Teaching as a Deliberate Act
Using Nonverbal Communicative Intelligence

Prepared for
Boston University Faculty
Center for Excellence in Teaching

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Session Outcomes

• Strategies for enhancing teaching
• Strategies to impact student learning
• Bringing deliberateness to teaching
Dual-Track Agenda

As an adult learner in this room (what might I learn?)

As an educator/instructor (What might I use?)
Agenda

Welcome

Expectations

Lessons Phases

Skills

NCI Model
Our Experiences Today

- Demonstrating the skills
- Increasing your consciousness implementing & recognizing
- Viewing the skills in real time
- Noticing the power of their influence
- Applying the skills to your teaching
Tension
Best practices and time
Strategies
All are effective sometimes

None are effective all the time
Doing what is more effective...to influence learning
Expectations & Concerns

1. Alone - Scan
2. Write your Expectations
3. Share with a partner
4. Table Share - be prepared to report out
Phases of a Lesson

- Getting Their Attention
- Teaching
- Transition
- Group Work
Phases of Teaching

A foundation skill set for Nonverbal Communicative Intelligence
Getting Their Attention

Ever want to get someone’s attention?
Getting Their Attention

- Choose Voice
  - Establishing Credibility
- Pause
- Frozen Hand Gesture
- Louder (pause) Quieter
• The speaker is...free to color messages in certain ways ... predominantly paralinguistic...

• If these signals, differently conditioned by every cultural system, with different effects on the linguistic system, are not properly received and sent, communication is impeded.

Poyatos (2002)
Effects on Learning

Students taught by teachers who are incongruent in their verbal and nonverbal signals achieve at a lower level than students taught by teachers who are congruent in their verbal and nonverbal signals.

Goldin-Meadow 1999, 2006
Paralanguage

- Eyes
- Voice
- Gestures
- Breathing
- Body
Recognizing Thinking

Dunn and Dunn Model

- Visual
- Auditory
- Kinesthetic
Where your eyes look directs the brain to access certain senses (a model for learning modalities)

- Constructed Visual
- Constructed Auditory
- Remembered Visual
- Remembered Auditory
- Kinesthetic feelings
- Internal dialogue

Dilts/Jensen
**Speak their Modality Strength**

**See,** bright, appear, foggy, hazy, shine, snapshot, view

**Say,** resonate, ring, clear, sound, tune out, click, buzz

**Feel,** grapple, wrestle, handle, heavy, firm, catch, solid, tight
Choose Voice: Credible

- Good morning class
- Today, an overview of systems
- What we know
- What we need to know
Choose Voice:
Approachable

✓ Good morning class
✓ Today, an overview of systems
✓ What we know
✓ What we need to know
Whoever starts the conversation can drive the flow of information.
<table>
<thead>
<tr>
<th>Credible</th>
<th>Voice</th>
<th>Approachable</th>
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<tbody>
<tr>
<td>Still</td>
<td>Head</td>
<td>Bobs</td>
</tr>
<tr>
<td>Stillness</td>
<td>Body</td>
<td>Fluidity</td>
</tr>
<tr>
<td>Sending</td>
<td>Uses</td>
<td>Seeking</td>
</tr>
<tr>
<td>Is Silent</td>
<td>When</td>
<td>Makes Noise</td>
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</table>
The Power of the Pause

The single most powerful nonverbal skill

Grinder, 1998
The Pause

- Supports Thinking
- Language development
- Memory development
Inserting the Pause

- Using the same script as in the earlier exercise, insert a pause at the end of each line.

- To support the pause, internally count backward “3, 2, 1” before saying each line.
Give a full pause after each X

✓ Our topic of interest X
✓ Democracy and freedom X
✓ Specifically focusing on two ideas
3rd Point

- shift energy
- shift focus
- difficult news
- challenging content
- supporting thinking

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Third Point
One at a time at your table

As you
Pause, freeze body

Look at the data
Pause, move gesture from the group to the screen. Drop eye contact with group.

What patterns do you see?
Freeze body, look at screen. Pause. No eye contact to group.
Specifically focusing on two ideas:

First, the evidence of global warming:

Second, what are the contributing factors:

Break and breathe.
What are some of the implications of these skills in your teaching?
Alone.....

3. Recall 3 things new for you from this session
2. Think of 2 applications
1. Think of 1 insight

Share as Trios
The Quest

1. To determine a set of nonverbal patterns used by 8th grade teachers from 5 countries

2. Codify the patterns into a coherent and replicable set for use by teachers
The Data Source

Third International Mathematics and Science Study (1999)
- Japan
- Australia

Public Release set to accompany TIMSS-R
- The Netherlands
- The Czech Republic
- The United States
## The Data Source

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<th>Male</th>
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Important Researchers

- Poyatos - structure of language
- Goldin-Meadow - classroom research
- Kendon - gesture, nonverbal and thought
- McNeill - nonverbal and thought
- Alibali - classroom research
- McCafferty - zone of proximal development
- Grinder - Development of patterns
- Church - classroom research
Paralanguage

Do gestures transcend culture?
Findings - all 5 countries

1. Teacher to student talk
2. Teacher to object talk
3. Pause
4. Voice pattern Flat rhythm to variable rhythm
5. Voice speed - increase from baseline
6. Voice speed - decrease from baseline
7. Frozen gesture
8. High expectation
Findings - all 5 countries

9. Low expectation

10. When pausing, standing still
    Breathing low

11. Voice flat, breathing low

12. Voice rhythmic breathing high

13. Voice rhythmic breathing low

14. Humor
Findings - Unique patterns

- Gesture to self (1/US, 2/NL, 1/JP)
- Loud-Silent-Softly (US, CZ, AU)
- High expectations (NL, JP, CZ)
- Low respect (US highest)
- When pausing, teacher still (US lowest)
- When pausing, teacher moving (US highest)
- Humor (AU highest, JP and US equal)
- Longest duration pauses (CZ)
### Findings - Starting Class

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<th>Country</th>
<th>Average Duration</th>
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<tr>
<td>Czech Republic</td>
<td>39 seconds</td>
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<tr>
<td>Australia</td>
<td>44 seconds</td>
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<tr>
<td>Netherlands</td>
<td>115 seconds</td>
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<tr>
<td>United States</td>
<td>154 seconds</td>
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Findings - Class Volume

Loudest: JP, US, AU

 Quietest: NL, CZ

Volume ranges correlated to teacher range.

• Class volume matched teacher baseline volume
Findings - Generalizing

• NV patterns are part of speech
• Teacher NV patterns influence student attention
• Patterns common across international borders
• Patterns are identifiable and can be described
• Patterns can be learned
• Cultural applications determined by range and frequency of patterns
What might be some nonverbal patterns to express high expectations?
Implications for use of NCI in teaching

Nonverbal patterns

- Influence student attention
- Impact student memory
- Influence teacher to student rapport
- Reveal student thinking
- May provide glimpse into teachable moments
Nonverbal Communicative Intelligence

Nonverbal Communicative Intelligence (NCI) is the mental operations for processing incoming verbal, visual, auditory, and kinesthetic (VAK) stimuli that interacts with the emotional, cognitive, and autonomic systems. NCI coordinates the input of VAK stimuli resulting in perceptions. Awareness of one’s perceptions leads one to purposefully adapt, shape, and select communication to convey the intention of the message while simultaneously enhancing and sustaining the rapport and understanding among peoples. The following schematic represents an oversimplification of a complex process and does not contain nor is it implied that all neural integration is identified in this model. For a more thorough explanation, refer to the narrative section on nonverbal communicative intelligence...
# Read-n-Teach: NCI

Read your section. Then teach in succession at your table

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</table>
Input: Orbito Frontal Cortex
Person or group you are talking with...

Incoming verbal and nonverbal data

Input through Orbito Frontal Cortex

Slow neural transmission

Amygdala

Fast neural transmission

Neocortex

Brain Stem
Occipital Lobe & Hippocampus provide input to neocortex based, in part, on messages from the amygdala.

Neocortex

Amygdala
- Fast neural transmission

Brain Stem

Orbito Frontal Cortex
- Input through
- Slow neural transmission

Unconscious response pathway
Outgoing motor responses

Person or group you are talking with...
Neocortex Processing
Continuous feedback looping

Nonverbal Communicative Intelligence Knowledge

Content
Knowledge of nonverbal patterns. Capability to implement the patterns

Context
Knowledge of experiences where nonverbal patterns were more effective and less effective

Cognitive Processes
Evaluating incoming stimuli and selecting outgoing behavior
Occipital Lobe & Hippocampus provide input to neocortex based, in part, on messages from the amygdala.

NCI
- Cognitive processes
- Content
- Knowledge

Neocortex

Amygdala
- Fast neural transmission

Brain Stem

Brain Stem

Brain Stem

Unconscious response pathway
- Outgoing motor responses

Person or group you are talking with...

Conscious response pathway
- Outgoing nonverbal moves

Incoming verbal and nonverbal data

Incoming verbal and nonverbal data

Unconscious response pathway
- Outgoing motor responses

Input through
- Orbito Frontal Cortex
- Amygdala

Slow neural transmission

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Thank you!

Boston University
Center for Excellence in Teaching
And all who attended

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