

2024 June 6-7

Unleashing potential
15 YEARS OF HONOURS

PROGRAMME
Booklet

Contents

Programme overview	4
6th of June - Saxion Enschede	
7th of June - University of Twente	
Student programme - University of Twente	
1 Plenary sessions	14
1.1 Conference opening 6th of June	14
1.2 Keynote presentation by Prof. Dr. Jennifer Herek	15
2 Posters and stands	16
2.1 Personal development and societal engagement in honours education	16
2.2 Community & Competition in honors education: Battle or Boost?	17
2.3 The Dress	18
2.4 The ICCS micro-module	19
2.5 4TU.Responsible Sustainability Challenge: Developing and Operating an Inter-University Challenge-Based Master Honours programme	20
2.6 H.V. Ockham: Honours Community	21
2.7 'The honours approach - everybody learns' film and discussion	22
2.8 Stand by the Dutch Honours Community	23
2.9 Stand by Glocality - an open-access undergraduate journal	24
3 Panel sessions	25
3.1 Meet the board of the EHC and their Journal and learn about collaboration and publishing	25
3.2 Sharing Honours Experiences	26
4 Teacher and student pitches	27
4.1 Making an impact	27
4.2 Students' road to leadership	28
4.3 Leiden-Delft-Erasmus joint BSc Honours Programme Sustainability – Challenges of organising cross-university education	29
4.4 What makes honours programmes attractive in the eyes of teaching and nursing students?	30
4.5 Factchecking EU Elections 2024	31
4.6 It takes a community to raise resilient students	32
4.7 Unleashing Potential: A Journey through Honours - From Comfort Zones to Informed Choices	33
4.8 Own your project, own your track	34
4.9 Entrepreneurship and honours	35
4.10 Saxion Smart Solutions Learning Community 'Unsolicited Advice'	36
4.11 Collaborative exploring across boundaries - experiencing the UU GHIS Programme	37
4.12 Community & Competition in honors education: Battle or Boost?	38
5 Inspiration lectures	39
5.1 Our Future Leaders – a (self) leadership pilot program for Honours students at the UT	39
5.2 Veiligheidsproblemen in Enschede	41
5.3 The fascinating journey to the International Copenhagen Honours Programme in DIABETES - Biomedical Laboratory Science	42
5.4 Cultivating Global Leaders: Intercultural Exchanges and Research Aligned with Global Challenges	43
5.5 Meaning in Life - Encouraging the Experience Personal Meaning in Education	44
5.6 NRO study 'Making Talent Work' - Perceived effects of participation in excellence and honours programmes, according to university alumni and employers	45
5.7 Critical Incidents as a student driven initiative	46

5.8	Beautiful Beautiful Life	48
5.9	Fitting Honours IN the curriculum	49
5.10	Honours Education in a BANI world	50
5.11	The wellbeing factory	51
5.12	Hitting the 'Yes button' of honours students - How inner development contributes to connecting to self, to other and to being on purpose	52
5.13	Future-proof whY-professionals – young pioneers with a purpose	53
5.14	Teaching behaviors in honours: finding the right balance!	54
5.15	Being a first-generation student in an honours program	55
5.16	Who is the honours student?	56
5.17	Fantastic Failures: Cultivating Resilience and Growth in Education	57
5.18	Reward and Recognition for students	58
6	Workshops	59
6.1	Leading Authentically	59
6.2	Purpose Driven Learning for Sustainable futures & human Flourishing	60
6.3	Gevoelige Kwesties	61
6.4	Shoes speak louder than words	62
6.5	Manifest: Richtingwijzers voor honours in Nederland	63
6.6	Exploring the possible societal impact of Honours programmes	64
6.7	Find out what potential you want to unleash	65
6.8	The challenge of transfer of honors innovations to regular education	66
6.9	"I am because you are" - the relevance of the Ubuntu philosophy in educational settings	67
6.10	Leadership lab, Honours programme WUR	68
6.11	Designing Your Life: A course to help students face their future with confidence	69
6.12	Rebuilding Education: Co-creating courses and educational innovations	70
6.13	The Potential of Honours Education: Insights from research	71
6.14	What do we aim for?	72
6.15	Friluftsliv: Connecting with nature	73
6.16	Waddenlab: boundaries to cross	74
6.17	Publishing about honours; meeting international friends	75
6.18	Developing Personal Leadership; Unleashing your potential with confidence and joy!	76
7	Fishbowl discussions	77
7.1	New Horizons for Honours Education	77
7.2	Futures of Talent Education	78
7.3	Presentation of how we work on Honours at the HU	79
7.4	Enhancing Creativity in Honours Education	80
7.5	Exploring options for organising Quality Assurance in interdepartmental Honors Programs	81
7.6	Standing on the Giants' Shoulders: A Novel & Pioneering Vision for Honours Education	82
8	Student programme sessions	83
8.1	Excellent Design Thinking	83
8.2	Public speaking by United Netherlands	84
8.3	Developing Personal Leadership; Unleashing your potential with confidence and joy!	85
8.4	Boxing Workshop for Personal Leadership - CANCELLED	86
8.5	"It's an honour"	87
8.6	Practising Active Hope in time of the climate crisis	88
8.7	Futures Thinking	89

A Room locations at the University of Twente	90
A.1 Gallery	91
A.2 DesignLab - IDEATE	91
A.3 DesignLab - CONCEPTUALISE	91
A.4 DesignLab - INFORM	91
A.5 DesignLab - INSPIRE	91
A.6 DesignLab - LEARN-X	91
A.7 DesignLab - CONNECT	91
A.8 DesignLab - INVITE	91
A.9 DesignLab - PLAY	92
A.10 Gallery Erlenmeyer	92
A.11 Carré 3H	92
A.12 Technohal - TechnoBar	92

Programme overview

The 15 Years of Honours conference will be held on the campus of Saxion Enschede (6th of June) and the University of Twente (7th of June), located both in Enschede, the Netherlands. The address and directions are described here (for further information on travelling and practicalities (including hotels and parking), please visit our [website](#)). You can find the programme for the [6th of June - Saxion Enschede](#), [7th of June - University of Twente](#) and the [Student programme - University of Twente](#) below.

For each session, you can immediately click to see the corresponding abstract. If indicated by the session leader, a contact email address has been added to the abstract for participants to use. Some sessions are still subject to change and may be (slightly) rescheduled as needed.

6th of June - Saxion Enschede

Location [Saxion Enschede](#): M.H. Tromplaan 28, 7513 AB Enschede. The programme will start at the ConnectU building, located at the Ariensplein 1. When entering the ConnectU building, the registration location ASquare is right at entrance.

To reach the Saxion Enschede campus by public transport, take the train directly to Enschede train station. The distance from Enschede train station to the Saxion campus is about 5-8 minutes walking. When coming by car, you can follow the designated [route](#). Please note that there are [limited parking spaces](#) available around the Saxion campus.

7th of June - University of Twente

Main address [University of Twente](#): Drienerlolaan 5, 7522 NB Enschede.

Conference building [DesignLab](#) (DL): Hengelosestraat 500, 7521 AN Enschede.

To reach the University of Twente, either take the train to Hengelo train station and take bus line 9 to Enschede (passing two stops on the University of Twente campus: UT/Kennispark and UT/Westerbegraafplaats); or, taking slightly longer, continue on to Enschede train station and take bus line 9 in the opposite direction to Hengelo (again exiting for UT/Kennispark or UT/Westerbegraafplaats). From Enschede train station, you can also take bus line 1, travelling through the campus (passing various stops located on the campus, always indicated as "UT/..."). This bus line takes longer than bus line 9 and will only bring you slightly closer to the central O&O square on the University of Twente campus. You can also travel to the University campus by car, following the route here. At the University campus, there are various (free) parking spots available (see here). You can find the parking spaces indicated on the

The entire conference day will take place at the creative space of the University of Twente DesignLab (you can find the location of the DesignLab on [Google Maps](#)). The DesignLab is an eco-system facilitating creative collaboration and knowledge transfer between researchers, societal organisations, students, and citizens. The DesignLab values plural perspectives and expertise from individuals as well as organisations – nurturing collaborative projects that transcend disciplinary and professional domains. The DesignLab spaces are designed to trigger innovative thinking, stimulate collaboration, have fun, embrace multiple perspectives and make futures tangible. The multi-purpose rooms are utilised for education, research, (business) projects, and the ever-so-necessary brain relaxation. You can find more information regarding the DesignLab [here](#).

A description to finding each conference room at the DesignLab can be found [here](#).

Please note that due to construction, the entrance of the DesignLab located at the central O&O square of the University campus is temporarily out of order. You can enter the DesignLab building through the entrance located next to parking place P4 (on the right side of the DesignLab, see also the campus map [here](#)).

6th of June - Saxion Enschede

Walk-in and registration is open between **09:30-11:00** at the ConnectU A-Square. All catering during the lunch is vegetarian only.

Legend for session formats: Catering — Keynote — Posters and stands — Panel sessions — Workshops — Inspiration lectures — Pitches — Fishbowl discussion — Other sessions .

Location	Parallel session 6a 10:00-11:00	Opening 11:00-12:00	Lunch 12:00-13:00	Parallel session 6b 13:00-14:00	Parallel session 6c 14:15-15:15	Break 15:15-15:45	Parallel session 6d 15:45-16:45	Closing 17:00-18:00
ConnectU A-Square	Walk-in and registration	Conference opening 6th of June	– Lunch session – WCN coordinators lunch (Z15.1.15)			Coffee/tea break		Closing drink
Parallel room OK1	Veiligheidsproblemen in Enschede			Find out what potential you want to unleash	NRO study 'Making Talent Work' - Perceived effects of participation in excellence and honours programmes, according to university alumni and employers		The challenge of transfer of honors innovations to regular education	

Programme 6th of June - Continued on next page

Table 1 – Programme 6th of June - Continued from previous page

Location	Parallel session 6a 10:00-11:00	Opening 11:00-12:00	Lunch 12:00-13:00	Parallel session 6b 13:00-14:00	Parallel session 6c 14:15-15:15	Break 15:15-15:45	Parallel session 6d 15:45-16:45	Closing 17:00-18:00
Parallel room OK2	Our Future Leaders – a (self) leadership pilot program for Honours students at the UT			<ul style="list-style-type: none"> – Making an impact – Students' road to leadership – Leiden-Delft-Erasmus joint BSc Honours Programme Sustainability – Challenges of organising cross-university education 	<ul style="list-style-type: none"> – What makes honours programmes attractive in the eyes of teaching and nursing students? – Factchecking EU Elections 2024 – It takes a community to raise resilient students 		Honours Education in a BANI world	
Parallel room OK3	Leading Authentically			The fascinating journey to the International Copenhagen Honours Programme in DIABETES - Biomedical Laboratory Science	Exploring the possible societal impact of Honours programmes		Future-proof whY-professionals – young pioneers with a purpose	
Parallel room OK4	Purpose Driven Learning for Sustainable futures & human Flourishing		Stand by Glocality - an open-access undergraduate journal		Critical Incidents as a student driven initiative		"I am because you are" - the relevance of the Ubuntu philosophy in educational settings	

Programme 6th of June - Continued on next page

Table 1 – Programme 6th of June - Continued from previous page

Location	Parallel session 6a 10:00-11:00	Opening 11:00-12:00	Lunch 12:00-13:00	Parallel session 6b 13:00-14:00	Parallel session 6c 14:15-15:15	Break 15:15-15:45	Parallel session 6d 15:45-16:45	Closing 17:00-18:00
Parallel room Residence	Gevoelige Kwesties			Manifest: Richting-wijzers voor honours in Nederland	Combination – New Horizons for Honours Education – Futures of Talent Education		Leadership lab, Honours programme WUR	
Parallel room A-Square 1				Meaning in Life - Encouraging the Experience Personal Meaning in Education	Fitting Honours IN the curriculum		Hitting the 'Yes button' of honours students - How inner development contributes to connecting to self, to other and to being on purpose	
Parallel room A-Square 2	Sharing Honours Experiences			Cultivating Global Leaders: Intercultural Exchanges and Research Aligned with Global Challenges	Beautiful Beautiful Life		The wellbeing factory	

7th of June - University of Twente

Walk-in and registration is open between **10:00-11:00** at the DesignLab IDEATE space.

All catering during this day is vegetarian. For the lunch, both vegetarian and vegan options are offered.

There is an optional dinner at the student [restaurant MENSA](#) in the Waaier building. The costs of a meal at the restaurant is €6,75 (this can be directly added when you purchase your [conference ticket](#)) or be paid at the restaurant. The restaurant is open until **19:00** (please note that the website indicates a closing time on Friday at 18:00, but especially for this conference the restaurant will remain open until 19:00).

You can find the menu online [here](#).

Location: [Waaier MENSA student restaurant](#).

Legend for session formats: Catering — Keynote — Posters and stands — Panel sessions — Workshops — Inspiration lectures — Pitches — Fishbowl discussion — Other sessions .

Location	Walk-in and poster session 10:00-11:00	Keynote 11:00-12:00	Lunch 12:00-13:00	Parallel session 7a 13:00-14:00	Parallel session 7b 14:15-15:15	Break 15:15-15:45	Parallel session 7c 15:45-16:45	Closing 17:00-18:30
Gallery			<ul style="list-style-type: none"> – Meet and Eat (Grand Café) – VIP lunch session (Gallery restaurant) – WDN Deans lunch (Gallery Vijzel) 					Closing words and closing drink (Grand Café)
DesignLab - IDEATE	Walk-in and registration	Keynote presentation by Prof. Dr. Jennifer Herek		Designing Your Life: A course to help students face their future with confidence	Starting point of Friluftsliv: Connecting with nature	Coffee/tea available	Start of DesignLab tour	
DesignLab - CONCEPTUALISE	Posters and stands presentation			Posters available for viewing	Posters available for viewing		Posters available for viewing	

Programme 7th of June - Continued on next page

Table 2 – Programme 7th of June - Continued from previous page

Location	Walk-in and poster session 10:00-11:00	Keynote 11:00-12:00	Lunch 12:00-13:00	Parallel session 7a 13:00-14:00	Parallel session 7b 14:15-15:15	Break 15:15-15:45	Parallel session 7c 15:45-16:45	Closing 17:00-18:30
DesignLab - INFORM				Combination – Presentation of how we work on Honours at the HU – Enhancing Creativity in Honours Education	Exploring options for organising Quality Assurance in interdepartmental Honors Programs		Fantastic Failures: Cultivating Resilience and Growth in Education	
DesignLab - INSPIRE				Rebuilding Education: Co-creating courses and educational innovations	– Unleashing Potential: A Journey through Honours - From Comfort Zones to Informed Choices – Own your project, own your track – Entrepreneurship and honours		– Saxion Smart Solutions Learning Community 'Unsolicited Advice' – Collaborative exploring across boundaries - experiencing the UU GHIS Programme – Community & Competition in honors education: Battle or Boost?	

Programme 7th of June - Continued on next page

Table 2 – Programme 7th of June - Continued from previous page

Location	Walk-in and poster session 10:00-11:00	Keynote 11:00-12:00	Lunch 12:00-13:00	Parallel session 7a 13:00-14:00	Parallel session 7b 14:15-15:15	Break 15:15-15:45	Parallel session 7c 15:45-16:45	Closing 17:00-18:30
DesignLab - LEARN-X				Teaching behaviors in honours: finding the right balance!	Combination: – Being a first-generation student in an honours program – Who is the honours student?		Waddenlab: boundaries to cross	
DesignLab - CONNECT				The Potential of Honours Education: Insights from research	What do we aim for?		Reward and Recognition for students	
DesignLab - INVITE					Standing on the Giants' Shoulders: A Novel & Pioneering Vision for Honours Education		Developing Personal Leadership; Unleashing your potential with confidence and joy!	
DesignLab - PLAY				Meet the board of the EHC and their Journal and learn about collaboration and publishing	Sharing Honours Experiences			

Student programme - University of Twente

6th of June - 19:00-23:00

Honours student/alumni drink at Stanislaus Brewskovitch Stadsbrouwerij Menistenkerk Enschede.

Adres: [Stadsgravenstraat 59, 7511 ER Enschede](#)

7th of June - workshop sessions

Walk-in and registration is open between **10:00-11:00** at the DesignLab IDEATE space.

Legend for session formats: Catering — Keynote — Posters and stands — Panel sessions — Workshops — Inspiration lectures — Pitches — Fishbowl discussion — Other sessions .

Location	Walk-in and poster session 10:00-11:00	Keynote 11:00-12:00	Lunch 12:00-13:00	Parallel session 7a 13:00-14:00	Parallel session 7b 14:15-15:15	Break 15:15-15:45	Parallel session 7c 15:45-16:45	Closing drink 17:00-18:30
DesignLab - IDEATE		Keynote presentation by Prof. Dr. Jennifer Herek (limited availability)			"It's an honour"	Coffee/tea available	Practising Active Hope in time of the climate crisis	
DesignLab - CONCEPTUALISE	<ul style="list-style-type: none"> – Poster presentations – Stand by the Dutch Honours Community – Stand by Glocality - an open-access undergraduate journal 			Posters available for viewing	Posters available for viewing		Posters available for viewing	
DesignLab - INFORM			Excellent Design Thinking			Coffee/tea available		
DesignLab - INVITE				Public speaking by United Netherlands				

Programme 7th of June student programme - Continued on next page

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1 Plenary sessions

1.1 Conference opening 6th of June

Language: English

Abstract:

Kristy McGovern (opening speaker) first set foot in Enschede, The Netherlands in August 2014. She was nervous about University as school life had always been challenging for her. She was hoping she would scrape through the following four years. Surprisingly, Saxion was the exact thing she needed. Studying proved fun: it was energy giving and allowed Kristy to develop in a way she hadn't expected.

Kristy was born and raised in Kenya. Daughter of a Dutch mother and an Irish Kenyan father meant she was exposed to a blend of cultures from the very beginning. Growing up with lots of different activities keeping her busy, she started to form the habit of wanting to learn a lot, trying new things and seeing places. A girl who that doesn't like pink but will wear white while working on cars, she chooses adventure when given the choice. So, from Kenya she travelled to Enschede, to start at Saxion. A long way from home, with no other intention other than to get a degree and move on. But once at Saxion, Kristy got stuck into more. She made wonderful friends and was led by great mentors. She quickly found herself flowing smoothly through her study and started following an Honours programme. Soon she was talking about breaking knowledge boundaries and building a brand-new Honours programme. Kristy found her groove and has been adapting and growing ever since. Not without troubles, highs, lows and difficult times leading to resilience and determination becoming fundamental in her journey. Her heart however has always pulled her back home to Kenya, and Africa. Now a Personal Trainer and Automotive Marketing Manager, she is happily married and doesn't exactly know what the future holds, but she is excited for it! In her opening speech, Kristy is going to talk about passion, purpose, and potential. She pins a lot of it down to working together, making good connections, and going with the flow. Pointing out that at the end of the day, you just need to be you and have faith.

Kris Holkenborg (host) is engaged as a Policy Officer for Student Policy and Educational Portfolio Development at Saxion University of Applied Sciences. He graduated Cum Laude from his Bachelor's in Hospitality Management with Honours and received for his meaningful contribution to educational innovation the Saxion Top Talent Award in 2020. Currently, he is finishing his Master's in Educational Science & Technology with a thesis about the promotion of students' meaning in life in education.

Mitchelle Muchuchuti (host) is currently a Student Wellbeing Officer at Saxion University of Applied Sciences. Graduated with a Top Talent Honours and Bachelors of Business Administration, she is currently pursuing her Masters in Management. Throughout her experience both as a student and worker, wellbeing continues to showcase as a pivotal factor both personally and professionally. To her, wellbeing is the state of being comfortable, healthy, and happy in all aspects of life.

Session leader(s):

Kristy McGovern (*opening speaker*)

Kris Holkenborg (*host*)

Mitchelle Muchuchuti (*host*)

Organisation:

Saxion Enschede

1.2 Keynote presentation by Prof. Dr. Jennifer Herek

Language: English

Abstract:

Keynote presentation by Prof. Dr. Jennifer Herek, Dean of the Faculty of Science & Technology (University of Twente).

Prof. Dr. Jennifer Herek is the current Dean of the Faculty Science and Technology at the University of Twente. She received her PhD from the California Institute of Technology in chemical physics. After previously working at Lund University and AMOLF Institute Amsterdam, Jennifer has worked as a full professor of optical sciences at the University of Twente. Between 2012-2018, Jennifer became the Dean of the Bachelor's programme in Technology and Liberal Arts & Sciences and in 2016-2018 she became the dean of the University of Twente Honours programmes. After her Deanships at these excellence programmes, Jennifer became the Dean of the faculty of Science and Technology. With her numerous positions and her Deanships at the University of Twente, her passion for Honours education and talent development, and the continuing of her own learning and personal development, Jennifer embodies mentality of Honours, which she share with everyone during the keynote event.

Session leader(s):

Jennifer Herek (*keynote speaker*)

Organisation:

University of Twente, The Netherlands

2 Posters and stands

2.1 Personal development and societal engagement in honours education

Language: English

Abstract:

As part of an evaluation study of the honours programme at Hanzehogeschool, the research group Talent Development in Higher Education and Society is currently conducting a focus group study on personal development and societal engagement in honours education. We have asked honours students to draw their honours journey and the levels of personal development and societal engagement they experienced at different points in their journey. Furthermore, students and teachers shared powerful learning moments in their honours program related to these two topics. This research will expose factors that accelerate the personal development and societal engagement of students in honours education. In this poster session we will present these factors with engaging examples of how to achieve this.

Session leader(s):

Yvonne Zijlstra

Junior researcher

(Co-)presenters:

Annegien Langeloo

Elanor Kamans

Organisation:

Hanzehogeschool

2.2 Community & Competition in honors education: Battle or Boost?

Language: English

Abstract:

As part of honors education, there are two dominant ways in which talented students in Dutch secondary vocational education get extracurricular opportunities: (1) participation in honors programs in which a community with peers is central and (2) participation in professional competitions. There is evidence to suggest that both community building within honors education (Kingma et al., 2017; Wabike, 2021; Wawrzynski et al., 2012), and competition in education (Burguillo, 2010) contribute to enhancing students' learning capacity. As building a community with others and wanting to win over others seem to contradict each other, it might be counter-productive to combine these two aspects of teaching talented students into one overarching program. Consequently, the question arises: how do these concepts interact, and could combining both concepts contribute to more optimal learning outcomes? We are conducting a scoping review to address these questions as part of a PhD project within the research group Talent Development in Higher Education and Society at Hanzehogeschool. The poster will present preliminary results of the scoping review and focus on the central question: is combining the concepts of community and competition a battle or a boost? We look forward to engaging in a lively conversation about this topic.

Session leader(s):

Leontien Kragten

l.kragten@rocmn.nl

Strategic education and innovation partner, ROC Midden Nederland

(Co-)presenters:

Annegien Langeloo

Senior researcher at research group Talent Development in Higher Education and Society, Hanze University of Applied Sciences

Organisation:

ROC Midden Nederland

2.3 The Dress

Language: English

Abstract:

The poster will cover the result of an assignment that focused on disciplinary grounding and perspective taking. The assignment was designed in 2023 in context of Graduate Honours Interdisciplinary Seminars (GHIS), which is one of the 4 faculty wide honours master programs of the Utrecht University. For this assignment a group of 67 students started with exploring the defining elements of the disciplines within their own faculties (e.g. phenomena, epistemology, assumptions, concepts or vocabulary, theories, methods). The group of students represented 44 different master programs ranging over 7 Faculties of the Utrecht University (Geosciences; Humanities; Law, Economics & Governance; Medicine; Sciences; Social & Behavioral Sciences; and Veterinary Medicine). Next the students were asked to apply some of the defining elements of their disciplines to a central object, a seventeenth century silk dress that was found in a shipwreck on the bottom of the Wadden Sea along the coastline of the island Texel. The dress is a unique well preserved object surrounded with many scientific questions. As a starting point to learn about the dress all faculty representatives received the same [starting link](#).

Some students also ended up visiting the dress being displayed at Museum Kaap Skil at the island Texel. Students from the 7 faculties all asked themselves the same questions: "What does the Dress look like through the lens of the disciplines within my faculty?", "What can my discipline add to this unique story of the Dress E.g. Which phenomena do I filter out", "What kind of research methods could my faculty apply to answer questions related to this Dress?" Next all faculty representatives shared their story, resulting in 7 unique perspectives, jointly weaving into not only a more holistic understanding of the precious garment, but also into appreciation for the interconnected potential of the different disciplines. The poster will describe the different steps of the assignment and highlight student experiences and lessons learned.

Session leader(s):

Gillina Bezemer
Programme Leader GHIS

(Co-)presenters:

To be determined

Organisation:

Honours College - Utrecht University

2.4 The ICCS micro-module

Language: English

Abstract:

A collaboration of ECIU universities in organising student-driven education for intercultural communication development.

Within the context of the European Consortium of Innovative Universities (ECIU), the University of Twente co-created a micro-module following the Challenge-Based Learning (CBL) pedagogy within a partnership of European universities. Our micro-module is centred around the development of intercultural competences through the framework of Citizen Science. The micro-module is a blended course consisting of a 2-ECTS online part (12 weeks) and an optional 1-ECTS addition (1 week) on-site at one of the collaborating institutions. The design of the course is embedded within the experiential and cooperative learning frameworks utilised by the Honours programmes of the University of Twente, from which this spin-off was formed. With our poster we aim to give an example on how Honours-inspired education methodologies and insights can be further embedded into other forms of innovative education and possible benefits and drawbacks of using this flow between Honours and regular (extracurricular) education.

Session leader(s):

Marie-Laure Snijders

Honours programmes Education Coordinator

(Co-)presenters:

Nelleke van Adrichem

Luuk Buunk

Nina Bode

Atis Kazafiri

Soham Nanwani Vaswani

Organisation:

University of Twente

2.5 4TU.Responsible Sustainability Challenge: Developing and Operating an Inter-University Challenge-Based Master Honours programme

Language: English

Abstract:

We showcase our Responsible Sustainability Challenge Master Honours track as a successful case of inter-university educational collaboration. The learnings of this endeavour could be utilised as a guiding example for similar collaborations. The educational cooperation among the universities was evaluated through qualitative analysis based on interviews of several involved stakeholders and collaborators. Our experiences show that to utilise the benefits of inter-university collaborations for both students and institutions, a careful consideration of the organisational structure is needed beforehand. It is especially important to evaluate the prerequisite conditions of the collaboration, educational alignment, and administrative tasks, as well as develop a suitable coordination system that would regulate the vision and the practical implications of the development and operation of the course.

Session leader(s):

Marc Fuentes Bongenaar

Honours Office University of Twente

(Co-)presenters:

Olga Karageorgiou

Organisation:

University of Twente

Eindhoven University of Technology

Delft University of Technology

2.6 H.V. Ockham: Honours Community

Language: English

Abstract:

We are the Candidate 16th Board of H.V. Ockham, the honours association at the University of Twente. As the honours association, we connect all Honours students and form a tightly knit community. We hope to see you and show off what kind of things we do and the value that a community like ours brings to honours education.

Session leader(s):

Candidate 16th board H.V. Ockham

Presenters:

Marit Zijlstra

Arda Akyazi

Iulia Costea

Nik Limnatitis

Steyn Fokkema

Organisation:

Honours Association Ockham (University of Twente)

2.7 'The honours approach - everybody learns' film and discussion

Language: English

Content medium and setup:

Documentary and discussion about integrated application of key concepts in honours approach for regular students: authentic issues, learning community, critical reflection and personal-professional development.

Session leader(s):

Nitie Mardjan

Educational innovator

(Co-)presenters:

Marieke Lammers

Organisation:

Saxion University of Applied Sciences

2.8 Stand by the Dutch Honours Community

Language: English

Abstract:

(Board) members of the Dutch Honours Community (DHC) are available to talk about activism and communities within Honours programmes and the umbrella organisation of Honours associations in the Netherlands: the Dutch Honours Association.

Session leader(s):

Mihai Tene

Chairman of the DHC

(Co-)presenters:

To be announced

Organisation:

Dutch Honours Community

2.9 Stand by Glocality - an open-access undergraduate journal

Language: English

Abstract:

Glocality is an open access academic journal which offers a platform to undergraduate students to share their work with the scholar community and practitioners worldwide. We stand for our values of decolonising knowledge and we partner and publish research with universities worldwide. We admit articles that explore the relationship between local and global on any of the dimensions of the Sustainable Development Goals. Come and talk to us about your opportunities to publish your undergraduate work!

Session leader(s):

Stefanna Baneva

whc-onlinejournal@windesheim.nl

Student - Global Project and Change Management

(Co-)presenters:

To be announced

Organisation:

Windesheim Honours College

3 Panel sessions

3.1 Meet the board of the EHC and their Journal and learn about collaboration and publishing

Language: English

Abstract:

We will shortly present the activities of the European Honors Council (EHC) and about the peer reviewed Journal the EHC publishes: the JEHC. The EHC strives for cooperation in Europe in the field of honors education and talent development. To this end, the board consists of international participants from different countries: Denmark, Norway, Romania, the Netherlands and we are always looking for new ways of collaboration and knowledge sharing in our education. Through the Journal of the European Honors Council (JEHC) we share this knowledge that is being researched in this area in various countries. We share research results, knowledge and good practices related to talent development, transdisciplinarity, honors and other related topics in higher education. The journal was designed as a platform for teachers, students and researchers to exchange experiences and research in open access.

In the session we will discuss both parts of this collaboration, introduce ourselves and discuss possible collaboration with new partners: you!

Session leader(s):

Pierre van Eijl

Senior educational consultant (retired from the university)

(Co-)presenters:

Names of members of the Board:

Tineke Kingma

David Rott

Beata Jones

Niels Sandholm

Tina Turiceanu

Nik Waldram

Marca Wolfensberger

Ron Weerheijm

Albert Pilot

Organisation:

Utrecht University, The Netherlands

3.2 Sharing Honours Experiences

Language: Dutch and English

Abstract:

Sharing Honours Experiences - An interactive meeting.

Loop je rond met vragen over honours? Ben je bezig honours in je instelling te krijgen? Ben je actief met honours maar wil je er meer van weten? Dan is deze workshop typisch iets voor jou: het honours netwerk NL deelt hun ervaringen met jou. We denken dat we alle onderwerpen aan kunnen en anders gaan we daarover in gesprek of zoeken alsnog een Session leader(s)persoon als deskundige. Sluit aan en praat mee!

Are you running around with questions about honors? Are you in the process of getting honors into your institution? Are you active with honors but want to know more about it? Then this workshop is typically something for you: the honors network NL shares their experiences with you. We think we can handle all topics and otherwise we will discuss them or find a Session leader(s) as an expert. Join us and let's have a talk!

Session leader(s):

Ron Weerheijm

Educational Advisor - Hogeschool Rotterdam

(Co-)presenters:

Tineke Kingma – *Windesheim Hogeschool*

Organisation:

European Honors Council

4 Teacher and student pitches

4.1 Making an impact

Language: English

Abstract:

Making an impact on society and students is our duty as scholars. And rightly so! So how can we as teachers increase the impact we are trying to make?

Session leader(s):

Julia Wijnmaalen

Assistant professor

(Co-)presenters:

N.A.

Organisation:

University of Twente

4.2 Students' road to leadership

Language: English

Abstract:

Utrecht University hopes to develop honours students' leadership competencies and enhance the soft skills crucial for effective collaboration, communication and social impact. The interdisciplinary honours Leadership Programme at Master level aims to be that fertile ground for students from all different master programmes of the UU.

In this pitch, a student or multiple students from the honours Leadership Programme with assistance of their program leader will demonstrate their journey towards leadership. Specific focus will be provided to how different leadership theory themes and/or personal reflections relate to actual real-life leadership issues. In the Leadership Program, students have organized and moderated College Tours, in which they could critically question leaders in formal leadership positions about their leadership. In addition, students will implement all the knowledge and experience gained during the year while working with a leader on implementing leadership interventions within that leader's organization.

Since the students are still in the middle of this learning trajectory, the exact content of the pitch will be determined later in consultation with the student.

Session leader(s):

Janneke de Ruiter
Programme leader

(Co-)presenters:

Rik Seveke
Dante de Jong

Organisation:

Utrecht University

4.3 Leiden-Delft-Erasmus joint BSc Honours Programme Sustainability – Challenges of organising cross-university education

Language: English

Abstract:

The LDE BSc Honours Programme Sustainability (15 EC) is a unique joint initiative between the Honours Academies of Leiden University, Delft University of Technology, Erasmus University Rotterdam (LDE Alliance) and the LDE Centre for Sustainability.

In this program, students gain fundamental knowledge on sustainability and develop practical skills by addressing real-world sustainability challenges, commissioned by external organisations. In the first part – Fundamentals (5 EC) – expert lecturers from all three universities, as well as invited guest speakers, provide students with new insights on key topics in today's sustainability research. In the second part – the Sustainability Challenge (10 EC) – students from all three universities collaborate in mixed teams to take on a real-life societal sustainability challenge provided by regional stakeholders. These can be civic organisations, municipalities as well as non-profit and for-profit companies. In interdisciplinary teams they design and present solutions that help the organisation accelerate sustainable change.

The programme is open to all motivated second- and third-year bachelor's students from Leiden University, TU Delft and Erasmus University Rotterdam and we strive for a balanced representation from each university. The program was initially launched in the academic year 2022-2023 with a group of 36 students and is currently in its second year running. In the academic year 2024-2025 we are striving to scale up the programme to include 45 students.

During this pitch, we will share our experience in organising this educational Honours program between 3 universities. The teaching is done by lecturers from the 3 universities, who did not know each other beforehand. Coordination is also done in collaboration with Honours coordinators from all three universities. We will discuss the challenges and obstacles in organising cross-university teaching.

Session leader(s):

Esther van der Ent

Education coordinator LDE Centre for Sustainability

(Co-)presenters:

Dr. Eline Bergijk - *Education coordinator LDE Centre for Sustainability*

Sanne Goudriaan - *Honours Academies, respectively Leiden, Delft, Erasmus*

Marie van der Gaag - *Honours Academies, respectively Leiden, Delft, Erasmus*

Organisation:

LDE Centre for Sustainability

4.4 What makes honours programmes attractive in the eyes of teaching and nursing students?

Language: English

Abstract:

The aim of this pitch is to present and discuss findings from a study on the motivation of students applying for nursing and teaching honors programs.

Session leader(s):

Niels Sandholm

Senior Associate Professor

(Co-)presenters:

N.A.

Organisation:

University College Copenhagen

4.5 Factchecking EU Elections 2024

Language: English

Abstract:

HU Hogeschool Utrecht started with an honours project for factchecking in 2016. A group of journalism students designed WtFact, a factchecking newsroom in which they factchecked all kinds of statements by politicians in the national elections. It was a co-creation project: students and staff together developed a methodology and set up a website for publication. In the years that followed new groups of honours students factchecked many local, regional and national elections.

The project was also shared in a pan-European network of journalism schools (ETJA), in which many other schools also designed factchecking modules in their education. Together they formed EUfactcheck and took on the EU elections in 2019.

This year again the honours students from HU will participate in factchecking the EU elections of 2024. In a bootcamp week in May they have checked political statements in intercultural teams with students from other universities in Europe.

We (honours teachers and student) would like to show and share this long-lasting project and how it has created value for students, our school and society.

You can find more information about this project on the project-website: eufactcheck.eu

Session leader(s):

Carien Touwen

carien.touwen@hu.nl

Lecturer international journalism and honours coach

(Co-)presenters:

Elvira van Noort

Organisation:

HU University of Applied Sciences Utrecht

4.6 It takes a community to raise resilient students

Language: English

Abstract:

During the Covid lockdown periods, we observed increasing mental health problems amongst our students. We did not have the capacity or resources to support all of the students individually. In 2021, Marita Coppes started an Action Research project focused on the question "How can we embed Resilience in our programme?" The Resiliency Labs were an outcome of this research project. In the interviews, students expressed they wanted to be a part of co-creating education on this topic. The current form of the Resiliency Labs is the outcome of a close collaboration of students, educators, and student counsellors. Another insight we gained is that Resilience is not something to cultivate just in the individual, but that a sense of belonging in a learning community is key. The Resilience Labs are experiential workshops centered around non-cognitive ways of learning and focused on expanding our personal and collective resilience, e.g., through arts or embodiment. Workshops may for example be involving the use of fine arts to learn to let go of perfectionism and persevere in mastering a new craft or kickboxing to gain more focus and set better boundaries. The workshop facilitators and topics are drawn largely from community resources – a good numbers of Resiliency Labs are facilitated by our own alumni. Moreover, the Resiliency Labs are connected to the Inner Development Goals and one of the concepts we explore is the South African "Ubuntu": 'I am because we are'. When I am resilient, I contribute to the resilience of my community. In a resilient community, I can develop my individual resilience.

Session leader(s):

Marita Coppes

Social innovator

(Co-)presenters:

Ilse Roos Gravemaker

Lineke Stobbe

Organisation:

Windesheim

4.7 Unleashing Potential: A Journey through Honours - From Comfort Zones to Informed Choices

Language: English

Abstract:

I am thrilled to share with you my journey through the Honors program and how it has profoundly influenced my future trajectory.

Reflecting on my childhood aspirations (picture of me), I always envisioned myself as a carpenter. However, as I grew older, I realized that my passion extended beyond the workshop. This realization led me to pursue Mechanical Engineering, a field where I could channel my creativity and problem-solving skills into designing innovative solutions.

Throughout my studies, I delved into the intricacies of machine design, processes, and other essential technical aspects. However, I sensed a gap in my understanding – the holistic view of design encompassing the broader context. This realization fuelled my interest in the Honors program, where I sought to broaden my perspectives and deepen my knowledge.

In the Honors program, I embarked on a transformative journey, exploring various disciplines and methodologies. From engaging in critical discussions on Science and Technology studies (STS) to crafting my individual learning path, every aspect of the program challenged and shaped me as a person.

As I stand here today, I look back at that ambitious kid and feel a sense of fulfilment. While the path to this moment was filled with twists and turns, I am confident that my future is intricately woven with my passions and interests.

Thank you for allowing me to share a glimpse of my Honors adventure with you.

Session leader(s):

Kevin Tuinte

Student/Honors Ambassador

(Co-)presenters:

N.A.

Organisation:

Windesheim University of Applied Sciences

4.8 Own your project, own your track

Language: English

Abstract:

In the realm of high-tech systems, the honors program should not only be about conducting technical projects but also giving the next generation of engineers the freedom and opportunity to reshape the world: do the impossible. As an honors student in the High Tech Systems Honors track at TU Eindhoven, I have adopted this perspective, taking on the role of a student leader to inspire fellow students to challenge themselves, think out of the box and facilitate synergy between personal and professional development.

The motto of our track is: "Own your project, own your track". The educational philosophy it follows is based on the flip-classroom method that empowers students to take ownership of their projects, fostering a culture of autonomy and innovation. I helped introduce essential systems such as Scrum for efficient project management, and led the creation of our track's website, logo, and merchandise, enhancing students' identity and visibility within the university and across the Netherlands. My presence at the honors conference is also another testament to such efforts.

Personally, as a part of this track, I get to work both on my personal skill development and research. Starting with working on my technical skills by organising a workshop on ROS programming and robotics, I expanded my horizons to improve my presenting skills and other personal goals. While daring to dream big, we are also coached to be scientifically rigorous and encouraged to dive deeper into the fundamental cruxes of high-tech systems. For me, this culminated in writing a research paper for a RoboCup symposium and showcasing the track's contributions to the field.

Another special feature of our track is utilising the reputation of TU Eindhoven in industrial innovation and its location in the Brainport region, helping the students from the track to stay up to date with the current innovations. Furthermore, the university and the track actively encourage entrepreneurship and foster close collaboration with companies. Some first-year honors student groups have already secured sponsorships from companies such as Canon, and Sorama, further strengthening our ties and emphasizing our relevance in the Brainport region.

Session leader(s):

Ema Šujster

Honors Computer Science and Engineering Bachelors student

(Co-)presenters:

N.A.

Organisation:

Eindhoven University of Technology

4.9 Entrepreneurship and honours

Language: English

Abstract:

In this pitch I want to elaborate about how an honour program can benefit entrepreneurs. For the last 4 years I've been running an event company besides following a honoursprogram. And I want to share with the students and teachers how you can use the honours program in your advantage for your company. The goal of the pitch is to inspire student to start there business and give them handles on how the can start and how a honours program can help them to do so.

Session leader(s):

Jarno Meul

Student

(Co-)presenters:

N.A.

Organisation:

Saxion university of applied science

4.10 Saxion Smart Solutions Learning Community 'Unsolicited Advice'

Language: English

Abstract:

As part of the Saxion Smart Solutions Semester in 2021 we developed a Learning Community with a different approach than the others. There are no clients. Therefore we start with the focus on the student. In two intense kick-off weeks students transfer from their personal goals, via the SDG's, group formation to a subject they will work on. Guidance seems crucial in this process to create a safe environment. It appears we are doing a good job since students are very satisfied and the outcomes of the groups are beyond our expectations every semester. We prefer a mixed presentation with students and staff.

Session leader(s):

Ruben Sinkeldam

Hoofddocent onderzoeker

(Co-)presenters:

N.A.

Organisation:

Saxion

4.11 Collaborative exploring across boundaries - experiencing the UU GHIS Programme

Language: English

Abstract:

Graduate Honours Interdisciplinary Seminars (GHIS) is one of the 4 faculty wide honours master programs of the Utrecht University. It is designed to unleash curiosity, open-mindedness and team spirit. GHIS facilitates that students immerse themselves across different research topics. By this they equip themselves to help combat complicated timely challenges and foster positive change. The Programme embodies an interdisciplinary research focus and also flows along other ongoing academic transitions such as open science and transdisciplinary.

The pitch will cover lessons learned of different Programme activities such as an excursion to the island Texel, seminar series, playful workshops, personal development sessions and a group-project.

Session leader(s):

Gillina Bezemer

Programme leader GHIS

(Co-)presenters:

N.A.

Organisation:

Honours College - Utrecht University

4.12 Community & Competition in honors education: Battle or Boost?

Language: Dutch

Abstract:

As part of honors education, there are two dominant ways in which talented students in Dutch secondary vocational education get extracurricular opportunities: (1) participation in honors programs in which a community with peers is central and (2) participation in professional competitions. There is evidence to suggest that both community building within honors education (Kingma et al., 2017; Wabike, 2021; Wawrzynski et al., 2012), and competition in education (Burguillo, 2010) contribute to enhancing students' learning capacity. As building a community with others and wanting to win over others seem to contradict each other, it might be counter-productive to combine these two aspects of teaching talented students into one overarching program. Consequently, the question arises: how do these concepts interact, and could combining both concepts contribute to more optimal learning outcomes? We are conducting a scoping review to address these questions as part of a PhD project within the research group Talent Development in Higher Education and Society at Hanzehogeschool. The pitch will start with a brief overview of honors education in vocational education (mbo), and will present the preliminary results of the scoping review with a focus on the central question: is combining the concepts of community and competition a battle or a boost? We look forward to engaging in a lively conversation about this topic.

Session leader(s):

Leontien Kragten

l.kragten@rocmn.nl

Strategic education and innovation partner, ROC Midden Nederland

(Co-)presenters:

Annegien Langeloo

Senior researcher at research group Talent Development in Higher Education and Society, Hanze University of Applied Sciences

Organisation:

ROC Midden Nederland

5 Inspiration lectures

5.1 Our Future Leaders – a (self) leadership pilot program for Honours students at the UT

Language: English

Abstract:

In this inspiration lecture the Our Future Leaders (OFL) pilot program as held at the University of Twente – Honours program will be treated. This is a leadership program based on an experiential learning setting; the organisation contracted by the Honours program to deliver this program was the Recess College*. The program comprised of a 2.5-day event in May 2023 and a 2.5-day review in June 2023 plus 3 online follow-on sessions. The background, learning goals and program structure will be explained. Furthermore, the impact it had on students, both in terms of (self)leadership and well-being, will be highlighted. (Anonymised) Experiences from students will be shared. The evaluation of the program shows how well this program ties into (deeper) learning needs of students and how it can contribute both in terms of:

- Professional skills (e.g. roles in teams such as leading and following, effective teamwork, (self)leadership) and
- Personal skills (e.g. getting aware of own feelings, emotions, thoughts and those of others; learn to communicate effectively from Self to others; giving and receiving feedback).

Furthermore, the program connects well to the increased emphasis institutes in higher education put on community building and civility. A large playground therein is project- and teamwork and the increased need to understand “how people tick”, i.e. learning to be able to work with people from different cultures and with different perspectives. Finally, an outlook to the (near) future will be made on the offering of leadership courses like OFL and the relevance of it for students in higher education and especially in the setting of Honours programs.

A few details of the OFL program as mentioned by the Recess College are: "The Recess College offered the Twente University Honours programme an integrated programme of two weekend modules for 24 students. This programme accesses and creates real motivation and commitment for learning social skills as well clarifying values that people at the beginning of their careers, such as our students, need to make choices in their everyday behaviour, current life and future career path. The programme is serious work but also fun." "The Aim of the OFL program is to develop a practical understanding of the importance of the different leadership roles people play, what makes for healthy organisations in the social environment in which we live and how as future leaders they can survive, influence and add value in their professions and organisations. We will reflect on the ways people bond, cooperate, and work well together - or fail to do so. This includes exploring the nature of civility, how people respect each other, value, and maintain the organisation of which they are part – or else critique it to make it healthier." "The Recess College brings in the skills for the development in young people of collaboration, civility, and commitment to working with groups, in a communal responsible way. We have found that these practical experiences inform the way young people operate for the rest of their lives by accelerating their sense of both authority and responsibility which distinguishes them in the work and public environment."

Session leader(s):

Erik Faber

e.j.faber@utwente.nl

Lecturer at Creative Technology (BSc) and Honours – Shaping the future track (BSc)

(Co-)presenters:

Two student speakers (former participants of the OFL program) who can briefly share about their experiences during the lecture. Names are not yet known.

Organisation:

University of Twente, the Netherlands

5.2 Veiligheidsproblemen in Enschede

Language: Dutch

Abstract:

In de binnenstad van Enschede waren veiligheidsproblemen en deze zijn d.m.v. future search afgestemd met alle relevante partijen. Hierover heb ik een PPT in het Engels/Nederlands.

Drie dagen met plusminus 80 deelnemers uit allerlei organisaties in opdracht van de Burgermeester. Deze manier van afstemmen is ideaal voor het draagvlak bij de uitvoering.

Ik ben initiatiefnemer van één actie groep en dat is actie gericht leren. We hebben nu twee keer drie S&S groepen 20 weken een veiligheidsvraagstuk ter plaatse laten uitvoeren. Leerlingen zouden samen met mij kunnen vertellen wat het verschil is tussen de schoolse manier en de actie gerichte manier. Heb tevens een interactieve en digitale lesbrief ontworpen en laten maken. Deze zou ik kunnen laten zien.

Session leader(s):

Bennie Beuvink

Docent en inspecteur van politie (vrijwilliger)

(Co-)presenters:

N.A.

Organisation:

Saxion University of Applied Sciences en Nationale Politie

5.3 The fascinating journey to the International Copenhagen Honours Programme in DIABETES - Biomedical Laboratory Science

Language: English

Abstract:

How a long-term international student research traineeship program between 2 higher educations: Epigenetics in Human Health and Disease Program at Baker Heart & Diabetes Institute and University College Copenhagen (KP) progressed over the years producing so skilled professionals that it ignited the build-up of the recently launched non-funded prestigious Copenhagen Honours College – DIABETES. Four elite partners: Baker Heart & Diabetes Institute, Danish Diabetes and Endocrine Academy, Steno Diabetes Center Copenhagen and KP united in the creation of this talent programme by sharing mutual interests in promoting STEM and supporting early career scientists – the vast majority being females – by enriching the curriculum of the health profession education in Biomedical Laboratory Science.

References:

Bekendtgørelse om talentinitiativer på de videregående uddannelser på Uddannelses- og Forskningsministeriets område (talentbekendtgørelsen) ([retsinformation.dk](https://www.retsinformation.dk))

Copenhagen Honours College - Diabetes - Københavns Professionshøjskole (kp.dk)

Lladó & Lorenzen; Ottawa 2024, AMEE (The International Association for Health Professions Education): Assessment Near and far: “Formative assessment practice in international internships enhance development of employability skills”.

Session leader(s):

Minna Lladó

mill@kp.dk

Senior lecturer, International Coordinator, Program Leader for Honours Programme in Diabetes

(Co-)presenters:

N/A

Organisation:

University College Copenhagen, KP

5.4 Cultivating Global Leaders: Intercultural Exchanges and Research Aligned with Global Challenges

Language: English

Abstract:

This lecture delves into the transformative impact of intercultural exchanges and research aligned with global initiatives such as the United Nations Sustainable Development Goals (SDGs) within Hillsborough Community College's Dr. Lydia R. Daniel Honors Program. Through various research topics and international experiences, students develop leadership skills and cultivate global awareness. Our approach emphasizes trust and responsibility, empowering students to navigate diverse environments and contribute effectively to cross-cultural dialogues.

Utilizing initiatives like the UN SDGs as a framework, our program fosters discussions on pressing global challenges beyond just the SDGs. Participants explore the interconnectedness of social, environmental, and economic issues, gaining insights into their roles as future leaders. A noteworthy partnership with Amsterdam University of Applied Sciences (AUAS) serves as a model, showcasing successful collaboration initiatives. Our goal is to inspire and empower students to make meaningful contributions to the world, regardless of the specific research topic.

During the session, we will outline strategies for stimulating student development, including examples of our collaboration with AUAS. By fostering meaningful interactions and leveraging global initiatives, we aim to cultivate a community of engaged global citizens committed to addressing urgent global issues.

Session leader(s):

Kaya Hamer-Small
Honors Director

(Co-)presenters:

Irena van Nynatten-Janikowska

Organisation:

Hillsborough Community College [Florida, USA]

5.5 Meaning in Life - Encouraging the Experience Personal Meaning in Education

Language: English

Abstract:

In today's world, tackling emerging societal challenges as summarized in the 17 United Nations Sustainable Development Goals require new, disruptive ways of thinking, acting, and cooperation. It is up to Saxion, other educational institutions, and the workfield to enable future professionals to contribute to solving these societal challenges. A new educational paradigm is developing; it centers on purpose, not on profession. Hereby, Purpose refers to "values in action", future-oriented goals that provide a sense of direction to one's actions in life and as such purpose promotes meaning in life. This provides education with the challenge to render justice to the individual's purpose in relation to the world. By providing education in which the personal development of the student is central for learning.

In the workshop we present the findings of two of our studies related to this topic and share our experiences as lecturers in helping finding students' purpose.

Session leader(s):

Kris Holkenborg
Policy Officer

(Co-)presenters:

Miriam Cents

Organisation:

Saxion University of Applied Sciences

5.6 NRO study 'Making Talent Work' - Perceived effects of participation in excellence and honours programmes, according to university alumni and employers

Language: English

Abstract:

Excellence (or honours) education has been on the rise in the Netherlands for two decades. Secondary vocational education students, University of Applied Sciences students and university students generally participate because they would like to learn and do more than their regular programme has to offer. The assumption is that their participation has added value for their further career, but this has not been confirmed by research into their perspectives. Moreover, more insight into employers' perspectives on the added value of excellence education is needed. This study, funded by NRO, was focused on gaining more insight into the perceived effects of participation in excellence and honours programmes on career choices and functioning at work, according to alumni from different secondary vocational education and university (of applied sciences) institutions, and employers. The findings show that participating in excellence education is of added value according to the participants in all three sectors, in terms of their further career choices (e.g., confidence and motivation) and their current functioning at work (e.g., self-efficacy). The findings of this study provide insights to students, educational institutions and employers.

Session leader(s):

Cindy Poortman

Associate Professor – University of Twente

(Co-)presenters:

Elise Eshuis - *Researcher*

Jolise 't Mannetje - *Researcher – Saxion University of Applied Sciences*

Organisation:

University of Twente, Saxion University of Applied Sciences and Bureau Turf

5.7 Critical Incidents as a student driven initiative

Language: English

Abstract:

The aim of COIL Case Model assignment is to identify and navigate the way culture influences people who work together. The cases are created by applying the guided discovery method. Using a backward design model students can better understand their own cultural position and understand their social and professional environment.

What?

Intercultural Communication (ICC) Honours Model to Practice Dialogue™, Amsterdam University of Applied Sciences (AUAS) was designed so that students, using a backward design model, can better understand their own cultural position while enabling them to navigate and understand their social and professional environment while leveraging their classroom theory to their own contextual experiences.

Why Use Case Models?

(Adopted from Fowler & Blohm, 2004, p. 59)

1. Students explore cultural incidents that shape their personal and professional outlook.
2. The models are interdisciplinary, trans-disciplinary, transferable in any business sector.
3. The case models are clear, concise, and solution oriented.
4. The students transfer theoretical knowledge into practical, published cases that are evidence based, illustrate their capacity for professional writing, linked in, and reference.

How are the Case Models Created?

The case models are created as a part of the Honours' student portfolio applying the guided discovery method. The students participate in a COIL (cross-border collaboration with students from different backgrounds & cultures, engage in asynchronous or synchronous online interaction, internationalised learning outcomes aimed at developing intercultural competences & lastly, delivers a reflective component that helps students think critically about such interactions).

The aim of COIL Case Model assignment is to identify and navigate the way culture influences people who work together, develop an awareness of the students own cultural background while understanding the contexts (historical, cultural and social), and the impact this has on their role in society. Lastly, promotes cross cultural sensitivity while successfully navigating the many issues experienced in a multi-cultural business.

We apply collaborative COIL Case Models and established partnerships with Auckland University of Technology (AUT) Auckland New Zealand, Kozminski University, Warsaw Poland, University of Nevada in Las Vegas USA (and more), and The International Criminal Court, The Hague, The Netherlands.

During the session, we will allow the participants to experience some elements of the course.

We are open to collaborating with new partners in the future and for training of lecturers.

Session leader(s):

Irena van Nynatten-Janikowska
Honours Portfolio Manager

(Co-)presenters:

Emily Rutland

Main presenter/lecturer

Organisation:

Amsterdam University of Applied Sciences

5.8 Beautiful Beautiful Life

Language: English

Abstract:

Transdisciplinary education has a focus on societal or environmental challenges. We know from research and experience that honours students have a strong global engagement. Transdisciplinary education can only be done with a community with different perspectives. Inclusive power-balance is a key element for success. It is understandable that many honours programmes include transdisciplinary modules. Likewise, we see that transdisciplinary courses may use talent pedagogies.

February 29, 2024, I gave my inaugural speech on the topic of Transdisciplinary Collaboration in Education. I will use this speech as a stepping stone for an interactive inspiration lecture about research into transdisciplinary education and the connection with honours education. I will explain the key components of transdisciplinary education – using art. I share a transdisciplinary timeline starting just after the first man on the moon. This historic overview gives insight in the development of the field of transdisciplinary education in relation to transdisciplinary research, honours and major world events. Together we will explore the power of different perspectives and the need of community building.

With the research group 'Transdisciplinary Collaboration in Education' we created an evidence-informed interactive web tool for educators, students, researchers, and all other partners to design and participate in transdisciplinary education. I will share the co-creation process and showcase the latest version of the Trail-tool so you can use it in your own context.

The given examples may help to enrich honours courses with grand challenges and in co-creation with all partners included, because: Life – you are beautiful; Let's keep it that way and make it even more beautiful for all included.

After this session you know more about the power of transdisciplinary education in relation to honours, which may help you to enrich your honours education. Also, you know where to find and how to use the interactive Trail-Tool that may enhance your own transdisciplinary experiences. Besides this you have examples how to create a community that you can use in your own setting.

Session leader(s):

Marca Wolfensberger

Lector

(Co-)presenters:

Interactive inspirational lecture so all participants are included as contributors.

Organisation:

Avans University of Applied Sciences

5.9 Fitting Honours IN the curriculum

Language: English

Abstract:

Honours programmes have often been offered as an extracurricular option in many universities of applied sciences. However, in a context with increasing financial pressures, it has become challenging to justify the uniqueness and value of honours, particularly for smaller student populations.

In this inspiration lecture, we aim to share how the Rotterdam Business School has integrated the Honours Programme into the interdisciplinary semesters 6. Throughout the session, we will share our insights and delve into the challenges encountered and the strategies employed for both the parts of the Honours Programme that can and cannot be integrated in the regular curriculum.

Most importantly, we would like attendees to join the discussion and explore together the possibilities and potential pitfalls of integrating the honours into the curriculum.

Session leader(s):

Isabel Solé Subirats

Coordinator Honours Programme RBS

(Co-)presenters:

Ron Weerheijm

Organisation:

Rotterdam Business School (Hogeschool Rotterdam)

5.10 Honours Education in a BANI world

Language: English

Abstract:

In this lecture we will explore the context of a post-covid world as defined by American Anthropologist Jasmais Cascio and its implications for honours education. The BANI (Brittle/Anxious/Non-linear/Incomprehensible) world is the contextualisation of an era of chaos and climate and biodiversity collapse. More than ever, sense making, critical thinking, resilience and other qualities and skills are needed to shape educational spaces where students learn how to navigate the uncertainty and non-linearity of a BANI world. The BANI world invites us to explore different illusions: the illusion of strength, the illusion of control, the illusion of a predictable world and the illusion of knowledge. Together we will explore these dimensions and go into an interactive discussion of how these illusions affect our educational practices. The aim of this lecture is to create more self-awareness about the context we operate in and also the systems we operate from.

Session leader(s):

Maria Garcia Alvarez

Senior Lecturer Global Project and Change Management / Coordinator Value Creators

(Co-)presenters:

N/A

Organisation:

Windesheim University of Applied Sciences

5.11 The wellbeing factory

Language: English

Abstract:

Recent research has indicated that the mental well-being of students is a significant challenge that needs to be addressed. As a result of these findings, students from the Saxion Excellence Track Brain & Technology and our partner, the University of the Aegean in Lesbos, Greece, were assigned the task of developing practical solutions to promote and enhance student well-being. To accomplish this task, the students used the Human-Centered Design methodology, which is a problem-solving approach that emphasizes the needs and expectations of the target audience in finding the solution. In this workshop, the students will present and apply the solutions they came up with to empower and enhance the well-being of fellow students. These practical solutions are intended to be shared from peer to peer, rather than the traditional approach of teacher to student. The students received six online lessons, and professors were present during these lessons, which they organized themselves in their own time. It is worth noting that these students are pursuing various degrees, such as physiotherapy, computer engineering, geography, nursing, human resource management, and applied psychology.

Session leader(s):

Marco Farfan Galindo
Hoofddocent

Organisation:

Saxion University of Applied Sciences

(Co-)workshop leaders:

Cailin Desmet
Dimitar Tarakchiev
Marco Farfan

5.12 Hitting the 'Yes button' of honours students - How inner development contributes to connecting to self, to other and to being on purpose

Language: English

Abstract:

A story of five years of collaboration with Saxion honours students.

On the impact of using a four-day personal development journey in nature as a kick off.

Topics during the lecture are:

- Sense of belonging
- Self-acceptance and appreciation
- The willingness to have a positive impact on the world.

And why these three aspects should be part of all education.

Session leader(s):

Marianne van Wetter

Founder

(Co-)presenters:

N/A

Organisation:

MyQuest

5.13 Future-proof whY-professionals – young pioneers with a purpose

Language: Dutch

Abstract:

We live in a swiftly evolving world characterized by dynamics, complexity and uncertainty. Honours education recognizes the pivotal role that honours students will play in shaping this future society.

At Hogeschool Utrecht, we have developed a new profile for these forward-thinking honours students which we refer to as the “whY-professional”. This concept builds upon the T-shaped professional model by not only emphasizing broad and deep knowledge and skills but also highlighting the importance of connection. This connection spans inwardly towards self-discovery—understanding who you are, what you desire, and what you stand for—and outwardly towards societal impact, aiming to make a meaningful difference in the world driven by personal purpose.

In this lecture, we will discuss the distinctive skills, attitudes, and mindset characteristic of the whY-professional. Our insights are based on literature research and interviews with role models. Additionally, some honours students from Hogeschool Utrecht will share their experiences with the Pioneers honours program. Through this program, they explored their personal why and undertook impactful projects aligned with that *why*.

Session leader(s):

Annelies Riteco

HU Honoursregisseur

(Co-)presenters:

Hedwigh Verbruggen-Letty

Students of the HU:

Anjo van der Wekken

Leo Hanhart

Lotte Winnubst

Merle Anema

Organisation:

Hogeschool Utrecht

5.14 Teaching behaviors in honours: finding the right balance!

Language: English

Abstract:

Research on teaching behavior in the honours classroom is scarce. In this interactive presentation, we will share findings from our observational study based on video recordings of 12 lessons from four different honours teachers. We developed an observational tool and identified the types of behaviors that make up the different dimensions of need-supportive and need-thwarting teaching behaviours. After presenting the findings, we would like to share which teaching behaviours the teachers combined into different instructional patterns and discuss what might be an appropriate and possible balance for you to support honours students in their learning.

Session leader(s):

Tineke Kingma

t.kingma@windesheim.nl

Educational advisor and PhD student

(Co-)presenters:

Anneke Smits - *Windesheim University of Applied Sciences, Department of Movement and Education, Professor*

Debbie Jaarsma - *Utrecht University, Faculty of Veterinary Medicine, Professor*

Joke Voogt - *University of Amsterdam Department of Child Development and Education, Professor*

Presenter: Tineke Kingma

Organisation:

Hogeschool Windesheim

5.15 Being a first-generation student in an honours program

Language: English

Abstract:

In the Netherlands education is perceived as a great equalizer and meritocratic values are omnipresent. Yet non-traditional students (i.e., low parental education background, low SES, migration background) remain underrepresented in higher education. Selective honours education also carries the risk of unintentionally promoting inequality. In this interactive lecture we will discuss the non-formal obstacles first generation students (i.e., students that are the first generation in the family to attend higher education) might perceive before, during, and after entering honours education and that are likely to threaten inclusivity and accessibility of honours education. We will base ourselves on the research that we have conducted with first generation (honours) students at Hanze UAS and talk about social psychological processes that potentially affect the decision to participate in honours and the experience of studying in honours. During the lecture, participants will actively discuss how the findings might apply to their programs as well as how to circumvent potential inequality at various phases of the honors journey.

Session leader(s):

Elanor Kamans

Lector

(Co-)presenters:

Annegien Langeloo

Organisation:

Hanze University of Applied Sciences

5.16 Who is the honours student?

Language: English

Abstract:

In December 2023 the Honours College initiated a survey among 1579 Utrecht University students and 492 students from other Dutch Universities and Universities of Applied Sciences. The objective of this research was to better understand the main needs, objectives and motivation of Dutch university students currently enrolled. Questions specifically focused on the learning needs, relevance, and motivations of students belonging to the age group of 18-26 that could be addressed by honours education in the future. Another aim was to understand the image and perception of honours education among university students with a focus on the perceived value (benefits, challenges), reputation, and awareness of the current content of honours education.

Utrecht University participants were recruited using mailings and the University's media screens in several buildings. The sample of Dutch students was recruited using a commercial platform providing a high-quality subject pool for market research.

In this survey a total of 1669 regular students (1273 from Utrecht University, 396 from other Dutch universities) and 402 honours students (306 from Utrecht University, 96 from other Dutch universities) participated. Additional demographic data was collected to understand how well the outcome of the study can be expected to apply to the general student population. Results indicate interesting discrepancies between the image regular students have of honours education and the experiences of students participating in honours education.

Session leader(s):

Stephanie Rosenkranz
Honours Dean

(Co-)presenters:

Janneke A. de Ruiter
Yannick Servais

Organisation:

Utrecht University

5.17 Fantastic Failures: Cultivating Resilience and Growth in Education

Language: English

Abstract:

We warmly invite educators, particularly those working with Honours students, to a groundbreaking workshop, "Fantastic Failures: Cultivating Resilience and Growth in Education." This session is designed to inspire and empower teachers to transform their pedagogical approaches, fostering an environment where failure is not feared but embraced as a vital component of learning and growth.

As educators, we understand the high expectations and pressures that Honours students face, often perceiving failure as a detrimental setback. However, this workshop aims to shift this perception, demonstrating how failure is an integral part of the educational journey, essential for developing resilience, critical thinking, and problem-solving skills.

During this interactive session, educators will:

- Gain insights into the positive aspects of failure and how it can be a powerful teaching tool to enhance student learning and self-discovery.
- Develop strategies to create a supportive classroom environment that encourages students to take risks, embrace challenges, and learn from their setbacks.
- Learn how to guide students in reflecting on their failures, extracting valuable lessons, and applying them to future endeavors.
- Explore interdisciplinary exercises and techniques to integrate the concept of productive failure into your teaching methods, fostering creativity, innovation, and perseverance among students.
- This workshop is an invaluable opportunity for educators to enrich their didactic approaches, enabling them to support their students in developing a healthier relationship with failure. By attending, you will not only enhance your ability to teach resilience and adaptability but also inspire your students to view failure as a stepping stone to success, thereby nurturing their growth into well-rounded, resilient individuals.

Join us for this transformative experience and be part of a movement to redefine failure in education, cultivating an atmosphere of continuous improvement and lifelong learning. Empower yourself and your students to embrace setbacks, learn from them, and emerge stronger and more prepared to tackle future challenges. Your commitment to this journey will pave the way for a more resilient, innovative, and successful generation of learners.

Session leader(s):

Gemma Coughlan

Honours Coordinator, International Business School

(Co-)presenters:

Roy Rus

Plus a few honours students who have followed this course and will co-present

Organisation:

Hanze University of Applied Sciences

5.18 Reward and Recognition for students

Language: English (option for Dutch)

Abstract:

The Outreaching honors program features a unique concept for students: We offer a broad palette of student centric possibilities and next to this provide ample room to students to propose their own activities- and have these recognized and rewarded with ECTS. Thus, resulting in a unique and tailored study program on top of the students regular study program.

The Outreaching Honors Program is open to selected Tilburg University students of all study levels, nationalities, and study backgrounds. The program has a duration of one academic year, with the option to apply for a second year of support with a specific project and team. It is conducted entirely in English. Within the three pillars of Leadership, Social Entrepreneurship and Collaborative Interaction, Outreaching offers a number of challenging, yet rewarding extracurricular modules in different fields. All students can participate in the Impact Labs, projects focused on hands-on, real world experience in collaboration with external and internal partners such as the Municipality of Tilburg and the Dutch Ministry of Defense. In addition, workshops, summer schools, negotiation courses, informal meetings with private and public sector-leaders are organized throughout the year.

In this interactive lecture we will share our insights with regards to the practical and organizational side as well as the mindset shift(s) required by staff and students.

Session leader(s):

Kim Geijn

outreaching@tilburguniversity.edu

Program Coordinator Outreaching Honors Program Tilburg University

(Co-)presenters:

Anna Meijknecht - *Program Coordinator Outreaching Honors Program Tilburg University*

Organisation:

Tilburg University

6 Workshops

6.1 Leading Authentically

Language: English

Abstract:

This workshop will discuss about leading and teaching authentically, based on our unique sets of values and vision of what we deem to be impactful teaching. There will be a short exercise to look into ourselves and assess our values.

Maximum number of participants:

25

Session leader(s):

Rashimah Rajah

Assistant Professor of Organizational Behavior and Technology

(Co-)workshop leaders:

N.A.

Organisation:

University of Twente

6.2 Purpose Driven Learning for Sustainable futures & human Flourishing

Language: English

Abstract:

Purpose Driven Learning (PDL) is an educational process that aims for matching the students potential and longing with the urgent needs of the world. PDL leads to flourishing individuals and contributes to a just and healthy planet.

Maximum number of participants:

N.A.

Session leader(s):

Aldo van Duivenboden

Education Innovation

(Co-)workshop leaders:

Nitie Mardjan

Organisation:

Saxion University of Applied Sciences

6.3 Gevoelige Kwesties

Language: Dutch

Abstract:

De wereld polariseert, hoe blijven we als docenten en studenten verbindend? Ook binnen de muren van hogescholen lopen gemoederen soms hoog op. Wanneer een docent op weerstand stuit wanneer er gevoelige kwesties worden besproken of wanneer studenten spontaan in een verhit twistgesprek terecht komen. Ook zijn er subtielere vormen, bijvoorbeeld wanneer men zwijgzaam 'uit Session leader(s) gaat', men zich niet langer wenst te verbinden, of een ander in stilte veroordeelt.

De sleutel tot verbinden en verdraagzaamheid is het scheppen van een veilig klimaat. Hoe doe je dit? En hoe maak je diverse gevoelige thema's bespreekbaar? Hier hebben honours studenten Hicham en Achraf Chatouani een succesvol trainingsprogramma voor ontwikkeld, waar zij in deze workshop (met begeleiding van docenten Toinette Loeffen en Vanessa Scholtens) u een stukje van willen laten ervaren en deze gevoelige kwesties te bespreken.

Maximum number of participants:

20

Session leader(s):

Vanessa Scholtens

Honours coördinator

(Co-)workshop leaders:

Toinette Loeffen

Hicham Chatouani

Achraf Chatouani

Organisation:

Hogeschool Utrecht

6.4 Shoes speak louder than words

This workshop was unfortunately cancelled due to personal circumstances of the workshop leader.

Language: English

Abstract:

Embodied learning workshop about Connection (Anthropology meat Art)

Shoes speak louder than words. Our innate human desire is to connect with other humans. Therefore, we aim to make space to foster human connection. As well as making connection with our whole body by using all our senses.

This, creative, workshop is not for the fainthearted, because we're sharing stories that are usually kept in the shadows...

Maximum number of participants:

16

Session leader(s):

Fransje Immink

Marije Draaijer

Lecturer

(Co-)workshop leaders:

N.A.

Organisation:

Saxion University of Applied Sciences

6.5 Manifest: Richtingwijzers voor honours in Nederland

Language: Dutch

Abstract:

Het Manifest, een van de opbrengsten van het Sirius Programma dat in 2014 werd afgesloten, kent zeven richtingwijzers die sterk bepalend zijn (geweest) voor inhoud en vorm van de honours programma's in het hoger onderwijs. We willen een aantal van deze richtingwijzers handhaven, van een deel afscheid nemen en een aantal nieuwe richtingwijzers toevoegen. Met de deelnemers van de workshop bespreken we de concept set van nieuwe richtingwijzers, om feedback te krijgen en mede op basis daarvan een Manifest 2.0 op te stellen.

Maximum number of participants:

N.A.

Session leader(s):

Raymond ter Woord

Lid Honours Programmteam

(Co-)workshop leaders:

Maarten Michielse

Organisation:

Saxion University of Applied Sciences

6.6 Exploring the possible societal impact of Honours programmes

Language: English

Abstract:

In this workshop we will make a first analysis of the possible societal impact of honours programs. We will do this analysis together by making an inventory of the possible effects, side effects and resulting societal benefits of honors programs.

We invite everybody who is interested in honours programs to join this workshop and jointly make this first analysis. At the end of the day at 17:00 we will pitch shortly the results of the workshop: the possible societal benefits of honours programs.

Maximum number of participants:

25

Session leader(s):

Attila Nemeth

Lector/professor

(Co-)workshop leaders:

Anouk Visser

Michel Linnenbank

Organisation:

Saxion University of Applied Sciences

6.7 Find out what potential you want to unleash

Language: Dutch

Abstract:

This engaging workshop offers a profound exploration of the identity of (honours) students through the examination of different perspectives: those of a human, a business professional, and a business philosopher. Inspired by the famous tale of Dr. Jekyll and Mr. Hyde, we embark on an introspective journey to understand how humans can evolve and adapt to various situations and challenges when they are unleashing their potentials.

Maximum number of participants:

25

Session leader(s):

Gideon Haan

Businessphilosopher and teacher Business Administration

(Co-)workshop leaders:

N.A.

Organisation:

Saxion University of Applied Sciences

6.8 The challenge of transfer of honors innovations to regular education

Language: English

Abstract:

Experiences with honors education are frequently mentioned by honors teachers as motivating them to work on the innovation of their regular education. In this workshop we briefly present the main conclusions of our research about this transfer:

1. Strikingly, these innovations contain to some degree all 14 structural characteristics of honors education distinguished in this study.
2. These innovations are at the level of a single module but also at the level of an entire undergraduate program.
3. These teachers rated the positive effect of honors education for their innovations in regular education as (very) stimulating.
4. In these innovations, the teachers see themselves as "linking-pin", intrinsic motivated to actively transferring experiences from honors programs to innovations in regular programs.
5. The findings indicate the great innovative potential of honors education for regular education.

The participants of the workshop are then invited to brainstorm in pairs about honors innovations into a regular program/module of their own choice. We conclude this workshop with a plenary presentation and discussion about the results of the brainstorm.

Maximum number of participants:

22

Session leader(s):

Pierre van Eijl
Senior educational consultant

(Co-)workshop leaders:

Ron Weerheijm
Albert Pilot

Organisation:

Utrecht University, The Netherlands

6.9 "I am because you are" - the relevance of the Ubuntu philosophy in educational settings

Language: English

Abstract:

This workshop will explore the relevance of the Ubuntu philosophy from Southern Africa in educational settings in the Netherlands and in general. I am from South Africa so have experienced how wonderful it is to bring worlds together in my life and work. The term "I am because you are" encompasses many parts to a philosophy that could provide inspiring and useful ways to enhance our teaching and leadership. This is especially relevant in the current socio-political climate where it seems that polarisation in society is seeping its way into our classroom and learning communities. Themes explored will be the interconnectedness of the human experience, finding our way between the 'I' and the 'We', how movement plays a role in our teaching and how reconciliation can help us connect to ourselves and those around this. This will be an active workshop where we explore the philosophy in a hands-on way using "methods" I have implemented and practiced in the last five years. I will also share feedback on how students have experienced this.

Maximum number of participants:

30

Session leader(s):

Ilse Roos Gravemaker

Lecturer and coach

(Co-)workshop leaders:

N.A.

Organisation:

Windesheim - Global Project and Change Management

6.10 Leadership lab, Honours programme WUR

Language: English

Abstract:

Personal development is about getting to know yourself. Why is this important? Knowing yourself is the basis for being able to respond adequately and meaningfully to the world around you and to contribute in a positive way. It is always about yourself in relation to others and your environment, the world. The WUR honors program offers three tracks to leadership and self-knowledge in which we meander between freedom (ownership) and structure for the students. In this workshop we will briefly explain our program and we will work together on a design for a leadership lab.

Maximum number of participants:

15

Session leader(s):

Gerda Grave

gerda.grave@wur.nl

Docent Personal development

(Co-)workshop leaders:

Astrid Hendriksen

Organisation:

Wageningen University and Research

6.11 Designing Your Life: A course to help students face their future with confidence

Language: English

Abstract:

Many students struggle with career indecision. The Designing Your Life courses, which started at the Honours Academy in 2021, help students approach their future with confidence.

They discover their strengths, learn that 'perfect careers' don't exist, hold network conversations to explore jobs and envision different possible futures. Our research shows students feel less anxious, more optimistic, and better equipped to face their future.

Participants in this session will learn what the method entails, how they can apply it in their own curriculum (open access teaching materials available), and take part in some of the key exercises.

Maximum number of participants:

N.A.

Session leader(s):

Bram Hoonhout

Lecturer & Learning Experience Designer

(Co-)workshop leaders:

TBD

Organisation:

Leiden University

6.12 Rebuilding Education: Co-creating courses and educational innovations

Language: English

Abstract:

'How would you redesign your own education if you could?' The goal of Rebuilding Education is to empower students to redesign their education in close collaboration with stakeholders and experts, while simultaneously learning about education from different scientific perspectives. On top of creating their initiatives, students organize their own assessment by setting goals, reflecting on their progress and even grading their own project.

Students can participate in Rebuilding Education through different interdisciplinary honours courses hosted at several universities in the Netherlands. The students can take on prepared case-studies provided by stakeholders from schools and universities, or start their own initiative. On rebuildingeducation.com you will find projects students set up during the course and learn more about their experiences.

During this interactive workshop we share our experiences and methods as Rebuilding Education teachers and brainstorm about how you could use co-creation to improve your education.

Maximum number of participants:

30

Session leader(s):

Bertram Loth

Course coordinator

(Co-)workshop leaders:

Eva Bus

Organisation:

Rebuilding Education

6.13 The Potential of Honours Education: Insights from research

Language: English

Abstract:

Saxion University of Applied Sciences has been researching Honours education since the start of the implementation. During this workshop we will briefly share some of the highlights of recent research results, regarding assessment and teachers' and students' satisfaction. By means of a guided brainstorm session (world cafe), participants will explore how these insights could inspire the continuous development of education in which they are involved.

Maximum number of participants:

N.A.

Session leader(s):

Sophie Verdegaal
Researcher/Lecturer

(Co-)workshop leaders:

Jolise 't Mannetje - *Researcher Educational Innovation and Effectiveness*

Organisation:

Saxion University of Applied Sciences

6.14 What do we aim for?

Language: English

Abstract:

Even though Honours education in universities of applied sciences has a relatively short tradition, it is undeniable that it has managed to differentiate itself from the more rigid and uniform Honours education in the United States. Honours in Dutch universities of applied sciences is characterized by its diversity. So far, it has focused more on professional, academic, and personal development by stimulating self-awareness, self-directed learning, and by empowering students to believe in their own abilities. This somewhat shared understanding of the purpose of Honours education among universities of applied sciences has served well until now. However, considering global developments and the emerging realization that our perception of the world might have been mistaken, should we also question the aim of Honours education? We invite you to delve deeper into defining what Honours currently is, finding the structures that allow its existence, distilling the mental models that made Honours possible, and from there, exploring what needs to be changed. In other words, we will use a systems thinking approach to explore what changes might be necessary and desirable to remain purposeful and relevant.

Maximum number of participants:

20

Session leader(s):

Isabel Solé Subirats

Honours Programme Coordinator RBS

(Co-)workshop leaders:

I will facilitate this workshop with 2 students:

Dona Jerez Kooren

Simone Lajune Ponder

Organisation:

Rotterdam Business School (Hogeschool Rotterdam)

6.15 Friluftsliv: Connecting with nature

Language: English

Abstract:

Friluftsliv (literally: 'Living in the open air') is a Norwegian way of life. Spending time in nature increases physical as well as mental well-being. It is a way to connect and empathize with nature as well as to find out more about your Inner Development Goals. Join us to explore the power of being outdoors!

Please note: this workshop will be outdoors, so make sure to bring / wear appropriate clothing (walking / sports shoes, rain wear). Only when the weather becomes really bad, the workshop will be held at location Carré 3H.

Maximum number of participants:

30

Session leader(s):

Jacqueline Selker

Lecturer

(Co-)workshop leaders:

Corine Seelen

Organisation:

Hanze University Groningen

6.16 Waddenlab: boundaries to cross

Language: English

Abstract:

Waddenlab is an (extracurricular) educational event in which students from mbo-hbo-wo prepare for a week of sailing on the Wadden Sea over a number of Saturdays. Wide water, islands, coast and yes: seals and birds. How complex can it be? But appearances can be deceptive: the Wadden Sea is extremely complex. The central question at the Wadden Lab is therefore: "How do we keep the Wadden Sea healthy?" This broad question offers every opportunity to look at and work on the Wadden Sea from many different perspectives. In this workshop, we want to explore with participants what principles encourage students to throw themselves into this. Certainly: 'challenging' and 'new', but what 'cross-domain' principles more so? This can help us design boundary crossing education.

Maximum number of participants:

N.A.

Session leader(s):

Ron Weerheijm

Educational Advisor

(Co-)workshop leaders:

Erik Stuttaford

Organisation:

European Honors Council

6.17 Publishing about honours; meeting international friends

Language: English

Abstract:

Please join us in an interesting conversation about research on honours education and the power of publication. We will also talk about other journals and other avenues for sharing research and practices.

Also we want to share with you our experiences with meeting honours directors, researchers, teachers and students from all over Europe. This session will be guided by folks from the board of the European Honors Council and the Journal of the European Honors Council.

Maximum number of participants:

N.A.

Session leader(s):

Marca Wolfensberger

Lector

(Co-)workshop leaders:

Ron Weerheijm

More to come

Organisation:

Avans University of Applied Sciences

6.18 Developing Personal Leadership; Unleashing your potential with confidence and joy!

Language: English

Abstract:

Developing Personal Leadership; Unleashing your potential with confidence and joy!

Unleashing our potential is natural. It comes easy, with clarity and confidence.

The only obstacle to actually doing so, is that we don't focus on unleashing our potential. Instead, we tend to focus on what (we think) is required from us, what makes us successful, measured against societal standards, and what people expect from us.

But when we start to tap more and more into our potential, we are creative, innovative and confident. We think independently, are looking for solutions and cooperation and we experience peace of mind, positive energy and curiosity. When we learn to unleash our potential, step by step, we can do what we do best and enjoy most.

Learning how to do this is the aim of this workshop, which is based on the Personal Leadership Experience course of the Honors Master Programme of the Eindhoven University of Technology. Students call this "the best course they had in university" and the workshops "the anchor point in their weeks". Therefore, next to the foundation of personal leadership, we'll also explore the principles that are at the basis of the success of this program. Giving participants some practical ideas and inspiration to apply these in their own courses and institutions.

Maximum number of participants:

8

Session leader(s):

Esther van der Ham

e.m.v.d.ham@tue.nl

Personal Leadership Teacher

(Co-)workshop leaders:

N/A

Organisation:

Eindhoven University of Technology - DiscoverU

7 Fishbowl discussions

7.1 New Horizons for Honours Education

Language: English

Setup:

What are the core values of Honours Education? Do these values stand the test of time, and new educational trends at the university? What's is the added value of Honours education, now and in the future?

Session leader(s):

Yannick Servais

General Manager Honours College

(Co-)moderators:

N.A.

Organisation:

Universiteit Utrecht

7.2 Futures of Talent Education

Language: English

Setup:

Fifteen years ago, Hanzehogeschool started an honours program for students who wanted and could do more next to their regular studies. Three years ago, we have remodeled the program making it focus even more on interdisciplinarity and broadening of knowledge. This summer the first cohort of students will graduate from the renewed program. Therefore, this year, we are conducting an evaluation study focusing on the role of personal development and societal engagement in honours education. Moreover, we are organizing several think tank sessions focusing on the future of honours education.

During the fishbowl discussion several experts both from the research group Talent Development in Higher Education and Society and the Hanze Honours College will share their view on where honours education should move next at our institution and beyond. Questions that could be discussed include:

- What is the role of honours education in the personal development of students when this is becoming a more and more prominent topic in regular education?
- What is the position of societal engagement in honours education in a polarizing world?
- What is the unique contribution of honours education to students' study programs and how do we engage students with this?

Session leader(s):

Annegien Langeloo
Senior researcher

(Co-)moderators:

Experts:
Annegien Langeloo
Yvonne Zijlstra
Carline de Boer
Maarten Michielse
Moderator: Elanor Kamans

Organisation:

Hanzehogeschool

7.3 Presentation of how we work on Honours at the HU

Language: English

Setup:

Discussion Topic:

HU Honours has been developed 15 years ago on the assumption that a solid and at the same time flexible programme would help us to meet with a variety of students as well as to cope with new developments in education and a changing society. Thus, the HU developed an Honours programme throughout faculties and institutes not based on European Credits but on extracurricular Stars. Our aim and intention: challenge students to explore their talents, creativity and drive. And work on an Honours community of ambitious students. This challenging ambition, how did it work out? We would like to share examples of Honours programmes, projects and individual courses.

Setup/Question:

Our way of working has shown to be robust and flexible over the years, what do we need the coming 15 years? We would like to share our thoughts and ideas on how to work with Honours as a lab-setting for education programs and the connecting Associate Degrees. And we would like to share questions we ask ourselves looking to the future of Honours Stars and the connection with lifelong learning.

Session leader(s):

Agnes Delvaux

agnes.delvaux@hu.nl

Teacher / Honours coordinator

(Co-)moderators:

Annelies Riteco

Organisation:

HU Hogeschool Utrecht

7.4 Enhancing Creativity in Honours Education

Language: English

Setup:

Honours programmes stand apart as extracurricular endeavours that transcend conventional educational frameworks. This discussion explores the methodologies employed by Honours institutions across the Netherlands to distinguish their offerings from standard university curricula. We delve into how these institutions foster an environment conducive to creativity and innovation, thereby enriching the educational landscape.

Session leader(s):

Sangar Paykhar

Skills Lecturer

(Co-)moderators:

N.A.

Organisation:

Honours College FSW, Leiden University

7.5 Exploring options for organising Quality Assurance in interdepartmental Honors Programs

Language: English

Setup:

With the unique organisational and legal status that Honors Programs often have, particularly interdepartmental ones, it can be a challenge to organise Quality Assurance.

In this Fishbowl discussion session, we will explore best practices and experiences regarding quality assurance tasks that in regular programs are carried out by an admissions committee and/or examination committee, such as:

- Assessing whether a student meets the requirements laid down in the Regulations:
 - For receiving admission to an interdisciplinary Honors program.
 - For continuing with an interdisciplinary Honors program
 - For receiving an “honors” predicate on the Bachelor’s or Master’s degree certificate
- Monitoring the quality of examinations in an interdisciplinary Honors program.

During the session we will explore where different institutes plot their own quality assurance organisation on a spectrum from “highly regulated, strongly adhering to Whw principles” to “minimal regulation, maximal freedom”. We start by plotting our own TU/e Honors Academy on the spectrum and shortly explain our current position, reasons for addressing this topic, questions and considerations. Then we invite participants to shortly explain their position on the spectrum, and discuss the benefits and downsides of their current situation. Based on the discussion we will try to derive guidelines and principles for organising quality assurance for institutes that have or are planning to start an interdisciplinary honors program.

Session leader(s):

Marijke van Deelen

Policy advisor education / project leader, Eindhoven University of Technology

Kathinka Rijk

Strategic policy advisor education, Eindhoven University of Technology

Organisation:

Eindhoven University of Technology (TU/e)

7.6 Standing on the Giants' Shoulders: A Novel & Pioneering Vision for Honours Education

Language: English

Abstract:

The goal of this workshop is to interactively present the new vision of the Honours Programme at the University of Twente, focusing on how the Honours Educational Committee (HEC) developed such a new vision (i.e., the thought processes, the challenges and the rationale behind it). Besides sharing this journey, through this workshop we sincerely welcome feedback, insights and ideas from peers and colleagues to boost even further our Honours vision.

Maximum number of participants:

N.A.

Session leader(s):

Lara Carminati

Assistant Professor

(Co-)workshop leaders:

Alexey Chechin

Saif Mohamed Mahmoud Ahmed

Fabrizio Grimaldi

Chrissa Manoli

Vincent Göttel

Organisation:

University of Twente

8 Student programme sessions

8.1 Excellent | Design Thinking

Language: Dutch

Abstract:

Hoe zet je een creatief excellentie traject op waar autonomie en team commitment hand in hand gaan? En hoe kun je design thinking verweven om een innovatieve omgeving en uitkomsten te creëren?

Graag nodigen wij je uit voor een seminar over het centraal stellen van creativiteit bij het ontwikkelen van 'Excellent' klassen. Lotte van de Goor, innovatief educatie ontwikkelaar voor Skills Heroes Nederland, De School voor Kunst, Cultuur en Media van Onderwijsgroep Tilburg, Internationale werkgroep - The Dutch Alliance en is actief als bestuurder voor de Kunstacademie Noord Limburg in België, zal tijdens het seminar haar kennis en ervaring en good practice met ons delen.

Samen duiken we in de kansen en mogelijkheden om creativiteit een prominente rol te geven in ons 'Excellent' onderwijs.

(Co-)presenters:

Lotte van de Goor

Projectcoördinator Excellent Programma / Event Producer

Organisation:

ROC Tilburg / MBO-Excellence programme

8.2 Public speaking by United Netherlands

Language: English

Abstract:

United Netherlands is an internationally oriented and student-led organization that focuses on the world of international relations and diplomacy. The aim of the organization is to create a platform for ambitious students to come together and work on their personal and professional development. For several years, the Outreaching Honors Program of Tilburg University has featured their Public Speaking Program and it is received with consistently high appreciation by our students. Therefore, Outreaching would like to feature this program on this platform and give a short workshop in English.

This one-hour workshop will be an interactive session in which students will have a chance to get out of their comfort zone and get a chance to brush up their public speaking skills. Our trainers will use their experience from Harvard and Oxford conferences to ensure an engaging and comfortable learning environment and ensure high-quality personal feedback for each student. The workshop will give a chance to students to participate in various short exercises that will focus on their body language, voice control, and framing skills. The workshop will be given in English since this is the official language of our organization. However, our trainers will be fluent in Dutch and be able to facilitate an environment in which Dutch-speaking students can ask questions.

Contact:

United Netherlands
Postbus 9103
6500 HD Nijmegen
The Netherlands

Visiting address:

Thomas van Aquinostraat 1
Rooms: 2.01-2.02
6525 GD Nijmegen

Telephone: +31 (0)24 36 11 137

Email: program@unitednetherlands.org
www.unitednetherlands.org

Session leader(s):

Wisse Versteeg
Current Vice President and External Affairs Manager of United Netherlands

Zoë Neijts

Organisation:

Tilburg University

8.3 Developing Personal Leadership; Unleashing your potential with confidence and joy!

Language: English

Abstract:

Unleashing our potential is natural. It comes easy, with clarity and confidence.

The only obstacle to actually doing so, is that we don't focus on unleashing *our* potential. Instead, we tend to focus on what (we think) is required from us, what makes us successful, measured against societal standards, and what people expect from us. We focus on others, instead of ourselves.

But when we start to tap into our potential, we are creative, innovative and confident. We think independently, are looking for solutions and cooperation and we experience peace of mind, positive energy and curiosity. When we learn to unleash our potential, step by step, we can do what we do best and enjoy most.

So in this inspiring and personal workshop, you're going to do this! You're going to start to explore what your potential is and how you can put it into practice with confidence and joy. You're going to take a practical deep dive into your motivations, talents and best knowing. So you can contribute your qualities, talents and vision to create wellbeing in today's world, for yourselves and others. Let's go!

This workshop is based on the Personal Leadership Experience (PLE) course of the Honors Master Programme of the Eindhoven University of Technology. Students call this "the best course they had in university" and the workshops "the anchor point in their weeks".

Students in the Honors program all start with this course to give them the personal reflection, tools and hands-on experience to become more aware of their own potential and how they can put this into practice. During the PLE course, they design a personal project based on what they would love to explore, based on their reflections and experiences during the PLE. This project gives them a chance and the freedom to applying their potential and getting to know themselves better and better along the way.

Maximum number of participants:

8

Session leader(s):

Esther van der Ham

e.m.v.d.ham@tue.nl

Personal Leadership Teacher

(Co-)workshop leaders:

N/A

Organisation:

Eindhoven University of Technology - DiscoverU

8.4 Boxing Workshop for Personal Leadership - CANCELLED

This workshop was unfortunately cancelled due to personal circumstances of the workshop leader.

Language: English

Abstract:

Today we would like to share and experience with you one of the methods we use in our trajectory of Personal Development with our Honours Students. We will connect body and mind in a playful, experiential and reflective way. Through boxing we will explore our “auto pilot”, our communication style, how to lead and how to follow and the thoughts and feelings we run into doing these exercises. We will reflect on this together and also make the link to what this means in our daily lives. We are curious to share with you, hear how you experience this workshop and receive your feedback. Looking forward to working with you. . .

Maximum number of participants:

16

Session leader(s):

Linda Admiraal

Coordinator Personal Development

(Co-)workshop leaders:

N.A.

Organisation:

Wageningen University

8.5 "It's an honour"

Language: English

Abstract:

Everyone has meaning and possesses an inner wealth one can use in the service of the world. With this, your wealth becomes of value. Of value to others and to the world. And of course also for yourself. In the workshop "It's an honour", we discover what the richness is in yourself and where you would like to use it. Everyone is needed. to meet the challenges we face. You can't be without significance.

Maximum number of participants:

N.A.

Session leader(s):

Paul Edauw

Student Welzijn, Betekenis Economie & Conscious Business

(Co-)workshop leaders:

Will be provided (will be one or two students) upon acceptance of workshop

Organisation:

Saxion University of Applied Sciences

8.6 Practising Active Hope in time of the climate crisis

Language: English

Abstract:

Do you experience feelings of hopeless, anxiety or despair when reading about the climate crisis? You are certainly not the only one, as the science is scary. Denial is no option, nor is despair. During this workshop you will learn about Active Hope as a tool to keep moving forward while trying to change society for the better. You will learn about the parallel realities of business-as-usual, despair, and Active Hope. The Active Hope spiral, as developed by the long-time activist and systems thinker Joanna Macy, can help you to stay sane and take action during this time of climate breakdown. We will work through it together in class, so you can apply this tool later by yourself as well.

Maximum number of participants:

N.A.

Session leader(s):

Bram Hoonhout

Lecturer & Learning Experience Designer

(Co-)workshop leaders:

Emily Oxenaar

Mark Gorecki

Organisation:

Leiden University

8.7 Futures Thinking

Language: English

Abstract:

We need to keep learning because things keep changing. In education, it is often said that we are training students for professions that do not exist today. To what extent is it possible, through certain thought experiments and activities, to be better prepared for these future jobs and changes. That's where Futures Thinking can help. In this session, learn new techniques that will allow you to better anticipate an ever-changing future.

Maximum number of participants:

N.A.

Session leader(s):

Yentl Croese

Learning and Innovation Consultant

(Co-)workshop leaders:

Melissa Amoros Lark

Organisation:

Leiden Learning and Innovation Centre

A Room locations at the University of Twente

Location indicators are given from the viewpoint of standing in front of the central Info Desk of the [DesignLab](#) (immediately to the right after entering the DesignLab), looking towards the central hall (with your back towards the Info Desk/Exit). The floorplan of the DesignLab is also shown below in Figure 1. The campusmap of the University of Twente is attached below.

The DesignLab is an eco-system facilitating creative collaboration and knowledge transfer between researchers, societal organisations, students, and citizens. The DesignLab values plural perspectives and expertise from individuals as well as organisations – nurturing collaborative projects that transcend disciplinary and professional domains. The DesignLab spaces are designed to trigger innovative thinking, stimulate collaboration, have fun, embrace multiple perspectives and make futures tangible. The multi-purpose rooms are utilised for education, research, (business) projects, and the ever-so-necessary brain relaxation.

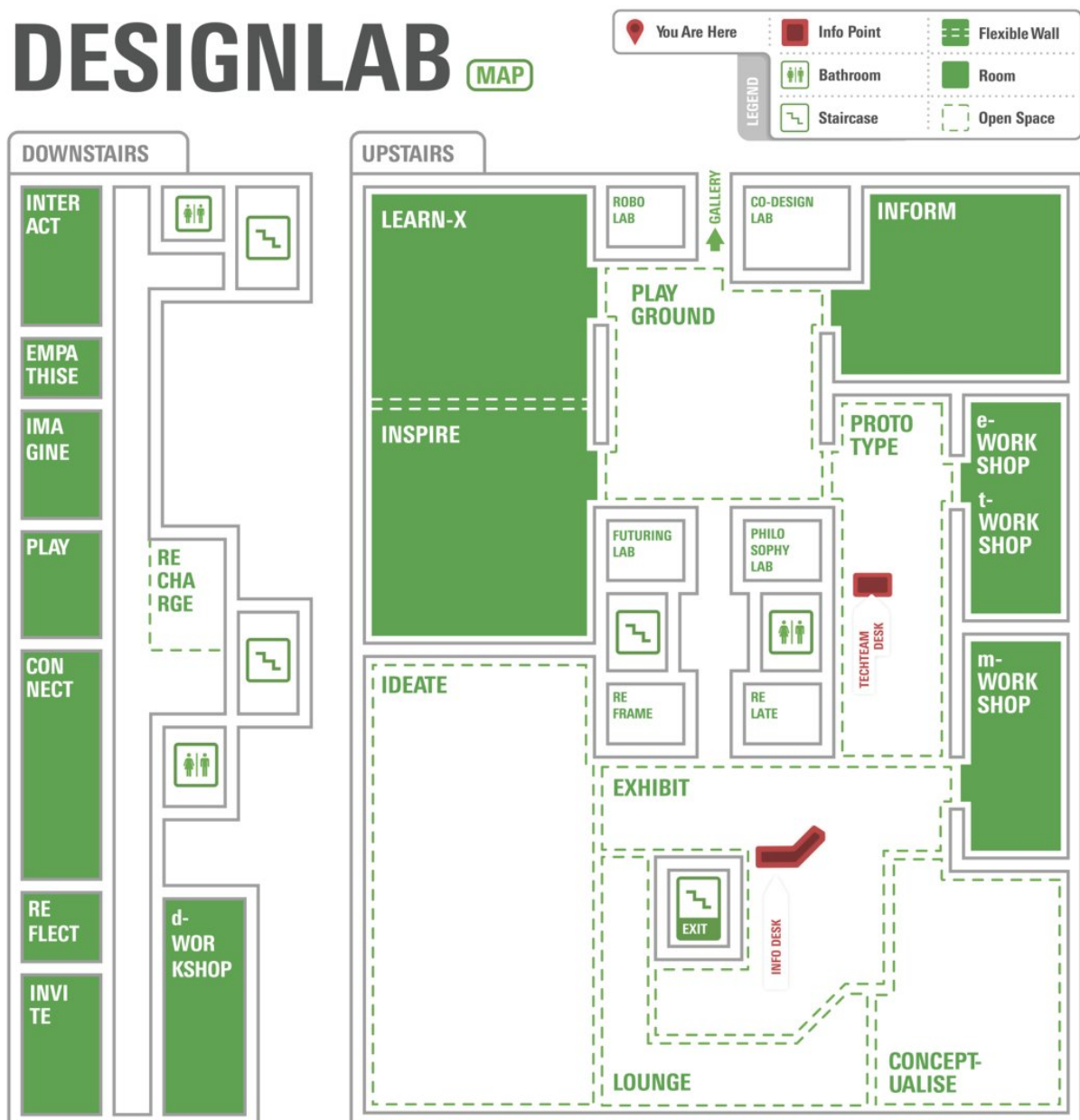


Figure 1: Floorplan of the DesignLab at the University of Twente.

A.1 Gallery

The [Gallery](#) can be found within the same building as the DesignLab, at the opposite side of the long central hallway. At the Gallery, you can find the Gallery Restaurant (left side of the central Gallery Restaurant entrance) and the Grand Café (right side of the central Gallery Restaurant entrance).

From the DesignLab Info Desk, follow the main hallway all the way to the end. At the end of the hallway, you will a stairway down in front of you, an exit outside to the main square of the University of Twente campus to your right and the Gallery Restaurant and Grand Café to your left.

A.2 DesignLab - IDEATE

The IDEATE space is the large central space of the DesignLab. From the DesignLab Info Desk, the IDEATE space can immediately be found on the left. Next to the IDEATE space, you can also find a small kitchen that is free to use by all.

A.3 DesignLab - CONCEPTUALISE

The CONCEPTUALISE space can be found behind the Info Desk, in the opposite corner of the IDEATE space. The CONCEPTUALISE space has a flexible structure and is connected with the IDEATE space with a lounging space.

A.4 DesignLab - INFORM

The INFORM room is connected to the PLAYGROUND a little ways into the central hallway. When walking from the Info Desk, passing the downward stairs and bathroom, towards the PLAYGROUND (where fun and interactive games are projected onto the floor), the INFORM room can be found to the right.

A.5 DesignLab - INSPIRE

Opposite from the INFORM room, next to the LEARN-X room and connected to the PLAYGROUND is the INSPIRE room. When walking from the Info Desk, passing the downward stairs and bathroom, towards the PLAYGROUND (where fun and interactive games are projected onto the floor), the INSPIRE room can be found to the left, right before the LEARN-X room.

A.6 DesignLab - LEARN-X

Opposite from the INFORM room, next to the INSPIRE room and connected to the PLAYGROUND is the INSPIRE room. When walking from the Info Desk, passing the downward stairs and bathroom, towards the PLAYGROUND (where fun and interactive games are projected onto the floor), the LEARN-X room can be found to the left, right after the INSPIRE room.

A.7 DesignLab - CONNECT

The CONNECT room is downstairs in the DesignLab. From the Info Desk, walk towards the central hallway. Opposite of the bathroom is the stairs down. At the end of the stairs down, walk right to the downstairs hallway. Right in front is the CONNECT room.

A.8 DesignLab - INVITE

The INVITE room is downstairs in the DesignLab. From the Info Desk, walk towards the central hallway. Opposite of the bathroom is the stairs down. At the end of the stairs down, walk right to the downstairs hallway. Turn left to walk towards the INVITE room.

A.9 DesignLab - PLAY

The PLAY room is downstairs in the DesignLab. From the Info Desk, walk towards the central hallway. Opposite of the bathroom is the stairs down. At the end of the stairs down, walk right to the downstairs hallway. Turn right to walk towards the PLAY room. The PLAY room contains a glass plate table on which you can write and which can spin 360 degrees to easily share ideas.

A.10 Gallery Erlenmeyer

The [Gallery](#) Erlenmeyer can be found within the same building as the DesignLab, at the opposite side of the long central hallway. At the end of the hallway, turn right and you will find the Erlenmeyer room opposite to the Gallery servicedesk.

A.11 Carré 3H

Room [Carré 3H](#) is located in building Carré. From the DesignLab Info Desk, walk outside the side entrance. You have to walk around the DesignLab and Technohal building (moving towards the central campus on the left side after exiting - moving away from the road). After going around the buildings, you find the central O&O square. Opposite of the Starbucks on the O&O square is the building the Waaier. Enter the building, walk up the stairs next to the servicedesk and find in front of you the stairs to the third floor. Walk up the stairs and take a left through the doors to find the corridor housing the Carré 3H lecture hall.

A.12 Technohal - TechnoBar

The TechnoBar is the drinking bar of Honours Association Ockham, located in the [Technohal](#) on the campus of the University of Twente. From the DesignLab Info Desk, walk towards the central hallway all the way to the end. Turn right to exit the Gallery and walk down the stairs towards the O&O square. Immediately on the right you find the TechMed Centre/Technohal building. After entering the building, you can find the bar behind the study area at the entrance (ground floor).

