



University of Groningen

The Psychology of Resit Exams

Nijenkamp, Rob

DOI:

10.33612/diss.206277119

IMPORTANT NOTE: You are advised to consult the publisher's version (publisher's PDF) if you wish to cite from it. Please check the document version below.

Document Version Publisher's PDF, also known as Version of record

Publication date: 2022

Link to publication in University of Groningen/UMCG research database

Citation for published version (APA):

Nijenkamp, R. (2022). The Psychology of Resit Exams: how the Opportunity to Resit Influences Study-Time Investments for a First Exam. University of Groningen. https://doi.org/10.33612/diss.206277119

Other than for strictly personal use, it is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), unless the work is under an open content license (like Creative Commons).

The publication may also be distributed here under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license. More information can be found on the University of Groningen website: https://www.rug.nl/library/open-access/self-archiving-pure/taverneamendment.

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

Downloaded from the University of Groningen/UMCG research database (Pure): http://www.rug.nl/research/portal. For technical reasons the number of authors shown on this cover page is limited to 10 maximum.

Download date: 20-11-2022

Propositions

- 1) Resit exams allow students to invest their study time optimally (this thesis)
- 2) Learned information that is forgotten equals valuable time that is lost; Knowledge of this inevitable fact can, however, influence the investment of study time (this thesis)
- 3) Students adapt their study-time investment behavior to the assessment rules put in place by educational policies (this thesis)
- 4) Finding that an effect does not generalize from one task to another can further one's understanding of said effect (this thesis)
- 5) In a world full of data, policies should be based on the evidence contained in them
- 6) A failed first chance to pass an exam is also a gained opportunity for feedback
- 7) A cognitive approach to student behavior can allow for a deeper understanding of the fundamentals of learning
- 8) The ability to quantify the evidence both in favor and against one's hypotheses allows for a more complete understanding of one's data and it's implications
- **9)** Tribalism has no place in science; A nuanced answer usually lies somewhere in the middle
- **10)** "Your propositions should be original; That means no quotes" M. M. Lorist