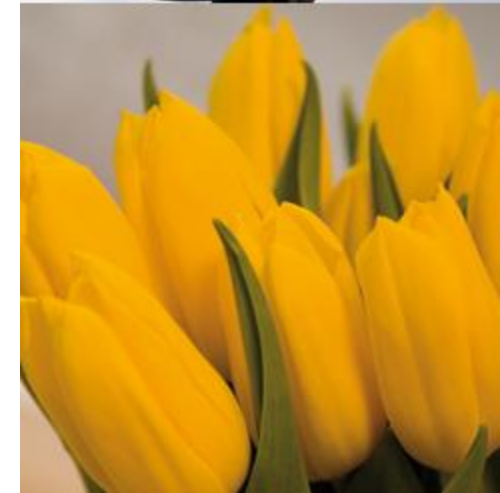




**The valuable professional and the
three pillars of honours education**

Workshop

- Windesheim Honours College
- The three pillars of honours education
- Valuable professional
- Eye openers and inspiration for further development



Windesheim Honours College

- Degree programme
- Project management for a sustainable world
- In a specific context: Communication & Media or Public Health
- Started in 2009



Some characteristics

- 4 contact hours
- Semesters with at the end a project – experiential learning (transfer)
- First two years residential
- Formative feedback
- Applied research and critical thinking skills
- Summative assessments within 5 working days
- Mentoring programme (no credits)
- International and multi-disciplinary staff



Valuable professional

- Intended learning outcomes
- Programme / courses (activities, clients)
- Mentoring programme
- Defense of thesis in front of workfield panels
- Extensive reflection report



Intended learning outcomes

- *The graduate connects perspectives and actors, and communicates between perspectives and actors, in order to manage and lead projects carried out by diverse and multi-disciplinary teams.*
- *The graduate approaches professional organizational issues and dilemmas from a global perspective by translating these issues in terms of demands from people, planet and prosperity and consequences for the future in order to deal with professional and ethical dilemmas.*



Essential teaching strategies in honours education

- **Community:** teaching strategies that create rapport and connectedness between teachers and students and among students; and that create a learning community

M.V.C. Wolfensberger (2012)



Creating community

1. Fostering social relatedness between the teacher and honours students and among honours students through interaction;
2. Creating a positive and supportive atmosphere through encouragement;
3. Becoming part of the community through interest and commitment.

M.V.C. Wolfensberger (2012)





If we create a project, it has to be good
for the earth and the people.





together with another organisation
called Brains Exchange.



Essential teaching strategies in honours education

- **Academic competence:** teaching strategies that enhance the depth and scope of students' academic knowledge, understanding and skills

M.V.C. Wolfensberger (2012)

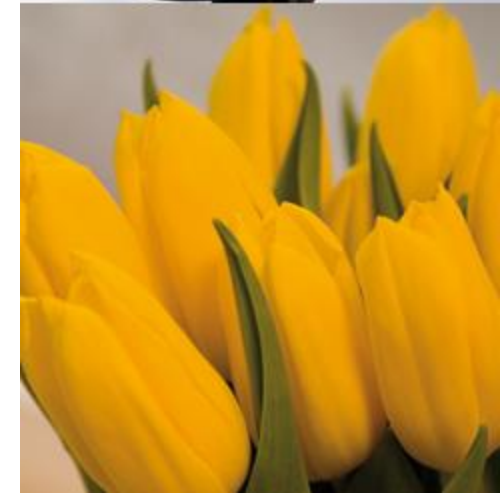


Academic competence

1. Offering an academic and societal context and stimulating connective thinking by tackling issues from an interdisciplinary angle;
2. Stimulating analytical thinking and research skills by taking part in research;
3. Presenting a quantitative and qualitative challenge, for instance by giving challenging assignments.

M.V.C.Wolfensberger (2012)





- <http://www.youtube.com/watch?v=HY-zi7ayZlw>



Essential teaching strategies in honours education

- **Freedom:** teaching strategies that give students space for experimentation, risk taking, personal initiatives and pursuit of their interests

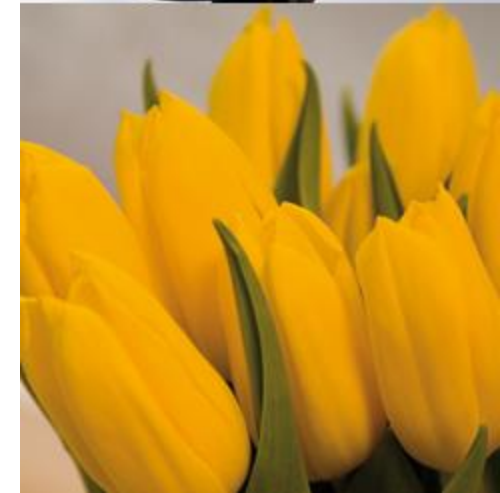
M.V.C. Wolfensberger (2012)



Offering (bounded) freedom

1. Teaching behaviour that offers space for students' questions, choices and initiatives, like allowing self-regulation;
2. Stimulating enthusiasm and experimentation by surprising the students;
3. Encouraging students to behave professionally (in teaching, learning and research), for instance through a master – apprentice relationship.

M.V.C. Wolfensberger (2012)





Stay connected

Lineke Stobbe: jm.stobbe@windesheim.nl

Senior lecturer and curriculum coordinator WHC

Tineke Kingma: t.kingma@windesheim.nl

Educational advisor WHC, coordinator of the Windesheim Honours programmes and member of the Research Group 'Talent Development in Higher Education and Society', Hanze University of Applied Sciences, Groningen

