**APCG2026 Abstract Submission Template**

### **1. Title of the Abstract**

*Clear, concise, and reflective of the study. Use Title Case (Capitalize Major Words). Avoid abbreviations.*

**Example:** Enhancing Creative Thinking Among Gifted Adolescents Through Digital Storytelling

### **2. Author(s) and Affiliation(s)**

**Author Name(s):**

* First Author: Full Name, Affiliation, Country, Email
* Co-Author(s): Full Name(s), Affiliation(s), Country, Email(s)

**Example:**

* Dr. Layla Ahmad, King Saud University, Saudi Arabia, layla.ahmad@ksu.edu.sa
* Prof. John Smith, University of Toronto, Canada, j.smith@utoronto.ca

### **3. Abstract (Maximum 400 words)**

*Summarize the purpose, methods, results, and conclusions of your study. The abstract should be informative and self-contained.*

**Example Template:**  
This study explores [purpose] by examining [population/sample/context]. Using [methodology/design], data were collected and analyzed to identify [key variables/outcomes]. The results indicate that [main findings]. These findings suggest [conclusions/implications]. This research contributes to [significance in gifted education, creativity, policy, etc.].

**Example of Abstract:**

**Enhancing Creative Thinking Among Gifted Adolescents Through Digital Storytelling**

This study explores the capacity of digital storytelling to enhance creative thinking among gifted adolescents by examining 60 students aged 13–16 enrolled in urban enrichment programs. Using a mixed-methods quasi-experimental design, a six-week module on narrative construction, visual literacy, and multimedia production was delivered; pre- and post-intervention Torrance Tests of Creative Thinking, content analysis of student stories, reflective journals, and focus-group interviews provided data to identify gains in fluency, flexibility, originality, elaboration, and motivational themes. Results indicate that learners who engaged in digital storytelling achieved statistically significant increases in overall creativity scores compared with peers receiving traditional writing instruction, while qualitative evidence revealed heightened engagement, autonomy, and self-perception as imaginative thinkers. These findings suggest that embedding digital storytelling within gifted curricula can catalyze both cognitive and affective dimensions of creativity, especially when students are granted choice, technological tools, and opportunities for reflection. This research contributes empirical support to gifted-education practice and policy by offering a scalable, culturally adaptable strategy for cultivating 21st-century creative competencies.

### **4. Keywords (3–5 keywords)**

*Separate with commas. Avoid overly general terms.*

**Example:** gifted education, creativity, digital tools, adolescent learners, Saudi Arabia