

## Commented bibliography

### Books

Ambady N. & Rosenthal R. (1993). *Half a Minute*. In Journal of Personality and Social Psychology Vol. 64, No. 3, 431-441.  
Students can predict teachers' end of term ratings based on viewing 5-second clips of their nonverbal behaviour. (Available on the Internet)

Buzan T. (1996). *The Mind Map Book*. London: Plume/Penguin.  
(Available on the Internet)

A method for organising complex information in a simple format.

Buzan explains mind maps: <http://www.youtube.com/watch?v=MlabrWv25qQ>

Download free Mind mapping app for iphone, ipad or android at:

<http://www.mindjet.com/mindmanager/features/mobile-mind-mapping>

Carbonell, M. (2017). “La intervenció de l’educador social en el marc educatiu formal”. In *Acció socioeducativa de l'escola*. UOC.

Working on the interests of students and using more participatory strategies will allow us to bring disruption to an end.

Chabris C. & Simons D. (2011) *The Invisible Gorilla*. London, UK : HarperCollins.

Two psychologists look at 6 illusionary tricks our brains play on us and which influence our lives. They suggest ways of becoming critically aware of intuition.

Charlton, B.D., & Reby, D. (2016). *The evolution of acoustic size exaggeration in terrestrial mammals*. *Nature Communications*, 7, 12739.  
<http://doi.org/10.1038/ncomms12739>

Larger mammals have lower voice pitches. Male mammals have adapted to produce lower pitched voices to signal that they are larger and so more sexually attractive.

Damasio, A. (2010) *Self Comes to Mind*. USA: Pantheon Books  
(Available on the Internet)

A neurological investigation of what consciousness is. Chapter 3 ‘Making maps & Making images’ is about how the brain understands external reality and itself by making maps, images, neural pathways. View Damasio explaining his map and images model:

<http://www.youtube.com/watch?v=IvBHBt26g28&NR=1>

Dilts R. (1986). *Dynamic Learning*, PO Box 1910, Capitola, California 95010, USA: Meta publications.

There are a couple of interesting chapters on Language learning, one on spelling.

Eckman, P., (2013) *Emotions Revealed*. New York, USA: Times Books

Reading faces for emotion to improve communication. The science behind the TV series 'Lie to me'.

(pdf download: <https://zscalarts.files.wordpress.com/2014/01/emotions-revealed-by-paul-ekman1.pdf>)

Emery, N.J. (2000). *The eyes have it: the neuroethology, function and evolution of social gaze*. 28 April, by Pergamon. Retrieved from: <http://www.ece.uvic.ca/~bctill/papers/facerec/Emery2000.pdf>

Hawk, T. and Shah, A. (2007) *Using Learning Style Instruments to Enhance Student Learning*  
<http://onlinelibrary.wiley.com/doi/10.1111/j.1540-4609.2007.00125.x/full>

Gallo, C., (2009) *The Presentation Secrets of Steve Jobs*, USA: McGraw Hill. (Available on the Internet)

Well narrated insights into how a master presenter went about the job. Useful tips on communicating applicable to class presentations.

Gladwell M. (2005) *Blink: The Power of Thinking Without Thinking*, USA, Time Warner, New York (Available on the Internet)

Thin-slicing is our ability to extract correct conclusions at practically first sight. However, the book warns that in order to trust our first impressions we must calibrate them. (Available from your local library: <http://tinyurl.com/q3cm3> )

Gardner H.,(1993)*Frames of Mind: The Theory of Multiple Intelligences*, Basic Books, NY, USA.

Only two intelligences—linguistic and logical mathematical—have been valued and tested for in modern schools. MI theory, represents a departure from traditional conceptions of intelligence measured by IQ tests. MI theory posits that individuals possess eight or more intelligences.

Goleman D., (1996) *Emotional Intelligence* Bloomsbury Group, London.

The title is a combination of Gardner's interpersonal and intrapersonal intelligences. Goleman shows how through the application of these intelligences to emotion we can improve our lives. Emotions are habits, and like any habit can undermine our best intentions. We can unlearn some emotions and develop others to gain control of our lives.

Grinder M. (2000). *Righting the Educational Conveyor Belt*, 16303 NE 259<sup>th</sup>. St., Battle Ground, WA. USA: Grinder and Associates.

Helpful, practical teaching applications, explanations and worksheets on the Nlp model for learning strategies: VAK.

(e-book format: <http://tinyurl.com/oj28wz3>)

(Paperback: <https://nq168.infusionsoft.com/app/storeFront/showProductDetail?productId=65>)

Grinder M. (1993). *Envoy*. 16303 NE 259<sup>th</sup>. St., Battle Ground, WA. USA: Grinder and Associates. A practical and personal guide to classroom management with self-assessment worksheets

(e-book: <http://tinyurl.com/oj28wz3>)

(Paperback: <https://nq168.infusionsoft.com/app/storeFront/showProductDetail?productId=7>)

Grinder M. (2000). *A Healthy Classroom*. 16303 NE 259<sup>th</sup>. St., Battle Ground, WA. USA: Grinder and Associates  
How to establish and preserve relationships between the students.  
(e-book: <http://tinyurl.com/oj28wz3>)  
(Paperback: <https://nq168.infusionsoft.com/app/storeFront/showProductDetail?productId=67>)

Grinder M. (2004). *Charisma*. 16303 NE 259<sup>th</sup>. St., Battle Ground, WA. USA: Grinder and Associates  
Charisma is 'the ability to influence groups through relationships'. Made very comprehensible and applicable to teaching through the cat/dog analogy.  
(e-book: <http://tinyurl.com/1614zyj>)  
(Paperback: <https://nq168.infusionsoft.com/app/storeFront/showProductDetail?productId=31>)

Grinder M. (2007). *The Elusive Obvious*. 16303 NE 259<sup>th</sup>. St., Battle Ground, WA. USA: Grinder and Associates  
The full background to non-verbal management strategies explained.  
(e-book: <http://tinyurl.com/ne6p82g>)  
(Paperback: <https://nq168.infusionsoft.com/app/storeFront/showProductDetail?productId=51>)

Grinder M. (2008). *Managing Groups: The Fast Track*. 16303 NE 259<sup>th</sup>. St., Battle Ground, WA. USA: Grinder and Associates  
How to lead and maintain a healthy group through observable stages: formation, functional, dysfunctional. (e-book: <http://tinyurl.com/oj28wz3>)  
(Paperback: <https://nq168.infusionsoft.com/app/storeFront/showProductDetail?productId=35>)

Haddon M. (2003). *The Curious Incident of the Dog in the Night-Time*. UK: Random House.  
Novel: the world seen through the eyes of a teenager with Asperger's syndrome. The story puts the reader into a different map of reality: the mindset of an autistic boy.  
(Available from your local library: <http://tinyurl.com/nbondyb>)

Maguire, T. (2017) *Charismatic Teaching*, Amazon vouchers  
Practical strategies to become a charismatic teacher.  
[www.sinera.org/manage/Preview.pdf](http://www.sinera.org/manage/Preview.pdf)

Millar, A. (1956). *The Magical Number Seven, Plus or Minus Two: Some Limits on our Capacity for Processing Information*.  
Our conscious mind can only hold 5 to 9 items at a time. Above that number it tends to trance out. That means that teachers should to *stack* input information, not *separate* it.  
<http://psychclassics.yorku.ca/Miller>

Pentland A. (2008) *Honest Signals*. Cambridge, Massachusetts, USA: The MIT Press. (Available on the Internet)  
Scientific measuring of nonverbals. Watch the video explanation:  
<http://www.youtube.com/watch?v=VKGJ2tNnIBM&feature=related>

Pease A. & Pease B. (2006). *The Definitive Book of Body Language*.

UK. Bantam Books.

Information based on anthropological studies and presented in a very digestible format.  
(pdf Format: <http://tinyurl.com/hjc9qe4>)

Sousa, D. (2014) *The Primacy/Recency Effect*. The Lancashire Grid for Learning.

How to improve retention by strategic presentation.

Available as pdf <https://www.lancsngfl.ac.uk/secondary/math/download/file/How%20the%20Brain%20Learns%20by%20David%20Sousa.pdf>

Stoet, G. et al. (2013) 'Are women better than men at multi-tasking?' in *BMC Psychology*, BioMed publishers, UK.

(<https://bmcpyschology.biomedcentral.com/articles/10.1186/2050-7283-1-18>)

## Websites

- Reference website: [http://www.sinera.org/class\\_management](http://www.sinera.org/class_management)

- Aphantasia :

Some people cannot create internal images. They do not process through visualisation.

<http://www.bbc.com/future/story/20160524-this-man-had-no-idea-his-mind-is-blind-until-last-week>

- Approachability / Credibility: facial first impressions

Research paper from York University, UK, giving facial images of the credible/approachable 'look'.

<http://www.pnas.org/content/early/2014/07/23/1409860111.full.pdf>

- APAC monograph on Class management:

<http://www.apac.es/publications/monographs.html>

- Beat per minute counter for music:

<http://www.abysmedia.com/bpmcounter/>

## Brain Waves

The discovery of brain waves by Hans Berger. This is linked to the use of music in class. [http://www.simonheather.co.uk/pages/articles/brain\\_waves.pdf](http://www.simonheather.co.uk/pages/articles/brain_waves.pdf)

- Content material

<http://www.apac.es/classroom-resources>

<https://www.facebook.com/English4U1>

- Encyclopedia of Nlp

Information on all Nlp works, words and people.

<http://nlpuniversitypress.com/>

- A Map of Internet

Original proposal for internet design by Tim Berners- Lee

<https://www.w3.org/History/1989/proposal.html>

- Microexpressions facial test.

<http://www.cio.com/article/2451808/careers-staffing/facial-expressions-test.html>

- Mind mapping apps for Android & iOS

<http://www.mindjet.com/mindmanager/features/mobile-mind-mapping/>

- Nocebo, the effect

The opposite of placebo, nocebo may induce negative physical reactions

<https://www.theguardian.com/science/2011/nov/13/nocebo-pain-welcome-trust-prize>

- Non-verbal orchestral conducting by Leonard Bernstein

<https://www.youtube.com/watch?v=oU0Ubs2KYUI>

- Test your intelligences

Check out your strongest intelligences.

<http://www.anglolang.com/uploads/MultipleIntelligencesCheck.doc>

- Test your learning styles

V, A, K, can be used to determine learning style preferences. Try the test:

<http://tinyurl.com/6zff6q>

- Learning styles

#### **Criticism:**

A number of professionals criticise the use of learning styles to input content in the learner's preferred style. They say that students will improve if they are encouraged to think about how they learn. They give no clues as to how to effect this.

<https://www.theguardian.com/education/2017/mar/12/no-evidence-to-back-idea-of-learning-styles>

#### **Defence:**

Authors defending learning styles

<http://onlinelibrary.wiley.com/doi/10.1111/j.1540-4609.2007.00125.x/full>

- The non-verbals of public figures like Obama, Mas, Rajoy, Mourinho and Vilanova

<http://www.youtube.com/watch?v=UUYcSwUYOpE>

- Voice pitch study

Both men and women select male and female leaders with lower voices as preferred leaders: [http://tom.sinera.org/management/LinkedDocuments/Voice\\_pitch\\_study.doc](http://tom.sinera.org/management/LinkedDocuments/Voice_pitch_study.doc)

- VAK test from an Australian University

<http://tinyurl.com/q5llkgt>

- Uptalk (Overuse of the approachable speech pattern.)  
The habit of ending statements with a stress that makes them sound like questions.  
<http://www.bbc.com/news/magazine-28708526>

## Webinars

- Richard Bandler describes how Nlp is being applied in education.  
<http://www.youtube.com/watch?v=BbfXGDpCNI8>
- Tony Buzan demonstrates mind maps: <http://www.youtube.com/watch?v=MlabrWv25qQ>
- Michael Caine describes how blinking affects attention  
<http://www.youtube.com/watch?v=UTMRufBXhCY>
- Antonio Damasio, neurologist, reveals that the mind uses sensory information to construct maps of reality : <http://www.youtube.com/watch?v=IvBHBt26g28&NR=1>
- Michael Grinder analyses David Cameron's body language:  
<http://www.youtube.com/watch?v=Zw76DIQI4n4>
- Merly Streep demonstrates how voice modulation affects the meaning of the most banal texts. <http://www.youtube.com/watch?v=A8TSBw5JiWE>
- Neuroscience and Magic  
Two neuroscientists explain how magicians direct our attention and suggest that teachers could use similar attention strategies in class.  
[http://www.learner.org/courses/neuroscience/common\\_includes/si\\_flowplayer.html?pid=2395](http://www.learner.org/courses/neuroscience/common_includes/si_flowplayer.html?pid=2395)
- One Minute Meditation  
Relieve your stress by concentrating on your breathing for one minute.  
<http://www.youtube.com/watch?v=RvsmBwOWozI>
- Non-verbal communication – The Documentary  
<https://vimeo.com/155179623>
- Sandy Pentland & team explain how they measure body language:  
<http://www.youtube.com/watch?v=VKGJ2tNnIBM&feature=related>
- Ken Robinson on kinaesthetic learners:  
<http://www.youtube.com/watch?v=tDVBoIrhWU&feature=share>
- Uses of blinking in acting: <https://www.youtube.com/watch?v=EcESn2Ne-sQ>
- Why do we blink so frequently? A Japanese scientific study on blinking.  
<http://blogs.smithsonianmag.com/science/2012/12/why-do-we-blink-so-frequently>

## Good Practice : hints for teacher

### 1. Visual

- Seating arrangement : make sure you can see all trainees easily. (Horseshoe format recommended.)
- If there are handouts to be given, have them ready.
- If you are using a beamer have it showing the overview for the session.

### 2. Auditory

- Greet everyone at the beginning of the session and say goodbye at the end.
- Learn names quickly and use them often.
- Use music to create atmosphere and to signal end of a practice session (louder > softer > off)
- Vary voice tones: pilot / attendant
- Use incomplete sentences, pauses, silences, to get attention and move forward.
- Say what you want. (Not what you don't want.)
- Say few rules and keep to them (Walk your talk.)
- Pace and then lead: Acknowledge a point expressed then lead into next point on the agenda.
- Challenge presuppositions rather than the challenging statements :

*Trainee: "I don't think homework is a good idea."*

*Trainer: "Let's stop for a moment and think of the advantages of homework."*

#### - **SPELLING STRATEGY**

(To help auditory(poor) spellers become visual(competent) spellers)

1. Place the correct spelling of the word in front of you so you can see it easily.
2. Close your eyes and think of something that feels familiar and relaxing. When the feeling is strong, open your eyes and look at the correct spelling.
3. Move your eyes up and picture the correct spelling in your mind's eye.
4. Look up at your mental image and write down the letters you see. Check what you have written against the correct spelling. If incorrect go to step #1.
5. Look up at your mental image and spell the word backwards (write the letters down from right to left). Check the spelling. If incorrect, go to step #3.

### **Helpful hints for the Spelling strategy**

- A. Picture the word in your favourite colour.
- B. Make any unclear letters stand out by making them look different than the others in some way - e.g. bigger, brighter, closer, a different colour, etc.
- C. Break the word into groups of three letters and build your picture three letters at a time.
- D. Put the letters on a familiar background. Picture something like a familiar object or movie scene then put the letters you want to remember on top of it.
- E. If it is a long word, make the letters small enough so that you can see the whole word easily.
- F. Trace the letters in the air with your finger and picture in your mind the letters you are writing.

With long words, people often experience difficulty in being able to initially visualise the entire words easily (especially people new to the process of visualising). Most often what happens is that some letters are clear but the rest get out of focus or hazy. In such a situation one needs some operations to make the unclear letters stand out. In this case there are two more sub-operations that may be used:

- a. breaking the word down into groups of letters (typically groups of three);  
and
- b. the letters can be made brighter, put in one's favourite colour, put on a familiar background, made bigger, etc.

### **3. Movement** (Kinaesthetic)

6. Use gestures as consistently as possible:
7. *Credible: palms down (sending information) / Approachable: palms up (asking for information).*
8. *Gesturing towards: Yourself, Audience, Your notes, Outside.*
9. *Positive comments: gesture to group; Negative comments: gesture outside.*
10. If you make a mistake, move slightly, breathe and pause, then shift back to your usual position. (Creates amnesia of the error.)
11. Walk the talk: do what you say. (If asking for silence, keep quiet yourself.)
12. Use non-verbal signals for bringing group back on task: hand up, point to agenda...

### **4. Breathing**

13. Breathing deeply and slowly calms the group.
14. Use deep breathing especially in stressful situations.
15. Air the room. Let the oxygen in.