

How students learn in a problem-based curriculum

Citation for published version (APA):

Dolmans, D. H. J. M. (1994). *How students learn in a problem-based curriculum*. Datawyse / Universitaire Pers Maastricht. <https://doi.org/10.26481/dis.19940331dd>

Document status and date:

Published: 01/01/1994

DOI:

[10.26481/dis.19940331dd](https://doi.org/10.26481/dis.19940331dd)

Document Version:

Publisher's PDF, also known as Version of record

Please check the document version of this publication:

- A submitted manuscript is the version of the article upon submission and before peer-review. There can be important differences between the submitted version and the official published version of record. People interested in the research are advised to contact the author for the final version of the publication, or visit the DOI to the publisher's website.
- The final author version and the galley proof are versions of the publication after peer review.
- The final published version features the final layout of the paper including the volume, issue and page numbers.

[Link to publication](#)

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal.

If the publication is distributed under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license above, please follow below link for the End User Agreement:

www.umlib.nl/taverne-license

Take down policy

If you believe that this document breaches copyright please contact us at:

repository@maastrichtuniversity.nl

providing details and we will investigate your claim.

Stellingen

behorend bij het proefschrift

How Students Learn in a Problem-based Curriculum

Diana Dolmans

- 1 Teaching should be aimed at fostering students' ability to become architects of their own knowledge and should encourage them to eventually take full responsibility for their own learning.

Bron: Glaser, R. (1991). The Maturing of the Relationship between the Science of Learning and Cognition and Educational Practice. *Learning and Instruction*, 1, 129-144.

- 2 De vanzelfsprekendheid waarmee conventionele curricula verondersteld worden het leren van studenten te bevorderen, lijkt omgekeerd evenredig aan de verantwoording die innovatieve curricula moeten afleggen over het leren van studenten in die programma's.
- 3 Het feit dat medische studenten een voorkeur hebben voor fysiologische en biologische onderwerpen boven psychologische en sociologische onderwerpen hangt waarschijnlijk nauw samen met het belang dat artsen hechten aan deze onderwerpen.
- 4 Alhoewel het 'coveritis' syndroom in tegenspraak lijkt te zijn met zelfwerkzaamheid in probleemgestuurd onderwijs, worden in dit proefschrift beide concepten met elkaar verenigd.
- 5 De veronderstelling dat geen sprake kan zijn van leren door studenten indien de stof niet aangeboden wordt in de vorm van colleges, getuigt van een gebrek aan inzicht in hedendaagse theorieën over leren en cognitie.
- 6 Since expert tutors tend to take a more directive role in tutorials: they spoke more often and for longer periods, provided more direct answers to the students' questions, and suggested more of the topics for discussion, the development of students' skills in active, self-directed learning as an important goal of problem-based learning will become in danger.
Bron: Silver, M. & Wilkerson, L. (1991). Effects of Tutors with Subject Expertise on the Problem-based Tutorial Process. *Academic Medicine*, 66, 5, 298-300.
- 7 Het belonen van prestaties in onderwijsactiviteiten aan universiteiten dient gepaard te gaan met een verdergaande professionalisering van docenten.
- 8 Alhoewel vrouwen absoluut gezien gemiddeld zes jaren langer leven dan mannen, is het percentage 'gezonde' levensjaren van vrouwen kleiner dan dat van mannen.
- 9 De afgestudeerden van 'morgen' zullen ook zonder verkorting van de studieduur als minder competent beschouwd worden door de afgestudeerden van 'gisteren'.