

## University of Groningen

### Let them flourish

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DOI:  
[10.33612/diss.569997153](https://doi.org/10.33612/diss.569997153)

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*Document Version*  
Publisher's PDF, also known as Version of record

*Publication date:*  
2023

[Link to publication in University of Groningen/UMCG research database](#)

*Citation for published version (APA):*  
't Mannetje, J. (2023). *Let them flourish: enhancing higher education students' well-being*. [Thesis fully internal (DIV), University of Groningen]. University of Groningen. <https://doi.org/10.33612/diss.569997153>

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## STELLINGEN

1. Honours students are well able to articulate what they need as resources for their well-being. *(this dissertation)*
2. Since, in general, personal resources that are important in work contexts are also found to be important in higher education contexts, the context does not seem to matter and the focus on developing personal resources may be similar in both contexts. *(this dissertation)*
3. It is dangerous that there are so many poorly studied interventions, because these interventions may do more harm than good. *(this dissertation)*
4. Research on interventions to improve student well-being should focus on long-term effects on engagement rather than short-term effects. *(this dissertation)*
5. The involvement of stakeholders in formulating design principles is necessary in educational design research. *(this dissertation)*
6. Measuring the level of student well-being, and key factors associated with it, should become a standard part of the National Student Survey at higher education institutions, ensuring that all sections of the organisation become aware of their own students' levels of well-being.
7. A positive effect of the Covid-19 pandemic is the increased attention for student well-being.
8. The development of educational practice should always be the main goal of educational research.
9. Want als je te diep over iets nadenkt, dan kom je altijd uit op iets dat niet klopt. Je moet gewoon niet te diep nadenken en dan klopt alles. *(Herman Finkers)*
10. Wie niet gelooft in wonderen is geen realist. *(Herman Finkers)*