



Referenties principe 6: Prikkel

- ¹ Bunzeck, N. & Düzel, E. *Absolute coding of stimulus novelty in the human substantia nigra/VTA. **Neuron***, 2006, 51(3), 369–379.
- ² Fried, I., MacDonald, K.A. & Wilson, C.L. *Single neuron activity in human hippocampus and amygdala during recognition of faces and objects. **Neuron***, 1997, 18(5), 753–765.
- ³ Bunzeck, N., Doeller, C.F., Dolan, R.J. & Düzel, E. *Contextual interaction between novelty and rewards processing within the mesolimbic system. **Human Brain Mapping***, 2012, 33(6), 1309–1324.
- Wittmann, B.C., Bunzeck, N., Dolan, R.J. & Düzel, E. *Anticipation of novelty recruits reward system and hippocampus while promoting recollection. **Neuroimage***, 2007, 38(1–9), 194–202.
- ⁴ Addessi, E., Mancini, A., Crescimbeni, L., Ariely, D. & Visalberghi, E. *How to spend a token? Trade-offs between food variety and food preference in tufted capuchin monkeys (*Cebus apella*). **Behavioural Processes***, 2010, 83(3), 267–275.
- ⁵ Reichel, C.M. & Bevens, R.A. *Competition Between novelty and cocaine conditioned reward is sensitive to drug dose and retention interval. **Behavioral Neuroscience***, 2010, 124(1), 141–151.
- ⁶ Slater, A., Morison, V. & Rose, D. *Habituation in the newborn. **Infant Behavior and Development***, 1984, 7(2), 183–200.
- ⁷ Tobler, P.N., Fiorillo, C.D. & Schultz, W. *Adaptive coding of reward value by dopamine neurons. **Science***, 2005, 307(5715), 1642–1645.
- ⁸ Bunzeck, N. & Düzel, E. *Absolute coding of stimulus novelty in the human substantia nigra/VTA. **Neuron***, 2006, 51(3), 369–379.
- ⁹ Strange, B.A. & Dolan, R.J. *Adaptive anterior hippocampal responses to oddball stimuli. **Hippocampus***, 2001, 11(6), 690–698.
- Strange, B.A., Henson, R.N.A., Friston, K.J. & Dolan, R.J. *Brain mechanisms for detecting perceptual, semantic, and emotional deviance. **NeuroImage***, 2000, 12(4), 425–433.
- ¹⁰ Berns, G.S., McClure, S.M., Pagnoni, G. & Montague, P.R. *Predictability modulates human brain response to reward. **The Journal of Neuroscience***, 2001, 21(8), 2793–2798.
- ¹¹ Berns, G.S., McClure, S.M., Pagnoni, G. & Montague, P.R. *Predictability Modulates Human Brain Response to Reward. **The Journal of Neuroscience***, 2001, 21(8), 2793–2798.
- ¹² Feldman, D. ***Why Do Clocks Run Clockwise? And Other Imponderables***. New York, NY: Harper & Row, 1987.
- ¹³ Kagan, S. ***Cooperative Learning***. San Clemente, CA: Kagan Publishing, 1995.
In het Nederlands uitgegeven als ***Coöperatieve Leerstrategieën***, Bazalt 2010.
- ¹⁴ Kagan, S. ***Silly Sports & Goofy Games***. San Clemente, CA: Kagan Publishing, 2000.
In het Nederlands uitgegeven als ***Silly Sports & Goofy Games***, Bazalt 2004.

- ¹⁵ Kagan S. & Kagan, M. ***Multiple Intelligences: The Complete MI Book***. San Clemente, CA: Kagan Publishing, 1998.
In het Nederlands uitgegeven als ***Meervoudige Intelligentie: Het complete MI-boek***, Bazalt 2000.
- ¹⁶ Reim, B., Glass, D.C. & Singer, J.E. *Behavioral consequences of exposure to uncontrollable and unpredictable noise*. ***Journal of Applied Social Psychology***, 1971, 1(1), 44–56.
- ¹⁷ Lockard, J.S. *Choice of warning signal or no warning signal in an unavoidable shock situation*. ***Journal of Comparative and Physiological Psychology***, 1963, 56(3), 526–630.
- Perkins, C.C., Levin, D. & Seymann, R. *Preference for signal-shock versus shock-signal*. ***Psychological Reports***, 1963, 13(3), 735–738.
- Pervin, L.A. *The need to predict and control under conditions of threat*. ***Journal of Personality***, 1963, 31(4), 570–587.
- ¹⁸ Berns, G.S., McClure, S.M., Pagnoni, G. & Montague, P.R. *Predictability Modulates Human Brain Response to Reward*. ***The Journal of Neuroscience***, 2001, 21(8), 2793–2798.
- ¹⁹ Hawkins, J. ***On Intelligence***. New York, NY: Holt, 2004.
- ²⁰ Gopnik, A., Meltzoff, A.N. & Kuhl, P.K. ***The Scientist in the Crib***. New York, NY: William Morrow, 1999.
- ²¹ Averill, J.R. *Personal control over aversive stimuli and its relationship to stress*. ***Psychological Bulletin***, 1973, 80(4), 286–303.
- ²² Geer, J.H. & Maisel, E. *Evaluating the effects of the prediction-control confound*. ***Journal of Personality and Social Psychology***, 1972, 23(3), 314–319.
- Reim, B., Glass, D.C. & Singer, J.E. *Behavioral consequences of exposure to uncontrollable and unpredictable noise*. ***Journal of Applied Social Psychology***, 1971, 1(1), 44–56.
- ²³ Schulz, R. *Effects of control and predictability on the physical and psychological well-being of the institutionalized aged*. ***Journal of Personality and Social Psychology***, 1976, 33(5), 563–573.
- ²⁴ Macknik, S.L. & Martinez-Conde, S. ***Sleights of Mind. What the Neuroscience of Magic Reveals about Our Everyday Deceptions***. New York, NY: Henry Holt, Picador, 2010, 8.
- ²⁵ Nickerson R.S. *Confirmation bias: A ubiquitous phenomenon in many guises*. ***Review of General Psychology***, 1998, 2(2), 175–220.
- ²⁶ Westen, D., Blagov, P.S., Harenski, K., Kilts, C. & Hamann, S. *Neural bases of motivated reasoning: An fMRI study of emotional constraints on partisan political judgment in the 2004 U.S. presidential election*. ***Journal of Cognitive Neuroscience***, 2006, 18(11), 1947–1958.
- ²⁷ Young, A.I., Ratner, K.G. & Fazio, R.H. *Political attitudes bias the mental representation of a presidential candidate's face*. ***Psychological Science OnlineFirst***, 2013, 1–8.
- ²⁸ Mahoney, M.J. ***Scientist as Subject: The Psychological Imperative***. Cambridge, MA: Ballinger, 1976.
- Mitroff, I. ***The Subjective Side of Science***. Amsterdam, NL: Elsevier, 1974.
- ²⁹ Roszak, T. ***The Cult of Information: The Folklore of Computers and the True Art of Thinking***. New York, NY: Pantheon Books, 1986.
- ³⁰ Crabtree, S (July 6, 1999). *New poll gauges Americans' general knowledge levels: Four-fifths know earth revolves around sun*. ***GALLUP***. Retrieved on February 3, 2014 from <http://www.gallup.com/poll/3742/New-Poll-Gauges-Americans-General-Knowledge-Levels.aspx>

- ³¹ Rosenthal, R. & Jacobson, L. *Pygmalion in the classroom (Expanded Edition)*. New York, NY: Irvington, 1992.
- ³² Spitz, H.H. *Beleaguered Pygmalion: A history of the controversy over claims that teacher expectancy raises intelligence*. *Intelligence*, 1999, 27(3), 199–234.
- ³³ Brophy, J.E. *Research on the self-fulfilling prophecy and teacher expectations*. *Journal of Educational Psychology*, 1983, 75(5), 631–661.
- Good, T.L. *Two decades of research on teacher expectations: Findings and future directions*. *Journal of Teacher Education*, 1987, 38(4), 32–47.
- Mitman, A.L. *Teachers' differential behavior toward higher and lower achieving students and its relation to selected teacher characteristics*. *Journal of Educational Psychology*, 1985, 77(2), 149–161.
- ³⁴ Baron, R.M., Tom, D.Y.H. & Cooper, H.M. *Social Class, Race and Teacher Expectations*. In J. Dusek (Ed.), *Teacher Expectancies*, 251–270. Hillsdale, NJ: Lawrence Erlbaum Associates, 1985.
- ³⁵ Darley, J.M. & Gross, P.H. *A hypothesis-confirming bias in labeling effects*. *Journal of Personality and Social Psychology*, 1983, 44(1), 20–33.
- ³⁶ Feldman, R.S. & Prohaska, T. *The student as Pygmalion: Effect of student expectation on the teacher*. *Journal of Educational Psychology*, 1979, 71(4), 485–493.
- ³⁷ Kagan, S., Kyle, P. & Scott, S. *Win-Win Discipline*. San Clemente, CA: Kagan Publishing, 2004. In het Nederlands uitgegeven als *Werken aan verantwoordelijk gedrag*, Bazalt 2012
- ³⁸ Kagan, S., Kyle, P. & Scott, S. *Win-Win Discipline*. San Clemente, CA: Kagan Publishing, 2004. In het Nederlands uitgegeven als *Werken aan verantwoordelijk gedrag*, Bazalt 2012
- ³⁹ Kagan, S. & Kagan, M. *Kagan Cooperative Learning*. San Clemente, CA: Kagan Publishing, 2009. www.KaganOnline.com
- Kagan S. & Kagan, M. *Multiple Intelligences: The Complete MI Book*. San Clemente, CA: Kagan Publishing, 1998. www.KaganOnline.com
In het Nederlands uitgegeven als *Meervoudige Intelligentie: Het complete MI-boek*, Bazalt 2000.
- Bride, B. *Cooperative Learning & Algebra*. San Clemente, CA: Kagan Publishing, 2007. www.KaganOnline.com
- Stites, R. & Buethe, A. *Cooperative Mathematics*. San Clemente, CA: Kagan Publishing, 2008. www.KaganOnline.com
- Candler, L. *Hands-On Science*. San Clemente, CA: Kagan Publishing, 1995. www.KaganOnline.com
- Michels, M., Manzi, A. & Mele, J. *Cooperative Learning & Science. High School Activities*. San Clemente, CA: Kagan Publishing, 2003. www.KaganOnline.com
- Taylor, B. *Vocabulary: Making it Memorable*. San Clemente, CA: Kagan Publishing, 2011. www.KaganOnline.com
- Agnew, M. & McKoy, S. *Cooperative Learning & Grammar*. San Clemente, CA: Kagan Publishing, 2011. www.KaganOnline.com
- Millwood, R. *Experience U.S. History*. San Clemente, CA: Kagan Publishing, 2007. www.KaganOnline.com
- Millwood, R. *Adventures through World History*. San Clemente, CA: Kagan Publishing, 2007. www.KaganOnline.com
- ⁴⁰ Kagan, S. & Kagan, M. *Kagan Cooperative Learning*. San Clemente, CA: Kagan Publishing, 2009. www.KaganOnline.com
In het Nederlands uitgegeven als *Coöperatieve Leerstrategieën*, Bazalt 2010.

TeamMats: ManageMats & Fan-N-Pick Mats. San Clemente, CA: Kagan Publishing, 2009.

www.KaganOnline.com

De Managemat is verkrijgbaar bij Bazalt:

www.bazalt.nl

⁴¹ Kagan, S. **Spin-N-Review Spinner (MSSNR).** San Clemente, CA: Kagan Publishing, 1997.

www.KaganOnline.com

Kagan, S. **Spin-N-Think Spinner (MSSNT).** San Clemente, CA: Kagan Publishing, 1997.

www.KaganOnline.com

⁴² Wiederhold, C. **Higher Level Thinking Book and Class Manipulative Set (BWCTM).** San Clemente, CA: Kagan Publishing, 20012.

www.KaganOnline.com

Wiederhold, C. **Question Dice Class Set (CMLQ).** San Clemente, CA: Kagan Publishing, 2005.

www.KaganOnline.com

Wiederhold, C. **Question Spinner (MSQQD).** San Clemente, CA: Kagan Publishing, 1997.

www.KaganOnline.com

⁴³ Panksepp, J. **Affective Neuroscience. The Foundations of Human and Animal Emotions.** New York, NY: Oxford University Press, 1998, 281–282.

⁴⁴ Masson, J.M. & McCarthy, S. **When Elephants Weep. The Emotional Lives of Animals.** New York, NY: Dell Publishing, 1995, 129.

⁴⁵ Beatty, W.W., Dodge, A.M., Dodge, L.J., White, K. & Panksepp, J. **Psychomotor stimulants, social deprivation, and play in juvenile rats. Pharmacology Biochemistry and Behavior,** 1982, 16(3), 417–422.

⁴⁶ Panksepp, J. **Affective Neuroscience. The Foundations of Human and Animal Emotions.** New York, NY: Oxford University Press, 1998, 18.

⁴⁷ Panksepp, J. **Affective Neuroscience. The Foundations of Human and Animal Emotions.** New York, NY: Oxford University Press, 1998, 291.

⁴⁸ Panksepp, J. **Affective Neuroscience. The Foundations of Human and Animal Emotions.** New York, NY: Oxford University Press, 1998, 297.

⁴⁹ Brown, S. **Play. How it shapes the Brain, Opens the Imagination, and Invigorates the Soul.** New York, NY: Avery, 2009.

⁵⁰ Brown, S. **Play. How it shapes the Brain, Opens the Imagination, and Invigorates the Soul.** New York, NY: Avery, 2009, 49.

⁵¹ Brown, S. **Play. How it shapes the Brain, Opens the Imagination, and Invigorates the Soul.** New York, NY: Avery, 2009, 31.

⁵² Brown, S. **Play. How it shapes the Brain, Opens the Imagination, and Invigorates the Soul.** New York, NY: Avery, 2009, 37.

⁵³ Diamond, M. **Enriching Heredity. The Impact of the Environment on the Anatomy of the Brain.** New York, NY: Macmillan, Inc., 1988.

⁵⁴ Brown, S. **Play. How it Shapes the Brain, Opens the Imagination, and Invigorates the Soul.** New York, NY: Penguin Group, 2009, 11.

⁵⁵ Hawkins, J. **On Intelligence.** New York, NY: Holt, 2004.

⁵⁶ Hattie, J. **Visible Learning. A Synthesis of Over 800 Meta-Analyses Relating to Achievement.** New York, NY: Routledge, 2010.

In het Nederlands uitgegeven als **De impact van Leren zichtbaar maken,** Abimo/Bazalt 2014

⁵⁷ Bond, L., Smith, R., Baker, W.K. & Hattie, J.A. **Certification System of the National Board for Professional Teaching Standards: A Construct and Consequential Validity Study.** Washington, DC: National Board for Professional Teaching Standards, 2000.

- ⁵⁸ Kluger, A.N. & DeNisi, A. *The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory.* **Psychological Bulletin**, 1996, 119(2), 254–284.
- ⁵⁹ Sharp, P. *Behaviour modification in the secondary school: A survey of students' attitudes to rewards and praise.* **Behavioral Approaches with Children**, 1985, 9, 109–112.
- ⁶⁰ de Luque, M.F. & Sommer, S.M. *The impact of culture on feed-back-seeking behavior: An integrated model and propositions.* **Academy of Management Review**, 2000, 25(4), 829–849.
- ⁶¹ Kulhavy, R.W. *Feedback in written instruction.* **Review of Educational Research**, 1997, 47(1), 211–232.
- ⁶² Hattie, J. **Visible Learning. A Synthesis of Over 800 Meta-Analyses Relating to Achievement.** New York, NY: Routledge, 2010.
In het Nederlands uitgegeven als **De impact van Leren zichtbaar maken**, Abimo/Bazalt 2014
- ⁶³ Clarke, S., Timperley, H. & Hattie, J.A. **Assessing Formative Assessment.** Auckland, New Zealand: Hodder Moa Beckett, 2003.
- ⁶⁴ Cameron, J. & Pierce, W.D. *Reinforcement, reward, and intrinsic motivation: A meta-analysis.* **Review of Educational Research**, 1994, 64(3), 363–423.
- ⁶⁵ Kluger, A.N., & DeNisi, A. *The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory.* **Psychological Bulletin**, 1996, 119(2), 254–284.
- ⁶⁶ Hattie, J. & Timperley, H. *The power of feedback.* **Review of Educational Research**, 2007, 77(1), 81–112.
- ⁶⁷ Thompson, T. & Richardson, A. *Self-handicapping status, claimed self-handicaps and reduced practice effort following success and failure feedback.* **British Journal of Educational Psychology**, 2001, 71(1), 151–170.
- ⁶⁸ Meyer, W. *Indirect communication about perceived ability estimates.* **Journal of Educational Psychology**, 1982, 74(6), 888–897.
- Meyer, W., Bachmann, U., Hempelmann, M., Ploger, F. & Spiller, H. *The informational value of evaluation behavior: Influences of praise and blame in perceptions of ability.* **Journal of Educational Psychology**, 1979, 71(2), 259–268.
- ⁶⁹ Mueller, C.M. & Dweck, C.S. *Praise for intelligence can undermine children's motivation and performance.* **Journal of Personality and Social Psychology**, 1998, 75(1), 33–52.
- ⁷⁰ Clariana, R.B., Wagner, D. & Roher Murphy, L.C. *Applying a connectionist description of feedback timing.* **Educational Technology Research and Development**, 2000, 48(3), 5–21.
- ⁷¹ Airasian, P.W. **Classroom Assessment (3rd Ed.).** New York, NY: McGraw-Hill, 1997.
- ⁷² Kluger, A.N. & DeNisi, A. *The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory.* **Psychological Bulletin**, 1996, 119(2), 254–284.
- ⁷³ Feldman, R.S. & Prohaska, T. *The student as Pygmalion: Effect of student expectation on the teacher.* **Journal of Educational Psychology**, 1979, 71(4), 485–493.
- ⁷⁴ Kagan, S. **Silly Sports & Goofy Games.** San Clemente, CA: Kagan Publishing, 2000. www.KaganOnline.com.
In het Nederlands uitgegeven als **Silly Sports & Goofy Games**, Bazalt 2004.
- ⁷⁵ Schwartz, A.B., Cui, X.T., Weber, D.J. & Moran, D.W. *Brain-controlled interfaces: Movement restoration with neural prosthetics.* **Neuron**, 2006, 52(1), 205–220.
- ⁷⁶ Velliste, M., Perel, S., Spalding, M.C., Whitford, A.S. & Schwartz, A.B. *Cortical control of a prosthetic arm for self-feeding.* **Nature**, 2008, 453(7198), 1098–1101.

- ⁷⁷ Miller, K.J., Schalk, G., Fetz, E.E., den Nijs, M., Ojemann, J.G. & Rao, R.P.N. *Cortical activity during motor execution, motor imagery, and imagery-based online feedback. **Proceedings of the National Academy of Sciences of the USA***, 2010, 107(9), 4430–4435.
- Schwartz, A.B., Cui, X.T., Weber, D.J. & Moran, D.W. *Brain-controlled interfaces: Movement restoration with neural prosthetics. **Neuron***, 2006, 52(1), 205–220.
- ⁷⁸ Bangert-Drowns, R.L., Kulik, J.A., & Kulik, C.L.C. *Effects of frequent classroom testing. **Journal of Educational Research***, 1991, 85(2), 89–99.
- ⁷⁹ Michael, J. *A behavioral perspective on college teaching. **The Behavior Analyst***, 1991, 14, 229–239.
- ⁸⁰ Leeming, F.C. *The exam-a-day procedure improves performance in psychology classes. **Teaching of Psychology***, 2002, 29(3), 210–212.
- ⁸¹ Page, E.B. *Teacher comments and student performance: A seventy-four classroom experiment in school motivation. **Journal of Educational Psychology***, 1958, 49(4), 173–181.
- ⁸² Crooks, T.J. *The impact of classroom evaluation on students. **Review of Educational Research***, 1988, 58(4), 438–481.
- ⁸³ Carless, D. *Differing perceptions in the feedback process. **Studies in Higher Education***, 2006, 31(2), 219–233.
- ⁸⁴ Nuthall, G.A. *The cultural myths and realities of classroom teaching and learning: A personal journey. **Teachers College Record***, 2005, 107(5), 895–934.
- ⁸⁵ Butler, D.L. & Winne, P.H. *Feedback and self-regulated learning: A theoretical synthesis. **Review of Educational Research***, 1995, 65(3), 245–281.
- ⁸⁶ Butler, D.L. & Winne, P.H. *Feedback and self-regulated learning: A theoretical synthesis. **Review of Educational Research***, 1995, 65(3), 245–274.
- Paris, S.G & Cunningham, A.E. *Children becoming students. In D.C. Berliner & R.C. Calfee (Eds.), **Handbook of Educational Psychology***, 117–147. New York, NY: Macmillan, 1996.
- ⁸⁷ Brookhart, S.M. *How to Create and Use Rubrics for Formative Assessment and Grading*. Alexandria, VA: ASCD, 2013.
- ⁸⁸ Florimond, V. *Basics of Surface Electromyography Applied to Physical Rehabilitation and Biomechanics*. Montreal, CA: Thought Technology Ltd., 2009.
- Sackett, D.L., Straus, S.E., Richardson, W.S., Rosenberg, W. & Haynes, R.B. (Eds.). *Evidence-based medicine: How to Practice and Teach EBM*. Edinburgh, NY: Churchill Livingstone, 2005.
- Tassinari, L.G., Cacioppo, J.T. & Vanman, E.J. *The skeletomotor system: Surface electromyography. In J.T. Cacioppo, L.G. Tassinari & G.G. Berntson (Eds.), **Handbook of Psychophysiology (3rd Ed.)***. New York, NY: Cambridge University Press, 2007.
- ⁸⁹ Harrison V.F. & Mortenson O.A. *Identification and voluntary control of single motor unit activity in the tibialis anterior muscle. **Anatomical Record***, 1962, 144(2), 109–116.
- ⁹⁰ Serman M.B. *Neurophysiologic and clinical studies of sensorimotor EEG biofeedback training: Some effects on epilepsy. **Seminars in Psychiatry***, 1973, 5(4), 507–524.
- ⁹¹ Wolf, S.L. *Electromyographic biofeedback applications to stroke patients. A critical review. **Physical Therapy***, 1983, 63(9), 1448–1459.
- ⁹² Budzynski, T.H., Budzynski, H.K., Evans, J.R. & Abarbanel, A. (Eds.). *Introduction to Quantitative EEG and Neurofeedback (2nd Ed.)*. Burlington, MA: Academic Press, 2009.
- Monastra V., Lynn S., Linden M., Lubar J.F., Gruzelier J. & LaVaque T.J. *Electroencephalographic biofeedback in the treatment of Attention-Deficit/Hyperactivity Disorder. **Applied Psychophysiology and Biofeedback***, 2005, 30(2), 95–114.

- Yucha, C. & Montgomery, D. *Evidence-Based Practice in Biofeedback and Neurofeedback*. Wheat Ridge, CO: AAPB, 2008.
- ⁹³ Kaiser, D.A. & Othmer, S. *Effect of neurofeedback on variables of attention in a large multi-center trial. Journal of Neurotherapy*, 2000, 4(1), 5–28.
- Monastra, V., Lynn, S., Linden, M., Lubar, J.F., Gruzelier, J. & LaVaque, T.J. *Electroencephalographic biofeedback in the treatment of Attention-Deficit/Hyperactivity Disorder. Applied Psychophysiology and Biofeedback*, 2005, 30(2), 95–114.
- Thompson, L. & Thompson, M. *Neurofeedback combined with training in metacognitive strategies: Effectiveness in students with ADD. Applied Psychophysiology and Biofeedback*, 1998, 23(4), 243–263.
- ⁹⁴ Lubar, J.F. & Shouse, M.N. *EEG and behavioral changes in a hyperkinetic child concurrent with training of the sensorimotor rhythm (SMR): A preliminary report. Biofeedback and Self Regulation*, 1976, 1(3), 293–306.
- ⁹⁵ Lubar, J.F. *Neurofeedback for the management of attention deficit disorders*. In M.S. Schwartz & F. Andrasik (Eds.), *Biofeedback: A Practitioner's Guide*, 3rd Ed, 409–437. New York: Guilford Press, 2003.
- Tansey, M. *Ten-year stability of EEG biofeedback results for a hyperactive boy who failed the fourth grade perceptually impaired class. Biofeedback and Self-Regulation*, 1993, 18(1), 33–38.
- ⁹⁶ Linden, M., Habib, T. & Radojevic, V. *A controlled study of the effects of EEG biofeedback on cognition and behavior of children with attention deficit disorder and learning disabilities. Biofeedback and Self-Regulation*, 1996, 21(1), 35–49.
- ⁹⁷ Rossiter, T.R. & LaVaque, T.J. *A comparison of EEG biofeedback and psychostimulants in treating attention deficit/hyperactivity disorders. Journal of Neurotherapy*, 1995, 1(1), 48–59.
- ⁹⁸ Fuchs, T., Birbaumer, N., Lutzenberger, W., Gruzelier, J. H. & Kaiser, J. *Neurofeedback treatment for attention-deficit/hyperactivity disorder in children: A comparison with methylphenidate. Applied Psychophysiology and Biofeedback*, 2003, 28(1), 1–12.
- ⁹⁹ Monastra, V.J., Monastra, D.M. & George, S. *The effects of stimulant therapy, EEG biofeedback, and parenting style on the primary symptoms of Attention-Deficit/Hyperactivity Disorder. Applied Psychophysiology and Biofeedback*, 2002, 27(4), 231–249.
- ¹⁰⁰ Monastra, V., Lynn, S., Linden, M., Lubar, J.F., Gruzelier, J. & LaVaque, T.J. *Electroencephalographic biofeedback in the treatment of Attention-Deficit/Hyperactivity Disorder. Applied Psychophysiology and Biofeedback*, 2005, 30(2), 95–114.
- ¹⁰¹ Amen, D.G. *Healing ADD. The Breakthrough Program That Allows You to See and Heal the Six Types of ADD*. New York, NY: Berkley Publishing, 2001.
- ¹⁰² Constantinidou, F. & Baker, S. *Stimulus modality and verbal learning performance in normal aging. Brain and Language*, 2002, 82(3), 296–311.
- ¹⁰³ Nickerson, R.S. *Short-term memory for complex meaningful visual configurations: A demonstration of capacity. Canadian Journal of Psychology*, 1965, 19(2), 155–160.
- ¹⁰⁴ Miller, G.A. *The magical number seven, plus or minus two: some limits on our capacity for processing information. Psychological Review*, 1956, 63(2), 81–97.
- ¹⁰⁵ Brener, R. *An experimental investigation of memory span. Experimental Psychology*, 1940, 26(5), 467–482.
- Hayes, J.R.M. *Memory span for several vocabularies as a function of vocabulary size. Quarterly Progress Report*, 1952, January-March, 338–352.

- ¹⁰⁶ Nickerson, R.S. & Adams, M.J. *Long-term memory for a common object. Cognitive Psychology*, 1979, 11(3) 1979, 287–307.
- ¹⁰⁷ Mooney, C.M. *Recognition of ambiguous and unambiguous visual configurations with short and longer exposures. British Journal of Psychology*, 1960, 51(2), 119–125.
- ¹⁰⁸ Standing, L., Conezio, J. & Haber, R.N. *Perception and memory for pictures: Single-trial learning of 2500 visual stimuli. Psychonomic Science*, 1970, 19(2), 73–74.
- ¹⁰⁹ Standing, L. *Learning 10,000 Pictures. Quarterly Journal of Experimental Psychology*, 1973, 25(2), 207–22.
- ¹¹⁰ Nickerson, R.S. *A note on long-term recognition memory for pictorial material. Psychonomic Science*, 1968, 11(2), 58.
- ¹¹¹ Emberley, E. *Ed Emberley's Drawing Book: Make a World*. New York, NY: LB Kids, 1972.
- ¹¹² Buzan, T. & Buzan, B. *The Mind Map Book. How to Use Radiant Thinking to Maximize Your Brain's Untapped Potential*. New York, NY: Penguin Publishing, 1996.
- Harris, I. & Caviglioli, O. *Think it—Map it! How Schools Use Mapping to Transform Teaching and Learning*. Stafford, Great Britain: MPG Books, 2003.
- Kagan, M. *Mind Mapping. A Smart Card*. San Clemente, CA: Kagan Publishing, 1998. www.KaganOnline.com
- Margulies, N. *Mapping Inner Space. Learning and Teaching Mind Mapping*. Tucson, AZ: Zephyr Press, 1991.
- Wycoff, J. *Mindmapping. Your Personal Guide to Exploring Creativity and Problem-Solving*. New York, NY: Berkley Publishing Corporation, 1991.
- ¹¹³ Buzan, T. *Use Both Sides of Your Brain, 3rd Edition*. New York, NY: Penguin Group, 1989.
- ¹¹⁴ Bromley, K. Irwin-De Vitis, L. & Modlo, M. *Graphic Organizers. Visual Strategies for Active Learning*. New York, NY: Scholastic Professional Books, 1995. Kagan, M. *Graphic Organizers. SmartCard*. San Clemente, CA: Kagan Publishing, 1998. www.KaganOnline.com
- ¹¹⁵ Candler, L. *Graphic Organizers for Reading. Teaching Tools Aligned with the Common Core*. Saint Johnsbury, Vermont: Compass, 2012.
- ¹¹⁶ Dunston, P.J. *A critique of graphic organizer research. Reading Research and Instruction*. 1992, 31(2), 57–65.
- Flood, J. & Lapp, D. *Concetual mapping strategies for understanding information texts. The Reading Teacher*, 1988, 41(8), 780–783.
- Heimlich, J.E. & Pittelman, S.D. *Semantic Mapping: Classroom Applications*. Newark, DE: International Reading Association, 1986.
- Moore, D.W. & Readance, J.E. *A quantitative and qualitative review of graphic organizer research. Journal of Educational Research*, 1984, 78(1), 11–17.
- ¹¹⁷ Kagan, L. *Dynamic Trainer*. San Clemente, CA: Kagan Publishing, 2007. www.Kaganonline.com
- ¹¹⁸ Kagan, S. & Kagan, M. *Kagan Cooperative Learning*. San Clemente, CA: Kagan Publishing, 2009. www.KaganOnline.com
In het Nederlands uitgegeven als *Coöperatieve Leerstrategieën*, Bazalt 2010.
- ¹¹⁹ Kagan, S. & Kagan, M. *Multiple Intelligences: The Complete MI Book*. San Clemente, CA: Kagan Publishing, 1998. www.KaganOnline.com
In het Nederlands uitgegeven als *Meervoudige Intelligentie: Het complete MI-boek*, Bazalt 2000.

- ¹²⁰ Gazzaniga, M.S., Bogen, J.E. & Sperry, R.W. *Some functional effects of sectioning the cerebral commissures in man. Proceedings of the National Academy of Sciences of the USA*, 1962, 48(10), 1765–1769.
- ¹²¹ Sperry, R.W., Gazzaniga, M.S. & Bogen, J.E. *Interhemispheric relationships: The neocortical commissures; syndromes of hemisphere disconnection. Handbook of Clinical Neurology*, 1969, 4, 273–290.
- ¹²² Doron, K.W., Bassett, D.S. & Gazzaniga, M.S. *Inaugural article: Dynamic network structure of interhemispheric coordination. Proceedings of the National Academy of Sciences of the USA*, 2012, 109(46), 18661–18668.
- ¹²³ Nocentini, U., Goulet, P., Roberts, P.M. & Joannette, Y. *The effects of left- versus right-hemisphere lesions on the sensitivity to intra- and interconceptual semantic relationships. Neuropsychologia*, 2001, 39(5), 443–451.
- ¹²⁴ Abernethy, M. & Coney, J. *Semantic and phonemic priming in the cerebral hemispheres. Neuropsychologia*, 1990, 28(9), 933–945.
- ¹²⁵ Chiarello C. & Richards, L. *Another look at categorical priming in the cerebral hemispheres. Neuropsychologia*, 1992, 30(4), 381–392.
- ¹²⁶ Nocentini, U., Goulet, P., Roberts, P.M. & Joannette, Y. *The effects of left- versus right-hemisphere lesions on the sensitivity to intra- and interconceptual semantic relationships. Neuropsychologia*, 2001, 39(5), 443–451.
- ¹²⁷ Brownell, H.H., Potter, H.H., Michelow, D. & Gardner H. *Sensitivity to lexical denotation and connotation in brain damaged patients: A double dissociation. Brain and Language*, 1984, 22(2), 253–265.
- ¹²⁸ Sperry, R.W. *Cerebral organization and behavior. Science*, 1961, 133(3466), 1749–1757.
- ¹²⁹ Gaab, N., Gaser, C., Zaehle, T., Jancke, L. & Schlaug, G. *Functional anatomy of pitch memory—an fMRI study with sparse temporal sampling. NeuroImage*, 2003, 19(4), 1417–1426.
- ¹³⁰ Platel, H., Baron, J-C., Desgranges, B., Bernard, F. & Eustache, F. *Semantic and episodic memory of music are subserved by distinct neural networks. NeuroImage*. 2003, 20(1), 244–256.
- ¹³¹ Levitin, D.J. *This is Your Brain on Music. The Science of a Human Obsession*. New York, NY: Penguin Group, 2006.
- ¹³² Gaser, C. & Schlaug, G. *Brain structures differ between musicians and non-musicians. The Journal of Neuroscience*, 2003, 23(27), 9240–9245.
- ¹³³ Koeneke, S., Lutz, K., Wüstenberg, T. & Jäncke, L. *Long-term training affects cerebellar processing in skilled keyboard players. NeuroReport*, 2004, 15(8), 1279–1282.
- Krings, T., Töpper, R., Foltys, H., Erberich, S., Spring, R., Willmes, K. & Thron, A. *Cortical activation patterns during complex motor tasks in piano players and control subjects. A functional magnetic resonance imaging study. Neuroscience Letters*, 2000, 278(3), 189–193.
- ¹³⁴ Haier, R.J., Siegel, B.V.Jr., MacLachlan, A., Soderling, E., Lottenberg, S. & Buchsbaum, M.S. *Regional glucose metabolic changes after learning a complex visuospatial/motor task: A positron emission tomographic study. Brain Research*, 1992, 570(1-2), 134–143.
- ¹³⁵ Bever, T.G & Chiarello, R.J. *Cerebral dominance in musicians and nonmusicians. Science*, 1974, 185(150), 537–539.
- ¹³⁶ Platel, H., Baron, J-C., Desgranges, B., Bernard, F. & Eustache, F. *Semantic and episodic memory of music are subserved by distinct neural networks. NeuroImage*. 2003, 20(1), 244–256.

- ¹³⁷ Tulving, E., Kapur, S., Craik F.I.M., Moscovitch, M. & Houle, S. *Hemispheric encoding/retrieval asymmetry in episodic memory: positron emission tomography findings*. **Proceedings of the National Academy of Sciences of the USA**, 1994, 91(6), 2016–2020.
- ¹³⁸ Goldberg, E. ***The Executive Brain. Frontal Lobes and the Civilized Mind***. Oxford, England: Oxford University Press, 2001.
- Goldberg, E. & Costa, L.D. *Hemisphere differences in the acquisition and use of descriptive systems*. **Brain and Language**, 1981, 14(1), 144–173.
- ¹³⁹ Goldberg, E. ***The Executive Brain. Frontal Lobes and the Civilized Mind***. Oxford, England: Oxford University Press, 2001, 42.
- ¹⁴⁰ Bever, T.G & Chiarello, R.J. *Cerebral dominance in musicians and nonmusicians*. **Science**, 1974, 185(150), 537–539.
- ¹⁴¹ Marzi, C.A. & Berlucchi, G. *Right visual field superiority for accuracy of recognition of famous faces in normals*. **Neuropsychologia**, 1977, 15(6), 751–756.
- ¹⁴² Tulving, E., Markowitsch, H.J., Craik, F.E., Habib, R. & Houle, S. *Novelty and familiarity activations in PET studies of memory encoding and retrieval*. **Cerebral Cortex**, 1996, 6(1), 71–79.
- ¹⁴³ Tulving, E., Markowitsch, H.J., Craik, F.I.M., Habib, R. & Houle, S. *Novelty and familiarity activations in PET studies of memory encoding and retrieval*. **Cerebral Cortex**, 1996, 6(1), 71–79.
- Tulving, E., Markowitsch, H.J., Kapur, S., Habib, R. & Houle, S. *Novelty encoding networks in the human brain: data from positron emission tomography studies*. **NeuroReport**, 1994, 5(18), 2525–2528.
- ¹⁴⁴ Haier, R.J., Siegel, B.V.Jr., MacLachlan, A., Soderling, E., Lottenberg, S. & Buchsbaum, M.S. *Regional glucose metabolic changes after learning a complex visuospatial/motor task: a positron emission tomographic study*. **Brain Research**, 1992, 570(1–2), 134–143.
- ¹⁴⁵ Raichle, M.E., Fiez, J.A., Videen, T.O., MacLeod, A.M., Pardo, J.V., Fox, P.T. & Peterson, S.E. *Practice-related changes in human brain functional anatomy during nonmotor learning*. **Cerebral Cortex**, 1994, 4(1), 26.
- ¹⁴⁶ Tulving, E., Kapur, S., Markowitsch, H.J., Craik, G., Habib, R. & Houle, S. *Neuroanatomical correlates of retrieval in episodic memory: auditory sentence recognition*. **Proceedings of the National Academy of Sciences of the USA**, 1994, 91(6), 2012–2015.
- ¹⁴⁷ Campbell, L., Campbell, B. & Dickinson, D. ***Teaching and Learning through Multiple Intelligences***. Needham Heights, MA: Allyn & Bacon, 1996, 1992, 7–8.
- ¹⁴⁸ Iverson, J.M. & Goldin-Meadow, S. *Why people gesture when they speak*. **Nature**, 1998, 396(6708), 228.
- ¹⁴⁹ Colletta, J.-M., Pellenq, C. & Guidetti, M. *Age-related changes in co-speech gesture and narrative: Evidence from French children and adults*. **Speech Communication**, 2010, 52(6), 565–576.
- ¹⁵⁰ Church, R.B. *Using gesture and speech to capture transitions in learning*. **Cognitive Development**, 1999, 14(2), 313–342.
- Garber, P., Alibali, M.W. & Goldin-Meadow, S. *Knowledge conveyed in gesture is not tied to the hands*. **Child Development**, 1998, 69(1), 75–84.
- ¹⁵¹ Boyatzis, C.J. & Satyaprasad, C. *Children's facial and gestural decoding and encoding: Relations between skills and with popularity*. **Journal of Nonverbal Behavior**, 1994, 18(1), 37–55.
- ¹⁵² Cohen, R.L. *On the generality of some memory laws*. **Scandinavian Journal of Psychology**, 1981, 22(1), 267–281.
- Cohen, R.L. & Stewart, M. *How to avoid developmental effects in free recall*. **Scandinavian Journal of Psychology**, 1982, 23(1), 9–16.

- Saltz, E. & Donnenwerth-Nolan, S. *Does motoric imagery facilitate memory for sentences? A selective interference test.* **Journal of Verbal Learning & Verbal Behavior**, 1981, 20(3), 322–332.
- ¹⁵³ Beilock, S. & Goldin-Meadow, S. *Gesture changes thought by grounding it in action.* **Psychological Science**, 2010, 21(11), 1605–1610.
- ¹⁵⁴ Cook, S.W. & Tanenhaus, M.K. *Embodied communication: Speakers' gestures affect listeners' actions.* **Cognition**, 2009, 113(1), 98–104.
- ¹⁵⁵ Beilock, S.L., Lyons I.M., Mattarella-Micke, A., Nusbaum, H.C. & Small, S.L. *Sports experience changes the neural processing of action language.* **Proceedings of the National Academy of Sciences**, 2008, 105(36), 13269–13273.
- ¹⁵⁶ Chu, M. & Kita, S. *Spontaneous gestures during mental rotation tasks: Insights into the microdevelopment of the motor strategy.* **Journal of Experimental Psychology: General**, 2008, 137(4), 706–723.
- Chu, M. & Kita, S. *The nature of gestures' beneficial role in spatial problem solving.* **Journal of Experimental Psychology: General**, 2011, 140(1), 102–116.
- Ehrlich, S.B., Levine, S.C. & Goldin-Meadow, S. *The importance of gesture in children's spatial reasoning.* **Developmental Psychology**, 2006, 42(6), 1259–1268.
- Hostetter, A.B. & Alibali, M.W. *Raise your hand if you're spatial: Relations between verbal and spatial skills and gesture production.* **Gesture**, 2007, 7(1), 73–95.
- ¹⁵⁷ Goldin-Meadow, S. & Beilock, S.L. *Action's influence on thought: The case of gesture.* **Perspectives on Psychological Science**, 2010, 5(6), 664–674.
- ¹⁵⁸ Goldin-Meadow, S. **Hearing Gesture: How Our Hands Help Us Think.** Cambridge, MA: Harvard University Press, 2003.
- ¹⁵⁹ Cook, S.W. & Goldin-Meadow, S. *The role of gesture in learning: Do children use their hands to change their minds?* **Journal of Cognition & Development**, 2006, 7(2), 211–232.
- ¹⁶⁰ Kelly, S.D. & Goldsmith, L. *Gesture and right hemisphere involvement in evaluating lecture material.* **Gesture**, 2004, 4(1), 25–42.
- ¹⁶¹ Best, J.R., Miller, P.H. & Jones, L.L. *Executive functions after age 5: Changes and correlates.* **Developmental Review**, 2009, 29(3), 180–200.
- ¹⁶² Miller, P.H. & O'Neil, G. *A show of hands: relations between young children's gesturing and executive function.* **Developmental Psychology**, 2013, 49(8), 1517–1528.
- ¹⁶³ Church, R.B. & Goldin-Meadow, S. *The mismatch between gesture and speech as an index of transitional knowledge.* **Cognition**, 1986, 23(1), 43–71.
- Perry, M. & Elder, A.D. *Knowledge in transition: Adults' developing understanding of a principle of physical causality.* **Cognitive Development**, 1997, 12(1), 131–157.
- ¹⁶⁴ Church, R.B., Ayman-Nolley, S. & Mahootian, S. *The effects of gestural instruction on bilingual children.* **International Journal of Bilingual Education and Bilingualism**, 2004, 7(4), 303–319.
- Perry, M., Berch, D.B. & Singleton, J.L. *Constructing shared understanding: The role of nonverbal input in learning contexts.* **Journal of Contemporary Legal Issues**, 1995, 6, 213–236.
- Ping, R. & Goldin-Meadow, S. *Hands in the air: Using ungrounded iconic gestures to teach children conservation of quantity.* **Developmental Psychology**, 2008, 44(5), 1277–1287.
- Singer, M.A. & Goldin-Meadow, S. *Children learn when their teachers' gestures and speech differ.* **Psychological Science**, 2005, 16(2), 85–89.

- Valenzeno, L., Alibali, M.W. & Klatzky, R. *Teachers' gestures facilitate students' learning: A lesson in symmetry. Contemporary Educational Psychology*, 2003, 28(2), 187–204.
- ¹⁶⁵ Cook, S.W. & Goldin-Meadow, S. *The role of gesture in learning: Do children use their hands to change their minds? Journal of Cognition and Development*, 2006, 7(2), 211–232.
- ¹⁶⁶ Valenzeno, L., Alibali, M.W. & Klatzky, R. (2003). *Teachers' gestures facilitate students' learning: A lesson in symmetry. Contemporary Educational Psychology*, 2003, 28(2), 187–204.
- ¹⁶⁷ Church, R.B., Ayman-Nolley, S. & Mahootian, S. *The role of gesture in bilingual education: Does gesture enhance learning? Bilingual Education and Bilingualism*, 2004, 7(4), 303–319.
- ¹⁶⁸ Goldin-Meadow, S., Cook, S.W., & Mitchell, Z.A. *Gesturing gives children new ideas about math. Psychological Science*, 2009, 20(3), 267–272.
- Perry, M., Berch, D. & Singleton, J. *Constructing shared understanding: The role of nonverbal input in learning contexts. Journal of Contemporary Legal Issues*, 1995, 6, 215–235.
- Richland, L.E. & McDonough, I.M. *Learning by analogy: Discriminating between potential analogs. Contemporary Educational Psychology*, 2010, 35(1), 28–43.
- Singer, M.A. & Goldin-Meadow, S. *Children learn when their teachers' gestures and speech differ. Psychological Science*, 2005, 16(2), 85–89.
- ¹⁶⁹ Cook, S.W., Duffy, R.G. & Fenn, K.M. *Consolidation and transfer of learning after observing hand gesture. Child Development*, 2013, 84(6), 1863–1871.
- ¹⁷⁰ Alibali, M.W. *How children change their minds: Strategy change can be gradual or abrupt. Developmental Psychology*, 1999, 35(1), 127–145.
- Rittle-Johnson, B. & Alibali, M.W. *Conceptual and procedural knowledge of mathematics: Does one lead to the other? Journal of Educational Psychology*, 1999, 91(1), 175–189.
- ¹⁷¹ Diekelmann, S. & Born, J. *The memory function of sleep. Nature Neuroscience*, 2010, 11(2), 114–126.
- Margoliash, D. & Fenn, K.M. *Sleep and memory consolidation in audition. In A. I. Basbaum, A. Kaneko, G.M. Shepherd, & G. Westheimer (Eds.), The Senses: A Comprehensive Reference (Vol. 3, pp. 895–912). San Diego, CA: Academic Press, 2008.*
- McGaugh, J.L. *Memory: A century of consolidation. Science*, 2000, 287(5451), 248–251.
- ¹⁷² Cook, S.W. & Goldin-Meadow, S. *The role of gesture in learning: Do children use their hands to change their minds? Journal of Cognition and Development*, 2006, 7(2), 211–232.
- Cook, S.W., Mitchell, Z. & Goldin-Meadow, S. *Gesturing makes learning last. Cognition*, 2008, 106(2), 1047–1058.
- Feyereisen, P. *How could gesture facilitate lexical access? Advances in Speech Language Pathology*, 2006, 8(2), 128–133.
- ¹⁷³ Broaders, S., Cook, S.W., Mitchell, Z. & Goldin-Meadow, S. *Making children gesture reveals implicit knowledge and leads to learning. Journal of Experimental Psychology: General*, 2007, 136(4), 539–550.
- Goldin-Meadow, S., Cook, S.W. & Mitchell, Z.A. *Gesturing gives children new ideas about math. Psychological Science*, 2009, 20(3), 267–272.
- ¹⁷⁴ Goldin-Meadow, S., Cook, S.W. & Mitchell, Z.A. *Gesturing gives children new ideas about math. Psychological Science*, 2009, 20(3), 267–272.
- ¹⁷⁵ Goldin-Meadow, S., Cook, S.W. & Mitchell, Z.A. *Gesturing gives children new ideas about math. Psychological Science*, 2009, 20(3), 267–272.

- ¹⁷⁶ Kelly, S., Healey, M., Ozyurek, A. & Holler, J. *The communicative influence of gesture and action during speech comprehension: Gestures have the upper hand. The Journal of the Acoustical Society of America*, 2012, 131(4), 3311–3311.
- ¹⁷⁷ Cook, S.W., Mitchell, Z. & Goldin-Meadow, S. *Gesturing makes learning last. Cognition*, 2008, 106(2), 1047–1058.
- ¹⁷⁸ McNeill, D. & Pedelty, L.L. Right brain and gesture. In K. Emmorey & J.S. Reilly (Eds.), *Language, Gesture, and Space*, 63–65. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc., 1995.
- ¹⁷⁹ Felder, R.M. & Brent, R. *Understand student differences. Journal of Engineering Education*, 2005, 94(1), 57–72.
- ¹⁸⁰ University of Pennsylvania. (March 28, 2009). *Visual learners convert words to pictures in the brain and vice versa, says psychology study. ScienceDaily*. Retrieved October 4, 2013 from <http://www.sciencedaily.com/releases/2009/03/090325091834.htm>
- ¹⁸¹ Carbo, M., Dunn, R. & Dunn, K. *Teaching Students to Read through Their Individual Learning Styles*, Prentice-Hall, 1986, 13.
- ¹⁸² Strafford, R. & Dunn, K.J. *Teaching Secondary Students through Their Individual Learning Styles*. Boston, MA: Allyn and Bacon, 1993.
- ¹⁸³ Pashler, H., McDaniel, M., Rohrer, D. & Bjork, R. *Learning styles concepts and evidence. Psychological Science in the Public Interest*, 2008, 9(3), 105–119.
- ¹⁸⁴ Mayer, R.E. *Systematic thinking fostered by illustrations in scientific text. Journal of Educational Psychology*, 1989, 81(2), 240–246.
- Mayer, R.E. & Gallini, J.K. *When is an illustration worth ten thousand words? Journal of Educational Psychology*, 1990, 82(4), 715–726.
- ¹⁸⁵ Mayer, R.E. & Anderson, R.B. *Animations need narrations: An experimental test of a dual-coding hypothesis. Journal of Educational Psychology*, 1991, 83(4), 484–490.
- Mayor, R.E. & Anderson, R.B. *The Instructive Animation—Helping students build connections between words and pictures in multimedia learning. Journal of Educational Psychology*, 84(4), 1992, 444–452.
- ¹⁸⁶ Kagan, S. & Kagan, M. *Kagan Cooperative Learning*. San Clemente, CA: Kagan Publishing, 2009. In het Nederlands uitgegeven als *Coöperatieve Leerstrategieën*, Bazalt 2010.
- ¹⁸⁷ Kagan, S. & Kagan, M. *Multiple Intelligences. The Complete MI Book*. San Clemente, CA: Kagan Publishing, 1998. In het Nederlands uitgegeven als *Meervoudige Intelligentie: Het complete MI-boek*, Bazalt 2000.
- ¹⁸⁸ Kagan, S. & Kagan, M. *Multiple Intelligences. The Complete MI Book*. San Clemente, CA: Kagan Publishing, 1998. In het Nederlands uitgegeven als *Meervoudige Intelligentie: Het complete MI-boek*, Bazalt 2000.
- ¹⁸⁹ Campbell, L., Campbell, B. & Dickinson, D. *Teaching and Learning through Multiple Intelligences*. Needham Heights, MA: Allyn & Bacon, 1996, 1992, 7–8.
- ¹⁹⁰ Brown, S. *Play. How it Shapes the Brain, Opens the Imagination, and Invigorates the Soul*. New York, NY: Avery, 2009.
- ¹⁹¹ Kilgard, M.P. Pandya, P.K., Engineer, N.D. & Moucha, R. *Cortical network reorganization guided by sensory input features, Biological Cybernetics*, 2002, 87(5-6), 333–343.
- ¹⁹² Campbell, L. & Campbell, B. *Multiple Intelligences and Student Achievement. Success Stories from Six Schools*. Alexandria, VA: Association for Supervision and Curriculum Development, 1999.

- ¹⁹³ Kagan, S. & Kagan, M. *Multiple Intelligences. The Complete MI Book*. San Clemente, CA: Kagan Publishing, 1998.
In het Nederlands uitgegeven als *Meervoudige Intelligentie: Het complete MI-boek*, Bazalt 2000.
- ¹⁹⁴ Lawrence, M. & Osherson, D. *New evidence for distinct right and left brain systems for deductive versus probabilistic reasoning*. *Cerebral Cortex*, 2001, 11(10), 954–965.
- ¹⁹⁵ Kagan, S., Gardner, H. & Sylwester, R. *Triologue: Brain localization of intelligences*. San Clemente, CA: Kagan Publishing. *Kagan Online Magazine*, Fall 2002. www.KaganOnline.com
- ¹⁹⁶ Kraemer, D.J.M., Rosenberg, L.M. & Thompson-Schill, S.L. *The neural correlates of visual and verbal cognitive style*. *The Journal of Neuroscience*, 2009, 29(12), 3792–3798.
- ¹⁹⁷ McKusick, V.A. *On lumpers and splitters, or the nosology of genetic disease*. *Perspectives in Biology and Medicine*, 1969, 12(2), 298–312.
- ¹⁹⁸ Riding, R. & Rayer, S. *Cognitive Styles and Learning Strategies. Understanding Style Differences in Learning and Behavior*. London, Great Britain: David Fulton Publishers, Ltd, 2001.
- ¹⁹⁹ Fink, G.R. Halligan, P.W., Marshall, J.C., Frith, C.D., Frackowiak, R.S. & Dolan, R.J. *Neural mechanisms involved in the processing of global and local aspects of hierarchically organized visual stimuli*. *Brain*, 1997, 120(10), 1779–1791.
- ²⁰⁰ Funnell, M.G., Colvin, M.K. & Gazzaniga, M.S. *The calculating hemispheres: Studies of a split-brain patient*. *Neuropsychologia*, 2007, 45(10), 2378–2386.
- ²⁰¹ Fink, G.R. Halligan, P.W., Marshall, J.C., Frith, C.D., Frackowiak, R.S. & Dolan, R.J. *Neural mechanisms involved in the processing of global and local aspects of hierarchically organized visual stimuli*. *Brain*, 1997, 120(10), 1779–1791.
- ²⁰² Lane, R.D. & L. Nadel, (Eds). *Cognitive Neuroscience of Emotion*. New York, NY: Oxford University Press, 2000.
- ²⁰³ Gray, J. *Men Are from Mars, Women Are from Venus: The Classic Guide to Understanding the Opposite Sex*. New York, NY: Harper Collins, 2009.
In het Nederlands uitgegeven als *Mannen komen van Mars, vrouwen van Venus*, Uitgeverij Het Spectrum, paperbackuitgave 2014.
- ²⁰⁴ Stafford, R. & Dunn, K.J. *Teaching Secondary Students through Their Individual Learning Styles*. Boston, MA: Allyn & Bacon, 1993.
- Dunn, R. & Dunn, K. *Teaching Elementary Students through their Individual Learning Styles: Practical Approaches for Grades 3–6*. Boston, MA: Allyn & Bacon, 1992.
- ²⁰⁵ Dunn, R. & Dunn, K. *Teaching Elementary Students through their Individual Learning Styles: Practical Approaches for Grades 3–6*. Boston, MA: Allyn & Bacon, 1992.
- ²⁰⁶ Kagan, S. & Kagan, M. *Multiple Intelligences. The Complete MI Book*. San Clemente, CA: Kagan Publishing, 1998.
www.KaganOnline.com
In het Nederlands uitgegeven als *Meervoudige Intelligentie: Het complete MI-boek*, Bazalt 2000.
- ²⁰⁷ Nickerson, R.S. & Adams, M.J. *Long-term memory for a common object*. *Cognitive Psychology*, 1979, 11(3) 1979, 287–307.
- ²⁰⁸ Schultz, W., Dayan, P. & Montague, P.R. *A neural substrate of prediction and reward*. *Science*. 1997, 275(5306), 1593–1599.
- ²⁰⁹ Schultz, W. *Predictive reward signal of dopamine neurons*. *Journal of Neurophysiology*, 1998, 80(1), 1–27.

- ²¹⁰ Smallwood, J. & Schooler, J.W. *The restless mind. Psychological Bulletin*, 2006, 132(6), 946–958.
- Lindquist, S.I. & McLean, J.P. *Daydreaming and its correlates in an educational environment. Learning and Individual Differences*, 2011, 21(2), 158–167.
- ²¹¹ Hidi, S. & Baird, W. *Strategies for increasing text-based interest and students' recall of expository text. Reading Research Quarterly*, 1988, 23(4), 465–483.
- Anderson, R.C., Mason, J. & Shirey, L. *The reading group: An experimental investigation of a labyrinth. Reading Research Quarterly*, 1984, 20(1), 6–37.
- Anderson, R.C., Shirey, L., Wilson, P.T. & Fielding, L.G. *Interestingness of children's reading material*. In R.E. Snow & M.J. Farr (Eds.), *Aptitude, Learning and Instruction: Vol. 3. Cognitive and Affective Process Analyses*, 287–299. Hillsdale, NJ: Erlbaum, 1986.
- Asher, S.R. *Influence of topic interest on black children's and white children's reading comprehension. Child Development*, 1979, 50(3), 686–690.
- ²¹² Hidi, S. & Baird, W. *Interestingness—a neglected variable in discourse processing. Cognitive Science*, 1986, 10(2), 179–194.
- ²¹³ Estes, T.H. & Vaughn, J.L., Jr. *Reading interest and comprehension: Implications. The Reading Teacher*, 1973, 27(2), 149–153.
- ²¹⁴ Schraw, G. *Situational interest in literary text. Contemporary Educational Psychology*, 1997, 22(4), 279–294.
- Scraw, G. & Lehan, S. *Situational interest: A review of the literature and directions for future research. Educational Psychology Review*, 2001, 13(1), 23–52.
- Silvia, P.J. *What is interesting? Exploring the appraisal structure of interest. Emotion*, 2005, 5(1), 89–102.
- Silvia, P.J. *Exploring the Psychology of Interest*. New York, NY: Oxford University Press, 2006.
- ²¹⁵ Gardner, H. *Frames of Mind. The Theory of Multiple Intelligences*. New York, NY: Basic Books, 1983.
- Gardner, H. *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York, NY: Basic Books, 1999.
- In het Nederlands uitgegeven als *Soorten intelligentie*, Nieuwezijds B.V. 2002.
- Gardner, H. *Multiple Intelligences. The Theory in Practice*. New York: Basic Books, 1993.
- ²¹⁶ Kagan, S. & Kagan, M. *Multiple Intelligences: The Complete MI Book*. San Clemente, CA: Kagan Publishing, 1998.
- www.KaganOnline.com
- In het Nederlands uitgegeven als *Meervoudige Intelligentie: Het complete MI-boek*, Bazalt 2000.
- ²¹⁷ Wiederhold, C. *Higher Level Thinking Book and Class Manipulative Set*. San Clemente, CA: Kagan Publishing, 20012.
- www.KaganOnline.com
- ²¹⁸ Kagan, S. *Silly Sports & Goofy Games*. San Clemente, CA: Kagan Publishing, 2000.
- www.KaganOnline.com
- In het Nederlands uitgegeven als *Silly Sports & Goofy Games*, Bazalt 2004.
- ²¹⁹ Kagan, S. & Kagan, M. *Kagan Cooperative Learning*. San Clemente, CA: Kagan Publishing, 2009.
- www.KaganOnline.com
- In het Nederlands uitgegeven als *Coöperatieve Leerstrategieën*, Bazalt 2010.
- ²²⁰ Phillips, M. *The Miracle Workers*. 2013. PDF available on website: <http://cdn3.edutopia.org/pdfs/blogs/edutopia-phillips-concerns-miracle.pdf>
- ²²¹ Edutopia: <http://www.edutopia.org/>

- ²²² Craik, F.I.M. & Tulving, E. *Depth of processing and the retention of words in episodic memory. Journal of Experimental Psychology: General*, 1975, 104(3), 268–294.
- ²²³ Anderson, R.C. & Hidde, J.L. *Imagery and sentence learning. Journal of Educational Psychology*, 1971, 62(6), 526–530.
- ²²⁴ Anderson, R.C., Goldberg, S.R. & Hidde, J.L. *Meaningful processing of sentences. Journal of Educational Psychology*, 1971, 62(5), 395–399.
- Kane, J.H. & Anderson, R.C. *Depth of processing and interference effects in the learning of and remembering of sentences. Journal of Educational Psychology*, 1978, 70(4), 626–635.
- ²²⁵ Anderson, R.C. & Kulhavy, R.W. *Learning concepts from definitions. American Education Research Journal*, 1972, 9(3), 385–390.
- ²²⁶ Schallert, D.L. *Improving memory for prose: The relationship between depth of processing and context. Journal of Verbal Learning and Verbal Behavior*, 1976, 15(6), 621–632.
- ²²⁷ Salari, K., Karczewski, K.J., Hudgins, L. & Ormond, K.E. *Evidence that personal genome testing enhances student learning in a course on genomics and personalized medicine. Public Library of Science ONE*, 8(7), e68853.
- ²²⁸ Watts, G.H. & Anderson, R.C. *Effects of three types of inserted questions on learning from prose. Journal of Educational Psychology*, 1971, 62(5), 387–394.
- ²²⁹ Anderson, R.C., Mason, J. & Shirey, L. *The reading group: An experimental investigation of a labyrinth. Reading Research Quarterly*, 1984, 20(1), 6–37.
- ²³⁰ Mooney, C.M. *Recognition of ambiguous and unambiguous visual configurations with short and longer exposures. British Journal of Psychology*, 1960, 51(2), 119–125.
- ²³¹ Howe, M.J.A. *Using students' notes to examine the role of the individual learning in acquiring meaningful subject matter. Journal of Educational Research*, 1970, 64(2), 61–3.
- ²³² Smith, A. & Call, N. *Accelerated Learning: The ALPS Approach: Brain-Based Methods for Accelerating Motivation and Achievement (Grades K–6)*. San Clemente, CA: Kagan Publishing, 2002.
- Smith, A. *Accelerated Learning in Practice: Brain-Based Methods for Accelerating Motivation and Achievement (Grades 6–12)*. San Clemente, CA: Kagan Publishing, 2002.
- ²³³ Dewey, J. *Experience and Education*. New York, NY: Touchstone, 1938.
- Dewey, J. *Democracy and Education*. Radford, VA: Wilder Publications, LLC. 2008.
- ²³⁴ Vygotsky, L.S. *Mind in Society. The Development of Higher Psychological Processes*. Cambridge, MA: President and Fellows of Harvard College, 1978.
- ²³⁵ Kagan, S. & Kagan, M. *Kagan Cooperative Learning*. San Clemente, CA: Kagan Publishing, 2009. www.KaganOnline.com
In het Nederlands uitgegeven als *Coöperatieve Leerstrategieën*, Bazalt 2010.
- Kagan, S. & Kagan, M. *Multiple Intelligences. The Complete MI Book*. San Clemente, CA: Kagan Publishing, 1998. www.KaganOnline.com
In het Nederlands uitgegeven als *Meervoudige Intelligentie: Het complete MI-boek*, Bazalt 2000.