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Development of metacognitive skills in young adolescents : a bumpy ride to the high road

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Stellingen (Propositions)

behorend bij het proefschrift van Manita van der Stel

Development of metacognitive skills in young adolescents
A bumpy ride to the high road

- I. Metacognitive skills do increase spontaneously, albeit not continuously, during young adolescence. (This thesis)
- II. The various components of metacognitive skillfulness do not develop at the same pace. (This thesis)
- III. Metacognitive skills have their own contribution to the prediction of learning performance, on top of intellectual ability. Therefore, metacognition cannot be reduced to cognition. (This thesis)
- IV. Around the age of 15 years, metacognitive skills become fully generalized over domains and tasks. (This thesis)
- V. Teachers should be thoroughly educated in teaching and training metacognitive skills.
- VI. Cross-sectional design is to longitudinal design as excursion is to expedition.
- VII. The maturational imbalance between the limbic system and the prefrontal cortex may interfere with the metacognitive behavior of adolescents.
- VIII. Giftedness as such is not a problem. To avoid that it will become a problem, teaching methods and materials have to be adapted to the needs of gifted students.
- IX. Given that economic behavior is often driven by psychological motives, it would be wise to appoint more psychologists in the board of directors of companies and institutions.
- X. "One can have no smaller or greater mastery than mastery of oneself. " (Leonardo da Vinci)