

Table of contents

List of tables	8
List of figures	10
1 Introduction	11
1.1 Research problem and research questions	11
1.2 Honors education	13
1.2.1 United States	13
1.2.2 Outside the United States	14
1.2.3 Debates about honors	15
1.3 Conceptual issues	16
1.4 Relevance of this study	19
1.5 About this study	20
2 Honors teaching and the honors teacher, a literature survey	22
2.1 Introduction	22
2.2 Honors teaching	24
2.2.1 Practice: literature about honors teaching	24
2.2.2 Empirical underpinning: research about teaching gifted students	29
2.2.3 Theoretical validation: motivational theory	34
2.2.4 Conclusions	37
2.3 Honors teachers	39
2.3.1 Conceptions of teaching	39
2.3.2 Motivation and self-determination	43
2.3.3 Perception of (honors) students	44
2.3.4 Conclusions	45
3 Methods	47
3.1 Introduction	47
3.2 Questionnaire	48
3.2.1 Design process	48
3.2.2 Background data	50
3.2.3 Teaching strategies	50
3.2.4 Attitudes and beliefs	53
3.2.5 Data collection	55

3.2.6	Analysis of the data	62
3.3	Interviews	64
3.3.1	Design process	64
3.3.2	Data collection	66
3.3.3	Analysis of the data	68
3.4	Methodological caveats and limitations	70
4	American honors teachers: thoughts about honors education	72
4.1	Introduction	72
4.2	Conceptions of teaching	72
4.3	Honors education.	74
4.3.1	Outstanding performance.....	75
4.3.2	Distinct group.....	78
4.3.3	Recruitment	79
4.3.4	Other themes: innovation, satisfaction.....	79
4.4	Motivation.....	81
4.5	Students.....	85
4.6	Conclusions	91
5	American honors teachers: approaches in honors education	92
5.1	Introduction	92
5.2	Honors classes and regular classes: priorities in teacher behavior	92
5.3	Teaching approaches – survey results	97
5.3.1	Creating community	98
5.3.2	Enhancing academic competence	100
5.3.3	Offering freedom	101
5.4	Teaching approaches – teachers' stories	103
5.4.1	Creating community	105
5.4.2	Enhancing academic competence	111
5.4.3	Offering freedom	117
5.5	Conclusions.....	121
6	Dutch honors teachers – questionnaire results and comparisons.....	123
6.1	Introduction	123

6.2	Conceptions of teaching and learning	124
6.2.1	Dutch honors teachers.....	124
6.2.2	Comparison	126
6.3	Motivation.....	127
6.4	Students.....	128
6.4.1	Dutch honors teachers.....	128
6.4.2	Comparison	130
6.5	Honors teaching	133
6.5.1	Dutch honors teachers.....	133
6.5.2	Comparison	137
6.5.3	Teaching approaches	139
6.6	Conclusion	143
7	Conclusions and discussion	144
7.1	Introduction	144
7.2	Conclusions.....	146
7.2.1	Key components of honors pedagogy.....	146
7.2.2	Creating community	148
7.2.3	Enhancing academic competence	150
7.2.4	Offering freedom	151
7.2.5	The honors teachers.....	152
7.3	Discussion.....	154
7.3.1	Limitations of this study	154
7.3.2	Implications	156
7.3.3	Avenues for further research	157
	Reference list.....	161
	Summary.....	177
	Samenvatting (Summary in Dutch).....	188
	Appendix 1: Questionnaire.....	197
	Appendix 2: Statistical analyses	203
	Acknowledgements	206