Stellingen

Behorende bij het proefschrift

Revolutions and Re-iterations
An Intellectual History of Problem-based Learning

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1. Every revolution is in some sense a reiteration of erstwhile ideas and practice swept into action by the winds of change; PBL is no exception.
2. The importance of the Harvard Case Method has been systematically underestimated in the history of PBL, while the influence of John Dewey's writings has been systematically overestimated.
3. The intellectual dispute that opposed Barrows and Schmidt in the 1970s and 1980s fundamentally reshaped what we know about the mechanisms underlying PBL; it would be wise to let it also reshape how we practice PBL.
4. The definition of PBL is at stake in the controversy over the naming of Aalborg University's project work educational model, the outcome of which will not be determined by historical "truths" but by the strength of persuasion of the proponents of each position.
5. For PBL to embrace its social-transformative potential requires it to shed its existentialist interpretation of self-directed learning.
6. The normalisation of instrumental discourse on education is neo-liberalism's most insidious invasion of our lives yet, stunting not only our present capacity to think about change but also stripping future generations of social-critical power.
7. It was not George Orwell but Aldous Huxley who saw most presciently into our future.
8. Meaningful change is a collective action rooted in the experience of the disempowered, requiring wholehearted commitment, grounded understanding and the acceptance of the narrow bounds of our knowledge.
9. The emancipation of women is not a zero-sum game but the key to a new enlightenment for humankind.
10. If Robert Pirsig has taught us anything it is that all of Western philosophy can conveniently be explained through the workings of a motorcycle.
11. The best weapon against ignorance and bigotry is razor sharp wit, unparalleled repartee and if all else fails, a black belt in karate.