

Propositions belonging to the PhD thesis

The Beliefs, Behaviours and Professional Development of Tutors in Problem-based Learning

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1. The beliefs that tutors hold about PBL are resilient and take time to change (Chapter 2).
2. Student observations of their tutors' performance are more reliable than the self-ratings of tutors. (Chapter 3).
3. Although students are slightly better than peers at identifying the dispositions of an effective tutor, there is not a significant relationship between tutor performance and students' academic achievement (Chapter 4).
4. PBL tutors' performances are stable over time and across context (Chapter 5).
5. Differences in performance between tutors has little to do with age, gender, expertise or experience (Chapter 6).
6. Visionary leadership is both a blessing and a curse in the process of educational change.
7. Staff development programmes need to address teachers' beliefs about teaching and learning as well as focusing on developing teaching skills.
8. The development of a professional identity is an important component in the transition from pre-service to practicing teacher.
9. There is no significant difference in student outcomes based on the mode of teaching delivery (face-to-face or distance education).
10. Popular culture has played a significant role in the demonisation of the British working class in the past 20 years.
11. "Don't criticise what you can't understand." Bob Dylan.