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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Dr. Marjolein Heijne-Penninga
Professorship Excellence in Higher Education and Society
m.heijne@pl.hanze.nl