

**Stimulating professional
development and teaching
strategies of honors teachers**

Elles Kazemier, Inge Wijkamp & Lilian Eggens

Professorship Talent Development in Higher Society and beyond
Hanze University AS Groningen

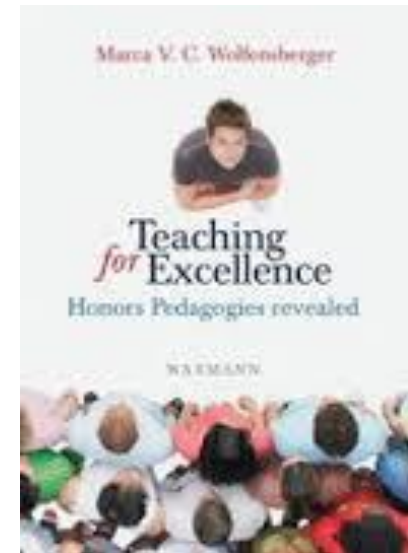
Focus

Development of honors teaching strategies

Research

Professional development of honors
teachers participating in the program

A teachers' road to excellence





‘There is no one, single, standardized recipe for good honors teaching & learning’

(John Zubizaretta, CEEHEB Groningen, 2012).

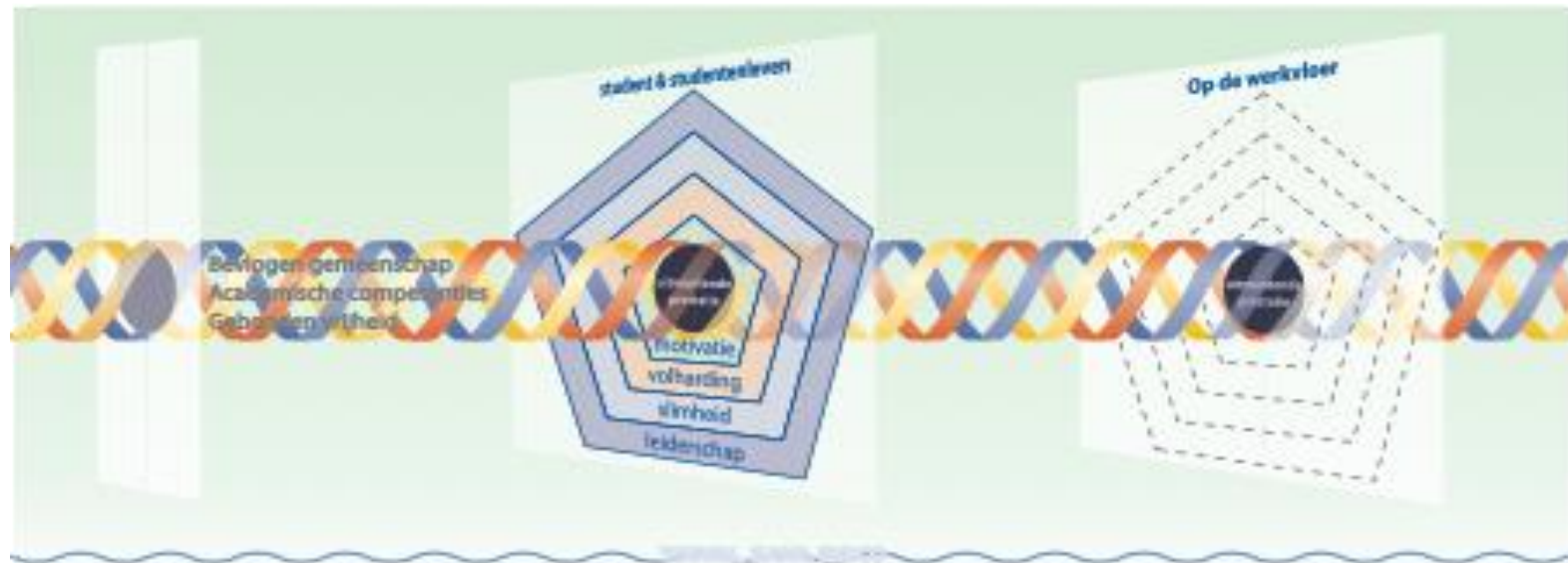
Question:

Which ingredients do you favor (importance) & how well can you handle them (mastery)?

Pedagogy for excellence

Three pillars:

- Enhancing academic competence
- Creating community
- Offering (bounded) freedom



Why?

- Honors programmes at Dutch UAS are relatively young
- Educational innovation asks for reflection
- Honors students require a specific approach (Wolfensberger, 2012)
- Needs of honors students may vary per student
- Important to choose the appropriate teaching strategies from a broad repertoire

For whom?

- Motivated, selected, honors teachers, who are willing to reflect and experiment within their programme, in order to strengthen their personal honors teaching strategies



Design principles 'A teachers' road to excellence'

Effective faculty development programs (a.o.):

- let teachers actively create knowledge themselves
- make them share knowledge and experiences with colleagues.
- offers content relevant for the workplace situation for it to be implementable (Van Veen et al, 2012).

Pivotal for success is teachers intrinsic motivation. Therefore the need for autonomy, competence and social relations should be supported by the program (Ryan & Deci, 2000).

Goals of honors teachers' course Hanze UAS:



'A teachers road to excellence' aims to let honor teachers:

1. Formulate their views on honors students and - education
2. Enhance their teaching strategies in honors education
3. Strengthen their knowledge, attitude and teaching behaviour
4. Test, review and adjust their honors teaching behaviour
5. Strengthen the honors learning environment in their teaching practice
6. Expand their honors network within the Hanze UAS

How?

Pathway through honors teachers' course:

'A teachers road to excellence' consists of:

1. Duration: one year

- Six thematical training days
- Six meetings in Communities Of Practice
- (Optional: Lesson study; private consultation sessions)

2. Main assignment:

Design, carry out & evaluate an educational intervention that supports, deepens or improves the learning of honors students



Research question & methods

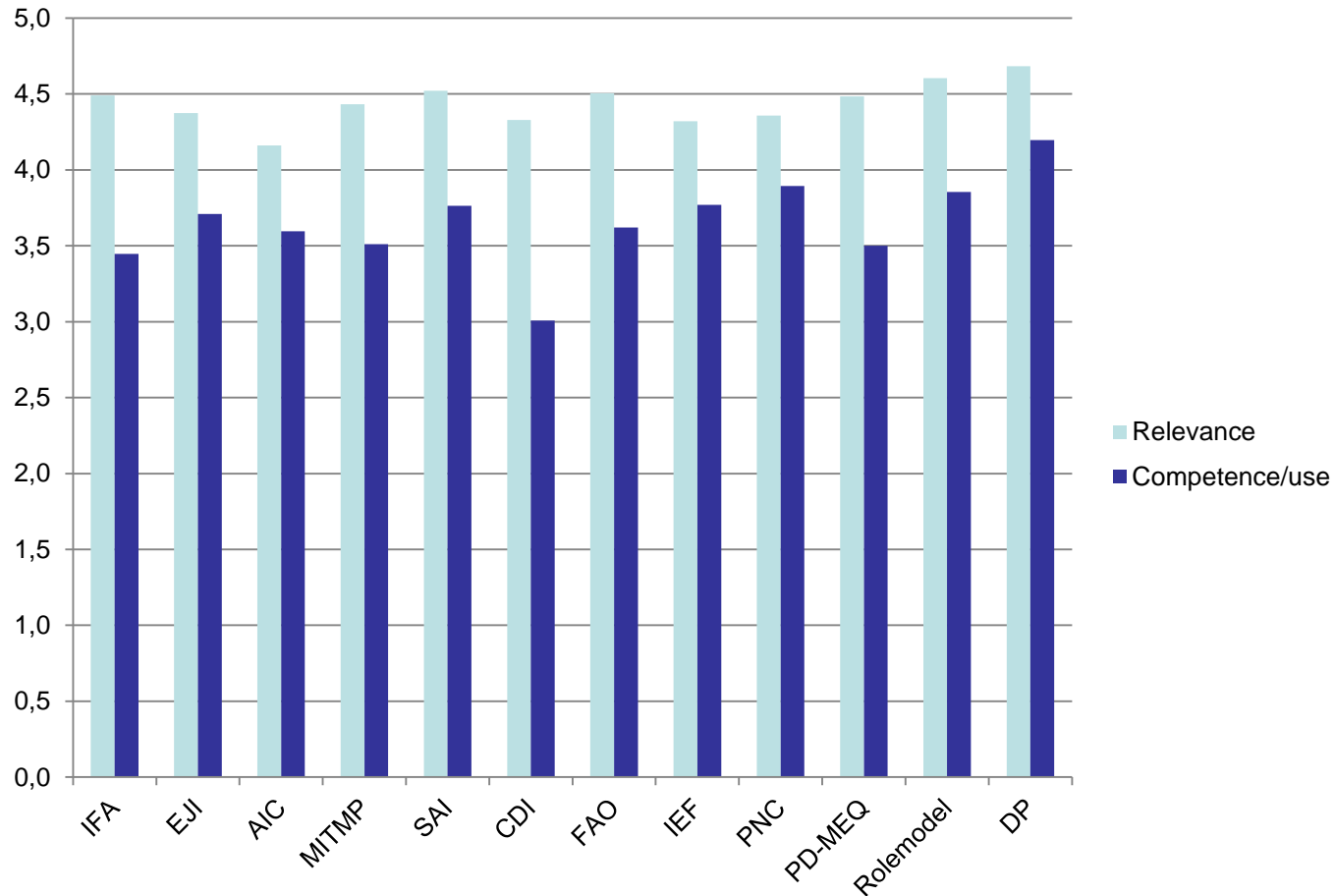
In which way has the programme supported its participants in the enhancement of knowledge, skills and attitude on honors teaching strategies?

A.o.:

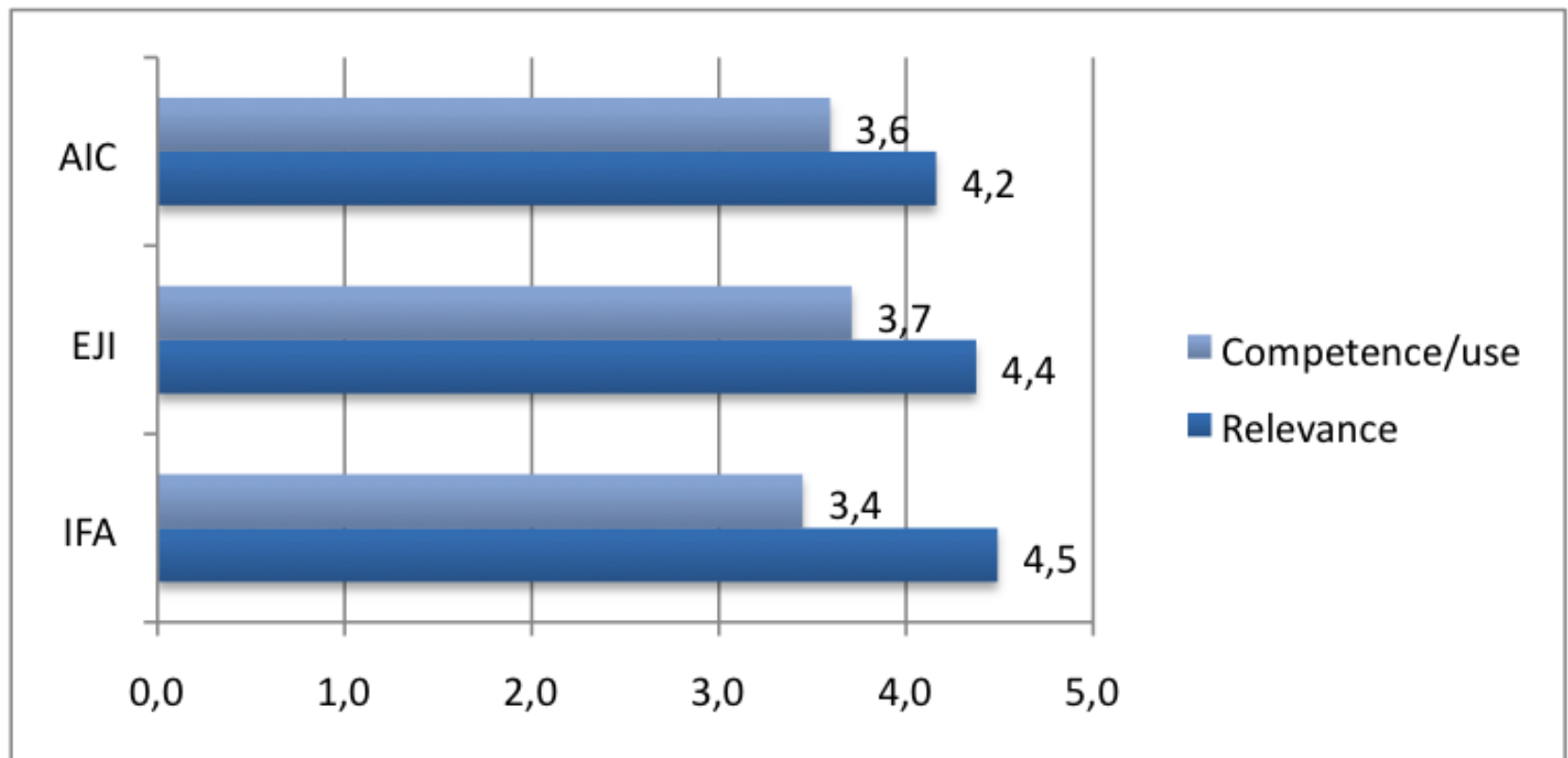
-Self assessment analyses (T1, T2, T3)



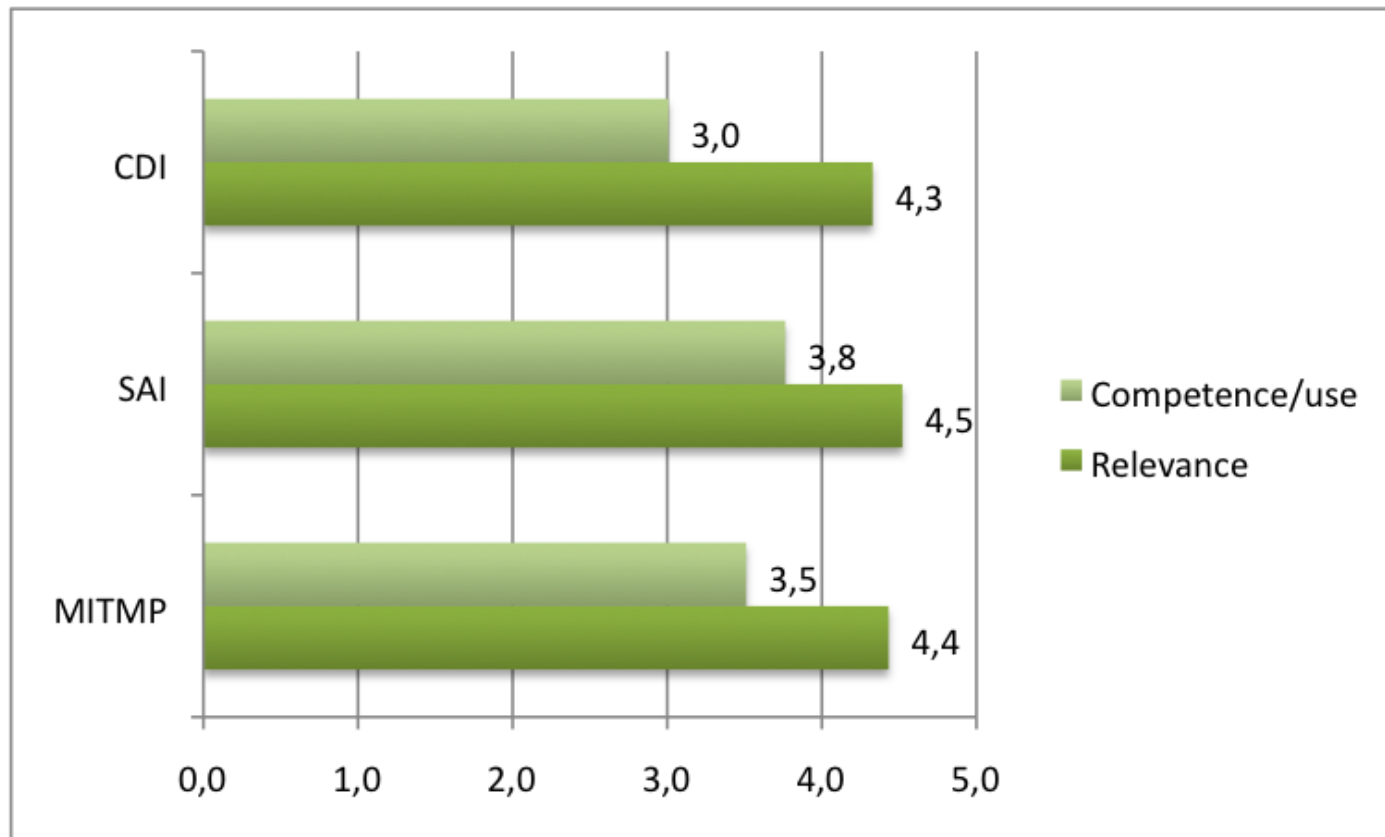
Preliminary results (feb-sept 2013: T1 & n=24)



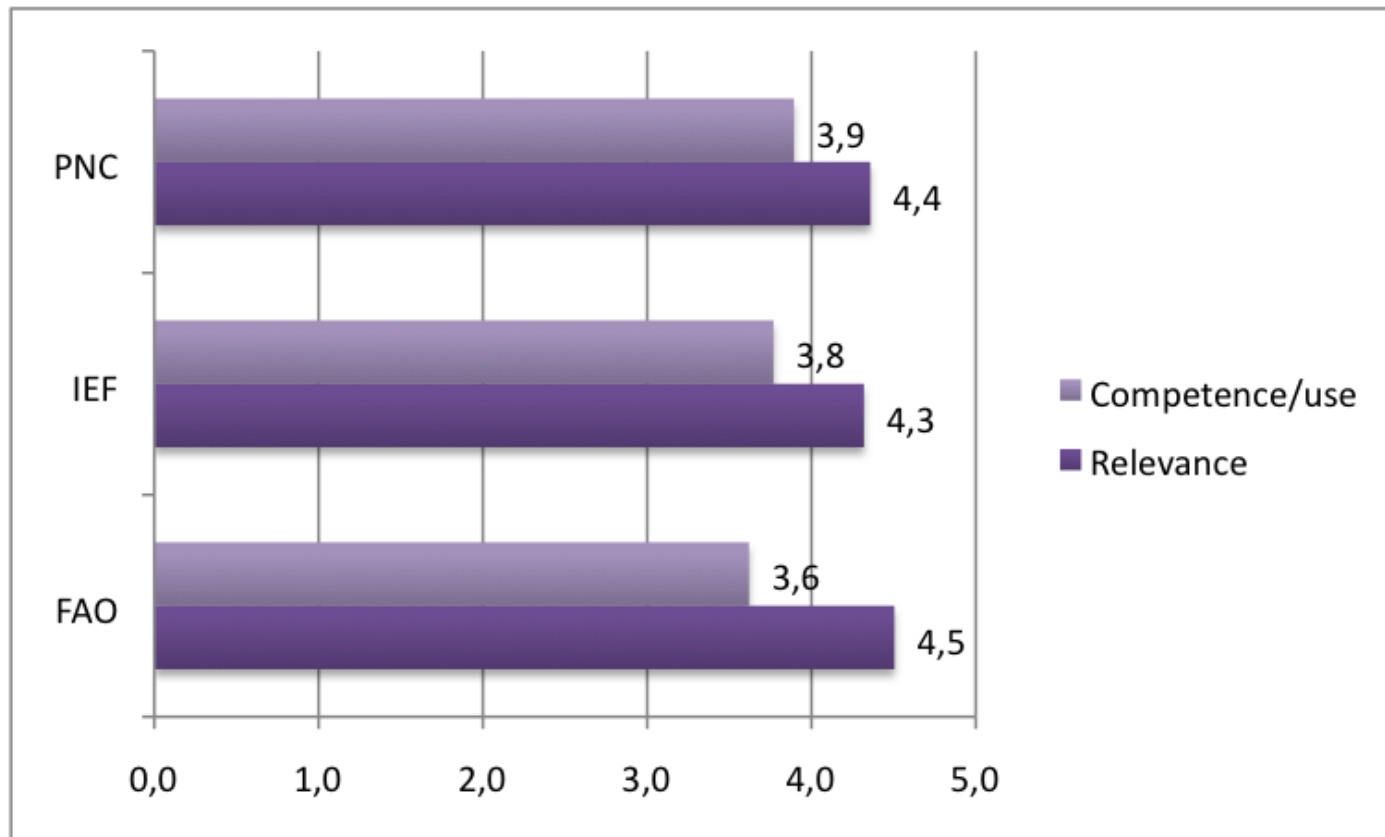
Creating community (T1; n=24)



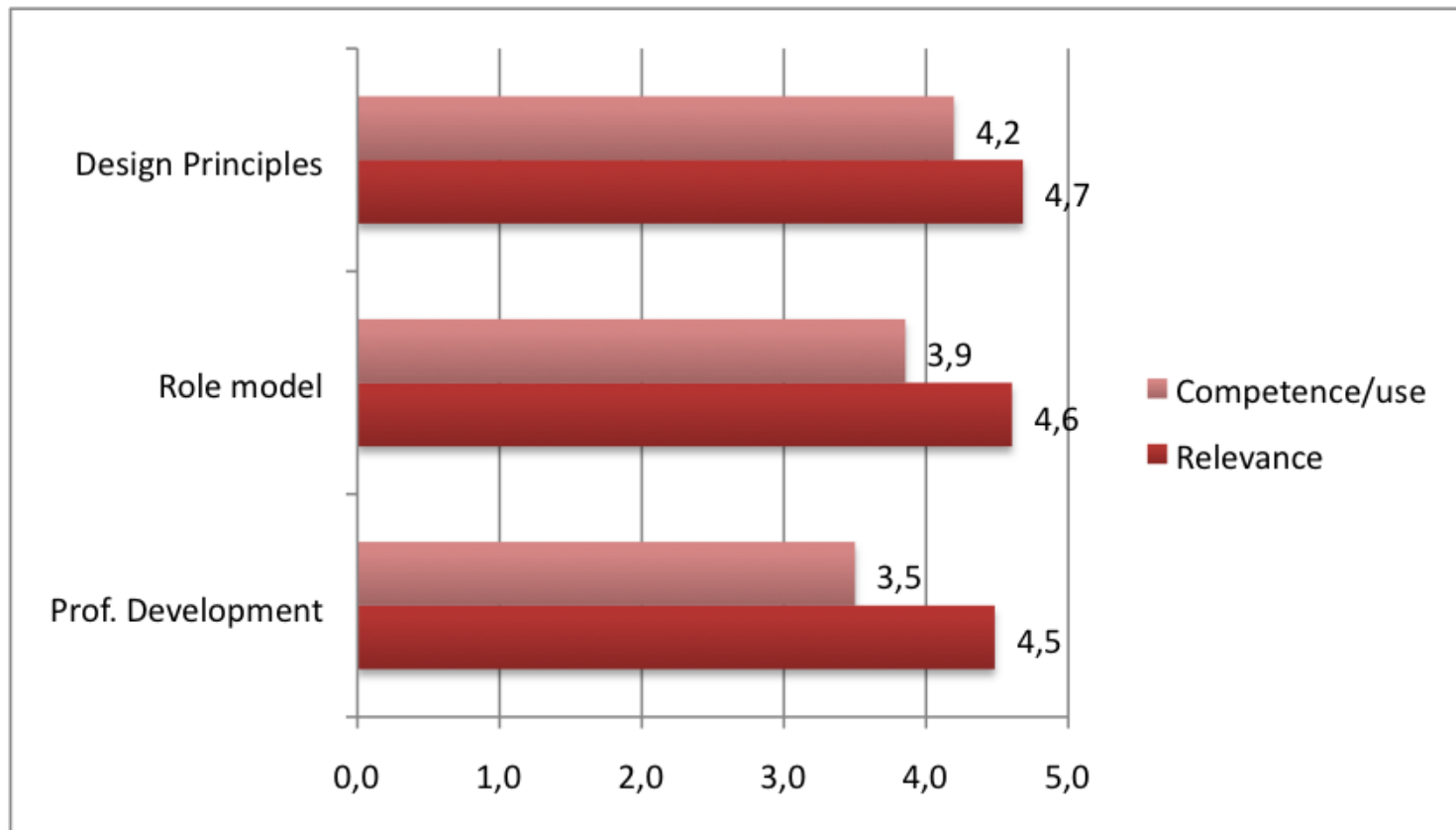
Enhancing academic competence (T1; n=24)



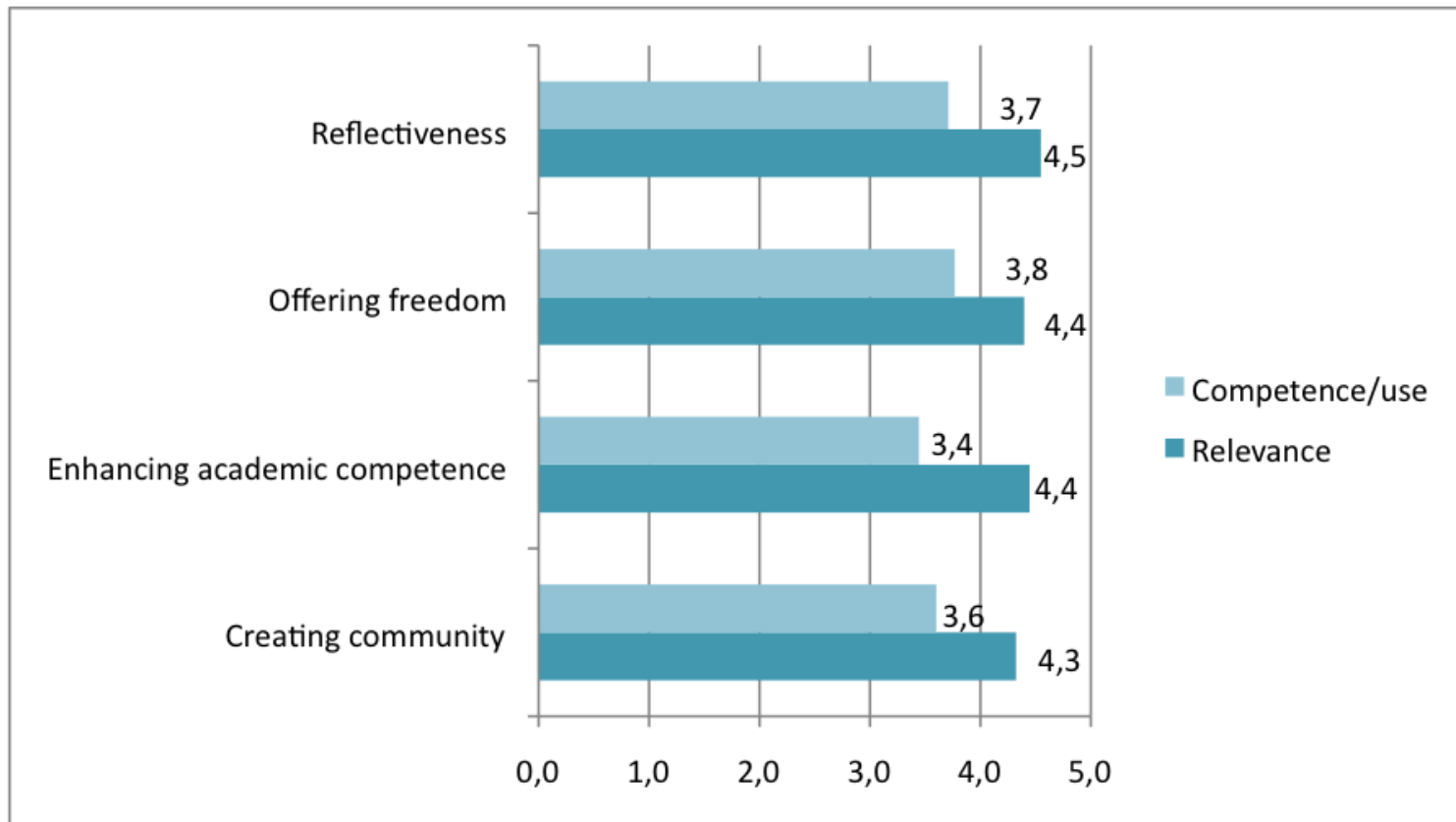
Offering freedom (T1; n=24)



Reflectiveness (T1; n=24)



Overall (T1; n=24)



Follow up

- T2 & T3: conclusions on change
- Validation of questionnaire: RU vs UAS
- Student version of questionnaire
- In depth interviews participants

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Elles Kazemier
e.m.kazemier@pl.hanze.nl

Remarks and
questions welcome

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