

# Biological Lifestyle Factors in Adult Distance Education:

## Citation for published version (APA):

Gijselaers, J. (2015). *Biological Lifestyle Factors in Adult Distance Education: Predicting Cognitive and Learning Performance*.

## Document status and date:

Published: 06/11/2015

## Document Version:

Publisher's PDF, also known as Version of record

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# Propositions

accompanying the dissertation

## Biological Lifestyle Factors in Adult Distance Education

Predicting Cognitive and Learning Performance

Jérôme Gijsselaers

Heerlen, 6 November 2015

1. The variables within the **biological lifestyle factors** investigated in this dissertation do not predict learning performance in adult distance education students (this dissertation).

3. Despite the large amount of research carried out in traditional education in children and adolescents stating otherwise, it is **unlikely** that **executive functions** predict learning performance (this dissertation).

4. **Healthy people and/or happy people** are more likely to be **successful students** (this dissertation).

10. **Promoveren is als mountainbiken** met 'Mot kinne', het vergt karakter en doorzettingsvermogen; soms regent het, dan weer schijnt de zon; er worden vaak lastige vragen gesteld, maar telkens weer krijg je er inspiratie, advies en kennis voor terug. En, aan het einde van het traject wacht er altijd een stevige borrel!

8. Met de **beste bedoelingen** kun je de wereld naar de **klote** helpen (Bert Gijsselaers).

5. You must be **the change** you wish to see in the world (no direct quote from Mahatma Gandhi).

7. A **healthy lifestyle** is not the only answer to **success**, in terms of health and performance on the job or study, **psychological stability** is an important factor as well.

9. The **preparation of a research project** is at least as important as the **execution**.

2. Considering the **asynchronous problem** – time of classes that are not in line with the circadian rhythm of a student – it is an **anomaly** that **adults** study in a **time-independent** educational system such as the Open University of the Netherlands (open distance education) while **children** must follow traditional **time-based** education (this dissertation).

6. A scientist should **understand the statistical methodology** he/she uses, because without this understanding the **results** may be **worthless** due to incorrect use of the methodology or faulty interpretation.

