

Thesis

1. Generalized models and theory can be stale, and they require oxygen from lived education settings to come to life. (this thesis)
2. Teachers, supervisors and curriculum designers should be more specific in communicating *why* we want learners to engage in reflection, but less specific and prescriptive about *how* (the *shape* and *form* of these reflections). (this thesis)
3. It is valuable to bracket theory when studying reflection, and to look at participants' interactions and repertoires when they are engaging in reflection activities. (this thesis)
4. When researchers study complex concepts like reflection in health professions education, they should acknowledge the normative dimensions of such concepts, besides measuring the supposed effects. (this thesis)
5. Reflection is less linear and mechanistic than most assume, since people shape their present *with* their past to open up possible futures. (this thesis)
6. Philosophical problems occur, when language goes on holiday. (Wittgenstein, 2022, *Filosofische onderzoekingen*. Transl. SS)
7. The question of the quality of education is not a technical question, but a deeply political one. (Biesta, 2022, *World-centred education. A view for the present*)
8. Man is, according to his being, neither completely free to do as he pleases, nor fully determined; rather, he pays heed by attentively *listening*. (Visser, 2014, *Heideggers vraag naar de techniek. Een commentaar*. Transl. SS)
9. In the 'work in movement' we may well deny that there is a single prescribed point of view. But this does not mean complete chaos in its internal relations. (Eco, 1989, *The open work*)
10. Being a speaker is not something one does alone. (Mazeland, 2018, *Inleiding in de conversatieanalyse*. Transl. SS)
11. Machines were mice and men were lions once upon a time, but now that it's the opposite, it's twice upon a time. (Moondog, 1969, *Moondog*)