Growing knowledge

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Propositions accompanying the dissertation

Growing knowledge:

Supporting students' self-regulation in problem-based learning

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1. Effectively self-regulating students engage in a constant cycle of active processing and monitoring their own understanding. (This dissertation)

2. Researchers and practitioners in the field of self-regulated learning must have a clear understanding of the questions or problems they are trying to resolve, and choose appropriate measurement methods accordingly. (This dissertation)

3. Aligning students' perceptions and expectations about their learning environment to those set forth by the university can make students more willing to take responsibility for their own learning. (This dissertation)

4. A competency-based curriculum can help students prepare for the step from self-regulated to lifelong learning. (This dissertation)

5. Development of students' self-regulated learning does not happen automatically, and both students and teachers must be aided in supporting students in this process. (This dissertation)

6. If we truly wish to promote long-term development of self-regulation of the students in our PBL curriculum, students should be required to fulfil long-term goals. (This dissertation)

7. Humans are born with an intrinsic curiosity and motivation to learn. Education should be designed to foster this curiosity. (Gray, 2013)

8. Effective learning strategies are effortful, which makes taking breaks all the more important.

9. When designing interventions aimed at improving student learning, the students' perspectives should be taken as a starting point.

10. Even when findings from educational research may seem obvious, it is important to ground education in confirmed cognitive principles. Hindsight is always 20/20. (Yates, 2005).

11. "The saddest aspect of life right now is that science gathers knowledge faster than society gathers wisdom." - Isaac Asimov (1920-1992)