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**Title:** Learning trajectories in analogical reasoning: exploring individual differences in children’s strategy paths  
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Propositions

I. Individual differences are the spices of variation in learning trajectories, to only average them out leads to uninspiring outcomes. (this thesis)

II. In educational research, both the level of the analysis (multilevel analysis) and the level of the child (zone of proximal development) are important. (this thesis)

III. We need to see both the forest and the trees while investigating learning trajectories. (this thesis)

IV. Children use different strategies for constructing and for solving analogies (this thesis)

V. Analogical reasoning, which underpins scientific thinking, needs a more defined integration into current educational curricula and testing. (field)

VI. A test should be a tool to understand the testee, not the other way around. (field)

VII. Intelligence test outcomes should include a child’s learning profile with feedback and hints that enable teachers to offer tailored educational interventions. (field)

VIII. Construction tasks can be valuable additions to static and dynamic assessments. (field)

IX. Currently, children have increasing difficulty ‘proving their deficits’ to obtain educational help that ultimately may come in the form of a prison sentence. (society)

X. “It is said that no one truly knows a nation until one has been inside its jails. A nation should not be judged by how it treats its highest citizens, but its lowest ones.” (Nelson Mandela)

XI. There are no seven wonders of the world in the eyes of a child. There are seven million. (Walt Streightiff)