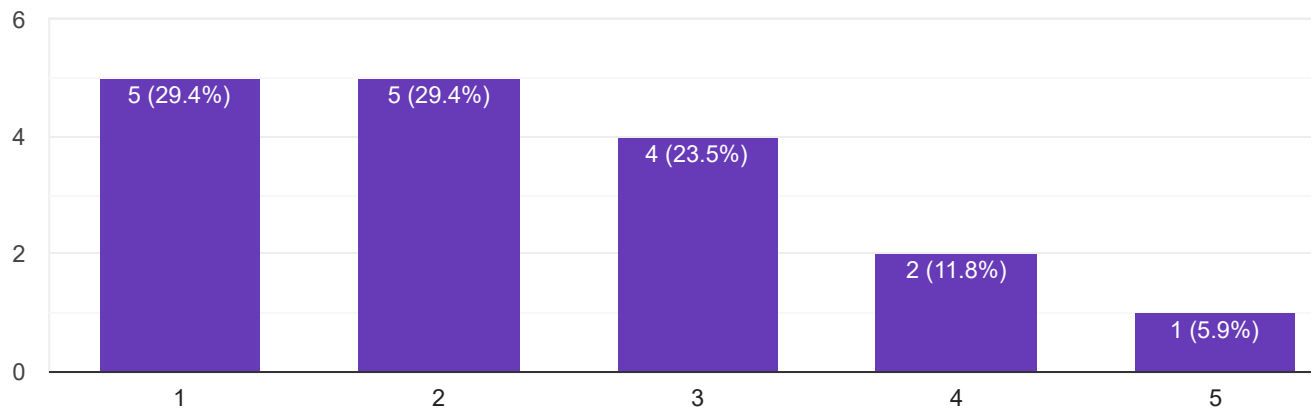


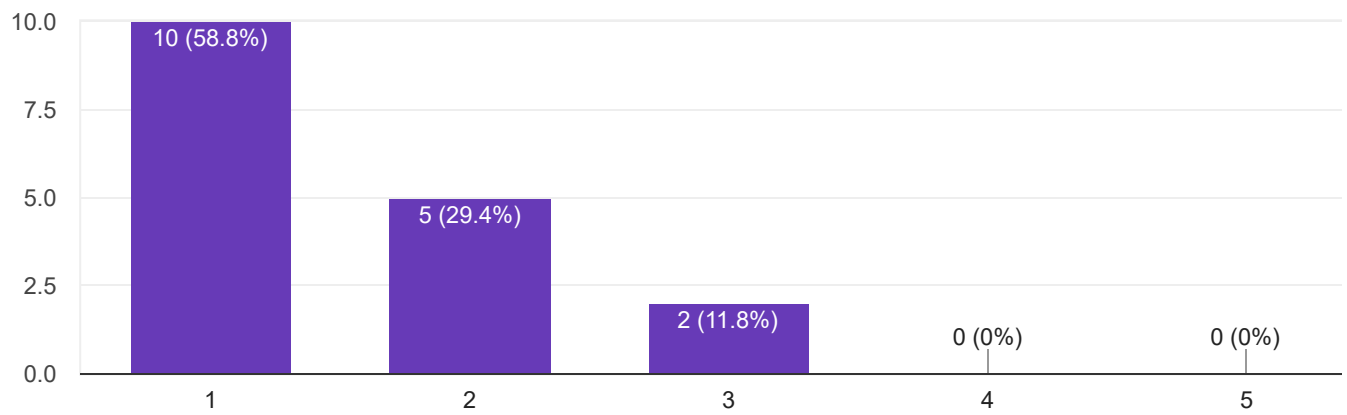
3.1 It is clear to me how gravity and the ground reaction force "squeeze" the body to cause it to collapse. (Lecture 3.1)

17 responses



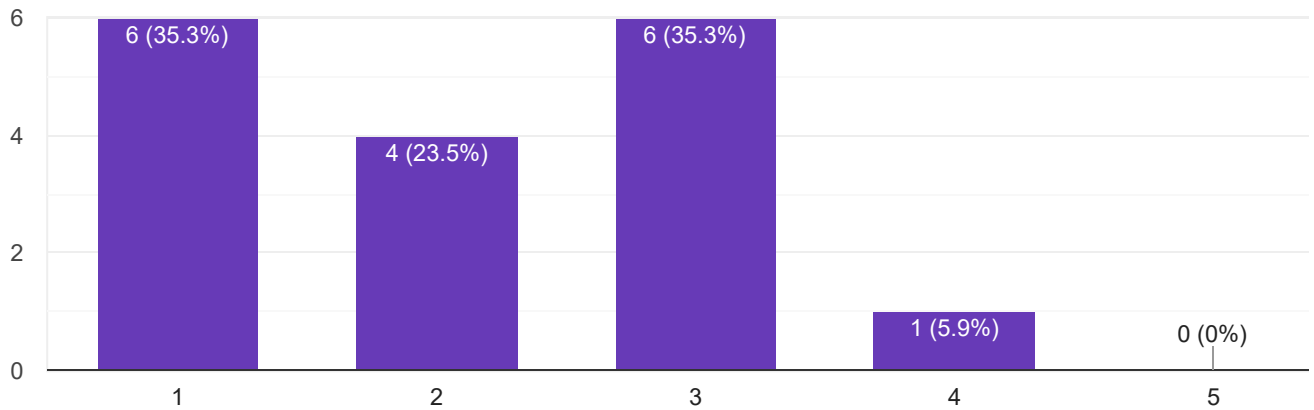
3.2 I understand what cocontraction is. (Lecture 3.1)

17 responses



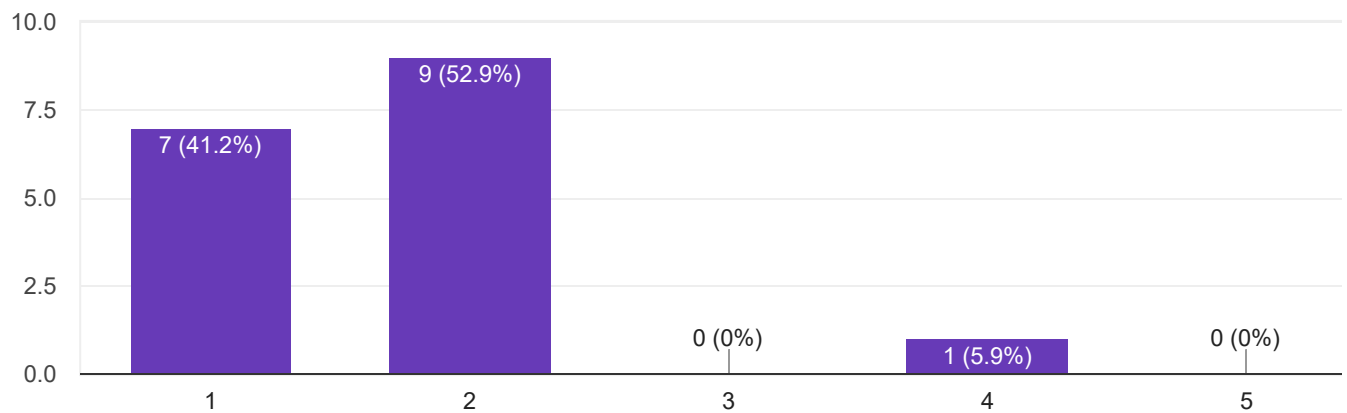
3.3 I understand what dynamic feedback is. (Lecture 3.1)

17 responses



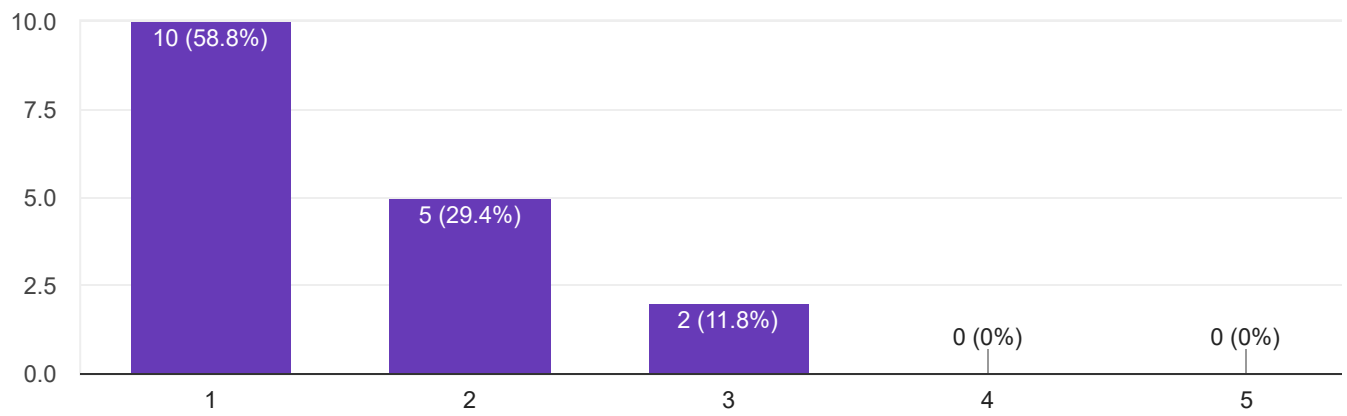
3.4 The idea of different postural matching strategies (cocontraction, dynamic feedback) helps me to better understand Alexander Technique experiences from a scientific perspective. (Lecture 3.1)

17 responses



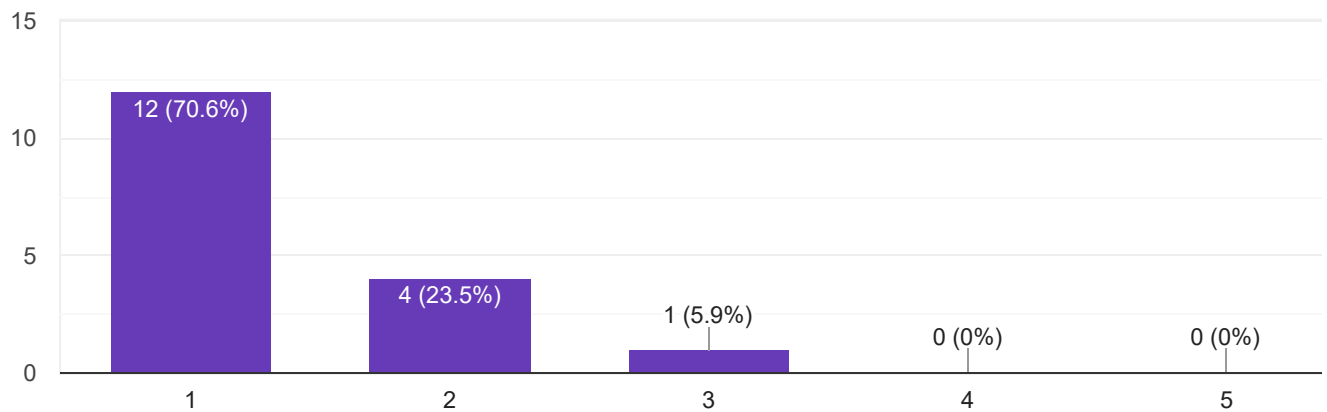
3.5 I feel like I can clearly explain what center of mass is and can explain why the center of mass has to move over the feet during sit to stand (Lecture 3.1)

17 responses



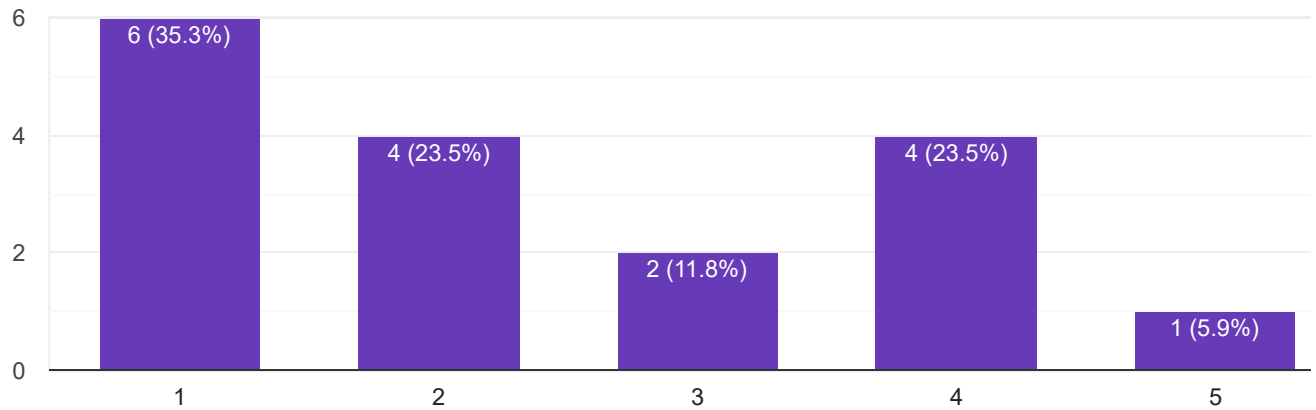
3.6 I understand how momentum changes the timing in sit to stand (Lecture 3.1)

17 responses



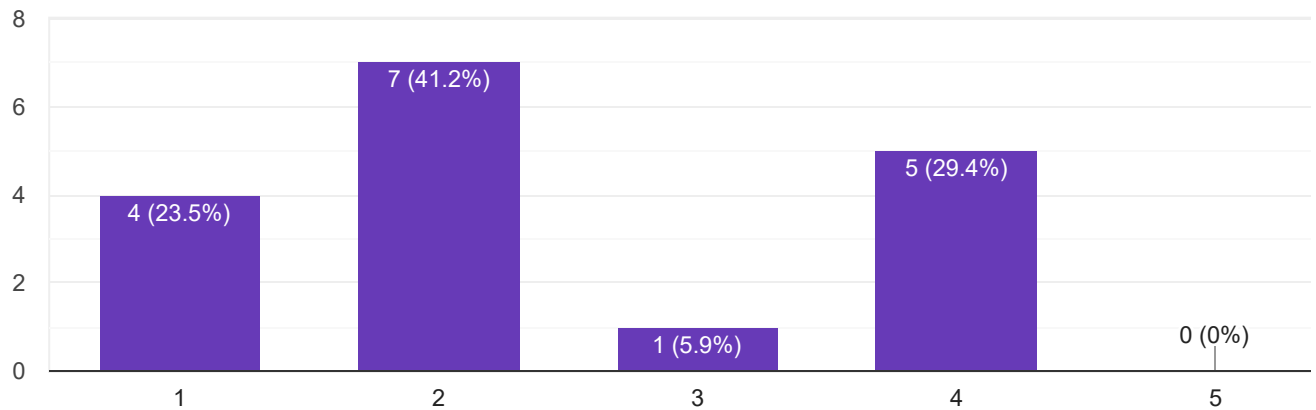
3.7 The concept of "quasistatic" movement is clear to me. (Lecture 3.1)

17 responses



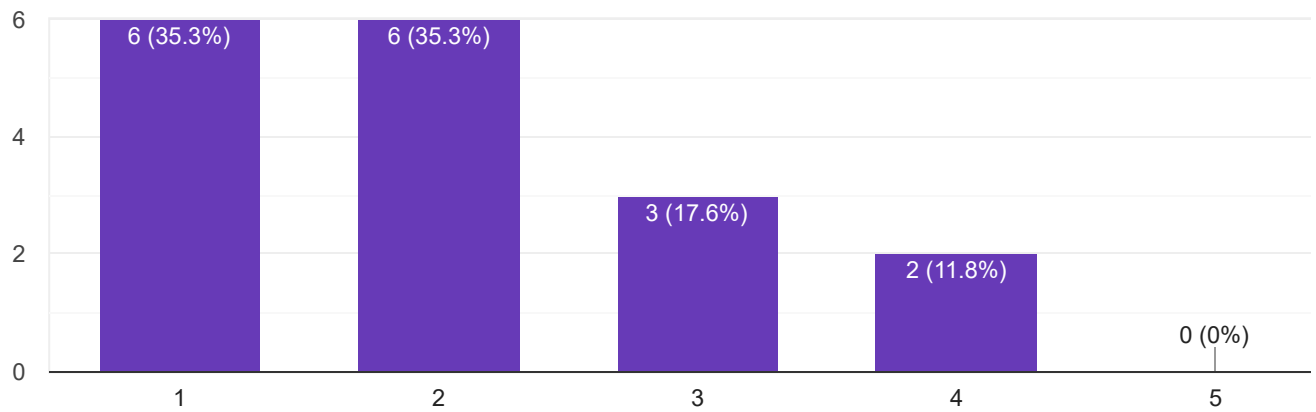
3.8 Understanding the biomechanics of sit to stand will some change aspects of the way I teach in the future.

17 responses



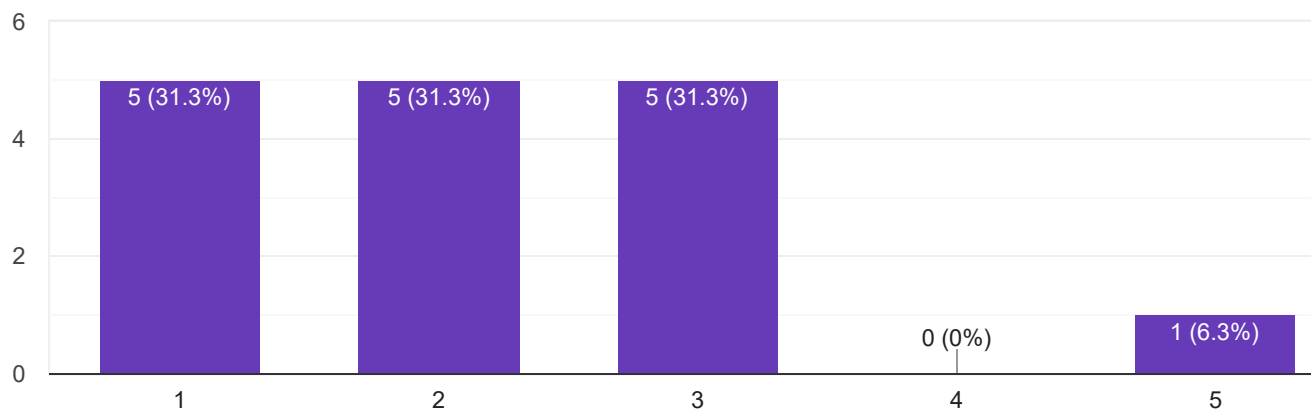
3.9 Understanding the biomechanics of sit to stand will likely change the way I explain the challenges of sit to stand in the future.

17 responses



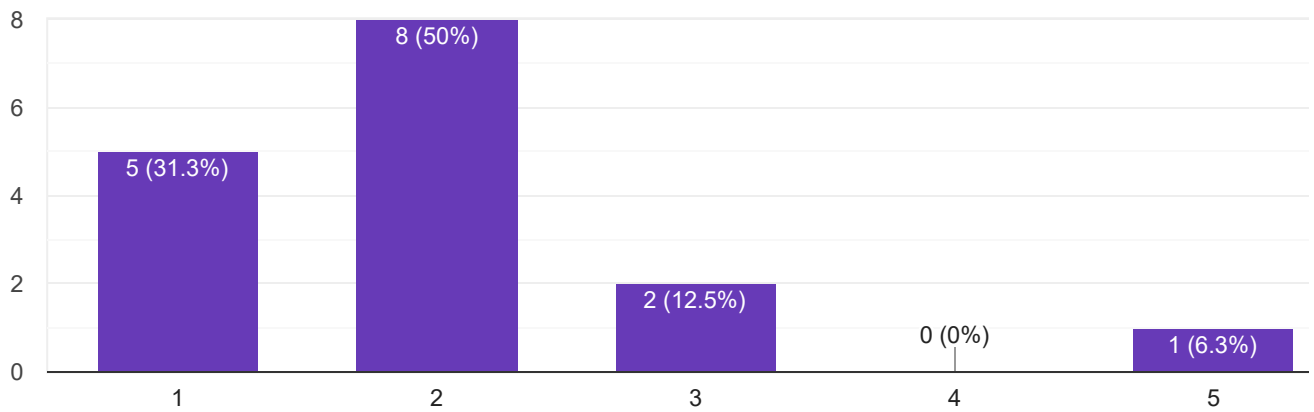
3.10 In his experiment about sit to stand, Tim explained the control group's inability to perform a deep slow, smooth sit to stand movement with a model of automatic postural support activity interfering with movement planning. This model makes sense and is the most reasonable explanation.

16 responses



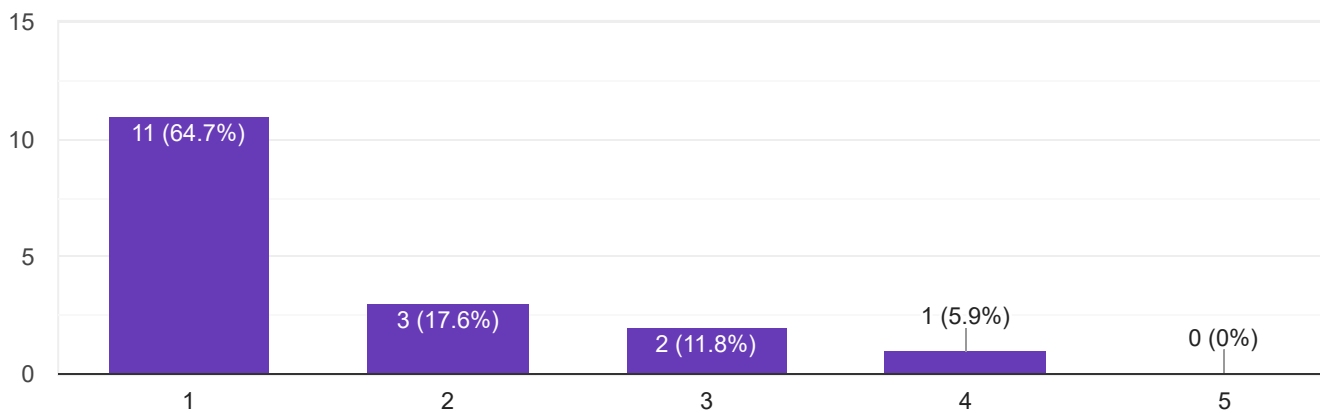
3.11 When I work on sit to stand with a student, I am working on a postural support task much more than a movement task.

16 responses



3.12 One of the things I am teaching my students is how to match external forces using dynamic strategies rather than cocontraction.

17 responses



Do you have any comments about these topics?

4 responses

I would have thought that our response to the pulls of gravity would be to lengthen, not collapse. Confusing question 3.1

It,s an interesting and playful topic I think

"Understanding the biomechanics of sit to stand will some change aspects of the way I teach in the future"
I already accurately understand and explain sit to stand biomechanically so It won't change the way I do it in the future - already doing it - no way to report that in the rating scale

I haven't had time to take it all in yet. I have felt after each week that I understood the concepts but a lot has been forgotten and needs to be repeated.