Questions are at the heart of just about everything we, and the students we teach, do in our lives. They allow us to find out more information about a topic, open lines of communication, and offer the opportunity for dialogue and discussion. Asking the right questions demonstrates understanding of a particular topic or idea, and the desire to know more. Asking questions reveals curiosity, engagement, and focus. We should be encouraging our students to practice questioning, critical thinking, and inquiry, as well as for direction, clarification, help, or assistance every day.

Attending to the affective needs of gifted and talented students is just as important as content and skill knowledge. Students enjoy talking about their lives, their interests, fears, hopes, goals, and dreams. The somewhat monotonous grind of the school day vanishes when students are encouraged to discover who they are as individuals and learners. It is our job as educators to model questioning for our students. We are the ones who need to begin the conversations. We need to make the students feel comfortable. If so, there isn’t a limit to the number of questions that can be covered. But we won’t know unless we ask. The same is true of our students. I think that you will find, as I did, that many of this issue’s pieces are grounded in questioning.

Addressing the Emotional Needs of Gifted Perfectionists, by Alexandra Y. Attinger, asks us to consider trauma-informed practices as a way to support gifted students experiencing perfectionism. Infusing Authentic Mathematical Learning: Lessons Learned From Life and a Javits Project, by Cindy M. Gilson and others, highlights a project funded by the Jacob K. Javits Gifted and Talented Students Education Program that looks at what it means, and the importance of, students thinking like mathematicians and presents suggestions for teachers looking to encourage this type of inquiry. In Connecting Critical Thinking to Technology Usage in the Virtual Classroom, Julia Nyberg and others focus on the connection between critical thinking and technology and its use to differentiate instruction for advanced and gifted learners in the virtual classroom. In his debut installment of iMathination, Kadir Bahar tells us that in order for students of math to develop creative problem-solving strategies, teachers need to know what mathematical creativity looks like in the classroom. Digital Ecosystem shows how to create safe digital spaces for LGBTQ youth. Special Populations suggests that gifted educators can naturally embed cultural responsiveness into online learning environments resulting in meaningful classroom experiences for all. Unwrapping the Gifted reveals truthful responses to a spontaneous survey on stress. Read all about 2022’s most recent nominees and winners in Buried Under Books. Socially Scientific highlights gameplay as a favorite assessment review tool in the classroom. Taking the Lead offers five ways to find and nurture leadership opportunities.

I love the cyclical nature of questioning, and the importance of asking questions. I want my students to possess the same passion. As I say in my biology class, “Questions lead to more questions. It never ends.” Ask the right questions and allow time for students to inquire too. Let students know that it is OK to ask for help, both academically and socially. Reiterate that there is nothing wrong with asking for help. It is how we all learn and develop. Let us make our classrooms the place where asking questions is at the forefront.