

Propositions

Belonging to the thesis

Academic thriving

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1. 'Evidence-informed' is an unnecessary adjustment to evidence-based education
(Chapter 1)
2. Teaching students how to think about- and set their own goals is a beneficial addition to
teachers setting educational goals for students (Chapter 2)
3. The educational domain needs multidisciplinary interventions that target academic challenges
that are interrelated with other domains of students lives (Chapter 3)
4. Paid work in education does not negatively affect study progress of pre-service teachers.
(Chapter 4)
5. Internship remuneration in the educational domain should be increased (Chapter 4)
6. Higher education professionals should teach, and not just expect, their students to be self-
regulated learners and independent thinkers
7. A context -centered research approach should be the default in higher education (and especially
teacher education) research
8. Rigorous and relevant empirical educational research requires team work
9. Higher education should be more scientific
10. To err is human, to forgive divine; but to include errors into your design is statistical (Leslie
Kish)