

## Honors pedagogy: tailoring learning preferences of honors and regular students for autonomy and structure

T. Kingma (Windesheim University of Applied Sciences), E. Kamans (Hanze University of Applied Sciences), M. Heijne-Penninga (Hanze University of Applied Sciences), M.V.C. Wolfensberger (Hanze University), A.D.C. Jaarsma (UMCG)

### Brief description approximately 50 words

We will share results of our research on how teachers tailor their teaching strategy to honors and regular students taking into account the learning preferences with regard to autonomy and structure as perceived by teachers. We explore how the research findings can be used for faculty development.

### Abstracts should be approximately 200 words

Students differ in their learning preferences. When students are more intrinsically motivated this improves their well-being and involvement (Levesque, Zuehlke, Stanek, & Ryan, 2004). Teaching highly motivated honors students places different demands on teachers (Wolfensberger, 2012). High motivated students prefer teachers who offer them autonomy and who supports their need for autonomy by offering structure by an autonomy supportive teaching strategy (Reeve, 2009; Vansteenkiste et al., 2012) . Honors teachers indicate that they struggle with finding the right balance between providing autonomy and structure, which is different for every student. In our research we focus on how higher education teachers tailor their teaching strategies towards the perceived learning preferences regarding autonomy and structure of both honors and regular students. We conducted semi-structured interviews with help of a topic list with 16 teachers of 4 institutions and used a grounded theory approach to analyze the data. Because the subjects in this study teach both in honors and regular educational programmes, we gained insights in the underlying beliefs about and strategies used in these two different contexts. In this talk we share our findings and explore how the results can be used in daily practice.

Levesque, C., Zuehlke, A. N., Stanek, L. R., & Ryan, R. M. (2004). Autonomy and Competence in German and American University Students: A Comparative Study Based on Self-Determination Theory. *Journal of Educational Psychology, 96*(1), 68-84. doi:10.1037/0022-0663.96.1.68

Reeve, J. (2009). Why teachers adopt a controlling motivating style toward students and how they can become more autonomy supportive. *Educational Psychologist, 44*(3), 159-175. doi:10.1080/00461520903028990

Vansteenkiste, M., Sierens, E., Goossens, Soenens, B., Dochy, F., Mouratidis, A., . . . Beyers, W. (2012). Identifying configurations of perceived teacher autonomy support and structure: Associations with self-regulated learning, motivation and problem behavior. *Learning and Instruction, 22*(6), 431-439. doi:10.1016/j.learninstruc.2012.04.002

Wolfensberger, M. V. C. (2012). *Teaching for Excellence. Honors Pedagogies Revealed*. Waxmann, Münster.