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Misvattingen Ontmanteld
De omvang en aard van misconcepties onder medisch studenten

Dissecting Misconceptions
Exploring the extent and nature of medical students' failure to understand

Elmi Spengler Badenhorst, March 7, 2019

1. Misconceptions, as robust unscientific ideas, hamper a coherent understanding of the human body and could potentially impact on clinical practice. (*this thesis*)
2. Medical students who are novices straight from secondary school, arrive at university with pre-instructional unscientific biomedical beliefs. (*this thesis*)
3. Misconceptions can be traced back to medical students applying incorrect cognitive operations when attempting to solve a problem. (*this thesis*)
4. Not all biomedical misconceptions in a medical curriculum are addressed through training and a third of senior medical students hold onto unscientific and incorrect beliefs. (*this thesis*)
5. A mixed-methods approach to data analysis is a useful way to empirically identify and describe biomedical misconceptions. (*this thesis*)
6. Hippocrates said “There are in fact two things, science and opinion; the former begets knowledge, the later ignorance.” (from Garrison, F. H. 1921. *An Introduction to the history of medicine c. 2*. WB Saunders Company.)
7. In order to provide academic support to students who are potentially at risk of dropout, an integrated approach works best, in which both cognitive development and a socio-cultural sense of belonging to the university, are actively facilitated.
8. A good teacher does not teach.
9. Playing in a band, you can entertain an audience by playing E-minor the entire evening.
10. If an exogenous plant struggles to make it through a South African winter, rip it out, and replace it with an indigenous one.
11. Embarking on a PhD, one should consider the fable of Hansel and Gretel. If you can identify with Gretel pushing the witch into the fire, then you will be fine.