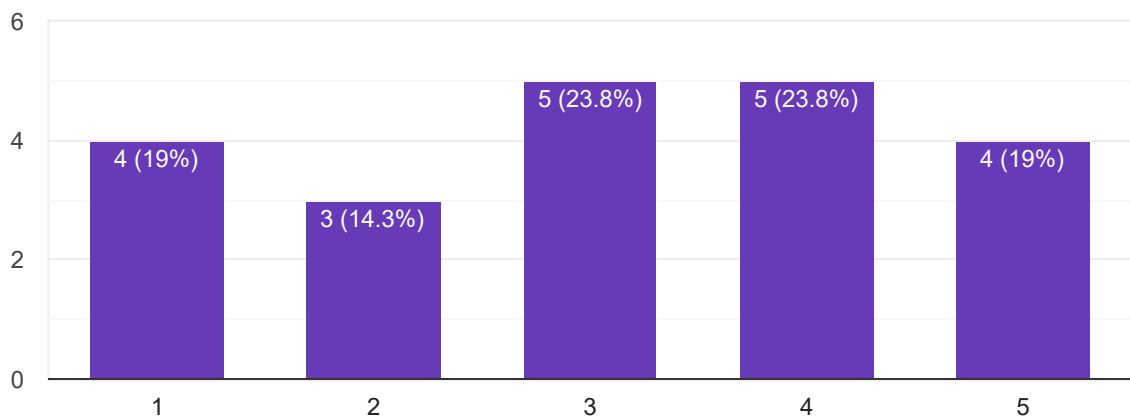


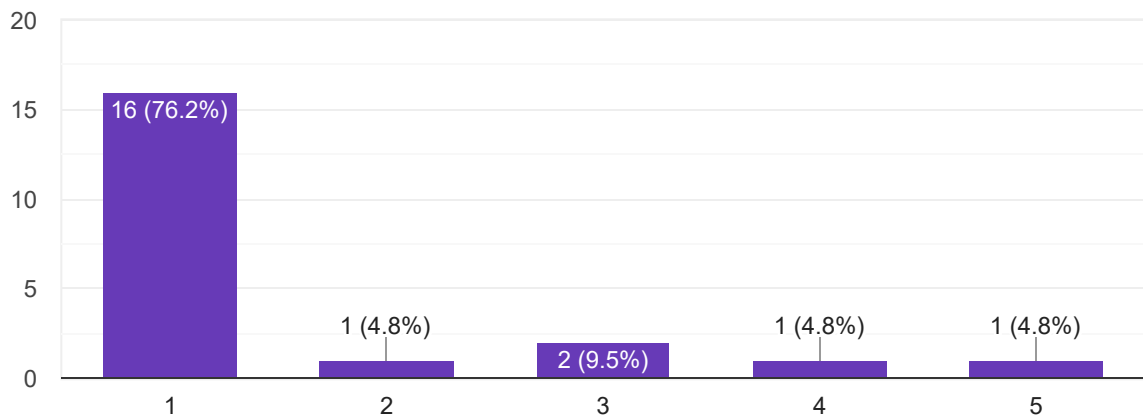
1.1 The Kohnstamm effect and the science behind it helps me to explain AT experiences. (Lecture 1.2)

21 responses



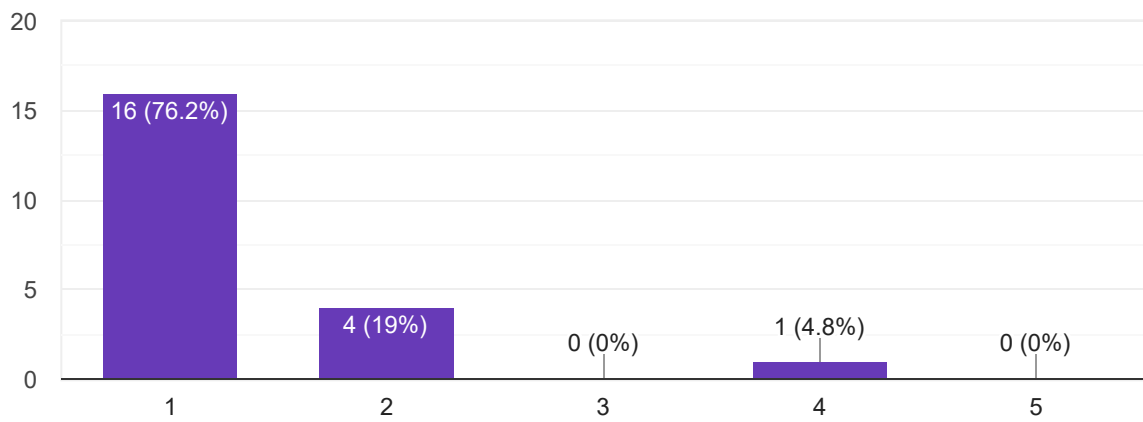
1.2 Understanding the meaning of a "peer reviewed journal" is something every AT teacher who talks about the science behind their work should know. (Lecture 1.1)

21 responses



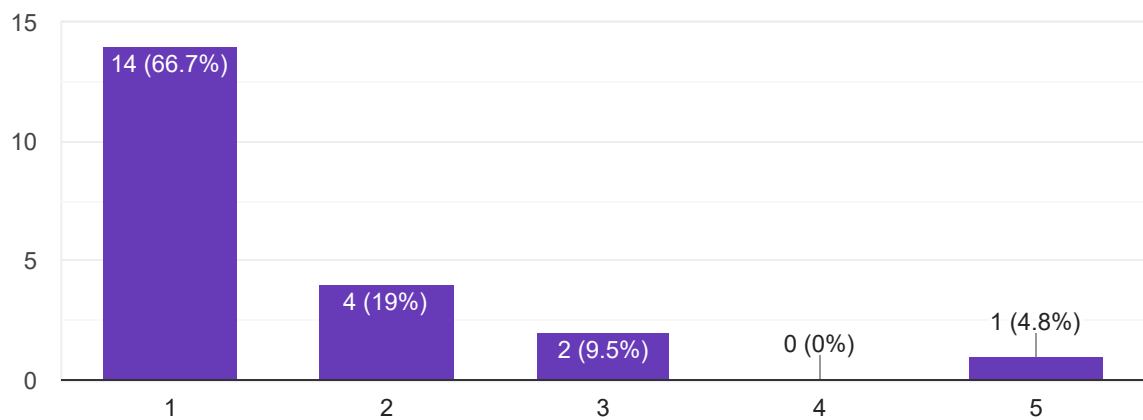
1.3 The word "reflex" is overused in the AT world and reflexes cannot explain posture or AT. (Lecture 1.2)

21 responses



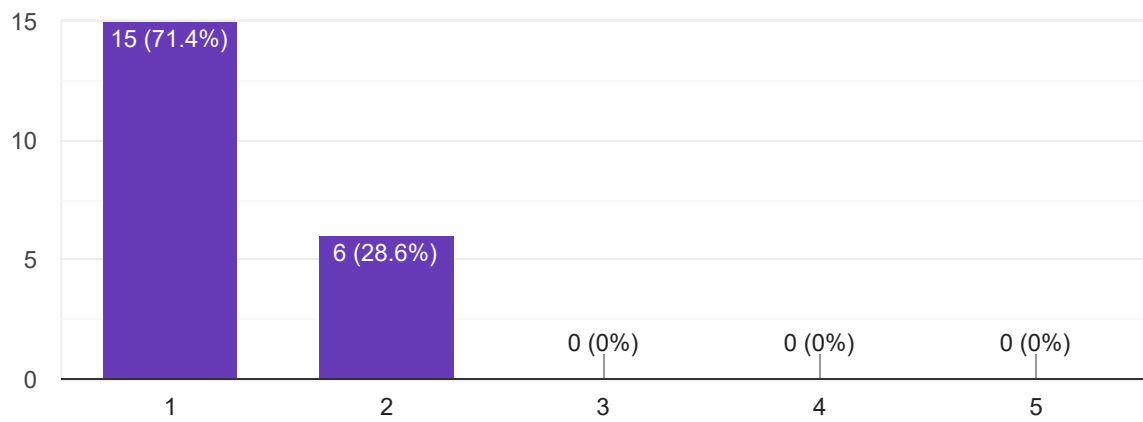
1.4 Magnus is an outdated model for AT and I plan to not refer to it in the future. (Lecture 1.3)

21 responses



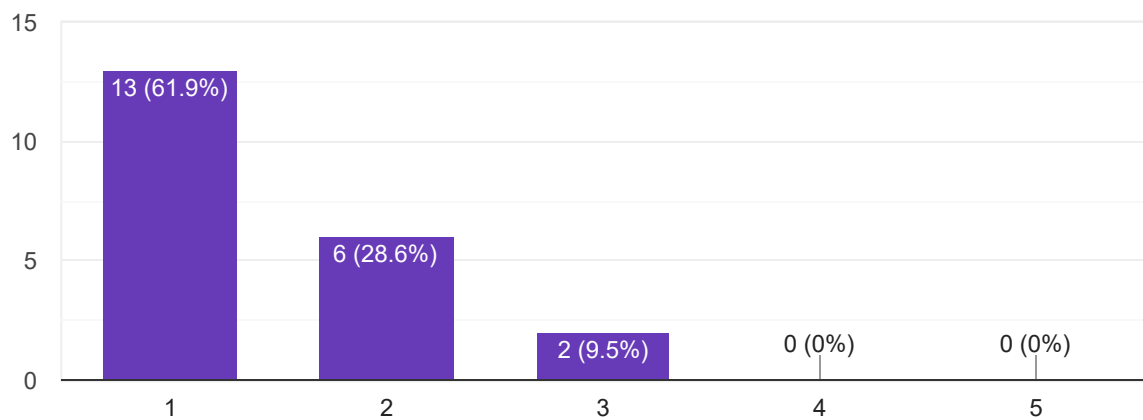
1.5 The distinction between a startle response and a stress response is clear to me. (Lecture 1.3)

21 responses



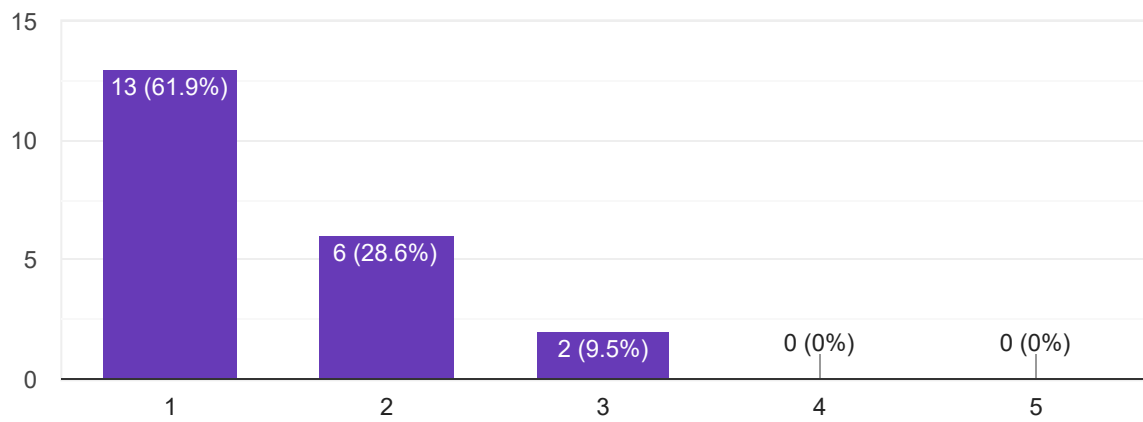
1.6 The distinction between feedback and feedforward is clear to me. (Lecture 1.4)

21 responses



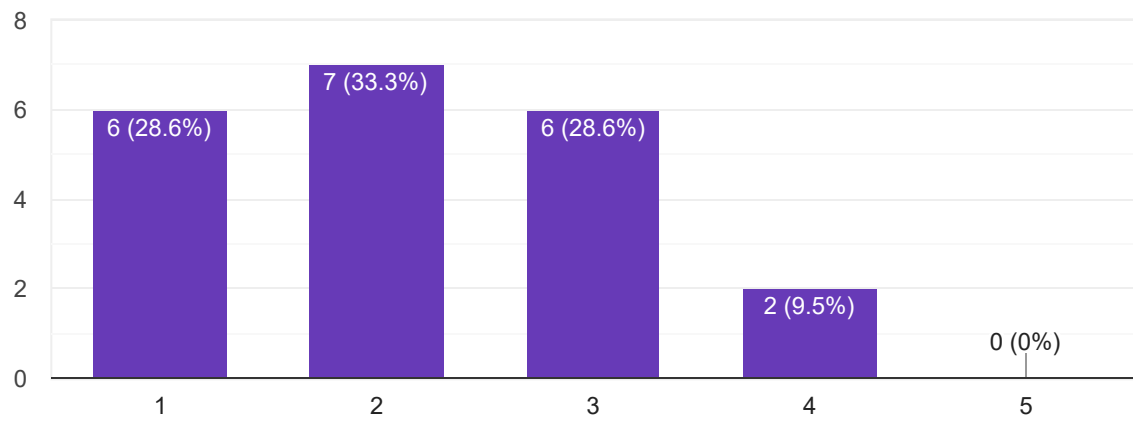
1.7 Understanding the distinction between states and processes is useful for understanding AT and the science behind it. (Lecture 1.4)

21 responses



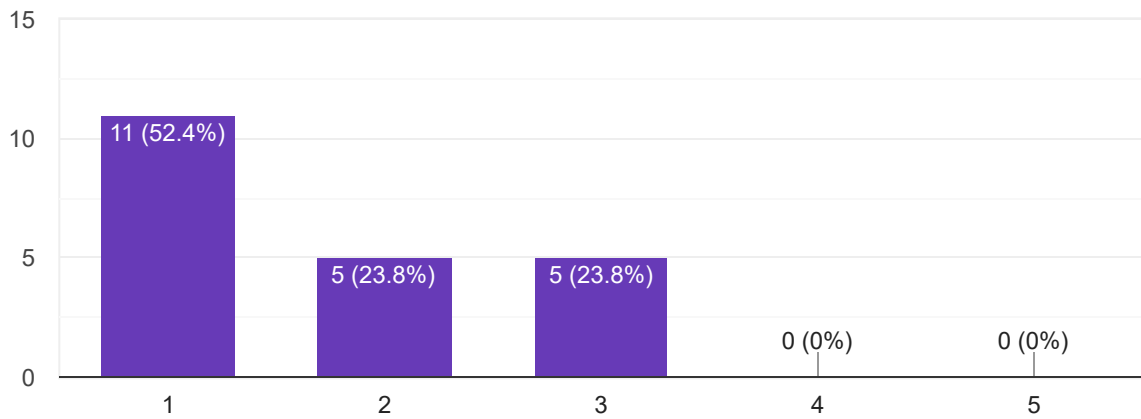
1.8 Understanding the science of AT can help people to learn the practice of AT.

21 responses



1.9 Understanding the science of AT can help AT teachers market AT better.

21 responses



1.10 Understanding the science of AT can help AT teachers to communicate better with each other.

21 responses

