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At the heart of learning: navigating towards educational neuroscience in health professions education

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Propositions belonging to the thesis

At The Heart Of Learning

navigating towards educational neuroscience in health professions education

by Marjolein Versteeg

1. Findings from cognitive psychology and neuroscience can guide the development of educational interventions (*this thesis*).
2. Early adaptors make insufficient use of previous empirical research or theory to facilitate implementation and replication of spaced learning formats (*this thesis*).
3. Misconceptions regarding physiology are prevalent among students and conceptual understanding can be enhanced through innovative instructional designs (*this thesis*).
4. An undergraduate medical curriculum reform should challenge students to develop a metacognitive habit of mind (*this thesis*).
5. The value of educational neuroscience lies in its interdisciplinary nature combined with its urge to explain underlying mechanisms of behaviour.
6. In education research, randomised controlled trials are not the gold standard but rather a common pitfall.
7. It does not matter how smart you are, it matters how you are smart.
8. A paradigm shift is the most fascinating personal crisis of a scientist.
9. Maybe the brain exists to give all the neurons in your head a sense of purpose and community.
10. Promoveren is vooruitzien.