

Bronnen bij artikel Theo de Groot en Jaap Verhagen ***De kracht van het arrangement deel 3 en 4 (LO2 en LO3, 2024)***

Bronnen

Balagué, N., et al. (2019). On the relatedness and nestedness of constraints. *Clinical Journal of Sports Medicine*, 6, 214-220.

Baumeister, R.F., & Leary, M.R. (1995). *The need to belong: Desire for interpersonal attachments as a fundamental human motivation*. Retrieved from taylorfrancis.co

Beenhakker, M., & De Groot, T.K. (2017). Beter spelen en bewegen met kleuters (Deel 1, 2 en 3). *Lichamelijke Opvoeding*, 105(6), 38-41; (7), 16-19; (8), 24-29.

Beenhakker, M., et al. (2020). *Beter spelen en bewegen met kleuters, van kennisbasis tot basiskennis*. 's-Gravendeel: THEMA - spelen met gedrag.

Bidjerano, T. (2010). Self-conscious emotions in response to perceived failure: A structural equation model. *The Journal of Experimental Education*, 3, 318-342.

Bosch, F. (2022). De constraints-led approach kritisch beschouwd. Deel 1: Wat is 'taak' en wat is 'omgeving'? *Sportgericht*, 76(4), 2-5.

Bosch, F. (2022). De constraints-led approach kritisch beschouwd. Deel 2: Vuistregels voor praktische toepassingen. *Sportgericht*, 76(5), 24-28.

Brouwer, B. (2021). Bewegingsonderwijs en de integrale ontwikkeling van kinderen in het leerplan. *Lichamelijke Opvoeding*, 109(7), 6-8.

Brown, S., & Vaughan, C. (2010). Play: How it shapes the brain, opens the imagination, and invigorates the soul. New York: Penguin Putnam Inc.

Chow, J.Y., et al. (2006). Nonlinear pedagogy: A constraints-led framework for understanding emergence of game play and movement skills. *Nonlinear Dynamics, Psychology, and Life Sciences*, 10(1), 71-103.

Creighton, D.W., et al. (2010). Return-to-play in sport: A decision-based model. *Clinical Journal of Sports Medicine*, 20, 379-385.

Davids, K., Bennett, S., & Newell, K.M. (2006). Movement system variability. Champaign, IL: Human Kinetics.

Davids, K., Button, C., & Bennett, S. (2008). *Dynamics of skill acquisition: A constraints-led approach*. Champaign: Human Kinetics.

Davids, K., Chow, J.Y., & Shuttleworth, R. (2005). A constraints-based framework for nonlinear pedagogy in physical education. *Journal of Physical Education*, 38, 17-29.

De Groot, T.K. (2021). *Onderwijs in bewegen op de basisschool: Basiskennis voor de vakspecialist bewegingsonderwijs*. Sliedrecht: THEMA, spelen met gedrag.

De Groot, T.K., & Verhagen, J.P. (2018). De kracht van het arrangement. (Deel 1). *Lichamelijke Opvoeding*, 106(9), 26-29.

De Groot, T.K., & Verhagen, J.P. (2019). De kracht van het arrangement. (Deel 2). *Lichamelijke Opvoeding*, 107(1), 23-27.

Deci, E.L., & Ryan, R.M. (2006). Self-regulation and the problem of human autonomy: Does psychology need choice, self-determination, and will? *Journal of Personality*, 74, 1557-1586.

- Deci, E.L., & Vansteenkiste, M. (2004). Self-determination theory and basic need satisfaction: Understanding human development in positive psychology. *Ricerche di Psicologia*, 27(1), 23-40.
- Diverse auteurs. (2022). Bestaat de Homo Ludens nog wel? *Lichamelijke Opvoeding*, 110(6), 4-40.
- Feather, N. (1992). Values, valences, expectations, and actions. *Journal of Social Issues*, 48, 109-124.
- Gray, R. (2021). *How we learn to move: A revolution in the way we coach & practice sports skills*. [Independent publication].
- Haken, H. (1987). Synergetics: An approach to self-organization in self-organizing Systems. The emergence of order. *Life Sciences*, 21, 417-34.
- Koss, J.O., Ihlen, H., & Ihlen, B.-M. (2001). *Effect, over communicatie en teambuilding. De wet van de twee ongelijke substanties*. Elmar B.V., 41-47.
- Kugler, N.P., Kelso, J.A.S., & Turvey, M.T. (1980). On the concept of coordinative structures as dissipative structures: I. Theoretical lines of convergence. *Advances in Psychology*, 1, 3-47.
- Locke, E.A., & Latham, G.P. (2006). New directions in goal-setting theory. *Current Directions in Psychological Science*, 15(5), 265-268.
- Newell, K.M. (1986). Constraints on the development of coordination. In M.G. Wade & H.T.A. Whiting (Eds.), *Motor development in children: Aspects of coordination and control* (pp. 341-360). Dordrecht: Martinus Nijhoff.
- Newell, K.M., & Jordan, K. (2007). Task constraints and movement organization: A common language. In W.E. Davis & G.D. Broadhead (Eds.), *Ecological task analysis and movement* (pp. 5-23). Champaign, IL: Human Kinetics.
- Newell, K.M., & Rovegno, I. (1990). Physical education and motor learning. *Quest*, 42, 184-192.
- Nicolas, G., & Prigogine, I. (1977). *Self-organization in nonequilibrium systems: From dissipative structures to order through fluctuations*. New York: Wiley & Sons.
- Oldeboom, B., & Ten Brinke, G. (2008). De bloemkooltheorie, loopt't, lukt't en leeft't. *Lichamelijke Opvoeding*, 96, 31-35.
- Raza, S.A., & Sikandar, A. (2018). Impact of leadership style of teacher on the performance of students: An application of Hersey and Blanchard situational model. *Bulletin of Education and Research*, 40(3), 73-94.
- Renshaw, I., Davids, K., & Savelsbergh, G.J.P. (2010). *Learning into practice: A constraint-led approach*. Routledge.
- Renshaw, I., et al. (2009). Insights from Ecological Psychology and Dynamical Systems Theory Can Underpin a Philosophy of Coaching. *International Journal of Sport Psychology*, 40, 580-602.
- Renshaw, I., et al. (2013). A Constraints-led Perspective to Understanding Skill Acquisition and Game Play: A Basis for Integration of Motor Learning Theory and Physical Education Praxis? *Physical Education and Sport Pedagogy*, 15(2), 117-137.
- Renshaw, I., et al. (2016). Why the Constraints-Led Approach is not Teaching Games for Understanding: A clarification. *Physical Education and Sport Pedagogy*, 21(5), 459-480.
- Ryan, R.M., & Deci, E.L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. New York, NY: Guilford Press.

Sheldon, K., et al. (2004). *The independent effects of goal contents and motives on well-being: It's both what you pursue and why you pursue it*. Retrieved from journals.sagepub.com

Verhagen, J.P. (2022). Mogen kinderen nog spelen in het bewegingsonderwijs. *Lichamelijke Opvoeding*, 110(9), B48-B51.

Vermeer, A. (2020). *Actuele grondslagen van het bewegingsonderwijs: het gedachtegoed van C.C.F. Gordijn nu*. Rotterdam: 20/10 Uitgevers.

Visser, C. (2017). *Leren & presteren: Hoe word je beter? Over motivatie, met informerende en controlerende aspecten*. Driebergen: Just in Time Books.

Yeager, D.S., & Dweck, C.S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, 47(4), 302-314.