

NUFS Workshop 2017

Newsletter No. 2

Workshop in June

Date: June 10, 2017, 10:30-14:30

Venue: NSC College, Room 31

Presenter: Tim Murphey (Kanda University of International Studies)

Title: "Attachment-Based Teaching and the Social Brain"

(AM 10:30 to 12:00)

Based on Louis Cozolino's books and ideas, I will guide us through how we can teach classes based on his theories and explanation of the evolution of our minds, cultures, and small groups. I will bring in some simple neuroscience to explain how we can help students feel safe and secure so they can take the needed steps to learn. The social brain has evolved to cope with complex ways of communicating and interacting in a complex world. Much of the information and activities I present will be based on a new course I am teaching at my university about the social brain.



"Multiple Extended Discourse Opportunities in SLA" (PM 13:00 to 14:30)

Deep, lengthy, and frequent conversations are ways to learn both language and content. When we engage ourselves in multiple extended discourse opportunities (MEDOs) we begin learning much more and become enamored with “emulous passion” (James, 1899). Applying ideas from the “social neuroscience of education” and “positive psychology” can help students sustain MEDOs for longer periods and enact them more frequently, even low levels. Through MEDOs students begin to emulate “model” near peer role models who often extend talk in many ways with many strategies and can talk through errors to gain understanding. The take-away will be a list of adaptive communication activities and strategies for teachers to teach explicitly in their classes. (Some songs also lend themselves to deep discussions as well.)

The number of participants: 46

1. Interesting activities you might want to use in your class. Why?

- Proto-conversation was very interesting. I actually want to show my students the video and provide them with opportunities to show their ideas with each other. This activity can attract the learners’ attentions and possibly realize the importance of non-verbal language.
- The first thing I would like to try out in my classes next week



is the happy/angry count-to-fifty game. It was a lot of fun to try out. Also, the music jingles showed music can aid memory.

- I'd like to use 'Extending answers 3-fold' in order to have students longer conversation in some activities.
- Conversation strategies – I always have trouble making students' conversation longer. I'm sure I'll use some of the techniques Tim shared.
- Talking with my partner about 'what we learnt' was very interesting. Every time my partner taught me a lot very kindly. I'd like to ask this question to my students in my class.
- The power of smile was the most interesting. From now on, I'll start smiling more often. And it's very easy to start to do in language classes, too.



2. What you learned from today's workshop

- Smiling is contagious and smiling helps students learn better. I've learned that students will be happy and ready to learn if teachers are happy and the classroom has a comfortable warm atmosphere. I'm impressed that Tim sensei built a great learning community instantly.
- MEDOs is instructive. I want to use this technique to my students. I want my students feel happy through English class. I've learned a lot of positive teaching from Tim.
- Whenever I have a chance to listen to Tim, I reflect on my classes' group dynamic. I have attended his workshops more than ten times by now, but still it's worth to com. I'm so glad I came here today, too. I want to be an educator, not just an English teacher.
- Learning in good condition is very important, that is what I was taught from today's workshop. I also learned that to enjoy the communication is the motivation for learning, too.
- I often try to make students speak English in a class, I mean speak English in some sentences. But it was challenging for some students. For them, I should make them try proto-conversation or one-word conversations and feel good in a class.

3. Questions and Answers

Q (1): In the second TED video clip, he mentioned about 'Minutes' in our brain. What is the meaning of 'Minutes'?

A: I believe he was referring to the "seconds to minutes" before we would have to decide whether to pull the trigger or not. If you had been in pain or you were starving, then your amygdala would likely take over from your frontal cortex and scream "shoot."

Q (2): After listening to Sapolsky's TED Talk, I wondered what was the big difference the people in the last episode (who took great actions) had. Can I conclude that this is due to their front cortex? The study on history and understanding gave them chance to take action?

A: Great questions! Yes, it appears studying something makes it more likely that it will occur in our own

behavior. Similar to fertilizer and plants, the people we have around us and the stories they tell, will influence what we see as possible in our lives and hopefully give us more options in desperate times, and more bravery as well.

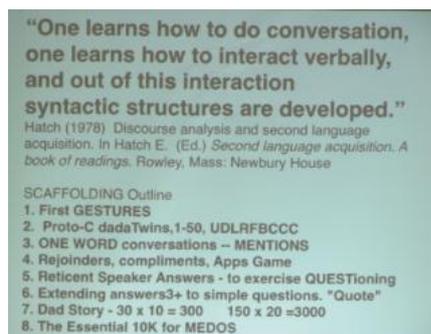
Q (3): Would really appreciate and welcome any advice in fostering social connections in situations where students have inconsistent groups.

A: Life is full of inconsistent groups of people who consistently create better bonding ways and become friends and colleagues. Perhaps they need a bit of a push to stay connected. So asking them to call up their partners on the night following the groupings to discuss what they learned could lead to them bonding more closely. Some of my students prefer to go to lunch together to talk face to face instead of calling and that is great too. Exchanging email addresses and phone numbers as a regular part of class can “nudge” them into creating more lasting relationships. I believe that adults (university students mostly) should be allowed to choose their friends and this procedure allows them to get to know each other a bit better and see if they are compatible to more out of class collaboration.



Q (4): Why did Tim set up the classroom and the activities in the way that he did?

A: Tim prepared about 6 hours of materials and activities for you and only did 3 hours worth. He tried his best to read the audience and to see what might be best for them at different times. When I saw a guy in the back stretching, my mirror neurons did the same, and I thought others might want to stand and stretch and move their bodies as well. I also know that teachers love to talk to each other and learn a lot from each other, often far beyond what I am offering. The social brain wants to connect and proximity is a great mediator (determiner) for doing so. So I believe in helping people get to know each other and teachers’ (speakers’) abilities to “read” the group and improvise what is needed. I also wanted to show you the “7 Ways of Improvisation” but many know it and have seen it but it is a great TEDtalk to show your students. I also wanted to do some “social Testing” with you but there was no time (links below)



TEDxVictoria - Dave Morris: The Way of Improvisation

<https://www.youtube.com/watch?v=MUO-pWJ0riQ>

https://www.academia.edu/31159069/Provoking_Potentials_Student_Self-Evaluated_and_Socially-Mediated_Testing

Short form to appear on Tomorrow Professor Digest Stanford Univeristy --Rick Reis Late in June, 2017

Q (5): I would like to learn more songs like ‘We wish ~.’ ‘Make new friends ~’ and ‘I like your ~’. I will attach some songs in an extra handout. But please be aware of your ability to make such songs yourself out of quotes or sayings (proverbs/kotowaza). You just walk around with a line you like and start humming it to yourself and you can also steal a tune

(kaeuta) from elsewhere. Hope you enjoy the extra sheet.

A: Songs – see attached PDF.

PS

Really had a good time with all of you! And I think I learned a lot too! Thanks for being so open to new ideas and improving our educational ways.

Feel free to contact me if I can help you further. mitsmail1@gmail.com

Thanks to Chihaya and Yoshi for great organization and to Seth for the PC backup. And all of you for making it a great day for learning. Especially your smiles!

Cheers

Tim

Action Research Session

Date: June 10, 2017, 14:30-17:00

Venue: NSC College, Room 32, Room 41, Room 51

Advisers: Kazuyoshi Sato, Duane Kindt, Juanita Heigham (NUFS)

The number of participants: 23



Next Workshop (scheduled)

Date: July 8, 2017, 10:30-14:30, 14:30-17:00

Venue: NSC College, Room 31

Presenter: Keiko Takahashi (Gihu Motosu-shoyo High School)

Title: “How to Start and Build an Extensive Reading Community in your Classroom”