

Good practices in honors education

Maarten Hogenstijn, *Coordinating Editor JEHC, European Honors Council Secretary, Hanze University of Applied Sciences, The Netherlands*

Originally published in "Journal of the European Honors Council", V. 3, N. 1
<https://www.jehc.eu/index.php/jehc/issue/view/7/7>
 Reprinted with permission

In the Special Issue entitled Good Practices in Honors Education, "The Journal of the European Honors Council" devoted its first number of the third volume to the pivotal topic of education, and in particular to its practices and honors programs in higher learning. The issue's aim is aligned with EHC's purposes. In fact, they both express a collaborative view about education, which is able to foster students' professional development, and more generally, to share knowledge about these applications in order to support, inspire and inform all the actors involved in honors. Maarten Hogenstijn, Coordinating Editor JEHC, introduces us to the reading of nine examples of good practices, with a view to encouraging a mutual sharing of knowledge among different countries.

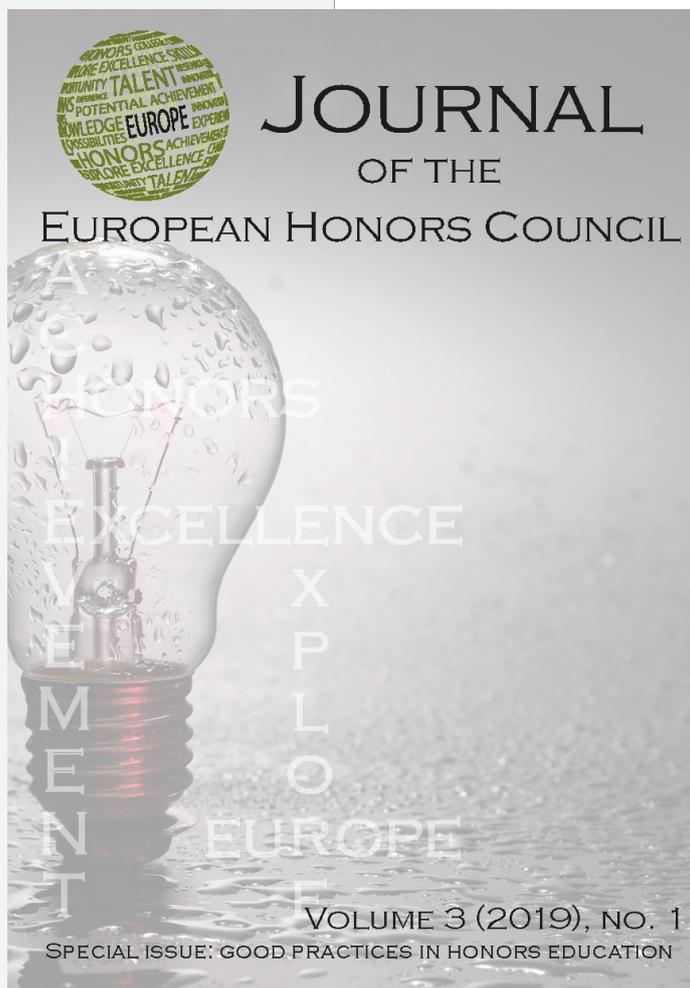
We are pleased to publish, for divulgation purposes, the Introduction to this Issue and sincerely thank the author for allowing us to reprint it (Note of the Italian Editor).

Introduction to the special issue

The Editorial Board is honored to present a new special issue of the Journal of the European Honors Council (JEHC), focusing on good practices in honors education. We present nine examples of good practices and a paper with an overall analysis of the use of good practices in honors education.

The importance of sharing good practices

The JEHC aims to share knowledge and good practices regarding honors programs and talent development programs in higher education. The nine examples presented in the notes cover a rich variety in both content and form, ranging from disciplinary to multidisciplinary and from short activities to complete programs. They even include cross-curricular educational applications.



A crucial addition to the nine notes is the introductory paper to this issue by Pierre van Eijl and Albert Pilot. The paper introduces a theoretical framework with a collection of keywords and analyzes the content of the good practices. In addition, the paper provides the necessary structure for the collection of notes, making them easily accessible and applicable for honors educators. The authors also provide thoughts on the transfer of good practices, both to other honors education contexts and to regular education.

The educational innovations developed in honors education can thus be of benefit to a wide student population, both within and outside of honors programs.

Creating this issue

This special issue would not have been possible without the extraordinary efforts of Dutch honors scholars Pierre van Eijl and Albert Pilot. Starting in The Netherlands, they have taken the initiative to collect good practices in honors education. They have overcome the initial difficulties in gathering the good practices and developed a framework (format) for their description. From their work in The Netherlands, they selected seven good practices to share with an international audience. In addition, they invited two experienced American honors educators to contribute a good practice from their own contexts. Working closely with the authors of the individual good practices, they helped to create a collection of notes that can benefit honors educators around the globe. Additionally, they wrote a paper providing the necessary context, framework, and analysis to place the good practice collection into perspective.

When the collection of contributions was complete, professor Beata Jones and copy editor Saffyre Falkenberg at Texas Christian University (USA) worked hard to correct 'Dinglish' expressions from the Dutch good practices and generally make sure that language in the articles is used properly.

Final remarks

The Editorial Board of JEHC hopes that this collection of good practices inspires you to critically reflect on your own teaching and to innovate, making use of experiences elsewhere. We realize that perspectives in this issue are still limited; we only present good practices from The Netherlands and the United States. We are sure that there are many more good practices worth sharing not only in these countries but especially in other countries. Therefore, we invite you to think about good practices in your own education, or that of a colleague's, which are worth sharing. You are invited to submit these practices to JEHC. However, these are not the only types of contributions you can submit. JEHC publishes contributions on research into honors and talent development in higher education. The Editorial Board invites you to contribute to the next issue(s) of the journal by sending in your papers and notes. All information on contributing can be found on the website www.jehc.eu.