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)