
CSC: First Sources Assignment

PRIMARY SOURCES

1. Daroglou, G. (2011). Coping Skills and Self-Efficacy as Predictors of Gymnastic Performance. *The Sport Journal*, 14(1).
<https://go-gale-com.ezproxy.oswego.edu/ps/i.do?p=AONE&u=oswego&id=GALE%7CA284323945&v=2.1&it=r>

This study investigates the demanding physical and psychological pressures experienced by gymnasts during practices and performances, especially among those who begin practicing gymnastics at a young age and those who excel rapidly. In particular, the psychological skills and the elements of self-efficacy involved in the practice of gymnastics are examined, in which the coping skills in dealing with stress during performances are further studied.

2. Marsh, H. W., Chanal, J. P., & Sarrazin, P. G. (2006). Self-belief does make a difference: A reciprocal effects model of the causal ordering of physical self-concept and gymnastics performance. *Journal of Sports Sciences*, 24(1), 101–111.
<https://doi.org/10.1080/02640410500130920>

This study investigates gymnasts' own evaluations of their skill levels in practices (their self-concept), and how this translates to performance in competitions. Their findings highlight the benefits of fostering a healthy self-concept concerning gymnastic skills and abilities. Higher levels in one lead to higher levels of the other, according to their results.

3. Asseman, F. B., Caron, O., & Crémieux, J. (2008). Are there specific conditions for which expertise in gymnastics could have an effect on postural control and performance? *Gait and Posture*, 27(1), 76–81. <https://doi.org/10.1016/j.gaitpost.2007.01.004>

This study examines how training at the elite level and the development of expertise in gymnastics is associated with postural control and performance, specifically pertaining to the maintenance of posture when engaging in various movements and when remaining fairly steady. The effects of postural maintenance were tested in bipedal, unipedal, eyes open, and eyes closed conditions in both gymnasts and non-gymnasts.

4. Luis del Campo, V., & Espada Gracia, I. (2018). Exploring Visual Patterns and Judgments Predicated on Role Specificity: Case Studies of Expertise in Gymnastics. *Current Psychology*, 37(4), 934–941. <https://doi.org/10.1007/s12144-017-9572-1>

This study provides additional information into the perception of performance by gymnasts themselves, in addition to gymnastics coaches and judges. It examines how

specific sensorimotor experiences influence visual search patterns and performance judgments in gymnasts, coaches, and judges.

5. Pizzera, A. (2012). Gymnastic judges benefit from their own motor experience as gymnasts. *Research Quarterly for Exercise and Sport*, 83(4), 603–607.
<https://doi.org/10.1080/02701367.2012.10599887>

This study investigates the difficult task that gymnastic judges are presented with in needing to appropriately classify various skills and gauge point deductions in a fairly short amount of time during and soon after gymnasts perform their routines. Findings indicated that judges who had previous specific motor experiences to the skills being performed were better able to accurately categorize and judge the particular routine, especially in detecting body angles.

6. Chirazi, M. (2021). Expressiveness of gestural communication through body actions. *Învățământ, Cercetare, Creație*, 1(1), 53–59.
<https://www.cceol.com/search/article-detail?id=957635>

This article describes artistic expression and the importance of bodily awareness, perceptiveness, and adaptability in the context of gymnastics, sportive dance, figure skating, and swimming. Elements of neuroscience and neural patterns during such activities are also explored.

7. Kimmel, M., & Rogler, C. R. (2018). Affordances in Interaction: The Case of Aikido. *Ecological Psychology*, 30(3), 195–223. <https://doi.org/10.1080/10407413.2017.1409589>

This article examines elements of embodied cognition and artistic expression in the martial arts, specifically in Aikido, “the way of harmonizing energy.” It describes the unique aspects of Aikido practice and performance, such as the importance of mindfulness, the defensive motions and their utility, the practiced movement phases, the exceptional technique involved, and the themes of reciprocity, noncompetitiveness, and nonviolence.

8. Bradshaw, E. J. (2010). Performance and Health Concepts in Artistic Gymnastics. *XXVIII International Symposium of Biomechanics in Sports*, July, 51–55.
<https://ojs.ub.uni-konstanz.de/cpa/article/download/4378/4070>

This article provides an informative overview of the events, demands, and training involved in artistic gymnastics. This source will serve as an important reference for the introduction of my research paper.

SECONDARY SOURCES

1. Raab, M. & Araújo, D. (2019). Embodied Cognition With and Without Mental Representations: The Case of Embodied Choices in Sports. *Frontiers in Psychology*, 10(August), 1-12. <https://doi.org/10.3389/fpsyg.2019.01825>

This article offers a historical background for embodied cognition, defines key concepts associated with it, and describes conflicting views among scholars concerning theories of embodiment. This will serve as an important source for the introduction section of my paper.

2. Schiavio, A., Gesbert, V., Reybrouck, M., Hauw, D., & Parncutt, R. (2019). Optimizing Performative Skills in Social Interaction: Insights From Embodied Cognition, Music Education, and Sport Psychology. *Frontiers in Psychology*, 10(July), 1-14. <https://doi.org/10.3389/fpsyg.2019.01542>

This article discusses the internal and external influences on performance in music and sports engagement, such as bodily factors, activity patterns present in the environment, and social and cultural influences. It specifically examines the feeling of being a part of a collective whole during performances, the need to be able to adapt in these contexts, and the use of distributed forms of bodily memory as it pertains to music and sports. This source provides some foundational concepts and terminologies associated with the field of embodied cognition, which will aid in my understanding of embodied cognition.

3. Cappuccio, M. L. (2015). Introduction: when embodied cognition and sport psychology team-up. *Phenomenology and the Cognitive Sciences*, 14(2), 213–225. <https://doi.org/10.1007/s11097-015-9415-1>

This article describes the key elements of embodied cognition, differentiating this perspective from other more traditional cognitive approaches to understanding intelligent function. It offers insight into how the body inspires the mind's capabilities in many ways, and it specifically describes this phenomenon from a sports psychology perspective.

4. Illundáin-Agurruza, J. (2013). Moving Wisdom: Explaining Cognition Through Movement. *Fair Play*, 1(1), 58–87. <https://doi.org/10.1038/nrn1285>

This article provides an overview of embodied cognition and the foundational figures in its development as a field of study, including elements from historical pieces that hint at more of an embodied approach to understanding human intelligence. This article will also be beneficial to me in that it gives extensive background information that will aid in my understanding of embodied cognition.