

University of Groningen

Secondary school students' university readiness and their transition to university

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Propositions belonging to the PhD thesis

“Secondary school students’ university readiness and their transition to university”

1. Unclear definitions and various operationalisations of important educational constructs in individual studies make it difficult to come to a solid knowledge base of predictors of academic success. (Chapter 3)
2. In secondary school, science subjects provide more opportunities to trigger students’ curiosity and academic interest than humanities and social sciences subjects. (Chapter 4)
3. The final examinations at the end of secondary school and the accountability attached to them hinder teachers from paying more attention to university preparation. (Chapter 6)
4. Mutual expectation management between secondary schools and universities is a first and necessary step to improve the transition. (Chapter 6)
5. Being able to self-regulate your study behaviour, being motivated, and having chosen the right degree programme are the main keys to effective academic adjustment in the first year of university. (Chapter 7)
6. In order to adequately prepare students for university, only university-educated teachers should be allowed to teach in the upper grades of pre-university education.
7. The situation that secondary school students who completed science coursework can often start humanities and social sciences university degrees without extra requirements undermines the value of humanities and social sciences coursework in secondary school.
8. “We should not teach children the sciences, but give them a taste for them.” (Jean-Jacques Rousseau, 1762)
9. “Whether the postulate of subjective interpretation which differentiates the social sciences from the natural sciences should be held to make them either ‘inferior’ or ‘superior’ is a matter of taste.” (Fritz Machlup, 1961)
10. “Not everything that counts can be counted, and not everything that can be counted counts.” (William Bruce Cameron, 1963)
11. Analysing the acknowledgement sections of PhD theses may be the best way to gain insight into PhD students’ experience of the PhD, their healthy and unhealthy coping mechanisms, and their support systems.

Stellingen behorend bij het proefschrift

“Secondary school students’ university readiness and their transition to university”

1. Onduidelijke definities en uiteenlopende operationalisaties van belangrijke onderwijskundige constructen in individuele studies maken het lastig om tot een gedegen kennisbasis van studiesuccesvoorspellers te komen. (Hoofdstuk 3)
2. In het voortgezet onderwijs bieden de bètavakken meer mogelijkheden om de nieuwsgierigheid en wetenschappelijke interesse van leerlingen te stimuleren dan de alfa- en gammavakken. (Hoofdstuk 4)
3. De eindexamens en de mate waarin scholen worden afgerekend op de resultaten daarvan belemmeren leraren om meer aandacht te besteden aan universiteitsvoorbereiding. (Hoofdstuk 6)
4. Wederzijds verwachtingsmanagement tussen het vwo en de universiteiten is een eerste en noodzakelijke stap die genomen moet worden om de transitie te verbeteren. (Hoofdstuk 6)
5. Zelfregulatie van je studiegedrag, motivatie, en het maken van de juiste studiekeuze zijn de sleutels tot effectieve academische aanpassing in het eerste jaar op de universiteit. (Hoofdstuk 7)
6. Om leerlingen goed voor te bereiden op de universiteit zouden alleen universitair opgeleide eerstegraads leraren les moeten mogen geven in de bovenbouw van het vwo.
7. De situatie dat een vwo’er met een natuurprofiel in veel gevallen aan een alfa- of gamma-opleiding kan beginnen zonder extra toelatingseisen ondermijnt de waarde van de maatschappijprofielen in het vwo.
8. “We should not teach children the sciences, but give them a taste for them.” (Jean-Jacques Rousseau, 1762)
9. “Whether the postulate of subjective interpretation which differentiates the social sciences from the natural sciences should be held to make them either ‘inferior’ or ‘superior’ is a matter of taste.” (Fritz Machlup, 1961)
10. “Not everything that counts can be counted, and not everything that can be counted counts.” (William Bruce Cameron, 1963)
11. Het analyseren van de dankwoorden in proefschriften zou een goede manier zijn om inzicht te verkrijgen in hoe promovendi hun promotietraject ervaren, wat voor gezonde en ongezonde overlevingsstrategieën ze gebruiken, en hoe hun sociale netwerk eruitziet.