted education has increasingly become…”, the description of gifted learners’ characteristics would benefit from distinguishing empirically established traits from theoretical generalizations and acknowledging heterogeneity within gifted populations.

The claim “Applying this multidimensional view enables educators to design learning experiences…” should be supported by at least one concrete curricular example demonstrating how MI theory is operationalized in instructional planning.

In the statement “AI-enhanced instructional environments… align naturally with MI-based differentiation,” the mechanisms of this alignment (e.g., adaptive feedback systems, learner profiling algorithms) should be specified to avoid conceptual vagueness.

When discussing AI-driven instructional environments, please distinguish clearly between currently available technologies and future or aspirational applications.

Authors revised the manuscript and uploaded the document.

1.2. Reviewer 2

Reviewer:

The description of the mixed-methods sequential exploratory design should explicitly state how qualitative findings informed the development of quantitative items (e.g., coding-to-item mapping procedure).

The manuscript should specify the exact version of the MI inventory used and describe the adaptation and validation procedures for the local context.

The coding procedure described as “open coding, axial coding, and selective coding” should include information on intercoder reliability or agreement procedures.

In the sentence “Missing values were minimal and handled using expectation–maximization,” please report the percentage of missing data and justify the choice of this method over alternative techniques.

In addition to reporting standardized loadings, the manuscript should clarify whether cross-loadings were constrained or tested to strengthen claims of factorial validity.

While the Fornell–Larcker criterion is reported, the manuscript would benefit from including additional discriminant validity evidence such as HTMT ratios.

The structural model section should clarify whether indirect or mediating effects were tested or theoretically considered.

In the claim “MI alignment functions as a central organizing construct,” consider discussing alternative theoretical interpretations to avoid presenting the model as overly deterministic.

Authors revised the manuscript and uploaded the document.

2. Revised

Editor’s decision: Accepted.

Editor in Chief’s decision: Accepted.

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