



Universiteit  
Leiden

The Netherlands

## Exploring the maturation of medical educators and their beliefs about teaching and learning: the value of a personal educational mission

Ottenhoff-de Jonge, M.W.

### Citation

Ottenhoff-de Jonge, M. W. (2023, November 29). *Exploring the maturation of medical educators and their beliefs about teaching and learning: the value of a personal educational mission*.

Retrieved from <https://hdl.handle.net/1887/3665292>

Version: Publisher's Version

License: [Licence agreement concerning inclusion of doctoral thesis in the Institutional Repository of the University of Leiden](#)

Downloaded from: <https://hdl.handle.net/1887/3665292>

**Note:** To cite this publication please use the final published version (if applicable).

**Stellingen behorende bij het proefschrift getiteld:**

**EXPLORING THE MATURATION OF MEDICAL  
EDUCATORS AND THEIR BELIEFS  
ABOUT TEACHING AND LEARNING**

**the value of a personal educational mission**

1. In medical schools with long-standing learning-centred curricula, a significant proportion of the most experienced and engaged educators still hold teaching-centred beliefs about teaching and learning. (this dissertation)
2. The beliefs of learning-centred educators are more multidimensional than those of teaching-centred educators, and include affective aspects. (this dissertation)
3. Medical educators who inspire their students continue to be inspired themselves as educators. (this dissertation)
4. Faculty development interventions should enable medical educators to reflect not only on *who* they wish to be as educators, but also on *why* they teach, that is, what drives and inspires them. (this dissertation)
5. Having an educational mission can help to reinforce learning-centred beliefs, even when the implicit educational culture does not support learning-centredness. (this dissertation)
6. Since medical educators relate their maturation as an educator to their maturation as a physician, it is beneficial to involve practising physicians as faculty developers. (this dissertation)
7. The famous Professor of Surgery, Murphy stated: 'The patient is the centre of the medical universe around which all our works revolve and towards which all our efforts tend.' (John Benjamin Murphy, 1857–1916) This pronouncement is not only applicable to patient care but also to medical education.

8. Any curricular innovation that is inconsistent with the beliefs of those responsible for its execution is doomed to fail. (Verloop et al. *Int J Educ Res.* 2001)
9. Einstein's statement: 'I never teach my pupils. I only attempt to provide the conditions in which they can learn' aligns with a learning-centred belief about teaching and learning. (Albert Einstein, 1879-1955)
10. Pink Floyd's conclusion 'We don't need no education, we don't need no thought control' might have turned out differently if their education had been more learning-centred.
11. To help save the planet we should invest in women's education. (see H. Rosling. *Factfulness.* 2018, p 91)
12. Love is not blind, love is clairvoyant. (after Prof. Dr. W. ter Horst)