



Delft University of Technology

A Pedagogical Design Framework to Engage At Risk Youth

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Propositions belonging to the doctoral dissertation

A PEDAGOGICAL DESIGN FRAMEWORK TO ENGAGE AT-RISK YOUTH

By Thieme HENNIS

1. Interest based learning approaches require teachers to scaffold from students' interest to relevance. (this thesis)
2. The culture of grading is as much engrained in the educator as in at-risk students. (this thesis)
3. The participation of students in the organization of schools is under-explored. Educational policies should facilitate schools to integrate self-organization. (this thesis)
4. Low-skilled and unqualified youth should not be channeled towards low-paying jobs; instead, they should be engaged in constructing their learning biographies. (this thesis)
5. The focus of learning analytics is on statistics rather than on learning, and therefore miss out on the opportunity to empower students to explore and make effective personal decisions about content and learning goals.
6. Curriculum change is superficial if it does not address the hidden curriculum. (this thesis)
7. Rather than removing ambiguities, instructional design should deliberately introduce purposeful ambiguity.
8. Dropping out should be considered a viable route towards adulthood, therefore informal and non-formal educational options should be valued equally by the public and politicians as the formal route.
9. Lifelong learning is often misunderstood as lifelong education: the essence of lifelong learning is an attitude, a personal belief, based on skills and experiences, that dealing with one's ongoing learning demands involves an increased perception and appreciation of all learning opportunities around us.
10. Educational vouchers and privatization of schools can be considered a valid instrument to better serve underprivileged families with more diverse options; however, specialization of schools can go hand in hand with more homogeneous student populations, maintaining or even amplifying social inequality.

These propositions are regarded as opposable and defensible, and have been approved as such by the promoters, prof. dr. Wim Veen and dr. Pieter de Vries.