Photo

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Tom Maguire has degrees in English (Glasgow), French (Montpellier) and Philology (Santiago de Compostela). He is Master Practitioner in Neuro-linguistic Programming (Nlp) and is certified in Group Dynamics by Michael Grinder, author and expert in group mastery. He has over 30 years experience training students and teachers.

GENERAL PRESENTATION AND GOALS

The outcome of this module is to present a model of group dynamics applied to class management. We will deal with non-verbal management techniques to respond to questions like: How do you capture the attention of the group and how do you retain it? Participants will learn to use the full range of non-verbal management techniques systematically to create an orderly environment conducive to learning.

COMPETENCES

By the end of this module, trainees should be able to:

- Analyse and reflect on the basic elements that characterize the process of acquiring and learning a foreign language

- Develop and apply tools and strategies that allow for the implementation in the classroom of different methodological approaches to meet the needs of different contexts and educational levels

- Understand the relationship between learning models, teaching methods and the selection and design of materials and tasks

- Understand the relationship between teaching models and assessment models and tools

- Design syllabi and teaching units within the curriculum that integrate the teaching and learning of both language and contents, taking into account four basic principles: the progression in learning content, the communicative use of language, the development of cognitive skills and the development of students' cultural awareness

- Design syllabi and teaching units within the curriculum taking into account social,

educational and individual factors (age, attitude, aptitude, motivation, personality and cognitive and learning style) involved in the teaching and learning of a foreign language in secondary schools and foreign language schools

- Adapt educational materials to the needs of their students and to the objectives of syllabus and teaching unit design within the curriculum

- Foster a positive atmosphere in the classroom to facilitate learning and to highlight their students' contributions

- Understand assessment as a tool to regulate and encourage their students' effort

- Get to know and use Information and Communication Technology (ICT) as a source of information for teaching English

- Conduct systematic reflective teaching practice to come up with innovative teaching experiences and to adapt their own teaching approach to the needs of the educational system, the school context and their students

- Design and conduct critical observation of teaching and learning processes within the following areas: implementation of curriculum-based syllabi and teaching units; class management; interactions among participants - both students and teachers -; participants' perceptions of teaching and learning processes; the materials and activities used, and their effect on such processes

- Use suitable quality indicators to conduct critical analysis of the trainees' own teaching approach

- Identify problems related to the teaching and learning of English, and suggest alternatives and solutions

- Relate the processes and attitudes observed in the foreign language classroom with the social context of the classroom and their students' personal characteristics

- Design and develop educational assessment projects

- Design and develop teaching innovation projects

- Maintain an attitude of ethical commitment during any research conducted in educational contexts

- Develop the social skills necessary to conduct research processes in educational contexts

METHODOLOGY

The model *Group Mastery* will be applied within the framework of a standard class cycle:

- focusing the attention of the group,

- retaining their attention while the teacher gives explanations,

- managing individual seatwork in class.

The teacher will demonstrate and comment on the techniques, practice will ensue in groups, followed by feedback, with questions, clarifications and corrections.

TOPICS

1. Introduction to the group dynamics model *Group Mastery*, based on NLP.

2. Showing how Key Competences integrate within the proposed model.

3. Introduction of calibration to gauge the class group's responses.

4. Demonstration of an effective system for presenting and managing information: mind maps.

5. Discussion of a learning model.

6. Presentation of scientific evidence that supports the proposed model.

SYLLABUS

Session 1: The Model (2 hours): Module overview explanation of module assessment. Presentation of the *Group Mastery* model. Demonstration of techniques to focus the attention of the group, followed by a practice session and discussion. Background information on Nlp and its learning models which will enable participants to assimilate the module information more effectively and understand how their students will do so. Understanding the integration of Key Competences in this management model.

Session 2: Presenting information (2 hours): Practice and theory of the first aspects of non-verbal behaviour and calibrating student feedback. Mind maps and their uses in information presentation, memorisation, studying and their positive effect on group management. Demonstration of the use of a variety of visual techniques to maintain attention and calibrate feedback.

Session 3: Maintaining attention (2 hours): Using the voice non-verbally to maintain focus and optimise communication. Positive verbal communication with practice based on Chomsky's analysis. Influencing behaviour through music. Practice and theory of the body language aspects of the Group Mastery and learning to calibrate their feedback.

Session 4: Attending to individuals (2 hours): Understanding congruence and its importance in optimal communication. Demonstration and practice of gesturing and its influence in managing groups. The importance of breathing in management. Combining voice tone and gestures to manage content presentation and enhance memorisation.

Session 5: Transitioning (2 hours): Effecting transitions between teacher and student centred learning and vice-versa. Demonstration and practice of how to managing individual students during seatwork Model and practice of how to discipline the whole group.

Session 6: Charisma (2 hours): How to balance approachability and credibility. Review of assessment. Observation and commentary on clips of experienced teachers at work.

ASSESSMENT & DEADLINES

Assessment tools	Deadline	Assessment criteria	%
• Moodle use One online exercise per class week. (Total 6)	End of Class Management Module	Content previewing	24
• 2 Management forum Registers	End of Forum weeks in Practicum 1 & 2	Written participation	16
• Assignment: Film clip and analysis report	One week after end of Practicum.	15% for each of VAK/B item analysis.	60

BIBLIOGRAPHY

A. Basic Reading:

Grinder M. (2007). **The Elusive Obvious**. 16303 NE 259th. St., Battle Ground, WA. USA: Grinder and Associates
(e-book format:http://tinyurl.com/oj28wz3)

Grinder M. (2008). **Managing Groups: Fast Track**. 16303 NE 259th. St., Battle Ground, WA. USA: Grinder and Associates (ebook version: http://surl.im/e0jMe)

B. Recommended reading:

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 non-verbal behaviour. (Available on the Internet)

Bandler. R., **Using your brain for a change NLP**. (1985)

(Available on the Internet)

An entertaining and instructive introduction to Nlp by one of its founders.

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

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.

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

De Bono, E., (1986) Six Thinking hats, Viking, England.

A thinking model using 6 different approaches symbolised by 6 hats and 6 colours. (Pdf format: http://tinyurl.com/jr2b2uz)

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: http://tinyurl.com/gn2yn6u)

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/q3cmsc3)

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 259th. 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 259th. 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 259th. 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 259th. 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/l6l4zyj)

(Paperback:https://nq168.infusionsoft.com/app/storeFront/showProductDetail?productId=31)

Grinder M. (2007). ***The Elusive Obvious***. 16303 NE 259th. 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 259th. 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)

Jenkins,E. (1994) ***The Learning Brain***. USA. Turning point for teachers.

Chapter 11 deals with music in learning in its varied facets. Many practical tips.

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)

Rosen, S. (1982) ***My Voice will go with you.*** NY: Norton & Co.

The Teaching Tales of Milton Erickson. (pdf edition)

Sikes, R. (1997). ***NLP Home study Course.*** Ideas seminar e-book. (Available as pdf at: http://tinyurl.com/nuy3lqt)

Websites

- Reference website: http://tom.sinera.org/management

- 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.abyssmedia.com/bpmcounter/

- Content material

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

https://www.facebook.com/apacelt

- Encyclopedia of Nlp

Information on all Nlp works, words and people.

http://nlpuniversitypress.com/

- 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/

- Non-verbal orchestral conducting by Leornard Bernstein https://www.youtube.com/watch?v=oU0Ubs2KYUI

- Test your intelligences

Check out your strongest intelligences. http://www.anglolang.com/uploads/MutipleIntelligencesCheck.doc

- Test your learning styles

V, A, K, can be used to determine learning style preferences. Try the test:
http://tinyurl.com/6zff6q

- Test your Memory for Faces
Online self-test to know how well you remember faces:
http://www.bbc.co.uk/science/humanbody/sleep/tmt/

- The nonverbals 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

- 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=Mlabr-Wv25qQ

- 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

- 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

http://www.youtube.com/watch?v=Kc2yRqat7q8

- 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=tDVBoIIrHwU&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