

Presence, Tone, & Body Language

On the Cutting Edge: Early Career Geoscience Faculty Workshop – June 2009

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SOME QUESTIONS TO PONDER:

How well do we understand the impressions we make on and the emotions we inspire in our students?

Are we best at seeing ourselves as others do? If not, who is?

No matter what we think we're doing, how we think we're expressing ourselves, our audience sees a different picture. Why?

STUDIES AND QUOTATIONS USED IN THIS PRESENTATION COME FROM THESE SOURCES:

Blink, The Power of Thinking Without Thinking, Malcolm Gladwell, 2005, Little, Brown & Company Publishers [BLINK]

Stumbling on Happiness, Daniel Gilbert, 2006, Alfred A. Knopf Publisher [SOH]

Yes! 50 Scientifically Proven Ways To Be Persuasive, N.J. Goldstein, S.J. Martin, and R.B. Cialdini, 2008, Free Press Publishers. [YES!]

WHY GET FEEDBACK FROM OTHERS ON OUR EFFECTIVENESS?

"How long did it take you, when you were in college, to decide how good a teacher your professor was? A class? Two classes? A semester? The psychologist Nalini Ambady once gave students three 10-second videotapes of a teacher – with the sound turned off – and found they had no difficulty at all coming up with a rating of the teacher's effectiveness. Then Ambady cut the clips back to five seconds, and the ratings were the same. They were remarkably consistent even when she showed the students just 2 seconds of videotape. Then Ambady compared those snap judgments of teacher effectiveness with evaluations of those same professors made by their students after a full semester of classes, and she found that they were also essentially the same. A person watching a silent two-second video clip of a teacher he or she has never met will reach conclusions about how good that teacher is that are very similar to those of a student who has sat in the teacher's class for an entire semester." [BLINK]

-- Half a Minute: Predicting Teacher Evaluations From Thin Slices of Nonverbal Behavior and Physical Attractiveness, N. Ambady and R. Rosenthal, 1993, *Journal of Personality and Social Psychology* 64, no. 3: 431-441.

"Science has given us a lot of facts about the average person, and one of the most reliable of these facts is that the average person doesn't see herself as average. Most students see themselves as more intelligent than the average student. ... 90% of motorists consider themselves to be safer-than-average drivers, and 94% of college professors consider themselves to be better-than-average teachers. Ironically, the bias toward seeing ourselves as better than average causes us to see ourselves as less biased than average too. As one research team concluded, 'Most of us appear to believe that we are more athletic, intelligent, organized, ethical, logical, interesting, fair-minded, and healthy – not to mention more attractive – than the average person.'" [SOH]

-- Managerial Myopia: Self-Serving Biases in Organizational Planning, L. Larwood and W. Whittaker, 1977, *Journal of Applied Psychology* 62:194-98.

-- Ambiguity and Bias in the Self-Concept, R.B. Felson, *Social Psychology Quarterly* 44:64-69.

- An Exploration of the Perceptions of the Average Driver's Speed Compared to Perceived Driver Safety and Driving Skill, D. Walton and J. Bathurst, 1998, Accident Analysis and Prevention 30:821-30.
- Not Can but Will College Teachers Be Improved, P. Cross, 1977, New Directions for Higher Education 17:1-15.
- The Bias Blind Spot: Perceptions of Bias in Self Versus Others, E. Pronin, E.Y. Lin, and L. Ross, 2002, Personality and Social Psychology Bulletin 28:369-81.
- Lake Wobegon Be Gone! The "Below-Average Effect" and the Egocentric Nature of Comparative Ability Judgments, J. Kruger, 1999, Journal of Personality and Social Psychology 77:221-32.

GROUP ACTIVITY

5 minutes per person per group. ~ 25 minutes

1. Form groups of 4-5. One by one, each person acts as INSTRUCTOR, while another acts as STUDENT.
2. The INSTRUCTOR stands up "at the head of the class."
3. The STUDENT picks one of the slips of paper, opens it, and reads the question to the INSTRUCTOR.
4. The INSTRUCTOR answers with no preparation (just like in class), spending **up to** 2 minutes on the answer.
5. The rest of the table participants make notes on the "performance" of the INSTRUCTOR: tone of voice, presence, body language, etc.
6. After the INSTRUCTOR is done, each participant provides up to 30 seconds of critique.

TIPS

TO be fair, KEEP to the time limits. Designate a time keeper at each table.

2 minutes max per answer. 30 seconds max per critique. 5 mins per person per group. Total for group ~ 25 mins

These questions are as REAL as possible, so they may seem off topic, out of left field, difficult to understand, or something you totally do NOT know! Here is where we see you at your MOST challenged – that's the point.

AS MUCH AS POSSIBLE, please take critiques objectively and NOT personally. There's no right or wrong here, simply an opportunity to learn how other people see you. Like editing our documents, it's essential! Be grateful for the opportunity and honest with each other.

THINK & SHARE REVIEW:

What are the most important speaker attributes (tone, presence, body language, and others) that instill confidence and comfort in you as an audience member?

Is it possible to ensure that everyone is happy and comfortable with our body language, presence, and tone?

If not, how does being aware of the impressions we make help us become better teachers?

QUESTIONS FOR DEVISING PERSONAL PLANS OF ACTION:

How can I get feedback on how I'm perceived as a lecturer and public speaker?

What are my known strengths as a speaker?

What are my known weaknesses as a speaker?

What can I do to work on these weaknesses?

Tips from Good Speakers & Behavioral Psychologists

- Get feedback
- Animate your body, face, and presence
- Make your smiles and enthusiasm real
- Be respectful in your tone
- Make eye contact
- Know your subject
- Get personal
- Relate to audience cares
- Stress common goals and values
- Highlight and demonstrate similarities
- Choose words to match your message
- Recognize that different cultures have different values
- Demonstrate your integrity
- Make your weakness a strength
- Have an overall vision
- Repeat the important stuff
- Make your words easy to remember
- Make your message easy to pass along
- Build momentum—end with a bang and a call to action!

GET FEEDBACK

Be willing to edit and evaluate your performance. Evaluators include yourself (video), your colleagues, and your students (*just be sure not to seek student feedback during class*). Get feedback on your presence, tone, and body language (to identify and eliminate, for example, overuse of the word “uh” or speaking to the board).

ANIMATE YOUR BODY, FACE, AND PRESENCE

“How long did it take you, when you were in college, to decide how good a teacher your professor was? A class? Two classes? A semester? The psychologist Nalini Ambady once gave students three 10-second videotapes of a teacher – with the sound turned off – and found they had no difficulty at all coming up with a rating of the teacher’s effectiveness. Then Ambady cut the clips back to five seconds, and the ratings were the same. They were remarkably consistent even when she showed the students just 2 seconds of videotape. Then Ambady compared those snap judgments of teacher effectiveness with evaluations of those same professors made by their students after a full semester of classes, and she found that they were also essentially the same. A person watching a silent two-second video clip of a teacher he or she has never met will reach conclusions about how good that teacher is that are very similar to those of a student who has sat in the teacher’s class for an entire semester.” [BLINK]

-- Half a Minute: Predicting Teacher Evaluations From Thin Slices of Nonverbal Behavior and Physical Attractiveness, N. Ambady and R. Rosenthal, 1993, *Journal of Personality and Social Psychology* 64, no. 3: 431-441.

Classroom strategies:

- Get feedback from colleagues and students on how you come across. It doesn’t take much review to see what things you can change. Try watching yourself on video with and without sound.
- Express openness and kindness. Set your audience at ease and show them that you are an expert, comfortable with your knowledge and with important things to impart to them.
- Use body language to demonstrate your points. Raise your hands over your head to show height, etc. The more, the better. Students DO remember things well when their instructor has acted them out.

MAKE YOUR SMILES AND ENTHUSIASM REAL

Authentic smiles make everyone more satisfied with their interactions. How to create an authentic smile? “Benjamin Franklin said, “Search others for their virtues.” Many of us spend too much time finding faults in the people we deal with in our everyday lives. If, instead, we try to search their character for what we like about them, we’ll like them more; and as a result, they’ll like us more.” [YES!]

-- Is “service with a smile” enough? Authenticity of positive displays during service encounters. A.A. Grandey et al., 2005, *Organizational Behavior and Human Decision Processes*, 96:38-55.
-- The Autobiography of Ben Franklin, B. Franklin (J. Bigelow, ed.), 1868 (original publish date), Philadelphia: Lippincott.

Classroom strategy: Find your charisma – if you’re passionate about what you teach, you will appear more passionate and in command when you speak. Find something about what you’re teaching that inspires you. Then share it with your students as “fire in your eye.” There IS some aspect of everything you teach that naturally interests you. Find that aspect and pull energy from it to fill your voice and behavior with passion.

BE RESPECTFUL IN YOUR TONE

“Contempt is qualitatively different from criticism. With criticism I might say to my wife, ‘You never listen, you are really selfish and insensitive.’ Well, she’s going to respond defensively to that. That’s not very good for our problem solving and interaction. But if I speak from a superior plane, that’s far more damaging, and contempt is any statement made from a higher level. A lot of the time it’s an insult: ‘You are a bitch. You’re scum.’ It’s trying to put that person on a lower plane than you. It’s hierarchical.” [BLINK]

-- Predicting Divorce Among Newlyweds from the First Three Minutes of a Marital Conflict Discussion, S. Carrere and J. Gottman, 1999, *Family Process* 38, no. 3: 293-301.

“What comes up again and again in malpractice cases is that patients say they were rushed or ignored or treated poorly. ‘People just don’t sue doctors they like,’ said by Alice Burkin, a leading medical malpractice lawyer.” [BLINK]

-- A Room with a Cue: Personality Judgements Based on Offices and Bedrooms, S.D. Gosling, S.J.Ko, et al., 2002, *Journal of Personality and Social Psychology* 82, no. 3: 379-98.

-- How Plaintiffs’ Lawyers Pick Their Targets, J. Allen and Al. Burkin, 2000, *Medical Economics*, Berkeley Rice Publishers.

-- Physician-Patient Communication: The Relationship with Malpractice Laims Among Primary Care Physicians and Surgeons, W. Levinson et al., 1997, *Journal of the American Medical Association* 277, no. 7: 553-9.

-- Surgeon’s Tone of Voice: A Clue to Malpractice History, N. Ambady et al., 2002, *Surgery* 132, no. 1: 5-9.

Classroom strategy: Your tone should convey confidence and strength, but also be conversational, casual and effective. Volume and pitch shouldn’t be too low or too high (make sure you understand the difference!). Use a conversational volume that projects to people in the back row but that also avoids being too loud in the ears of the front row (moving around the classroom as you speak will help). Learn how to recognize contempt and keep it out of your teaching and student interactions. Sure, your students don’t have to like you – but they’re more likely to come to class and seek out help from you if they do.

MAKE EYE CONTACT

The audience has trust in someone who looks them in the eyes. Make eye contact with individuals, more than just one person; vary eye contact through the class or conversation. (*Do NOT simply look at the back of the wall or let your eyes roam wildly around.*)

Addressing students by name and by eye contact or by physically reaching out to them marks the experience as a two-way conversation, and makes students sit up and listen. (*Suggestion: learning your students' names leaves a LASTING impression.*)

KNOW YOUR SUBJECT

Knowing your subject will increase your confidence and make your audience trust you more.

GET PERSONAL

Disclosing something personal about ourselves and learning something personal about our counterparts in a negotiation increases the likelihood of a resolution and increases the size of the pie for you both to share. Relationships improve and goals are more likely reached when personal information is shared. [YES!]

-- Schmooze or lose: Social friction and lubrication in e-mail negotiations. M. Morris et al., 2002, *Group Dynamics: Theory, Research, and Practice*, 6:89-100.

-- Long and short routes to success in electronically mediated negotiations: Group affiliations and good vibrations. D.A. Moore et al., 1999, *Organizational Behavior and Human Decision Processes*, 77:22-43.

Classroom strategy: In your language, use the words "*I, We, You.*" Tell **personal anecdotes**. (Students LOVE to hear personal stories, and they remember these most.) Learn those of your students when they come to chat. Get students to learn such things about each other, so they feel more connected to the group. GROUP activity suggestion: each student writes down some things they most like to do; then they SHARE this list with a partner; finally, in a larger GROUP, each person shares the information they learned about their partner.

RELATE TO AUDIENCE CARES

Use the word, You. Demonstrate to your students that you care if they understand the material and that you understand about the real issues in their lives (work, home life, hobbies, etc.) (You can find out about these cares in a start-of-semester student questionnaire or by asking the right questions in class.)

STRESS COMMON GOALS AND VALUES

Use the word, "WE." Stress common goals and values.

Examples:

- *We're all here to learn.*
- *We all want to take better care of our environment.*
- *We all want to make good policy decisions*
- *We all want to make a difference.*
- *We all want to be treated fairly.*

HIGHLIGHT AND DEMONSTRATE SIMILARITIES

Bringing up similarities that you share with a person will make them more predisposed toward your product or message. Similar names are even more powerful!!!

"...if you're designing a program, initiative, or product that's being tailored for a specific client, you can harness the power of people's natural tendency to be attracted to things that remind them of themselves in name, title, or label that you give it. Specifically, you should name it based on the client's name or even just the first letter of the client's name." [YES!]

- Why Susie sells seashells by the seashore: Implicit egotism and major life decisions. B.W. Pelham, M.C. Mirenberg, and J.T. Jones, 2002, *Journal of Personality and Social Psychology*, 82:469-87.
- How do I love thee? Let me count the Js: Implicit egotism and interpersonal attraction. J.T. Jones et al., 2004, *Journal of Personality and Social Psychology*, 87:665-83.
- Name letter branding: Valence transfers when product specific needs are active. M. C. Brendl et al., 2005, *Journal of Consumer Research*, 32:405-15.

“one study found that food servers at one restaurant increased their tip size by nearly 70% simply by matching their customers’ verbalizations after receiving the order, as opposed to saying “okay!” or “coming up!” Behavior mirroring also works – stance, arms, etc. In a negotiation study, two parties where one mirrored reached a deal 67% of the time; where no mirroring happened, 12.5% of the time! Experimenters believe these behaviors engender likeability and trust. [YES!]

- Mimicry for money: behavioral consequences of imitation, van Baaren, R.B. et al, 2003, *Journal of Experimental Social Psychology*, 39:393-98.
- The Chameleon effect: the perception-behavior link and social interaction. T.K. Chartrand and J.A. Bargh, 1999, *Journal of Personality and Social Psychology*, 76:893-910.
- Chameleons bake bigger pies and take bigger pieces: Strategic behavioral mimicry facilitates negotiation outcomes. W.W. Maddux, E. Mullen, and A.D. Galinsky, 2008, *Journal of Experimental Social Psychology*, 44:461-68.

Classroom strategy: Learn your students’ names. Use them in class when you describe processes and new ideas. When students ask questions, mirror their behavior and repeat their question as precisely as you can. (I find that students LOVE it when I take their name and call it out with all other students in the class with similar names. It’s a method I use to help in memorization and recognition of my students’ names and faces – like making eye contact with and naming all the students whose names start with J.)

CHOOSE WORDS TO MATCH YOUR MESSAGE

“... volunteers watch a computer screen on which words appear for just a few milliseconds; they are unaware of seeing the words and are unable to guess which words they saw. But they are influenced by them When the word *hostile* is flashed, volunteers judge others negatively. When the word *elderly* is flashed, volunteers walk slowly. When the word *stupid* is flashed, volunteers perform poorly on tests. When these volunteers are later asked to explain why they judged, walked, or scored the way they did, two things happen: First, they don’t know, and second, they do not say, “I don’t know.” Instead, their brains quickly consider the facts of which they are aware (“I walked slowly”) and draw the same kinds of plausible but mistaken inferences about themselves that an observer would probably draw about them (“I’m tired”).” [SOH]

- Category Accessibility and Impression Formation, E.T. Higgins, W.S. Rholes, and C.R. Jones, 1977, *Journal of Experimental Social Psychology* 13:141-54.
- Automaticity of Social Behavior: Direct Effects of Trait Construct and Stereotype Activation on Action, J. Bargh, M. Chen, and L. Burrows, 1996, *Journal of Personality and Social Psychology* 71:230-44.
- The Relation Between Perception and Behavior, or How to Win a Game of Trivial Pursuit, A. Dijksterhuis and A. van Knippenberg, 1998, *Journal of Personality and Social Psychology* 74:865-77
- Telling More Than We Can Know, Nisbett and Wilson.

“Imagine that I’m a professor, and I’ve asked you to come and see me in my office. You walk down a long corridor, come through the doorway, and sit down at a table. In front of you is a sheet of paper with a list of five-word sets. I want you to make a grammatical four-word sentence as quickly as possible out of each set. It’s called a scrambled-sentence test. Ready? [BLINK]

01 him was worried she always
02 from are Florida oranges temperature
03 ball the throw toss silently
04 shoes give replace old the
05 he observes occasionally people watches
06 be will sweat lonely they
07 sky the seamless gray is
08 should now withdraw forgetful we
09 us bingo sing play let
10 sunlight makes temperature wrinkle raisins

That seemed straightforward, right? Actually it wasn't. After you finished that test—believe it or not—you would have walked out of my office and back down the hall more slowly than you walked in. With that test, I affected the way you behaved. How? Well, look back at the list. Scattered throughout it are certain words, such as “worried,” “Florida,” “old,” “lonely,” “gray,” “bingo,” and “wrinkle.” You thought that I was just making you take a language test. But, in fact, what I was also doing was making the big computer in your brain—your adaptive unconscious—think about the state of being old. It didn't inform the rest of your brain about its sudden obsession. But it took all this talk of old age so seriously that by the time you finished and walked down the corridor, you acted old. You walked slowly.” -- John Bargh [BLINK]

“Psychologists staged an experiment in the hallway just down from one, John Bargh's, office. They used a group of undergraduates as subjects and gave everyone in the group one of two scrambled-sentence tests. The first was sprinkled with words like “aggressively,” “bold,” “rude,” “bother,” “disturb,” “intrude,” and “infringe.” The second was sprinkled with words like “respect,” “considerate,” “appreciate,” “patiently,” “yield,” “polite,” and “courteous.” In neither case were there so many similar words that the students picked up on what was going on. (Once you become conscious of being primed, of course, the priming doesn't work.) After doing the test—which takes only about 5 minutes—the students were instructed to walk down the hall and talk to the person running the experiment in order to get their next assignment. Whenever a student arrived at the office, however, Bargh made sure that the experimenter was busy, locked in conversation with someone else—a confederate who was standing in the hallway, blocking the doorway to the experimenter's office. Bargh wanted to learn whether the people who were primed with the polite words would take longer to interrupt the conversation between the experimenter and the confederate than those primed with the rude words. ... The people primed to be rude eventually interrupted—on average after about 5 minutes. But of the people primed to be polite, the overwhelming majority—82%—never interrupted at all. If the experiment hadn't ended after 10 minutes, who knows how long they would have stood in the hallway, a polite and patient smile on their faces? [BLINK]

-- John Bargh, Mark Chen, and Lara Burrows

-- The Role of Category Accessibility in the Interpretation of Information About Persons: Some Determinants and Implications, T.K. Srull and R.S. Wyer, 1979, *Journal of Personality and Social Psychology* 37: 1660-72.

-- Automaticity of Social Behavior: Direct Effects of Trait Construct and Stereotype Activation on Action, J. A. Bargh, M. Chen, and L. Burrows, 1996, *Journal of Personality and Social Psychology* 71, no. 2: 230-44.

“Two Dutch researchers did a study in which they had groups of students answer 42 fairly demanding questions from the board game Trivial Pursuit. ½ were asked to take 5 minutes beforehand to think about what it would mean to be a professor and write down everything that came to mind. Those students got 55.6% of the questions right. The other half of the students

were asked to first sit and think about soccer hooligans. They ended up getting 42.6% of the questions right." [BLINK]

-- The Relation Between Perception and Behavior, or How to Win a Game of Trivial Pursuit, A. Dijksterhuis and A. van Knippenberg, 1998, *Journal of Personality and Social Psychology* 74, no. 4: 865-77.

"Psychologists Claude Steele and Joshua Aronson created an even more extreme version of this test, using black college students and twenty questions taken from the Graduate Record Examination, the standardized test used for entry into graduate school. When the students were asked to identify their race on a pretest questionnaire, that simple act was sufficient to prime them with all the negative stereotypes associated with African Americans and academic achievement – and the number of items they got right was cut in half." [BLINK]

-- Stereotype Threat and Intellectual Test Performance of African Americans, C. Steele and J. Aronson, 1995, *Journal of Personality and Social Psychology* 69, no. 5: 797-811.

Classroom strategy: Language and words affect our performance. Be careful of the language you use. Try to use its effects to your advantage. If you want positive, upbeat, energetic students, sprinkle the right words in your lectures. If you want students calm for exam taking and thinking positive, use similar words in your conversations. If you really want them to pay attention, start with a description of an admirable individual who was focused and thoughtful and a great learner.

RECOGNIZE THAT DIFFERENT CULTURES HAVE DIFFERENT VALUES

Different cultures have different values and thus respond differently. Most non-western countries (and people from them) prefer benefits that are collective, instead of individual. *Ex., gum that freshens one's breath and is a personal experience VS gum that makes everyone happier about your breath.* [YES!]

-- Schmooze or lose: Social friction and lubrication in e-mail negotiations. M. Morris et al., 2002, *Group Dynamics: Theory, Research, and Practice*, 6:89-100.

-- Long and short routes to success in electronically mediated negotiations: Group affiliations and good vibrations. D.A. Moore et al., 1999, *Organizational Behavior and Human Decision Processes*, 77:22-43.

Classroom strategy: Be aware that your behavior is not going to be interpreted the same by all. While you can't, likely, predict reactions, you can be prepared for challenges and be understanding with students who don't respond to your style. Instead of taking things personally, try to recognize that many problems stem from a student's own issues.

DEMONSTRATE YOUR INTEGRITY

Take opportunities to convey strong ethics and **integrity**. Students respond well to someone they can trust and who follows through for them.

- Say "I don't know," when it's true (and then find the answer and bring it back at a later date).
- Be on time to class and end on time.
- Be organized.
- Be fair.
- Keep your standards and policies consistent.
- Practice what you preach.

MAKE YOUR WEAKNESS A STRENGTH

Turn weaknesses into strengths by admitting them.

“When the prosecutor’s witness volunteered the weakness in his testimony and then explained by the weakness wasn’t especially important, verdicts were more likely to be in favor of the plaintiff (65%) than when the defense attorney was the one to first bring up the issue (43%).”

-- Informational availability and consumer preference: Can online retailers benefit from providing access to competitor price information? V. Trifts and G. Hauble, 2003, *Journal of Consumer Psychology*, 13:149-59.

-- The effects of stealing thunder in criminal and civil trials, K. D. Williams, M. Bourgeois, and R.T. Croyle, 1993, *Law and Human Behavior*, 17:597-609.

“You’d be well advised to ensure that any dark cloud you describe is paired with a silver lining tailored to that particular cloud.” My product may cost 20% more, but it will last 20% longer and require less costly maintenance.

-- When small means comfortable: relations between product attributes in two-sided advertising. G. Bohner et al., 2003, *Journal of Consumer Psychology*, 13:454-63.

-- Predicting when two-sided ads will be more effective than one-sided ads: The role of correlational and correspondent inferences. C. Pechmann, 1992, *Journal of Marketing Research*, 29:441-53.

“If you’ve made a mistake, an error in judgment, or a bad decision, you should admit the mistake, immediately followed by an action plan demonstrating that you can take control of the situation and rectify it. Through these actions, you’ll ultimately put yourself in a position of greater influence by being perceived as not only capable, but also honest.” [YES!]

-- Mea culpa: Predicting stock prices from organizational attributions. F. Lee, C. Peterson, and L.A. Tiedens, 2004, *Personality and Social Psychology Bulletin*, 30:1636-49.

Classroom strategy: Set the behavior for students that you want them to follow. When you get asked a question in class that you don’t know, say so, and tell them you’ll find the answer and let them know. If you make a mistake in lecture, come back the next lecture and admit it and fix it. If you don’t, you risk losing the trust of your students on anything else you teach.

HAVE AN OVERALL VISION

Convey an overall vision as you elucidate the details. Students are more apt to stay focused.

REPEAT THE IMPORTANT STUFF

Repeat the important points. (Over and over and over...)

Frequent drills or verbal quizzes on important points is one way to achieve this.

MAKE YOUR WORDS EASY TO REMEMBER

Make it easy for your audience to visualize your message,

“The ease or difficulty of experiencing something” is called “fluency of that experience.” If you make it too tough, it will backfire, and they won’t like it! Making a message difficult to read or hear (because of bad handwriting, or low volume) makes it more frustrating to the reader/listener. Simpler words are better.

-- The towers of babble: The worst excesses of workplace jargon can leave one begging for a translator – and a return to plain English, B. Moore, 2006, www.nypost.com, October 9.

-- Consequences of erudite vernacular utilized irrespective of necessity: Problems using long words needlessly. D.M. Oppenheimer, 2006, *Applied Cognitive Psychology*, 20:139-56.

“Rhyming messages are more memorable and easily repeated to others.” They are also seen as more accurate!!! Greater fluency of a message makes it seem more accurate. Example: O.J. Simpson’s trial – Johnny Cochrane says, “If the gloves don’t fit, you must acquit!” [YES!] -- Birds of a feather flock conjointly (?) rhymes as reason in aphorisms. M.S. McGlone and J. Tofighbacksh, 2000, Psychological Science, 11:424-28.

Classroom strategy: Get your volume, speed, and word choices right. Avoid adding new jargon. Keep it simple. Add rhymes and more mnemonics to teaching for items you want them to really remember! Create slogans, perhaps using alliteration and removing conjunctions. Make these simple and clear things that will be easy to repeat and will stay in the mind of the student.

MAKE YOUR MESSAGE EASY TO PASS ALONG

“Any belief – even a false belief – that increases communication has a good chance of being transmitted over and over again. False beliefs that happen to promote stable societies tend to propagate because people who hold these beliefs tend to live in stable societies, which provide the means by which false beliefs propagate.” [SOH]

Classroom strategy: Things you want your students to remember are things that will be easily communicated among them and promote stability in their social groups. If you can package your messages this way, they will move further.

BUILD MOMENTUM – END WITH A BANG AND A CALL TO ACTION!

Build momentum – to a crescendo – leaving a lasting impression. (*Suggestion: use question sheets or study guides that direct the flow of your lecture and that build on previous questions*)

Finish strong, with a call to action, and your message will stay longer in the minds of your audience. (*Suggestion: ask a question for people to research for the next lecture.*)