

University of Groningen

Coordination dynamics in crew rowing

Cuijpers, Laura Suzanne

DOI:
[10.33612/diss.94906482](https://doi.org/10.33612/diss.94906482)

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:
2019

[Link to publication in University of Groningen/UMCG research database](#)

Citation for published version (APA):
Cuijpers, L. S. (2019). *Coordination dynamics in crew rowing*. University of Groningen.
<https://doi.org/10.33612/diss.94906482>

Copyright

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).

Take-down policy

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.

PROPOSITIONS

Belonging to the thesis:

Coordination dynamics in crew rowing

by Laura S. Cuijpers

1. The whole is not necessarily equal to the sum of its parts. (this thesis)
2. A coach may intuitively give the right advice; even if it is based on the wrong assumptions. (this thesis)
3. Regardless of having ample experience rowing in in-phase, rowers are remarkably well able to row in antiphase, even at high stroke rates.
4. It may be worthwhile to row against the current. (this thesis)
5. When theorising the world around us, one should not forget to go outside. (this thesis)
6. Life can only be understood backwards, but it must be lived forwards. (Søren Kierkegaard)
7. The only thing permanent about our behaviour patterns is our belief that they are so. (Moshe Feldenkrais)
8. The question of societal relevance that haunts scientific research presupposes a view in which science is already divorced from the rest of society. Science for the sake of science is societal relevance. (Ludger van Dijk)
9. Education is not preparation for life, but is life itself; the most important attitude that can be formed is the desire to go on learning. (John Dewey)
10. To think is easy. To act is hard. But the hardest thing in the world is to act in accordance with your thinking. (Wolfgang Goethe)