

# A Teacher's Road to Excellence

## Effectiveness of a course for honours teachers

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### Research Questions

How influences ATRE :1) teachers' value of the three dimensions of honours teaching approaches, 2) teachers' self-efficacy, and 3) practice?

### Method

**Self-assessment** (N=13) (5 points Likert scale)

Value of, and competence in: creating community; enhancing academic performance, and offering bounded freedom

T1: start; T2: Half way; T3: end

**Questionnaire** (N= 10) (open questions)

What is changed in practice?

### Results

ATRE positively influences the self-efficacy of the teachers and how teachers value the three dimensions of honours teaching strategies. Teachers indicate that after following ATRE they had more courage to do things differently and to try new methods and learning formats

### Honours

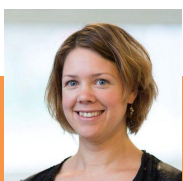
**Programs:** selective study programs designed for students who are able and willing to do more than the regular program offers

**Didactics:** three dimensions of teaching strategies: offering bounded freedom, enhancing academic competence and creating a community (Wolfensberger, 2012)

### Training program

A Teachers Road to Excellence (ATRE) is based on:

1) Van Veen et al. (2010), who indicate that teachers should actively create new knowledge, share knowledge and experiences, and implement content practice; and 2) Gusky (2002), who indicates that a training program should result in a change in class activities, attitude and beliefs, and in learning outcomes.



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