# Assignments Week 2

**R.6**

*Explore literature about emphatic listening, active listening and identify five verbal and non verbal cues that stimulate the interviewee in providing elaborate information.*

*Sources:*

*What great listeners actually do,* Jack Zenger and Joseph Folkman, 14 July, 2016

[*https://www.employmentcrossing.com/article/900015794/How-to-Encourage-Interviewees-to-Talk/*](https://www.employmentcrossing.com/article/900015794/How-to-Encourage-Interviewees-to-Talk/)

[*https://hbr.org/2016/02/how-to-get-the-most-out-of-an-informational-interview*](https://hbr.org/2016/02/how-to-get-the-most-out-of-an-informational-interview)*,* Rebecca Knight, February 26, 2016

[*https://en.wikipedia.org/wiki/Nonverbal\_communication*](https://en.wikipedia.org/wiki/Nonverbal_communication)

*9 nonverbal ways to end conversations,* Khyati Bhatt, 14 June, 2016

You talk too much: 4 ways to get boring people to stop talking, 29 July, 2014

Verbal cues:

* As a listener, make small suggestions. Give some feedback provided in a way others would accept and this might open another path to consider giving you more information about the topic. Try to first listen as a “good listener” so that the interviewee thinks you are a “good listener”. This way the interviewee will be more likely to take your feedback in a good way. Another thing to keep in mind is to not be combatative or critical with the feedback in the first place as this will provoke a feeling to the interviewee that you are not a trustworthy person.
* Try to make it a cooperative conversation. Feedback can be flowed in both directions with neither party feeling attacked about a comment they made. Try to give feedback in a way which gives a feeling to the other that you are trying to help, not wanting to win an argument.
* Use your voice effectively: Interviewees pick up messages from your voice. They can detect anger, dislike, and lack of interest in how you express yourself without you even realizing it. The only message, hidden or otherwise, that they should be receiving from the way you speak is that you are interested in what they are telling you and that you want to hear more.
* Ask questions while the interviewee is talking. Just nodding or saying ‘yes, aha’ doesn’t mean the interviewer is listening. Question something the interviewee says which shows that you really listened to what he said.
* Do Your homework. You should do enough background research before going in that you sound like a credible candidate who's committed to moving into a new sector.

Nonverbal cues:

* Body communication: Illustrate what you are saying using your hands. Affect displays are movements of the face, hands and general body that communicate emotional meaning. They are often unconscious. With Regulators we coordinate or maintain the conversation with the speaker. Eg: nodding points out that we want the speaker to continue while leaning forwards and opening your mouth means that you want to say something and that the speaker needs to stop talking.
* Facial communication: Facial movements communicates various messages seem to communicate the degree of pleasantness, agreement, and sympathy felt.The facial movements may express at least eight emotions: happiness, surprise, fear,anger, sadness, disgust, contempt, and interest Facial expressions of these emotions are generally called primary affect displays: They indicate relatively pure, single emotions. Other emotional states are called affect blends. We communicate the blended feelings with different parts of your face. For example, we may experience both fear and disgust at the same time. Our eyes and eyelids may signal fear, and movements of your nose, cheek, and mouth area may signal disgust.
* Eye Communication. With eye contact you can inform the speaker that the channel of communication is open and he or she should now speak.
* Clothing, although non-verbal, tells people what the personality of the individual is like. Clothing expresses who the person is, or even who they want to be that day. It shows other people who they want to be associated with, and where they fit in. Clothing can start relationships, because they clue other people in on what the wearer is like. Giving a good impression using a good clothing style to the speaker, might give higher chances that he/she will open up more to you.
* Posture can be used to determine a participant's degree of attention or involvement, the difference in status between communicators, and the level of fondness a person has for the other communicator, depending on body "openness". Sitting straight, your arms layed out on the table with your hands crossed, legs in a normal position stimulate a feeling that you are carefully listening to what the speaker is saying.

**R.7**

Verbal cues

* Use a bridge statement. use a statement to turn the conversation back to you. "That's an interesting point and it reminds me of when I...”

Nonverbal cues

* Eye contact. Eye avoidance can mean a lack of interest, meaning that you are not interested in what the person has to say anymore, showing that you want the speaker to stop talking.
* Forced smiles. Using forced or polite smiles during conversations can help you to get back your turn to speak.
* Nodding to an extreme extend. I have seen a number of people increase the frequency of nods to such an extent that the speaker realises that the listener is in a hurry to finish the conversation.
* Back channeling. Works the same as above but now with the often used “hmms”. Increasing the frequency and loudness of “hmms” (now changed to “hmm-hmms”) can be a pronounced way to tell the speaker that his capacity to talk has surpassed your level of tolerance.
* Stop responding. The stark opposite to the above two strategies would be a ‘no response’ strategy, where you stop responding with any body language cues whatsoever. This would ideally tell the speaker your mind has started to wonder, making him pause in between sentences, which can be a chance for you to grab to make your point.
* Closed body position. Cross your arms and lean back a bit. Whether he is trained to read body language or not, this particular body position is one that most can sense and understand.

**R. 8**

*Explain from the theory how memory works why some of the techniques yield more reliable memories than others.*

Sources:

<http://www.visualexpert.com/Resources/eyewitnessmemory.html>, Eyewitness Memory is Unreliable, Marc Green

<http://www.smithsonianmag.com/science-nature/how-our-brains-make-memories-14466850/?page=2>, How Our Brains Make memories, Greg Miller, May 2010

<http://learningcenter.unc.edu/tips-and-tools/enhancing-your-memory>, Memorization Strategies, University of North Carolina

Most people have flashbulb memories of where they were and what they were doing when something momentous happened. But as clear and detailed as these memories feel, phycologists find they are surprisingly inaccurate. In short, the very act of remembering can change our memories.

Especially memories surrounding a major event which people rethink often or talk about a lot while, with each repetition, there is a potential that you alter the memory.

Research shows that Long-term memories that last days, weeks or even years must literally be built into the brain synapses. Neurons must manufacture new proteins and expand the docks, as it were, to make the neurotransmitter traffic run more efficiently.

But how does memory still get altered? First of all: Memories are blurred. The image in your mind of the memory is never as accurate as the actual perception. People are much better discriminating objects physically than in memory. Two colors, for example, which are easily distinguishable may be confused when one or both must be recalled from memory.

Secondly, memory fills in the gaps. People understand the world through schemas and scripts. You will often have insufficient information in the memory itself, so the you fill up the gaps with pieces of other information. You retrieve these pieces from your own scripts and schemas which make sense for you.

Also, memories changes over time and with retelling. People might reconstruct their own memories based on what other people are saying. You might combine two memories into one or by using bias or expectations of what probably was seen. Furthermore, as people recall an event they drop details from earlier versions and add new details to the later versions. Accuracy declines with each newer version.

One technique to remain a true and valid non-reconstructed memory is to write out what you see right after you experienced it. First of all, there is a direct connection between your hand and brain, making you remember stuff in higher detail. Second of all, you can read this back so that you won’t make reconstructed thoughts every single time which might create a new type of memory that is completely different from the actual perception.

Simplify what you see is another method which can be used. For example, remembering a room you can convert the words Bed, Closet, Desk, Lamp in to BCDL. Some of these grouped up words can then be associated with another word and then you only have to remember that word to remember all of these aspects of the room.

**E. 1**

*Identify experts and stakeholders on (online) teaching in UvA and outside. Look at publications, presentations to learn about their relevant views. Contact them to see if they want to give you some pointers this or next week. Prepare these "interviews" and hopefully already do some interviews.*

The team and me decided to split tasks on who was going to do what. First of all, we decided what type of stakeholders would be of interest to interview. We came up with a list of Students, Teachers and Experts in the field of online education. We then divided who was going to interview what type of stakeholder. In my case, I interviewed the teacher stakeholder.

In my bachelors at the University of Applied sciences in Amsterdam, I got lectures from many different teachers. I thought that each of these teachers would probably have their on view on what their perfect type of online education would be. I decided to email a few of them and ask them if they would be interested in participating in such a type of interview. I also asked a professor from the Kyushu University in Japan where I did my minor since I was interested in how they tackled the problem there, but he sadly never responded.

Link: <https://docs.google.com/document/d/1Ch1c_W1AdqEKHbXNIgHBdyXuZFYbAQmaRoh3Us07RP4/edit?usp=sharing>

**E. 3**

In the interviews I applied techniques like trying to come over interested in a non-verbal way by leaning forward to the camera little and looking at the interviewee most of the time, confirming what he is saying by occasionally nodding my head. I didn’t cross my arms but just layed them out on the table holding my hands together, although this can’t be seen in the video. In a verbal way, I tried to ask questions on what the interviewee was saying in a way that I was not interrupting him. From time to time I tried to summarize a little of what the interviewee was saying so that I knew I picked it up correctly and that the interviewee got a feeling I was sincerely listening to him.

<https://www.youtube.com/playlist?list=PLGvDLdo6ruvwtruMGsk2Bms4e0Zhu1EBR>

**E. 4**

For exercise four I reviewed the interview of Paulo, who interviewed Jeffrey. I would like to note some things I liked about the way he interviews. First of all, he sits like he is interested. His back is straightened and he is not leaning back in to his chair. It even looks like he is leaning forwards a little into the camera, which is a good sign. Secondly, he nods his head occasionally, approving what the user is saying and this gives a good feeling to the interviewee, building up a relation and gives him trust. Another thing I noticed was that Paulo said the words “yeh yeh yeh” a few times after each other. This is a good technique to try and interrupt someone and ask a question about something he is talking about at that moment, especially when you look a way a little. I am not sure if this was intended or just from intuition (1:50 – 2:10)

Maybe something Paulo could improve upon is that he might say the words “Ok, uhuh” a little too often. Sometimes it is just better to be quiet and act interested using non-verbal communication. Saying these words too often might disturb the speaker or takes away the power of it.

<https://drive.google.com/drive/folders/1qema9wPPRN35jGpG9a59aaawMgLND2Df> (Interview with Jeffrey)

**Ad active listening**

Source :

<https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better>

<https://www.mindtools.com/CommSkll/ActiveListening.htm>

We lose our way of listening. We record conversations. The world is very noisy nowadays. We are getting desensitized because we need bigger and bigger things to get our attention. We only hear about 25% of what is being said.

Conscious listening creates understanding. To improve your conscious listening you should do the following:

* 3 minutes a day just listen to silence. It resets your ears and recalibrate you so that you can hear the quiet.
* How many individual channels can you hear in a mixer of sound (industrial sounds, lake, wherever)
* Savouring exercise. Hear the rhythms and appreciate the sound you hear.
* Listening position. You can position yourself in a way to what you are listening to. Active or passive, reductive or expansive and critical or empathetic.
* The main listening technique can be put in the word RASA, which stands for Receive, Appreciate (saying things like “Aha ok”), Summarise and Ask

You should pay attention. Look at the speaker directly, put aside your distracting thoughts, Don’t mentally prepare rebuttal, avoid being distracted by environmental factors, listen to the speaker’s body language.

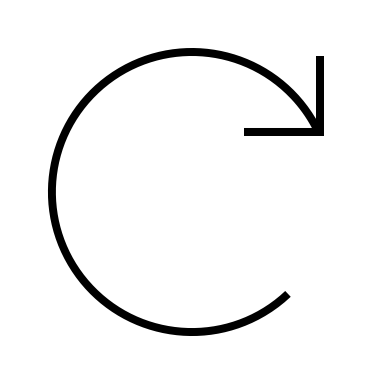
You should show that you are listening by nodding occasionally (don’t overdo it!), smile and use other facial expressions, make sure that your posture is open and interested (don’t cross your arms, don’t cross your legs but don’t spread them too wide as well) and encourage the speaker to continue with verbal comments.

Our personal filters and assumptions can distort what the speaker is actually saying. To understand exactly what the speaker told, you should provide feedback by reflecting on what has been said by paraphrasing (like “Sounds like you are saying…”), ask questions to clarify certain points and Summarize the speaker’s comment periodically.

You should interrupt as less as possible. It might frustrate the speaker and limit your own full understanding of what he is saying. Allow the speaker to finish each point and then ask questions. Don’t interrupt with counter arguments.

You should respond appropriately. Active listening is designed to encourage respect and understanding. Be candid, open and honest in your response. Assert your opinions respectfully. Treat the person in a way that you think he/she would want to be treated.

**Ad Reliability of information you get out of interviews**



elaborative encoding

perception

attention

Working Memory

Sensory Memory

Long-Term Memory

retrieval

Forgetting

&

reconstructing

forgetting

forgetting

This is a short and general model of how memory works. This model will perform best of the flow from Sensory Memory to Working Memory is done in a comfortable environment. Eg: if someone has a traumatic experience in the his/her perception which enters the Sensory Memory, flaws might come in to the Working Memory which then get saved in the Long-Term Memory.

Another thing which work best for the model is that in the attention operation you should write down what you experience since the there is a direct connection between your hand and your brain, making your Working Memory more accurate and your Long-Term more reliable.

Also, one should be careful at the retrieval part because her reconstructions happen of the memory originally coming from the perception.