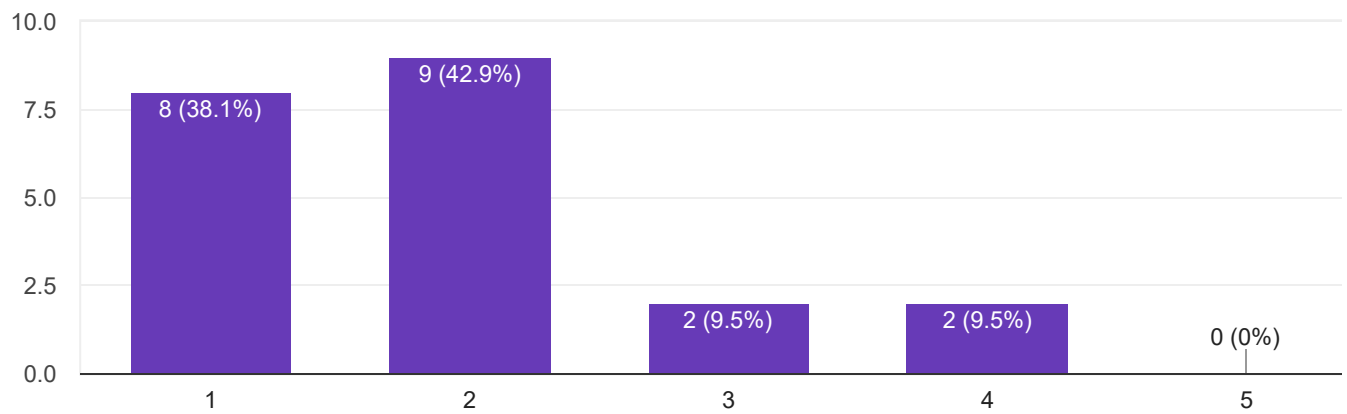


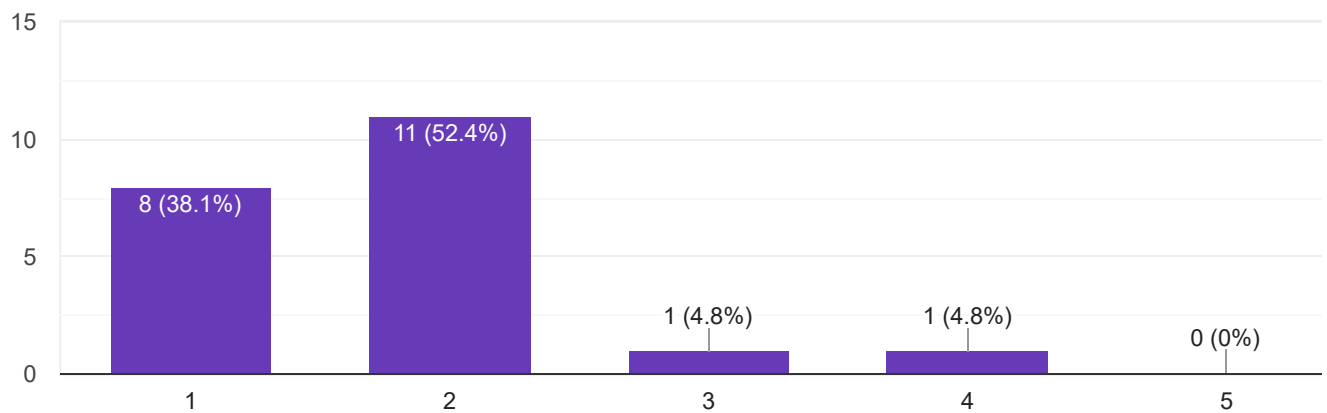
2.1 Learning the science of posture has changed/will change the way I use the word when discussing AT. (Lecture 2.1-3)

21 responses



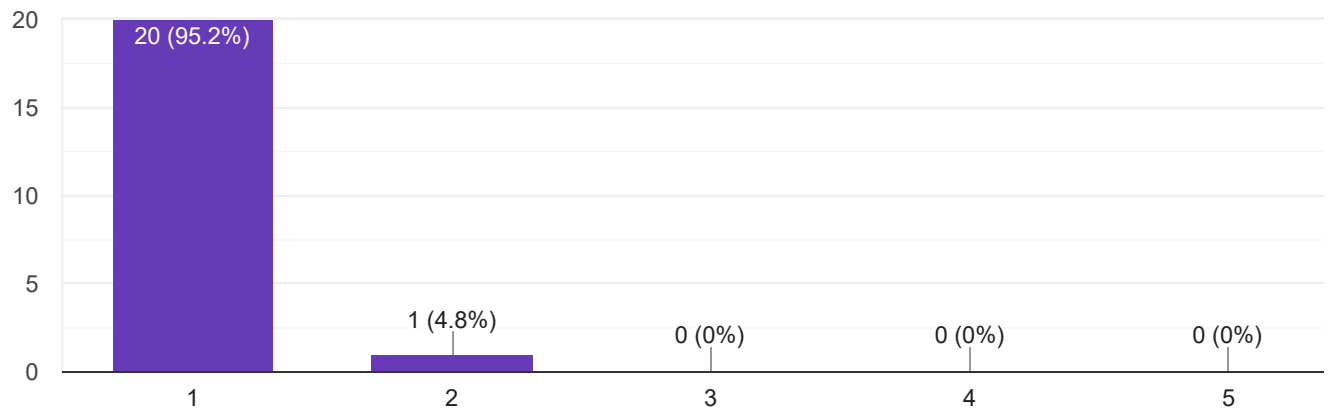
2.2 The distinction between the postural, movement, and balance systems is clear to me, from a scientific perspective (Lecture 2.1-3)

21 responses



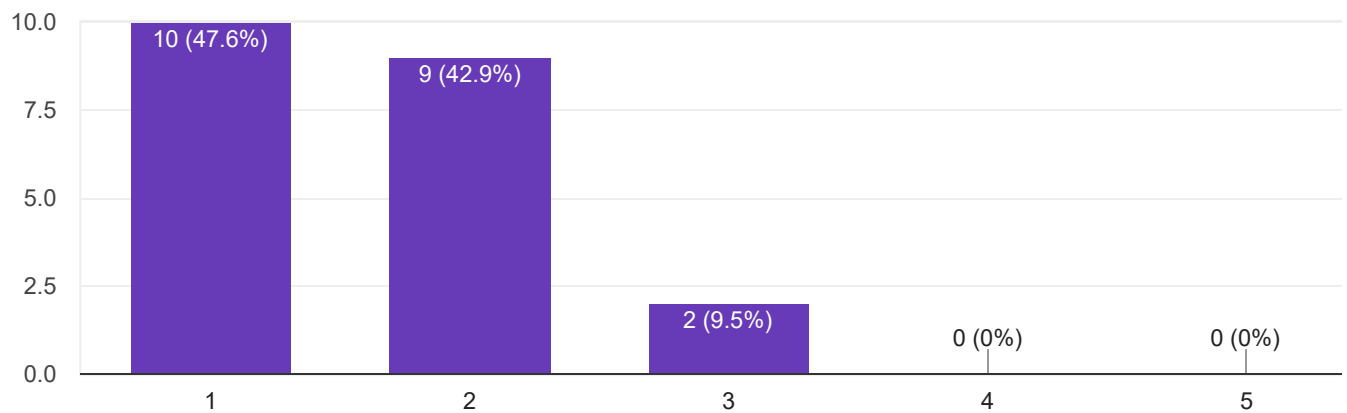
2.3 Defining posture purely as position is problematic and this contributes to confusion about the word "posture". (Lecture 2.1)

21 responses



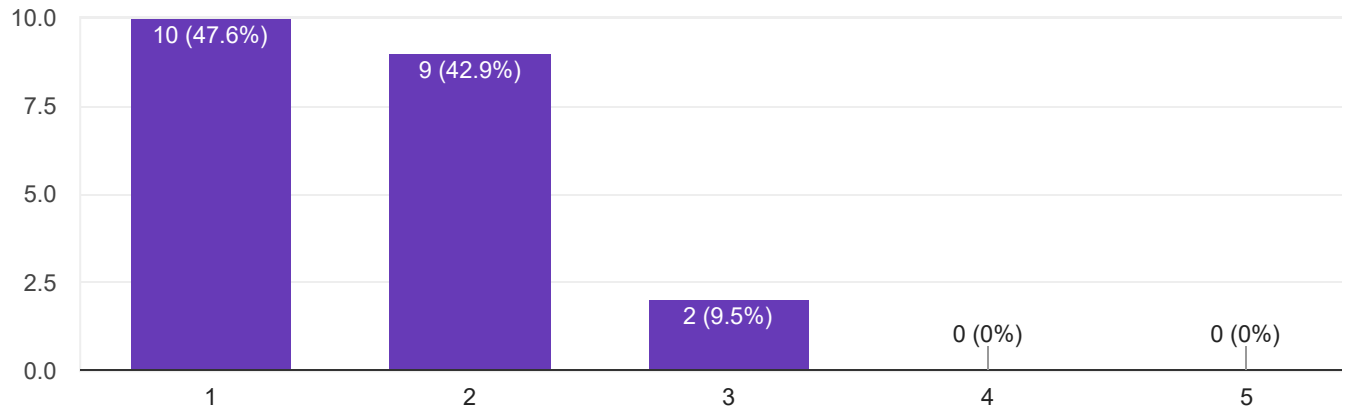
2.4 Better understanding the science of muscle tone helps me to better understand Alexander Technique experiences from a scientific perspective. (Lecture 2.3)

21 responses



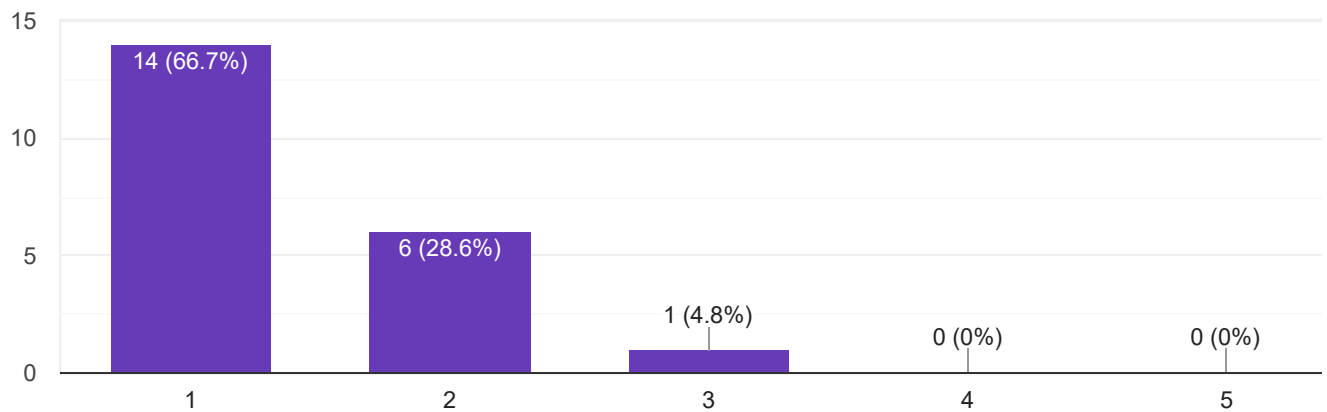
2.5 The difference between phasic and tonic is clear to me. (Lecture 1.4)

21 responses



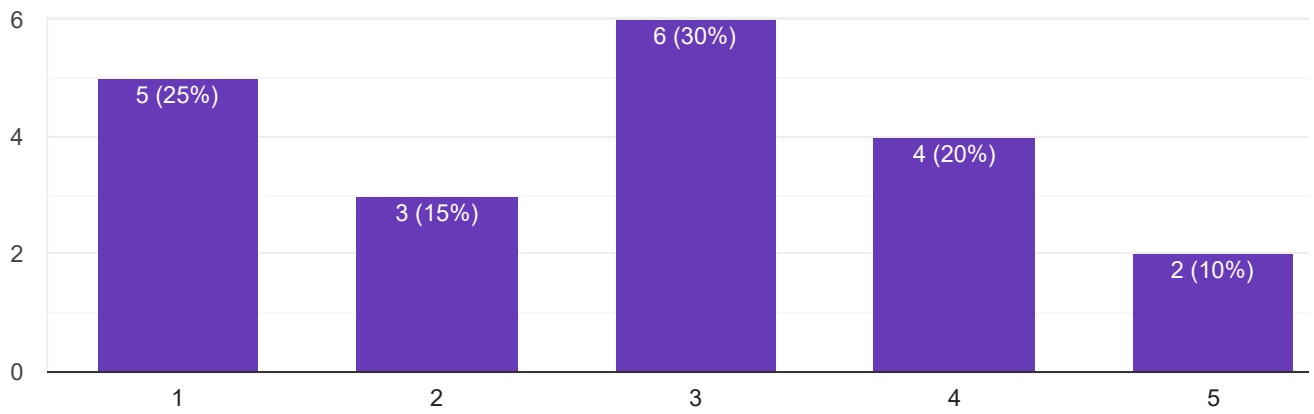
2.6 The idea that movement is a planned process while posture is an underlying state is useful for understanding my AT teaching and practice

21 responses



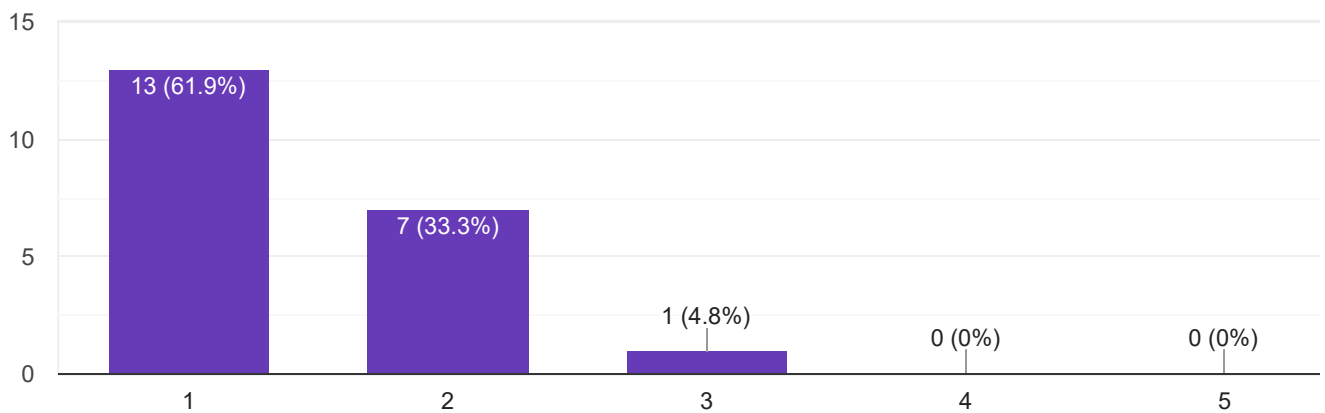
2.7 While AT may affect balance, I am not specifically teaching people how to balance, at least from the scientific definition of the word.

20 responses



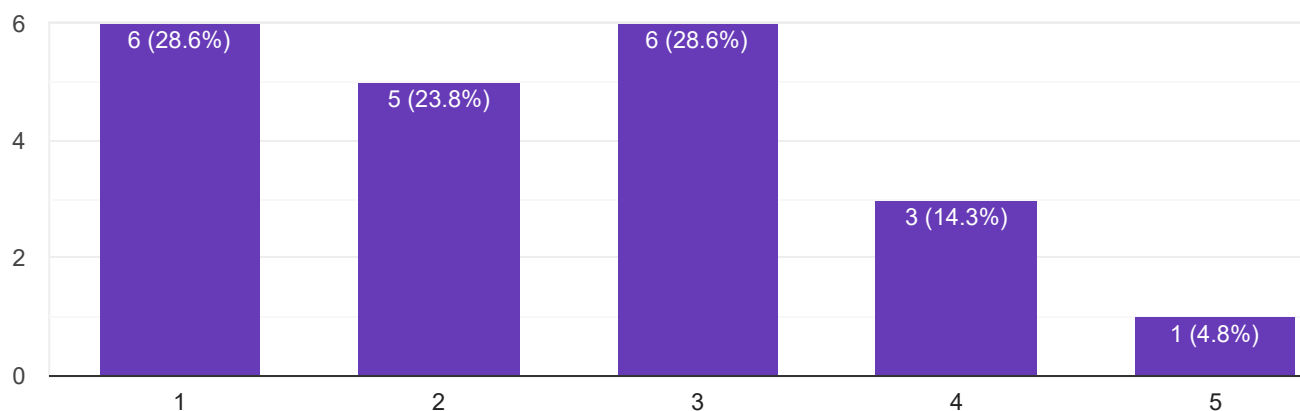
2.8 The results of the twister experiment suggest that one of the things AT teaches is adaptable tone. (Lecture 2.2)

21 responses



2.9 The concept of posture and movement as distinct systems and the differences between these systems has changed the way I think about and describe AT.

21 responses



Do you have any comments about these topics?

5 responses

Answer to last question is 4 because I was teaching like that before. Some other questions might not give number 1 answers because of what I was doing before.

When some other answers appear not to be fully understood, it is probably more to do with remembering what was in the relevant video. You have given us a massive amount of information that will take a long time to digest.

2.9 I was already thinking with these distinctions. The science supports that

The reason why I didn't answer #1 in many questions is mainly because, although I agree with the general idea, I feel that my understanding of these topics is not yet enough solid to talk about them with confidence

In relation to the concepts of posture, movement, (balance) and the science behind it, this will take me some time to become familiar with and then put it in language.

I'm not sure that these facts change my teaching that much. I do appreciate having these facts as it gives me more confidence in asserting to pupils that there are many interesting activities going on in the nervous system which it's helpful to respect whether we are noticing them at the moment or not. This is a much more positive and open attitude to adopt so much more likely to promote change. But