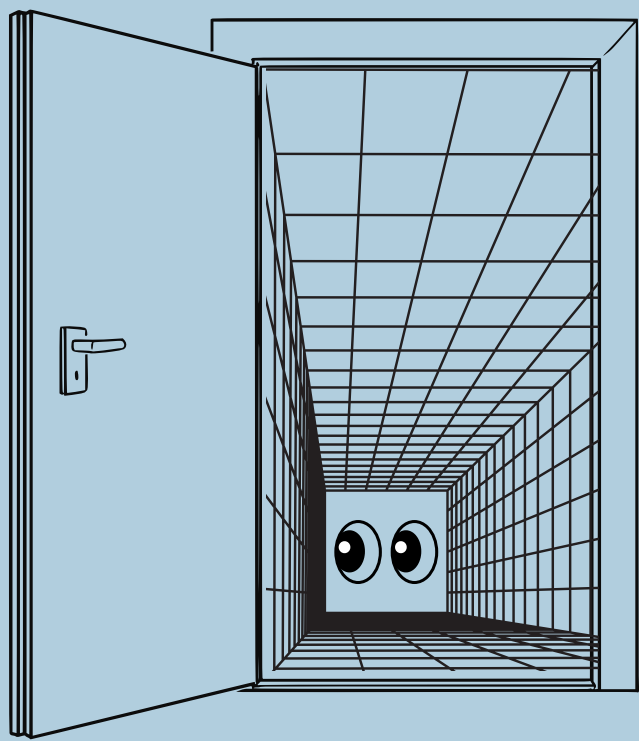


Changing perspectives: The key to personal development in honors education

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Observation in perspective

Perspective taking means trying to empathize with another person by understanding what that person thinks, feels, and why he or she behaves in a certain way.

Blind spots on your visor

When you change your perspective—that is, look at a situation from a different angle—you often see more than your first impression. It's like looking through a doorway: at first glance, one thing stands out, but if you change your perspective or approach from the other side, you discover new details you didn't see before.

For students, this means they learn to recognize that their own ideas aren't always complete. By actively practicing different perspectives, they develop an understanding of other viewpoints. This helps them not only enrich their own ideas but also better understand and appreciate others. Changing perspectives thus contributes to personal development: students learn more about themselves and the people around them.

Our research focused on the following question: "**How is perspective shifting used in honors education to support personal development?**"

Research methods



Focus groups with honours teachers and students



Analysis of the data focused on personal development and societal engagement

Themes of perspective change



Confrontation with diverse cultures and target groups



Confrontation with diverse domains and mindsets



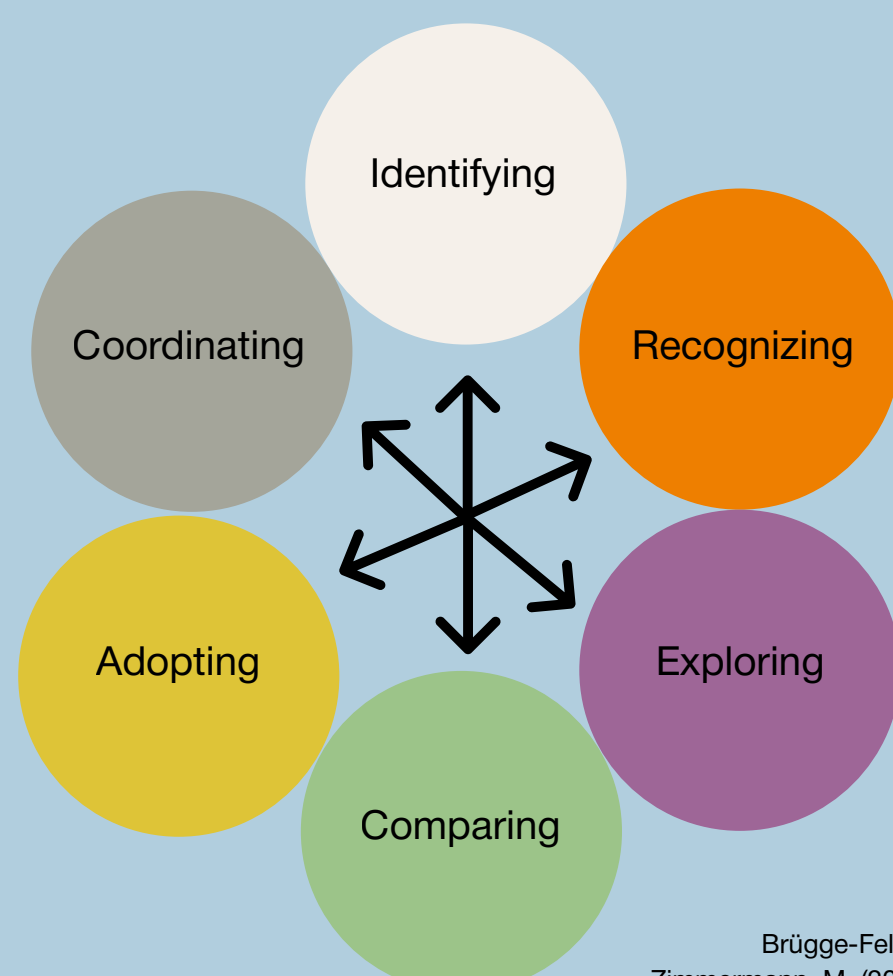
A task shift that leads to a different power dynamic or role reversal



Gaining self-insight by looking at thoughts and choices from a different perspective

Didactical steps

Our research shows excellent examples of perspective shifting in honors education. The teacher can facilitate this process through the didactical steps (Brügge-Feldhake, 2024) below, but the shift itself occurs with the student. The examples illustrate how themes (icon) and didactical steps (color) converge.



Brügge-Feldhake, M., Riegel, U., & Zimmermann, M. (2024). Didactical model to promote perspective taking. *British Journal of Religious Education*, 46(4), 436-446.

Examples from honours



Students present their discipline to each other



Art students create art about a law essay



Exploring perspectives in a group discussion



Joint construction project with professionals from diverse backgrounds



Relating to the 'failure experiences' of other students



Students provide advice from an assigned role