

EXChange – transfer and cultural change through honours education

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Research aim

Getting a better understanding how a culture of excellence is created within honors programs and how this is transferred to the educational institution as a whole

Relevance

- Honours education is expected to do more than simply offer challenging education to honours students
- Dissemination effects from honours education to regular education are assumed
- How this takes place and how it can be measured is not yet known. This research tries to fill that gap

Theoretical background

- Honours programs sometimes function as laboratories of innovation (Dennison 2008; Renzulli 2005; Wolfensberger, Van Eijl & Pilot 2004)
- Within honours programs, a culture of excellence can exist that consists of four elements: personal development, sense of community, innovation and excellence (Tiesinga & Wolfensberger 2014; Van Ginkel et al. 2012)
- Transfer depends on visibility of and openness towards subculture (Harris, 1989)
- Transfer can be affected by group processes and intergroup relations such as stereotyping (Cuddy, Fiske & Glick, 2012) and inclusion goals (Ellemers & Jette, 2013)

Participating institutions

Hanze UAS - Leiden University - Twente University - Utrecht University

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Measurement of culture of excellence

- Literature study and focus groups to conceptualize 'culture of excellence'
- Self-evaluation tool for educational programs to assess their culture of excellence

Students' openness towards a culture of excellence

- Survey measuring intergroup relations, students' perceptions and attitudes
- Both honours and regular students
- Follow-up for three years

EXChange teams

- Design-based research, adopted from Datateam® method
- Implementing interventions to improve (transfer of) culture of excellence
- 12 teams consisting of teachers, students and management



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