

OVERVIEW CONTRIBUTIONS IHC 2017

Creating community

Growing in Honors

Round table discussions with experts

Education and honors is in motion. Both in national and international context we see a growing interest in how to guide students to a higher level of performance. Not especially in grades, but how to develop their talents in combination with social and/or entrepreneurial skills in a society which changes rapidly and faces issues which need to be addressed. Our education needs also to develop. In this session we facilitate roundtables with international colleagues active in honors education. Most of these colleagues aim to develop talents with their students to the max in all different kinds of ways. Every round table will have its own subject, just sit at the table and listen, ask questions and deliberate about their and your education. Learn from each other.

How to start honors? What aims do we share (or not) in honors? How to improve programmes?

What is the future of honors? What does honors mean for our regular programmes?

The list of participants and their specific subject will be available at the start of the conference.

Ron Weerheijm (Rotterdam University of Applied Sciences) and the European Honours Council

Creating community

Creating *Ubuntu* in the classroom- A South African approach to globalizing education

Workshop

motho ke motho ka batho

Sesotho proverb

a person is a person because of other people

Ubuntu is a Nguni term meaning humanity. It is an African philosophy that speaks to the way in which people live within a community, a belief that in sharing with each other and working together there will be mutually beneficial connections in all humanity. Using this philosophy, in partnership with arts-based teaching methods, we have begun to develop a creative approach to teaching subject specific topics. This developing pedagogy has been applied in classrooms made up of learners from early learning to senior high school phases; the focus of the current material is within the music and drama frameworks and has been applied in Mathematics and English classrooms. However, it is being explored in History, Geography and Life Skills. The pedagogy has opened up the opportunity for educators to teach skills and content to learners, as well as manage the classroom through collaborative arts-based activities, offering a more holistic approach to teaching and learning- something that is still new in South African education. Over and above what has already been mentioned the pedagogy allows participants to engage with global cultures through music and drama, making the members of the learning community more aware of the global context of the content they are learning and allowing them to strategically place themselves within a greater framework. This workshop will offer an experiential session that will unpack some of the possibilities of creative pedagogy; we will that have an open discussion in the form of a reflective session where we will discuss how the developing pedagogy assists in creating community in a learning space.

Banele Lukhele (Luk Arts), South Africa

Creating community

Creating a Culture of Trust Workshop

Soul.com is a company dedicated to transforming companies into communities. The workshop by soul.com will be focused on distilling and sharing some of the key insights gained from years of experience of creating communities in corporate settings. Together with the participants, we will build a shared understanding and explore what the application of these lessons would look like in an educational setting. Central thesis: Certain capacities and conditions are required to transform from a mere organization/institution into a community. Unity of purpose is one of the prerequisites. Another important condition is to create a culture of trust. Some of the questions that will be addressed in the workshop:

- What does it mean to have unity of purpose and how is this connected to motivation?
- How can we create a culture of trust?
- What capabilities are needed to build and increase unity of purpose, vision and action?

Target group: anyone who seeks to act as a change agent and to contribute to creating a culture of trust in a community setting.

Maike Verhagen (Windesheim University of Applied Sciences), Debbie Keijner and Martijn Kersten (Soul.com), The Netherlands

Creating community

Creating Community: The Social Factor is the Key Component Workshop

Science Talents - which is the Danish National Science Centre for talent development and organizer of science camps for children and youngsters aged 12 to 20 – is organising a workshop at the conference that will show that the key component in making successful talent communities is the social factor. Science Talents has since its opening in 2009 organised more than 500 science camps for more than 6000 young talents and the evaluation of the impact is pointed out in two statements:

1. Participation in the camps have empowered the talents in terms of their academic, social and well-being level.

2. The key element in this successful achievement, the cement that binds all the efforts together, is the social factor, the fact that the youngsters are given time and space to get to know each other, to meet like-minded peers, to bond, and even make friendships while engaging in science.

The workshop aims to address teachers, educationalists and other actors, e.g. researchers who deal with gifted education facing the task of identifying this group and challenging them sufficiently within the classroom and through the general planning of lessons. We intend to enter into a dialogue with the participants, including students, to get inspiration to further improve our work and hopefully establish a fruitful network in meeting the challenge of these talented youngsters.

Nynne Afzelius and Uffe Sveegaard (Science Talents), Denmark

Creating community

Buddy project X-Honours NHL Hogeschool Workshop

An important role in the NHL/Stenden X-Honours programme is played by buddy's. These buddies are students who finished their first year of Honours and now support the newcomers in the X-Honours programme. How is this beneficial? Does it really help to build a community? How do they fulfil their obligation? What are the challenges they meet? Furthermore, what do they expect from the organization and how can teachers coach these students in their development and role as buddy? In this workshop we will introduce our buddies in the same way as we did to our students. They present themselves to the participants via an anonymous presentation. After this presentations participants will have round table meetings with the buddies of their preference. We are giving you the opportunity to learn about the project from a student's point of view.

Maaïke de Vries, Bart Rodermans, Brenda ten Hoeve, Anouk de Jong, Tialda de Vries Inge van Zwol and Anna Dora Winus (NHL University of Applied Sciences), The Netherlands

Creating community

Honours at the X-Lab; an Example of a Multidisciplinary and innovative Approach Workshop

In this session we will take you on a journey into our honours community. Via an interactive workshop you will learn about our programme and the X-Lab where students and teachers work on real world projects to achieve learning outcomes. The target group for his session is programme managers, teachers and students. First we will introduce our educational point of view on what honours education should be. After this introduction the attendees of this workshop will discuss in groups how they would design the most suitable ore desirable environment for our Honours community.

Jaap Sanders, Nants Schilstra and Oege Reitsma (NHL/ Stenden University of Applied Sciences), The Netherlands

Creating community

Assessing and promoting value-creation in the X-Honours community Research seminar

In this presentation we will report our progress on designing a digital tool with which we aim to operationalize *the framework for assessing and promoting value creation in communities and networks* (Wenger, Trayner, & De Laat, 2011) for the X-Honours learning community. We will share the preliminary findings from a design science research approach (Hevner, 2007) and go into the specifics on the narrative genre of value-creation stories which make up the core of the design. Aim of this research and innovation project, is to design a digital tool(box) that helps capture the X-Honours stories in a pre-structured and automated way so: (1) students can reflect on these stories to enhance social learning, (2) the X-Honours team learns how to increase value creation in the X-Honours community and (3) all stakeholders, including management/board and practice, can behold the added qualitative value of the X-Honours community.

Boudewijn H. Dijkstra (NHL University of Applied Sciences), The Netherlands

Creating community

Connected lives in a powerful learning environment: an exploration of ethical dilemma's Round table discussion

Students' connection with peers and significant others in learning communities facilitates the development of their competences. A Dutch undergraduate program for gerontologists developed a powerful environment called Living Lab (LL). In this LL students work together with older persons on development and implementation of age friendly services. The LL is embedded in the second year of the bachelor program. Given the finite nature of a learning situation, commitments ends at the end of this academic year. That's not always unproblematic for students and the older persons. In a round table discussion, we like to explore the following dilemmas: how can relationships be ended in a careful and ethical manner; is it even ethical to facilitate the development of a deep and meaningful relationship for the during of one year; who is responsible for what; what is the role of the lecturer and students. Are there ways to map a shared understanding of responsibilities?

Mieke Veerman (Windesheim University of Applied Sciences), The Netherlands

Creating community

Prerequisites for an appropriate MBO programme of excellence based on similarities and differences between honours students in higher education and intermediate vocational education (MBO)

Workshop

Several publications describe the characteristics and personal qualities of gifted students in higher education and secondary education. These characteristics support the necessity to create rigorous assignments for these students. Furthermore, they support the forming of groups of Communities of Excellence. Recently (2015) the Dutch government invested substantially in the development of programmes of excellence in Intermediate Vocational Education (MBO). However, few data are available on excellence in MBO. It is unknown whether excelling vocational students require other types of programmes than in higher education. Therefore, MBO-institutes are now exploring the do's and don'ts for building appropriate excellence programmes. In this workshop we will explore the prerequisites of an appropriate MBO excellence programme, based on similarities and differences between honours students in higher education and MBO and also what it means when these excellent students continue into higher education. The workshop is aimed at higher education and MBO teachers and staff.

Norbert Ruepert (ROC Midden Nederland), Leontien Kragten (ROC Midden Nederland) and Hanne ten Berge (Utrecht University)

Creating community

Creating a new community: how to spot the honours MBO student?

Round table discussion

Landstede is an intermediate vocational education institution (MBO) with different locations in the region of Zwolle. Like several other MBO colleges, Landstede is currently developing and piloting an honours programme for students who cannot reach their full potential in regular programmes. These students show a higher level of motivation, perseverance and creativity in their work than the regular students do. Landstede would like to offer these students more challenging projects to work on than the regular programme do. These projects should enable them develop a wide range of general skills, competences and characteristics that are usually connected to excellence, talent development and high achievements. The honours programme will consist of three components: firstly, projects and

assignments that aim to improve and develop earlier mentioned general competences; secondly, projects and assignments that challenge the students to practise their newly mastered skills on multidisciplinary vocational problems; real problems which students can encounter in the profession they are trained for. The third component is an individual programme, to cater the individual goals of a student. We also believe it is important that the programme will have strong international focus (students will go abroad and/ or work online with peers in other countries). A very important part of the whole development process is to find the students who will benefit from the honours programme. What kind of behaviour do they show? What kind of competences do they possess or do they have to be able to develop? Are we looking for the straight A -student, who is always on time, homework finished, helping fellow students? Or are we looking for students who are thinking out of the box, not always perfect, but, creative and “different”? We want to discuss our dilemma's and questions, exchange experiences and receive feedback on the ideas we have.

Petra Bleijenburg , Deirdre Sven, Bart van den Bosch and student (Landstede), the Netherlands

Creating community

Maintaining community when students are off campus: the use of online/blended learning in personal and professional development

Round table discussion

Community and personal growth is at the heart of what we do at Windesheim Honours College and we aim to support that even when students are studying abroad. In order to do this, we created a series of blended learning courses focused on career and personal development. In this session, I will present our online courses and our students will share their experience of them. During the round table discussion we would like to discuss the impact of online career coaching and how to encourage participation for the duration of their programme.

Catriona McConnell and students of Windesheim Honours College (Windesheim University of Applied Sciences), The Netherlands

Creating community

Setting up an interdisciplinary community: lessons learned from several KU Leuven honours programmes

Panel meeting

Since 2013, several honours programmes with an interdisciplinary character were launched at KU Leuven. The interdisciplinary character takes different forms: on the one hand programmes where several disciplines discuss a general theme from their own perspective versus on the other hand programmes which focus on more complex themes that only can be approached by combining expertise from different disciplines. After some first experiences with students, the different programmes felt the need to exchange experiences and discuss future challenges on interdisciplinary teaching. Building a new interdisciplinary community within each programme was the most common ambition in addition to discussion topics like recruitment and selection of students (from different disciplines), the different models of interdisciplinarity and how to teach and learn interdisciplinary. Lessons learned will be shared with the audience.

Marjolijn Burman, Bert Demarsin, Annemie Dillen, Annelies Gilis, Steven Huyghe, Annemie Vandamme (KU Leuven), Belgium

Creating community

Creating Community through community engagement Workshop

Honors education should not only prepare undergraduates for graduate and professional study, and for distinguished careers, but develop in students a capacity to engage with the world's complexities and subtleties. Graduates need the critical thinking skills to find solutions, the ability to listen to and engage with divergent opinions to effect a workable compromise, and a moral compass tuned to the ethical implications of their actions. To acquire the requisite skills to understand and grapple with questions of justice, Honors programs must provide incremental and ongoing training in the historical underpinnings of justice, in the embrace of diverse cultures, and, centrally, in the experience of others. First, however, students must experience the diversity and commonality of the Honors community itself: at Loyola, first semester Honors students, with student and faculty mentors, participate in a semester-long colloquium that begins with a retreat on the first day of orientation. Through interactive activities, this workshop will provide, in miniature, the experience of building community among first-year Honors students.

Naomi Yavneh Klos and students (Loyola University New Orleans), USA

Creating Community

Impactful education: the KAOSPILOT approach Workshop

We're living in a rapidly changing society. Globalization, massive flows of information, changing work relations, environmental problems, tensions in society: the dynamics and issues are becoming increasingly complex. Education should prepare young people to deal professionally with this complexity. But do we succeed? KaosPilots Denmark - business school for social entrepreneurship and leadership - was founded 25 years ago with that challenge in mind. Unlike traditional education, KaosPilots has always given the development of attitudinal aspects and mind-sets (like for example resilience, creativity, responsibility and empathy) a prominent role in education. With this so-called "transformational" education, KaosPilots has gained worldwide fame and has already trained over 1,000 education professionals in more than 40 countries. This workshop introduces you to the typical playful KaosPilot experiential way of learning about cooperation in complexity. How do you maintain an open attitude, how do you stimulate creativity, how do you ensure that everyone stays involved and committed, how do you use the diversity of a team and how to create an environment where students and teachers take responsibility for their own development and that of their fellows? This workshop is going to be fun, informative and inspiring; that's a promise.

Joska Spruyt (KAOSPILOT Dutch representative, former educator and experienced trainer and coach), the Netherlands.

The honours learning experience

Personal resources to reach success Research seminar

According to the Job-Demands Resources model (Bakker, 2011) personal resources are important for good performances. We have researched the role of personal resources, a part of this model, within the context of honours students in higher education. We have interviewed 13 students and asked them about situations where they performed well and the personal resources that played a role in that. The data are coded based on literature about personal resources.

The preliminary results show that the following fields of personal resources play an important role in good performances of the honours students: hope, persistence, inquiry mind, social and motivation.

In this session we would like to share our results, including examples and quotes from the interviews. Based on that, we would like to discuss possible application of these results in honours programmes with the audience. By helping students to develop their personal resources in honours, we aim to enlarge their wellbeing and success.

Jolise 't Mannetje (Saxion University of Applied Sciences), Marjolein Heijne-Penninga (Hanze University of Applied Sciences), Nicole Mastenbroek (Utrecht University), Mark Gellevij (Saxion University of Applied Sciences), Marca Wolfensberger (Hanze University of Applied Sciences), Debbie Jaarsma (University Medical Centre Groningen), the Netherlands

The honours learning experience

Which factors play a role in the development of students to become professional leaders?

Research seminar

The aim of this research is to gain insight in previous personal influences on the personal development of students that show remarkable leadership manifestation. Research method and data collection: ten students in honors programs recommended by their coach are interviewed on their experiences and their response to these experiences before entering higher education.

Results and conclusion:

- age of all participants at the start of their study in higher education is a number of years higher than that of the average students.
- mostly "deviant" school careers ", e.g. a start in pre-vocational secondary education and in a detour way to higher education, a discontinuous high school career, or start at university and then to higher vocational education.
- decisive personal events, experiences or persons led to a conscious choice, waking up of certain motivators or the realization of own capabilities and qualities.

Based on the personal story of each of the respondents it seems that positive development speeded up when someone became aware of his/her personal motivators and could connect to them.

Arie Kool (Hanze University of Applied Sciences), The Netherlands

The honours learning experience

How effective are honours programmes in increasing bachelor student's cognitive skills (i.e., GPA)?

Evidence from an honours program of Maastricht University

Research seminar

In order to challenge high ability students to develop their talents to the fullest, honours programmes have arisen in all Dutch research universities. Previous research has shown positive correlations between program participation and students' cognitive skills. However, most of these studies are likely to be biased since honours students are a very selective group of students. They possess certain background characteristics (e.g., higher motivation, higher academic self-concept) that make them more likely to be successful and to be selected for these kinds of programmes (Matthews et al., 2008; 2012). In this paper, based on data from Maastricht University, we will investigate whether honours and non-honours students differ in background characteristics such as intelligence, motivation and creativity (Scager, et al., 2012). Moreover, we will investigate whether an honours program of Maastricht University enhances students' cognitive skills (i.e., GPA) by minimizing the selection bias regarding unobserved background characteristics using regression discontinuity analysis. Based on previous research, we expect that honours students will have a higher GPA at the end of an honours programme than non-honours students (Booij et al., 2016).

Kim van Broekhoven, Dr. Christoph Meng and Prof. dr. Rolf van der Velden (Research Centre for Education and Labour Market (ROA), Maastricht University), The Netherlands

The honours learning experience

School biographies of honours students

Research seminar

Although higher education institutions try to select highly motivated and talented students, we know very little about the pre-honours educational experiences of students who actually attend honours programmes. The current research fills this gap by gaining insights on 1) how successful university of applied sciences students could have been identified at an early age and 2) on how these students could have been stimulated during their secondary education and pre-honours higher education period. To this end we interview 24 honours students with a 'havo' diploma (higher general secondary education) at two universities of applied sciences using a narrative inquiry method. The goal of the analysis is to discriminate different student profiles based on students' educational career paths, focusing on motivation, performance, and challenge. These profiles of different students can help teachers in higher education and secondary education to better recognize talent or potential talent of students.

Elanor Kamans (Hanze University of Applied Sciences), Annedien Pullen (Saxion University of Applied Sciences), Inge Otto (Hanze University of Applied Sciences), Marike Lammers (Saxion University of Applied Sciences), Marca Wolfensberger (Hanze University of Applied Sciences), The Netherlands

The honours learning experience

Dealing with Diversity – An honors program for teacher training students at the University of Muenster

Research seminar

This presentation will give an insight in the "Challenge and Support Project Plus: research based learning – research on learning", which started in September 2016. Through long-year's experiences in fostering talented and gifted pupils (including the evaluation of adjusted school programs and didactical methods) in September 2016 this honors program, which is meant to give students of teacher training access to additional and extra-curricular courses dealing with diversities of learning processes in schools, started. Within the HP, students and gifted pupils following an extra-curricular seminar to work together on different research topics around the field of learning. During the presentation first insights of the pilot project will be discussed, focusing ways to foster the individual needs of the talented teacher training students, evaluate the development within the program and work out future adjustments such as offering an international exchange within the Honors Program.

Prof. dr. Christian Fischer, Vivian van Gerven, Julia Gilhaus, David Rott (University of Muenster), Germany

The honours learning experience

Honours students: preferences for autonomy and structure

Research seminar

Teachers in honours programmes often struggle with finding the optimal balance for each student between supporting autonomy and offering structure (Eijl et al. 2010; Kingma et al. 2016). One important difference between regular and honours students seems to be their need for autonomy (Marra & Palmer, 2004; Wolfensberger, 2012). To better understand what honours students need when it comes to autonomy and structure, we organized a focus group study. During this interactive session, findings about 1) honours students' motivation to apply for honours programmes, 2) preferences for autonomy and structure and 3) the role of the context of the honours programmes will be shared and discussed.

Laura Smids, Prof. dr. A. D. C. Jaarsma, Dr. J. Schönrock – Adema, Dr. J. M. van der Mark – van der Wouden
(University Medical Center Groningen)

The honours learning experience

The honours learning experience: action for the creation of a powerful learning community Workshop

Saxion University of Applied Sciences has in recent years, developed a multi-faceted program for the above average talented, engaged and motivated student. It currently includes 8 honours programs, 8 excellence tracks, a Top Talent Innovation Days boot-camp, faculty training programs, facilitator training, interdisciplinary graduate projects and more. Participants in the program become reflective practitioners through experiential learning: learning by reflection on experience. The experience sought is -to some extent- always a challenging one. Communal experiences and the sharing of reflections on those experiences help build the learning community. In this workshop you will experience by doing and reflect on it as well. The main objective of the programme: challenging participants from the core of their individual talents and learning capacities.

Nitie Mardjan, Marike Lammers and Manon Lurvink (Saxion University of Applied Sciences), The Netherlands

The honours learning experience

Interdisciplinary Learning: A Strategy of Chinese Honors Education For providing the depth and scale of learning Panel meeting

Chu Kochen Honors College (CKC) offers a series of honors programs for talented and motivated students from all academic disciplines of Zhejiang University (ZJU). The Honors Programs offer both general education and interdisciplinary learning. Through the customized curriculum and interdisciplinary training, honors students will be required to push themselves academically and strive for excellence. Students enrolled in honors programs are encouraged to become independent thinkers and creative problem solvers.

QIU Li-min, YE Jing-jia and TANG Xiao-wu, (Chu Kochen Honors College, Zhejiang University), Hangzhou, China

The honours learning experience

Designing clinical reasoning simulation software through interdisciplinary collaboration of honours students from veterinary and computing sciences Round table discussion

Clinical reasoning is an essential skill to master in professional veterinary and medical health sciences. Teaching and learning this skill can be challenging for both teacher and student. However, serious games, which help to simulate real-life situations, may offer a solution to aid in the process. In veterinary medicine, their availability is scarce. Thus, an interdisciplinary project was set-up with veterinary and computing science honours students to develop a first prototype for veterinary sciences. Not only did this collaboration result in an end-product that will support the learning process of future veterinary student, but also greatly enhanced the professional development of the students participating in this project. During this round table discussion, the work process and end-product of this project will be presented followed by a discussion on the influence that interdisciplinary projects can benefit the professional development of honours students as well as students from the regular curriculum.

Andrea A. G. Laumen¹, Milou van Velzen¹, Ivan Veul², Ineke Lam³, Wolfgang O. Hürst⁴ and Yvonne R. A. van Zeeland⁵.

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⁵ Department of Clinical Sciences of Companion Animals, Faculty of Veterinary Medicine, Utrecht University

The honours learning experience

Reflecting on self-reflection in honours education

Workshop

Teachers' professional development has become a key issue in honours education. Critical thinking, personal leadership, and interdisciplinary collaboration are central competencies in many Dutch honours programmes. Self-reflection is a pre-requisite for the development of these competencies. Therefore, stimulating self-reflection should have a central role in teacher professionalization. However, an important question thereby is: how does self-reflection differ in honours education and regular education? Or in other words, when is a student's self-reflection at honours level and does it exceed self-reflection in regular education? And what does a teacher need to stimulate self-reflection at honours level? The objective of this workshop is 1) to discuss these important questions and 2) share views and best practices around this theme using different activities. This conversation will help shaping our understanding about what teachers need in order to support students to develop self-reflective skills.

Annedien Pullen, Karin Truijten and Marike Lammers (Research Group Innovative and Effective Education, Saxion University of Applied Sciences), Patricia Robbe and Marjolein Heijne (Hanze University of Applied Sciences), The Netherlands

The honours learning experience

Mental Modelling: a method for individual and collaborative learning

Workshop

In higher education, we expect students to be able to synthesize knowledge based on existing theory. This knowledge should then be applied into practical situations. We have devised a method for students to create a visual representation of their knowledge on a certain topic, which helps them explore and understand that topic more clearly. On top of that the method is used to facilitate collaborative learning in multi-disciplinary settings, because they are able to connect their knowledge to those of their peers. Socratic questioning is combined with the theory of mind mapping, conceptual mapping, hierarchical clustering methods and gestalt design.

You will get the condensed version of a 5 part workshop series. In the time that we have you will practise hands on at building a shared mental model on what constitutes honours education. After this you should be able to grasp the idea and be able to implement it in your own education.

Sake Jan Velthuis and Jacco de Weerd (NHL University of Applied Sciences), The Netherlands

The honours learning experience

Honours programmes as a forerunner for 21st century skills

Workshop

In this workshop we start with a short overview of the importance of 21st century skills and research about this topic. These skills are often mentioned to describe what students will need in their professional activities in this century. After this introduction three examples of honours programmes

will be presented in which 21st century skills play an important role: Innovation Workshop Camp Westerbork (Hanze UAS), Honours Programme Biology (Utrecht University), Honours Programme: Evil, Retribution, Forgiveness (University of Leuven). With the audience we will discuss in what way honours programmes can be forerunners of innovation to develop 21st century skills from which good practices can be transferred to higher education as a whole.

Pierre van Eijl (Utrecht University, The Netherlands), Henmar Moesker (Hanze University of Applied Sciences, The Netherlands), Ton Peeters (University of Leuven, Belgium), Annemie Dillen (University of Leuven, Belgium), Albert Pilot (Utrecht University, The Netherlands), Stan van Ginkel (Utrecht University of Applied Sciences, The Netherlands), Annelies Gils (University of Leuven, Belgium) and Steven Huyghe (University of Leuven, Belgium)

The honours learning experience

Unravelling the “comfort zone”

Workshop

The programme "TopClass" is the honours programme of the university of applied sciences in Utrecht, (faculty of healthcare). Our motto is; “out of your comfort zone is where the magic happens”. When you start doing things that you usually wouldn’t, you will be amazed by the things you can do. Not only in your academic career, but in your personal life as well! It may sound simple: Just get out of your comfort zone. But what exactly is your comfort zone? And how do you get out? In this workshop two TopClass students will help you experience your own comfort zone, just like our TopClass students are experiencing their comfort zone for the first time.

Jesper Pool and Iris Duivenvoorden (TopClass students, Utrecht University of Applied Sciences), The Netherlands

The honours learning experience

The Why, What and How in Honours in inter-institutional Collaboration

Workshop

Do you recognise this: “We talk a lot more about inter-institutional collaboration than we act on it? “ The workshop aims to create an inter-institutional start up on collaboration in Honours education, which you can transfer to your own program. We’ll share our goals and thoughts about necessary conditions and possibilities on collaboration. The Rotterdam University of Applied Sciences offers their 1st and 2nd year students an elective course. Seven different institutes collaborate in a course with students and teachers in which authentic complex questions from the Rotterdam work field are dealt with pressure cooker style. These Rotterdam experiences are used in the workshop as an inspiration for your Why, What & How questions (KAOS Golden Circle learning experience) on inter-institutional or (inter)national collaboration in honours education. Based on the KAOS philosophy of experimental learning the workshop uses problem learning by doing and start developing the concept for a new course

Dianne Breedijk, Sandra Johnson and student (Rotterdam University of Applied Sciences), The Netherlands

The honours learning experience

Art history embodied

Workshop

In this workshop we will explore embodied learning and body language in art by using our mind and body. We will start looking and discussing body language in works of art, from prehistoric times to the present. We explore themes such as beauty, identity, and religion, emotions embodied. This will be followed by simple exercises where we explore our own body language in daily live. We will use

different some works of art and take their poses and positions. Trying to 'crawl' in the painting or sculpture itself, will help us to gain a better understanding of the body language and our own interest in it. We will explore and create new versions. We finalize with a short sequence of poses with old and new versions that reflect our interest in the best way.

Petra van Aken (ArtEZ University of Arts), The Netherlands

The honours learning experience

Evergreen College and students' individual Academic Statement

Panel meeting

Imagine a college without grades, without departments, and without majors, where students determine the shape of their own education. Imagine a college where classes are taught by interdisciplinary teams, and college-wide expectations guide the curriculum. For over 40 years, The Evergreen State College in Olympia, Washington, has been refining such an educational method. How do students develop their educational pathways in such an environment? How do they make sense of their education? Five years ago, Evergreen developed a new graduation requirement: the Academic Statement. This piece of student writing helps students articulate the focus of their studies, and gives shape to their academic transcript. This panel will reflect on how this graduation requirement was implemented, as well as some preliminary successes and challenges over the last five years.

Eirik Steinhoff, Carrie Pucko, Trevor Speller (Evergreen State College), Olympia, Washington, USA

The honours teacher

Join the Learning Expedition of honours teachers HU

Workshop

A new learning environment has been designed for senior honours teachers at the University of Applied Sciences Utrecht (HU), the Learning Expedition Senior Honours, a design trajectory with concrete result! During this Expedition the participants have designed a product or an intervention valuable for their own honours education practice. In the workshop you are going to travel with the expeditioners through the landscape of the Learning Expedition.

We start with a short explanation of the designing principles of the learning environment: the HILL-model (High Impact Learning that Lasts). The model aims at educational designs and teacher interventions by framing and deepening elements such as learner agency, hybrid learning, assessment for learning, cooperation - interaction -coaching, flexible learning space and more. It is used by honours teachers in the learning expedition in their context analysis that precedes their design choices and it helps to further explore what might strengthen the learning processes of talented students within their respective programmes. Then, you can meet several expeditioners who show and share their designed honours products, their learning outcomes and experiences. So join the trip!

Annelies Riteco, Hedwigh Verbruggen, Patrick van der Bogt, Toinette Loeffen, Martine Kamp, Niek Grooters, Marloes Heerkens, Marjolein Verboom, Barbara Heyer, Josca Snoei, Nicolle Lamerichs (Utrecht University of Applied Sciences), The Netherlands

The honours teacher

Excellence by teaching strategy: autonomy and structure in balance for every student **Research seminar**

Students differ in their learning preferences. Research (Mooij & Fettelaar, 2010) shows that talented students will lower their ambitions and seek out new ambitions outside education when not being challenged within education. When students are more intrinsically motivated this improves their well-being and involvement (Levesque, Zuehlke, Stanek, & Ryan, 2004; Vansteenkiste, Lens, & Deci, 2006). Teaching highly motivated honours students places different demands on teachers (Wolfensberger, 2012). Teachers indicate that they struggle with finding the right balance between providing students autonomy and structure. This study focuses on how teachers adapt their teaching strategy to honours students and to regular students in order to find the right balance between autonomy and structure for both types of students. One result seems to be the difference in using questions to challenge honours and regular students. During the research meeting we will share the most important results and their implications for practice.

Tineke Kingma (Windesheim University of Applied Sciences), Marjolein Heijne-Penninga (Hanze University of Applied Sciences), Elanor Kamans (Hanze University of Applied Sciences), Marca Wolfensberger (Hanze University of Applied Sciences), Debbie Jaarsma (University Medical Centre Groningen), The Netherlands

The honours teacher

Unravelling design principles for open-ended problem solving in Honours programmes and in regular programmes **Research seminar**

Contemporary society requires professionals to cross (disciplinary) boundaries in order to deal with open-ended problems. Societal challenges often play a central role in honours education. However, little is known about how interventions in regular higher professional education (HPE) aimed at fostering learning through boundary crossing in the context of open-ended problem solving can be designed. In this international case study of good practices we examined several curricula that provided students with experiences in open-ended problem solving through boundary crossing, drawn from both (interdisciplinary) honours programmes and regular programmes. The study revealed several crucial principles for the design of practices that result in open-ended problem solving skills concerning the nature of problems and the enhancement of learning efforts at boundaries.

Marieke Veltman (Windesheim University of Applied Sciences, University of Amsterdam), Hanno van Keulen (Windesheim Flevoland University of Applied Sciences) Joke Voogt (University of Amsterdam, Windesheim University of Applied Sciences), The Netherlands

The honours teacher

Commuting between converging and diverging in HP learning environment **Workshop**

The participants of this workshop are going to elaborate on the pedagogy of the Innovation lab Healthcare Smarter Better (an HP-minor of Rotterdam University of Applied Sciences). In this Innovation lab an interdisciplinary group of students work on an innovation project in healthcare with a high degree of complexity by going through a constant process of diverging and converging. This means the students are challenged to leave their comfort zone and broaden their perspectives and to make choices which they have to discuss with the client. The didactics appeal to the students' theoretical skills (essay), to their creative skills (out-of-the-box assignments), to their designing skills (prototype) and to their user centeredness as well (co-creation). The students have a studio at their

disposal, somewhere outside the university, and the teacher's role is based on an horizontal dialogue with the students. The participants of this workshop are going to experience some aspects of the didactics of this Innovation lab and contribute to further development.

Monique Bussmann and Pepijn Roelofs (Rotterdam University of Applied Sciences), The Netherlands

The honours teacher

Supporting Honors Students Through a Peer Advising Center Workshop

Honors programs exist to address the unique educational needs of honors students, but as our services grow in scope and complexity, we can risk losing sight of some of those needs. As Honors at Virginia Tech transitions from Program to College, we are sensitive to this vulnerability and are seeking to address it. In this workshop, I will share Virginia Tech's latest peer programming initiative, an Honors Peer Advising Center; discuss the pedagogy behind this approach; and facilitate a brainstorming session and discussion about how to best implement, support, assess, and improve peer programming to academically support honors students. Attendees at this workshop will 1) understand the value of peer programming in Honors, 2) learn how to teach peer advising skills for honors students, and 3) get ideas and resources to build, maintain, and troubleshoot their own peer programs.

Amber Z. Smith (Virginia Tech Honors College), USA

The honours teacher

Bounded freedom: common grounds & different perspectives in the classroom.

Workshop

For us "Bounded Freedom" is the most important and discussed pillars of Honours education. During our workshop we challenge you to explore the possibilities and limitations of 'Bounded Freedom' in your daily practise. What does this mean for both involved students and teachers? What is the right balance between facilitating structure and offering freedom to the student?

We invite both students and teachers to take part in our workshop to give their perspective on what they think is their 'freedom' and what is their 'bounded' part? We offer you a combination of theoretical background, discussing casuistic and dialogic setting. Using this to find out what makes you as a teacher decide to give or restrict the students autonomy/freedom and how you, as a student, experience the decisions the teacher makes in his pedagogical approach.

Tineke Kingma and Eelco Schilder (Windesheim University of Applied Sciences), The Netherlands

The honours teacher

Honours admissions, the way to a personalized learning journey

Workshop

What students do you need in your programme? Does that kind of student even want to be in the programme? These two questions are at the foundation of every honours programme. Often admission procedures are the key to select the ideal student for honours programmes, but do these students even want to apply for a honours programme. The student with the best grade is not necessarily the best student for honours education if factors such as time, interest\motivation do not align. As a student, is every honours programme the right fit or only under specific circumstances and criteria. This workshop will cover questions such as: what do the programmes do to ensure the extra invested time is worthwhile for every student or in other words, what is special for the student about it. Answers to these questions will be presented, discussed, experienced and are anything but

definite. As they are evolving exactly like honours education: continuously, unexpectedly and to a better future. The information learned from the workshop can be used by students for their individual learning journey. While teachers and staff members of honours education can use it for their own strategy or pedagogy. It will show how Honours programmes really can be personalized to all involved parties.

Maximilian Benter (Windesheim University of Applied Sciences), The Netherlands

The honours teacher

Using Positive psychology in an Art based Honours program Workshop

Subject of this interactive workshop is the use of Positive psychology in an Art based Honours program. In this workshop participants can both experience applications of positive psychology and discuss the similarities and differences when comparing positive psychology and Honours education, from the perspective of the teacher. Arts-based learning is the instrumental use of artistic skills; the processes and the experiences are used as educational tools to foster learning in non-artistic disciplines and domains such as an Honours Program. Positive psychology is a young scientific movement in psychology. It focuses on “what goes right” instead of “what goes wrong” in other words: from wrong to strong. Although started in health care, the use of positive psychology has proven its value in other areas as coaching, human resources and education as well. In this workshop participants get to know about positive psychology, they experience applications in positive psychology, they’re learning about the effects of positive psychology in the art based Honours program and there’s room for exchanging ideas about didactical approaches in Honours programs.

Marlies Jellema (Windesheim University of Applied Sciences), The Netherlands

The honours teacher

Freedom to learn Workshop

Freedom to learn addresses topics such as creativity, self-regulation and collaboration. In this workshop we use the artistic process and five ways of guidance to explore freedom in learning. Guiding an artistic learning process can be complicated: how can you balance structure and freedom and stimulate creativity? In dance five ways of guidance of artistic learning processes have been developed. Choreographer Petra van Aken takes you through a simple motion game into the choreographic process. You will experience the movement yourself as a performer, and subsequently work as a choreographer. Questions which will be addressed are: what are advantages and disadvantages of the different ways of guidance? Which effect does the form of guidance have on cooperation and end result? Which style that suits you? What would you would like to develop more? Using this method can enhance the freedom you experience in your work as honours teacher.

Petra van Aken (ArtEZ University of Arts), The Netherlands

The honours teacher

In search of teacher’s values Workshop

From what deeper values do we ‘act’ in our classes? What governs our way of approaching our honours students? From what do we develop their curriculum, their classes and what rules our interaction with students? The most known values are maybe Honesty or Sincerity. But they don’t

help us to be more aware of what might guide us in being an 'excellent' teacher ourselves. Awareness might help us in own learning process. But these common values are too little specific for that. What helps us to design education for our students to find their own 'honors'? How do we act in class, and why like that? What should be our core value(s) to get the best out of ourselves and out of them? In this workshop we search together for values which help us to be 'better' teachers. We mean to enhance ourselves and feed our self with new inspiration.

Ron Weerheijm (Rotterdam University of Applied Sciences) and Deidre Swen (Landstede), the Netherlands

The honours teacher

Effective Teaching through Modern Technologies Workshop

The role of the teacher in higher education is changing from a traditional frontal style to a facilitating style. Especially when it comes to knowledge, we need to teach students how to find their way on the internet. Students needs to know where to find information, what information is reliable and how to analyse the information at hand. Therefore there is an urgent need of a facilitator to guide them through the procedure of information selection. Next to the internet, other modern technologies should be included into the teaching activities to facilitate effective learning. In the newly-designed honours program module of 'Project International' at the Amsterdam University of Applied Sciences: Opportunities and Challenges of the Modern China (OCMC), multiple media were implemented into the teaching activities, such as DLWO, Email, and online library, Google (scholar), Kahoot, YouTube, Facebook and Survey Monkey. In the workshop the facilitator role in relation to the usage of modern technologies will be discussed and experienced.

Zijian Wang (Amsterdam University of Applied Sciences), the Netherlands

Honours impact

Thinking about Honors as an experimental space: the potential role of policy incentives to promote the transfer from honors to regular education Workshop

In honours programmes, teachers often experiment with new pedagogical formats. If successful, these formats may be applied in regular education too. Indirectly, the entire higher education institution could thus potentially profit from honours education. However, we notice that many institutions are struggling with the question of how this transfer may be realised. Based on three (research) projects on honours as an experimental space, we will provide a quick information boost about the topic (10 minutes). Next, in the workshop, we would like to discuss if a next step in the promotion of this diffusion of innovations is to create policy incentives. By means of small pressure cooker groups, we will, together with the audience, brainstorm about (a) possible types of policy incentives that can promote transfer, and (b) the (dis)advantages of these special policy incentives. The workshop is specifically aimed at higher education staff (policy makers) and teachers.

Kim Zunderdorp (Utrecht University), Inge Otto (University Leiden), Nelleke de Jong (Hanze University of Applied Sciences), The Netherlands

Honours impact

Successful transfer from Honours to regular education: A demonstration of the EXChange-team procedure Workshop

It is often assumed that Honours education functions not only as a challenging environment for honours students, but also as a laboratory for educational innovations that find their way to regular education. In our research, we developed a team procedure, to stimulate transfer from honours to regular education and to investigate the effects of this transfer. This procedure is based on the principles of professional development through collaborative inquiry (Butler & Schnellert, 2012) and data-based decision making (Schildkamp et al., 2016). Teams consisting of teachers, students and management collaborate to transfer strengths of honours to regular education. Unique about this procedure is that the team relies heavily on data to make decisions and develop an intervention suitable for the regular program. In this interactive workshop, we demonstrate this procedure by working with participants on a fictive case. Further, preliminary results of our EXChange-team study are discussed.

Nelleke de Jong (Hanze University of Applied Sciences, University of Twente), Elanor Kamans (Hanze University of Applied Sciences) and Marca Wolfensberger (Hanze University of Applied Sciences)

Honours impact

Transfer from honours to regular education: creating learning landscapes for the 21st century

In 2015 Windesheim University of Applied Sciences started implementing a new educational concept. This concept provides students and teachers the autonomy to create a small-scale, flexible and high quality educational environment in which learning goals such as the (so-called) 21st century skills and reflection on the value and values of professional skills are implemented in the curricula. A major change in the university is the less 'top-down' and more 'bottom-up' approach to curriculum design and organization, allowing academic staff members the necessary degrees of freedom. The implementation is set up in a way to accommodate the programmes. In this workshop we will take you with us on our journey. We will showcase two curricula (Communication and Marketing) who are implementing the educational concept. Both curricula use community learning to construct the educational concept. In the workshop we will formulate 10 do's and don'ts for a university wide change process. This workshop is interesting for curriculum designers, teachers, and other faculty members.

Ellen Kloet, Harry Donker and Igor ter Halle (Windesheim University of Applied Sciences), The Netherlands

Honours impact

International Project Management Bureau: dilemmas in collaboration between education and work field Workshop

Authentic assignments is one of the 8 honours competences of the Windesheim University of Applied Sciences. To ensure authentic assignments in our curriculum, Windesheim Honours College set up an International Project management Bureau (IPMB) run by and for students of the honours BBA Global Project and Change Management. Students working at IPMB do project acquisition, project implementation, monitoring and evaluation. They also ensure that the rest of the curriculum is connected to authentic projects from the work field. Working on authentic projects from clients from the work field has an immediate impact of honours education on society.

Objective of this workshop is to exchange experiences with these kind of professional bureaus within an educational setting run by students and explore dilemmas encountered such as offering a "safe

learning environment” versus “implementing projects of high quality for external clients”. This workshop is interesting for students , lecturers, work field representatives and managers.

Liesbeth Rijdsdijk, Ria Hoogeveen and students Global Project and Change Management/Windesheim Honours College (Windesheim University of Applied Sciences), The Netherlands

Honours impact

The school of the future

Workshop

The focus of the honours students of teacher training programmes of the Rotterdam UAS is ‘education in and for the future’. Society is changing, so school need to change as well. But what would the ideal elementary school or high school look like? We studied ‘Onderwijs 2032’ and reflected on the report. We also visited different ‘special’ schools in the Netherlands and abroad amongst others in Australia, Ethiopia, Finland. During the workshop we will present a comparison between the different schools we visited. Then we would like you to design your ideal school of the future in small groups. We round of with a discussion on your and our ideas for ideal schools of the future.

Iris Simons, Tom Wils and students (Rotterdam University of Applied Sciences), The Netherlands

Honours impact

The Value Creators: A new honours educational concept for Global Challenges

Workshop

In this interactive session, participants will experience how to explore a global challenge (or a Sustainable Development Goal) like “NO Poverty” or “Affordable and Clean Energy” in a short time frame and come to some concrete ideas or solution perspectives and create value.

The workshop gives an insight into the new educational concept The Value Creators of the BBA programme in Global Project and Change Management offered by Windesheim Honours College (WHC). With The Value Creators, WHC aims “to inspire and facilitate young professionals to create and seize opportunities, by making sense of the world around them and embrace change with an open mind, an open heart and above all, an open will. We offer an environment to shape the future together connecting local and global *solutions* to the challenges and opportunities ahead.” (Mission and Vision of the Value Creators).

Participants will experience a method that is developed by the Value Creators Team, and which is called the Four E-model for Global Challenges: (1) Explore: What is the challenge or chance? What are the causes and possible solutions; who is involved and what are the main interests? What is the big DREAM? (2) Engage: who is involved in the global challenge, how, how can different interests been brought together? (3) Elaborate: How to get from Dream to Reality? What needs to be done and by who? (4) Evaluate: how to assess the created value?

The workshop will be held at BrainZ (a ten minute walk from the conference site).

Heico van der Blonk, Deanne Boisvert, María Garcia Alvarez, Sander Leusenkamp and students Global Project and Change Management/Windesheim Honours College (Windesheim University of Applied Sciences), The Netherlands

Honours impact

Service-learning at Breecamp Oost, connecting people for a social cause

Field trip

In this 'expedition' to Breecamp-Oost the participants will navigate through the area and experience what it is to see an area with 'new eyes'. Like the students of the programme the audience will set out on a mission to find out what is buzzing in the area. In small groups, the participants scan the community, interact with it and suggest solutions for the wicked problems in the neighbourhood. The participants experience the different methodologies used in our service learning project e.g. City as text (and Image), Wild Thinking (inductive thinking), scenario thinking and Appreciative Inquiry. Besides this highly interactive tour, the participants are briefed on the results in high-speed presentations (3-5 minute). The expedition will be an interesting experience combining the methods and the learnings of this first year of service-learning. The goal of the expedition is to provide those who join in with an overview of methodologies that can be used to kick-off a service learning or honours experience for students. The field trip is organised in close collaboration with the students of the Honours Programme Social Innovation. They will have a substantial role in the design and execution of the expedition. We welcome all faculty staff, policy makers and students to join in! Local food will be provided during the expedition. The expedition includes cycling (25 minutes single trip) and walking. We will use tandems for the bike ride, to create and further strengthen the sense of community of the participants.

Hems Zwier and students from the Honours Programme Social Innovation (Windesheim University of Applied Sciences), community representatives and members of the community council

Honours impact

Teachers College – Innovating the future now together with the workforce @OOZ Zwolle

Field Trip

This field trip we will take you with us to the school of the future for children from 10-14 years of age. In the Netherlands children need to decide at the age of 11/12 which secondary school they want to take but also which direction (from trade school to preparing for university). There is a group of children who face enormous problems because of this. In the 10-14 school students don't have to decide yet in which direction they want to go. The school focuses on skills in a wide range of education; art till math, gymnastics and science etc. The school is designed as we write this down with students from Teacher College who, in their so called Professional Challenge, took the educational challenge to develop this school with the workforce (from curriculum till the classroom). The school will start in September 2017.

San van Eersel (Windesheim University of Applied Sciences), Annelies Robben (OOZ), Ingrid Paalman, and students from Teacher College (Windesheim University of Applied Sciences), The Netherlands

Honours impact

conceptLab: checking feasibility before starting new business

Field Trip

Many businesses, organizations, or inventors have great innovative ideas but very often cannot seem to find a way to bring these 'to life'. More is needed than just the idea to convince investors, managers, or future clients. But how to do this when means and priority are limited, and often specific knowledge is lacking? How to transfer these ideas to the start of real innovations? This is where conceptLab kicks in! Students of multiple disciplines are eager to collaborate with companies and investors, and take responsibility for real life cases as if it is their own invention, and that within an organization they run themselves! Experienced teachers contribute as well, just as participation

from the inventors or businesses is expected. A true multidisciplinary and co-operative knowledge-driven effort to transfer ideas into start of new business ventures by making feasible prototypes and viable business cases. During this field trip you will meet the people of conceptLab at Windesheim Industrial Design Engineering in the historical city centre of Zwolle. You will get a tour and after a presentation about conceptLab you will reflect on the learning community in an interactive discussion with students, lecturers and business.

Marc Beusenberg (Windesheim University of Applied Sciences), The Netherlands

Honours impact

Creating a learning community to address wicked challenges: Care, Share and Dare!

Panel meeting

The world is in a constant change. When this change is profound and disruptive in character, we call it a complex change and the challenges that go along with it are “wicked”. It is a change of which we all know it is going to happen, or is already happening, but we do not have a clear idea on how the change will look like, and how we should respond to it. Global challenges, like sustainable development and climate change, or transnational organized crime, are “wicked” in nature. A wicked challenge needs different and also changing stakeholders, disciplines and ways of collaboration to address it. In the panel debate, leaders from education, business and society discuss what is needed in honours education and in the work field and society to promote collaborative Learning Communities to address wicked challenges together. Because we care about our planet and future, we share our experiences and approaches for solutions and we dare to act together and learn from it!

Rob van Lambalgen and Liesbeth Rijdsijk (Windesheim University of Applied Sciences)

International collaboration in honours

International Honors Collaboration: Possibilities at Virginia Tech's Center in Switzerland

Round table discussion

This roundtable will brainstorm possibilities for international collaboration among honors programs at the Steger Center for International Scholarship (SCIS) in Riva San Vitale, Switzerland. After the moderator presents a 15-minute overview of the center’s history, mission, and facilities, participants will spend 60 minutes discussing possibilities for collaborative efforts at the site. For example, we might consider a new honors summer seminar program in which students and faculty from various universities convene at the SCIS for two weeks to explore a critical, contemporary issue from transdisciplinary, transcultural, and transnational perspectives – such as water security, ethics and neuroscience, sustainability and energy policy, data science and privacy, or the like – before moving out across the continent to collaboratively study these issues in various specific, concrete contexts. The question for roundtable participants, though, is this: How can YOU imagine using the SCIS to further the goals of YOUR honors program through international contact and cooperation?

Paul Knox and Paul Heilker (Virginia Tech Honors College), USA

International collaboration in honours

Global Perspectives Through Collaborations in Course Design

Workshop

The resources that exist between honors programs are rich and varied and include social capital, academics and intellectual exchange. Join us in a workshop about course development between two continents to discover the value of internationalization through collaboration to take advantage of

the assets honors programs can share globally. Using a course developed through international collaboration as a template, two institutions will share the process and design and seek ideas through brainstorming. Participants will examine the course design and offer feedback with an intent to inspire additional future collaborations among attendees.

Kathleen King and Dustin Lemke (Honors Institute Hillsborough Community College, Tampa, USA)
Sander Schroevers and Irena van Nynatten-Janikowska (Amsterdam University of Applied Sciences, The Netherlands)

International collaboration in honours

What do students need when it comes to setting up an international network?

Round table discussion

International collaboration has come to stay. Honours students often seek challenges abroad. But what do you as a student need when it comes to setting up an international network? How should you go about it? And what should a network for students consist of? What does it take to maintain this network? What role can honours alumni play here? Or organisations operating internationally? It's these and other questions from all those participating in this session that will be discussed. This round table discussion will be hosted by honours students and lecturers from Windesheim University of Applied Sciences and aims at making an inventory of ideas and best practices that can be shared.

Ellen Keates, Liesbeth Rijdsdijk, alumni Windesheim Honours Programmes (Evianna Beijeman, Geurt van Assen, Tom Dantuma and Judith Kaptein), Windesheim Honours College students (Chris Reitsma, Margriet de Boer, Daniel Guigui and Noreen Zwanenburg), The Netherlands

International collaboration in honours

We cannot afford to lose talent

Panel meeting

Europe is facing an increasing number of multi-faceted problems, ranging from climate change to the influx of refugees. Transition is needed to face these societal challenges. Talented young people will have to take a leading role in this transition process. Therefore, Europe cannot afford to lose talent. Since 2016, the European Honors Council (EHC) stimulates talent development programs at European Higher Education Institutions, which help talented young people to reach their full potential, so they can positively contribute to solving societal problems. The EHC Board would like to use this workshop to share ideas to bring this agenda forward. Input will be used to prioritize focus areas. After a short introduction, we have a world café-style discussion, moving around three tables. Topics are: educational focus in honors education; setting a research agenda about honors; strategic agenda for the positioning of honors. After three rounds, we have a wrap-up, sharing conclusions.

The Board of the European Honours Council

International collaboration in honours

Platform for honours information & discussion in Europe (EHC)

Panel meeting

How to share knowledge about honours in the most effective way? At honours conferences lots of sparkling ideas, experiences and insights are shared with a limited group of participants in conference sessions. After the conference most of this highly interesting information will fade away, while other honours educators could benefit from this information. To keep this knowledge available for them the Research Committee of the European Honors Council (EHC) has taken the initiative to

select the most interesting contributions of the international honours conference 2016 and ask contributors to develop these into papers and notes. An editing committee was formed, to guide the publication process, review the papers and edit the notes. In this panel meeting we like to discuss the effectiveness of this approach. How can we best share information? Can we use other mediums such as a journal, a blog or a special interest group?

The Research Committee of the European Honours Council (Maarten Hogenstijn, Pierre van Eijl, Astrid Fritz, Albert Pilot, Annelies Riteco, Marca Wolfensberger)

International collaboration in honours

Using the Carpe Diem methodology to facilitate an online global classroom Workshop

In the spring and summer of 2017, the Honours Academy of Leiden University offers the Honours Class 'Law, Power and Inequality: Global Perspectives' in collaboration with the University of Maryland. Central is the role of law in societal issues around the world, like the war on terror, climate change, and police shootings. In preparation of the offline summer course, with the students from Maryland in Leiden, three online global classrooms will be organized according to the Carpe Diem principle. This method to design online courses consists of 6 steps: getting ready, writing and blueprint, creating a storyboard, building your prototype, checking reality, reviewing and adjusting, and planning the next steps. At the International Honours Conference, you will be informed about and will take part in discussing the benefits and drawbacks of global classrooms and the Carpe Diem methodology. Come along and explore the future of learning with us!

Jennifer Schijf (Honours Academy Leiden University), prof. dr. Maartje van der Woude (Leiden University) and Celine Chaigneau (Leiden University)

International collaboration in honours

Bringing honours students together internationally Round table discussion

Europe cannot afford to waste talent. We need to systemize the way we give our students the chance to develop their talent in Higher Education. This includes reflections on learning processes and talent development in Europe. To offer an opportunity to discuss best ways to spot, challenge and support talented and motivated students in Higher Education throughout Europe this round-table discussion invites involved teachers, students and interested people to share creative ideas, thoughts and current difficulties on how international student exchange at honours level can be stimulated. The Student Committee of the European Honors Council (EHC) hosts this session. Since 2016, the EHC stimulates talent development programs at European Higher Education Institutions, which help talented young people to reach their full potential.

Vivian van Gerven (University of Muenster) and Pieter Veenstra (Hanze University of Applied Sciences)

Students' poster presentation sessions

During these sessions students will display and present their research project or innovative project poster. They can do this either individually or as a team. Posters are competitively judged by category, and awards will be given during the closing ceremony of the conference. An overview of the posters in this session will be available mid-May.