

Knowledge, learning, and teaching: Studies on the application of constructivist principles in higher education

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Propositions

appended to the dissertation

Knowledge, learning, and teaching: Studies on the application of constructivist principles in higher education

Johannes Marinus Otting

1. Epistemological beliefs can be characterized as a system of more or less independent dimensions concerning innate/fixed ability, learning effort/process, authority/expert knowledge, and certainty of knowledge.
2. The idea that knowledge is certain and is handed down by experts has a positive relationship with a traditional conception of teaching and learning.
3. The belief in learning effort/process is positively related to a constructivist conception of teaching and learning.
4. Educational factors, or more specifically problem-based learning, rather than cultural factors may explain the relatively high score of the students in our sample on the learning effort/process dimension.
5. Although the task characteristic "complexity" does not find empirical support, this doesn't question its theoretical relevance.
6. Instructional designers and students perceive problem-based learning as consistent with constructivist views of education.
7. The quality of the problem is often the problem in problem-based learning.
8. The relationship between constructivist theory and educational practice is troublesome.
9. The study of constructivism can be seen as "the beginning of a trip into a nightmarish landscape" (Phillips, 2000, p. 7).
10. If you consider "epistemology" as a difficult word, don't study philosophy.