



JOURNAL OF THE EUROPEAN HONORS COUNCIL

Note

Introduction to the special issue: Good practices in honors education

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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.

1. 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.

2. 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.

3. 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.