



# **stop talking**      **influencing** **start**

JARED COONEY HORVATH | PhD, MEd

12 insights from  
brain science to make  
your message stick



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## **Reference List**

## Chapter 1

### *Text + Speech*

#### **(p. 7) ...reading out loud was the most common practice.**

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#### **(p. 8) ...Irish monks began adding spaces between words...**

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**(p. 13) ...you can no longer access or process any of that information.**

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**(p. 16) ...comprehend and remember more...**

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**(p. 17) ...including a very small number of keywords...**

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**(p.19) ...speaks at a rate of about 130 words per minute...**

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**(p. 19) ...they actually learn less...**

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**(p. 21) ...whenever you take shallow notes, you can expect to learn next to nothing.**

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## Chapter 2

### *Images + Speech*

#### **(p. 27) ...the McGurk Effect...**

McGurk, H., & MacDonald, J. (1976). Hearing lips and seeing voices. *Nature*, 264(5588), 746.

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Shams, L., Kamitani, Y., & Shimojo, S. (2000). Illusions: What you see is what you hear. *Nature*, 408(6814), 788.

#### **(p. 31) ...is divided into several distinct regions...**

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#### **(p.37) *His limbs were in proportion...***

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**(p.39) ...0.2 seconds to recognize the image opposite**

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**(p. 40) ...enhance audience engagement, receptivity and judgments of likability.**

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**(p. 41) ...memory would be up to 50 per cent worse...**

Potter, M. C., & Fox, L. F. (2009). Detecting and remembering simultaneous pictures in a rapid serial visual presentation. *Journal of Experimental Psychology: Human Perception and Performance*, 35(1), 28.

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**(p. 43) ...deciphering graphs and tables is far from fast and almost never easy.**

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**(p. 45) ...the Pop-Out effect.**

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**(p. 46) ...has been shown to boost engagement but potentially impair learning.**

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**(p. 47) ...most feel as though they have understood better and learnt more...**

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## Chapter 3

### Space

#### **(p. 53) ...the *method of loci*.**

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#### **(p. 56) ...place cells.**

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**(p. 57) ...allows us to construct a mental map...**

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**(p. 58) ...*Looking at Nothing*.**

Ferreira, F., Apel, J., & Henderson, J. M. (2008). Taking a new look at looking at nothing. *Trends in cognitive sciences*, 12(11), 405-410.

**(p. 63) ...*Advanced Prediction Machine*.**

Bubic, A., Von Cramon, D. Y., & Schubotz, R. I. (2010). Prediction, cognition and the brain. *Frontiers in human neuroscience*, 4, 25.

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**(p. 63) ...*Contextual Cuing*.**

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**(p. 64) ... we'd likely see a significant decrease in activity within the hippocampus...**

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**(p. 66) ... demonstrate up to 35 per cent better memory...**

Ragan, E. D., Endert, A., Bowman, D. A., & Quek, F. (2012, May). How spatial layout, interactivity, and persistent visibility affect learning with large displays. In *Proceedings of the International Working Conference on Advanced Visual Interfaces* (pp. 91-98). ACM.

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**(p. 67) ... mismatch negativity...**

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**(p. 69) Signalling...**

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## Chapter 4

### *Context / State*

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Epstein, R., Harris, A., Stanley, D., & Kanwisher, N. (1999). The parahippocampal place area: Recognition, navigation, or encoding?. *Neuron*, 23(1), 115-125.

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**(p. 88) ...During the first two to three years of any new sports league...**

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**(p. 95) ...stochastic resonance.**

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## Chapter 5

### *Multitasking*

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**(p. 111) ...the better you rated your ability...**

Sanbonmatsu, D. M., Strayer, D. L., Medeiros-Ward, N., & Watson, J. M. (2013). Who multi-tasks and why? Multi-tasking ability, perceived multi-tasking ability, impulsivity, and sensation seeking. *PLoS one*, 8(1), e54402.

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**(p. 117) ...those who utilize technology more often...**

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**(p. 119) ...media multitasking has a detrimental radius.**

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## Chapter 6

### *Interleave*

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**(p. 127) ...chunks are held as a single unit within the prefrontal cortex.**

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- Sakai, K., Kitaguchi, K., & Hikosaka, O. (2003). Chunking during human visuomotor sequence learning. *Experimental brain research*, 152(2), 229-242.
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- Gayton, W. F., Cielinski, K. L., Francis-Keniston, W. J., & Hearns, J. F. (1989). Effects of preshot routine on free-throw shooting. *Perceptual and Motor Skills*, 68(1), 317-318.
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**(p. 131) This continual recycling helps to solidify and strengthen each chunk...**

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**(p. 132) ...interleaving *increases flexibility*.**

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**(p. 133) ...interleaving appears to work equally well for cognitive skills.**

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Hatala, R. M., Brooks, L. R., & Norman, G. R. (2003). Practice makes perfect: the critical role of mixed practice in the acquisition of ECG interpretation skills. *Advances in Health Sciences Education*, 8(1), 17-26.

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**(p. 135) ...this technique has been shown to work best...**

Shea, C. H., Kohl, R., & Indermill, C. (1990). Contextual interference: Contributions of practice. *Acta psychologica*, 73(2), 145-157.

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**(p. 137) Deliberate practice.**

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## Chapter 7

### *Error*

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## Chapter 8

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## Chapter 9

### *Priming*

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## Chapter 10

### *Story*

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## Chapter 11

### Stress

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## Chapter 12

### *Distribution*

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#### **(p. 266) ...remember *more information* for a far *longer* period of time...**

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