

Teaching Philosophy Statement

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The cornerstone of my teaching philosophy regarding human kinetics education is to address the potential interdisciplinary rigours that one may encounter within professional practice.

Having instructed exercise professionals in continuing education and college settings, as well as coaching exercise for the last eighteen years, my teaching philosophy combines the technical with the situational lays a sound path to professional success. From the technical and situational standpoint, I believe the following competencies are essential:

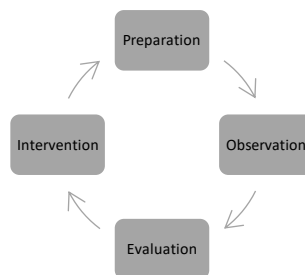
1. Anatomy, Physiology, and Biomechanical knowledge within the scope of practice.
2. Qualitative Analysis
3. Performative competency
4. Commercial competency

Anatomy, Physiology, and Biomechanical knowledge within scope

Fundamental knowledge is essential for any discipline. The complexities of human function can make this an endless quest for knowledge. For students, diving deep into this subject matter while keeping it relevant to their desired career paths to mitigate information overload and respect the scope of practice is essential.

Qualitative Analysis

Regarding situational learning, Knudson's model of qualitative analysis (1) has become an indispensable guideline for programming, coaching, and adapting exercise.



Examples of using this model include providing a movement dialogue for students and having them decipher these four steps with the information provided.

Preparation tasks may include analyzing the joint and muscular demands of the movement, gathering information on the participant(s), identifying potential risks and key features of the given movement, articulating them as clear and memorable coaching instructions for the participant(s) and providing a sound rationale for their safety and effectiveness.

Observation tasks may include viewing critical movement features of the participant(s), prioritizing the importance of what is being seen, assessing the consistency of the movement being observed with provided instruction, and devising strategies around ideal vantage points and viewing distances.

Evaluation tasks may include grading consistencies between what is instructed and what is observed, identifying strengths and limitations, prioritizing limitations around safety and effectiveness rationales and identifying a range of correctness (a “right” amount of “wrong”).

Intervention tasks may include paused or real-time correction to participant movement. Understanding what is known about the activity and the participant(s), the hope would be to intervene in a way consistent with already provided instruction that does not confuse or undermine the participant(s).

Performative Competency

Providing a positive experience within coaching human movement requires a blend of practitioner and performing artist skill sets. The practitioner's ability to understand the intricacies of human movement is paired with the artist's ability to understand general and specific wants and needs and adapt their instruction to them in real time. Additionally, discussing the importance of competencies such as personal management can be a significant asset, as bringing the best out of people through human movement includes bringing the best version of yourself.

Commercial Competency

Another vital competency that one can hope for is a result of the previous three. Stable, secure positions within human kinetics are somewhat limited, so they sometimes must be created. Knowledge of best business practices, confidently presenting your services, fostering relationships, client/patient retention, referral, and bringing the best version of yourself into professional practice is essential for critical and commercial success.

Conclusion

In summary, my teaching philosophy for human kinetics education is centred on situational learning, interdisciplinary balance, analysis, and simply becoming the best person you can be. By combining practical/professional experiences with theoretical knowledge, encouraging analysis/decision-making, and fostering relationships, I aim to equip my students with the skills and perspectives necessary to contribute to their professional aspirations in the field of human kinetics.

References

- (1) Knudson, D. (2000). What Can Professionals Qualitatively Analyze? *Journal of Physical Education, Recreation & Dance*, 71(2), 19-23.**