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Learning trajectories in analogical reasoning : exploring individual differences in children's strategy paths

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Propositions

- I. Individual differences are the spices of variation in learning trajectories, to only average them out leads to uninspiring outcomes. (this thesis)
- II. In educational research, both the level of the analysis (multilevel analysis) and the level of the child (zone of proximal development) are important. (this thesis)
- III. We need to see both the forest and the trees while investigating learning trajectories. (this thesis)
- IV. Children use different strategies for constructing and for solving analogies (this thesis)
- V. Analogical reasoning, which underpins scientific thinking, needs a more defined integration into current educational curricula and testing. (field)
- VI. A test should be a tool to understand the testee, not the other way around. (field)
- VII. Intelligence test outcomes should include a child's learning profile with feedback and hints that enable teachers to offer tailored educational interventions. (field)
- VIII. Construction tasks can be valuable additions to static and dynamic assessments. (field)
- IX. Currently, children have increasing difficulty 'proving their deficits' to obtain educational help that ultimately may come in the form of a prison sentence. (society)
- X. "It is said that no one truly knows a nation until one has been inside its jails. A nation should not be judged by how it treats its highest citizens, but its lowest ones." (Nelson Mandela)
- XI. There are no seven wonders of the world in the eyes of a child. There are seven million. (Walt Streightiff)