



# SEEL

## Description of three typical teaching situations and how they can be fostered by audios and sounds

*Sound in European E-Learning*  
*Description of three typical teaching situations and how they can be fostered by audios and sounds (01/A3)*  
*Report*

P1 University Paderborn – UPB Germany

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# **SEEL – Description of three typical teaching situations and how they can be fostered by audios and sounds**

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## **Introduction**

Sounds and audios can be a part of successful teaching scenarios and can help the learners to understand the contents and topics in a new and easy way. The following teaching scenarios describe how this medium can be integrated in different subjects. Therefore, this document describes how teachers can benefit from sounds and audios in their lessons. The focus for a successful use in learning situations of the audios should be on:

- (1) Duration / Estimated Teaching time
- (2) Subject
- (3) Information about the Learner (Age, prerequisite, ...)
- (4) Methods (Interactive, groupworks, silent work phases, ...)
- (5) Media
- (6) Content
- (7) Goals (Competencies)

In summary, every partner of the SEEL consortium creates three learning situation and describes its in details. Attached the German learning scenarios and the description of the integration of sounds.



## Learning and Teaching Situation A

### Description of Learning Situation A (Mathematic Lesson)

<b>Frameconditions of Situation</b>	
(1) Duration / Estimated Teaching time	45 minutes
(2) Subject	Mathematics
(3) Information about the Learner (Age, prerequisite, ...)	12- 14 years, secondary school for visual impaired students
(4) Methods (Interactive, groupworks, silent work phases, ...)	Classic lecture format, where the teacher teach the class from the front of the classroom and the pupils answers the queries as well as group work to solve the tasks
(5) Media	Audios like signals and jingles
(6) Content	Solving mathematical tasks, which are typical and based to the competences of the learner
(7) Goals (Competencies)	<ul style="list-style-type: none"><li>• Providing mathematical skills</li><li>• foster social behaviour and communication</li><li>• to handle difficult tasks</li><li>• to work in groups</li><li>• to work under time</li><li>• etc.</li></ul>



## **Description how this learning situation could be fostered by audios and sounds**

- **Reasons for using audios in this learning situation**

Mathematic lessons can get an innovative format with the use of audios and sounds. The first question which has to be solved, is how can audios improve the quality of teaching and the subject comprehension for the learners?

The used sound for mathematic lessons can be distinguished in three categories:

- (1) Sounds as signals
- (2) Sound as soft background music
- (3) Sound to underline the work under time (count down remaining time)

The first sound: sound as signal will be play if the pupils will start the tasks. This sound can be a “Gong” or “Ring”. This sound internalise by the learners and after some repetitions the learner will be conditioned to this signals. Moreover, the same conditioning can be arranged by using signals to demonstrate the finished working time. The second sound: sound as soft background music will be played in the group working time. For this learning process soft music and instrumental sounds without text and singers are very well suited.

The third sound: sound to underline the work under time can be integrated in the learning session to demonstrate the last minutes to finish the mathematical tasks. Therefor the audio has to be very fast and energetic. Even the use of suspense can be helpful and signalise the learner the running time.

- **How and what do the audios improve?**

- Improve the connection of learned tasks and signals: the learner learn something about signals
- Improve the background atmosphere through soft music: Classic and instrumental soft music can provide a relaxing atmosphere, where learner feel comfortable. They can concentrate their thoughts for this mathematical tasks
- Improve work under time
- Improve social behaviour and group work



## Learning and Teaching Situation B

### Description of Learning Situation B

Please describe the Learning Situation A. Take the following aspects into consideration:

<b>Frameconditions of Situation</b>	
(1) Duration / Estimated Teaching time	45 minutes
(2) Subject	Biology- animal lore
(3) Information about the Learner (Age, prerequisite, ...)	12-14 years, secondary school for visual impaired students as well as a regular secondary school
(4) Methods (Interactive, group works, silent work phases, ...)	<p>For regular secondary schools: interactive group work, where learners should record animal noises and create a portfolio with a wide variety of animals</p> <p>For visual impaired students in a secondary school:</p> <ul style="list-style-type: none"> <li>- Students can work in silent working phases, e.g. with headphones</li> <li>- Audios and sounds can be used for classic interactive lessons, where the teacher plays the sounds like a quiz</li> </ul>
(5) Media	Audios and sounds
(6) Content	Animal lore: the aim for an innovative biology lesson, which connect different sensual perceptions should foster, different channels. Therefore, the teacher can use the noises and sound the animals sing in their live environment. The learner learns the sounds as well as the names and a short description which describes specific characteristics of this animal.
(7) Goals (Competencies)	<ul style="list-style-type: none"> <li>- Learn about animals</li> <li>- Learn about sounds</li> <li>- Learn to distinguish between similar animal sounds and specifications</li> <li>- Learn in groups as well in single learning phases</li> </ul>

## Description how this learning situation could be fostered by audios and sounds

- **Explain these audios**

The teacher has the opportunity to integrate animal sounds in his animal lore biological class. Therefore, he can use the sounds he has recorded on his own: Typical animal sounds like bird noises, zoo animals or farm animals are one opportunity to use in the classroom. Moreover, the teacher can pick one example animal, which is very special in his behaviour or interesting in his biological construction. One example: Dolphins noises and sounds in different living conditions.

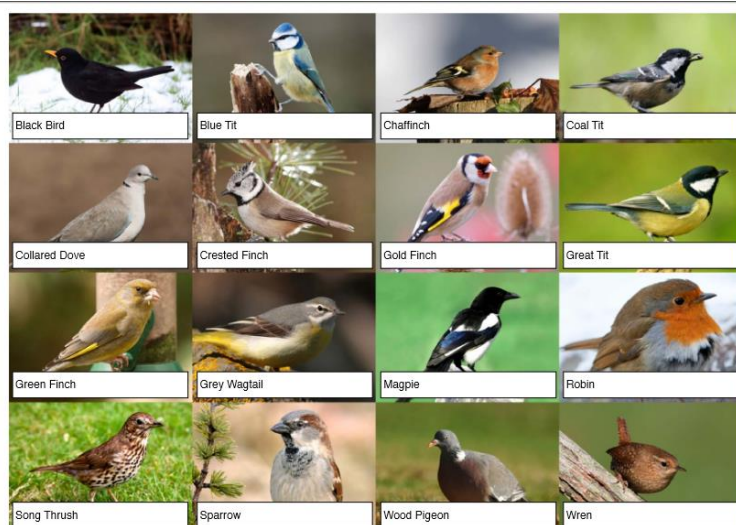
- **Reasons for using these audios**

To present the learners the noises of different animals and to connect the sounds with the names and animal descriptions, like:

- living district of the animals
- natural enemies of this animal group
- natural food and meal plan of this animals
- average age, visual description of the animals: plumage, colours, feeds, pecker, (...)
- etc.

- **How and what do the audios improve?**

The animal sounds can improve the connection of oral description and the auditory understanding. The teacher can use the sounds to explain typical behaviour and noises of this animal group. He can use the sounds for an interactive quiz or can show it as an example. Moreover, the learners can record their own animal sounds, e.g. their pets or animals they now from their everyday life: zoo animals or farm animals.



Attached one example of a wide variety of garden birds: It can be used for visual impaired pupils, without the pictures but with a very detailed visual description. Or for not impaired learners as a quiz.

[http://www.teachingideas.co.uk/sites/default/files/gardenbirdobservationsheet\\_0.pdf](http://www.teachingideas.co.uk/sites/default/files/gardenbirdobservationsheet_0.pdf)

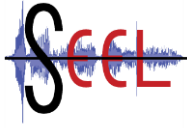


## Learning and Teaching Situation C

### Description of Learning Situation C

<b>Frameconditions of Situation</b>	
(1) Duration / Estimated Teaching time	45 minutes- 90 minutes
(2) Subject	Foreign language classes: <ul style="list-style-type: none"><li>- Spanish</li><li>- English</li><li>- France</li></ul>
(3) Information about the Learner (Age, prerequisite, ...)	Vocational school students <ul style="list-style-type: none"><li>- Age: 16 &lt; 25</li></ul>
(4) Methods (Interactive, groupworks, silent work phases, ...)	Group work of max 5 students, to create a radio play
(5) Media	Audio recorder, sounds and noises
(6) Content	The students shall record a sales pitch radio play or an typical situation of their training companied
(7) Goals (Competencies)	<ul style="list-style-type: none"><li>- Foster social behaviour and group work</li><li>- Foster economical thinking and self-reflection of their daily business and their training companies</li><li>- Foster communication skills and the use of a foreign language, speaking competences</li><li>- Foster the autonomy of the learners to create individual content</li><li>- Foster language skills and the use of gramma</li></ul>





## Description how this learning situation could be fostered by audios and sounds

- **Define / Explain these audios**

The vocational school students have the tasks to think about their training companies and typical situations and conflicts they have to deal in their everyday business. Then they have to write dialogues about the situation and record this as a radio play in groups of maximum five actors.

To create authentic radio play, the students have to think about

- background noises and music
- rhetorical means and the authentic use of their voice
  - How sounds an aggressive customer or a stressed boss?
  - How can sounds a sad colleague?

- **Reasons for using these audios**

The reasons for using radio plays for language classes are to record the speeches and dialogues of the pupils. That has the benefit that the students can listen to their own voice, the teacher can explain improvements of the pronunciation of the students. Radio plays offer the opportunity for classroom discussions, to foster feedback and to practice the foreign language. Moreover, can the use of plays shows how the mood of the situation is and what makes background noises to the listener. Even the use of signals can be integrate in the play and gives a basic for discussions.

- **Way of using these audios**

The use of radio plays give an interesting way to teach foreign language and to integrate every student in the communication and the classroom activity. Every student has to practice the foreign language, can improve the pronunciation and his social behaviour in group works.

- **How and what do the audios improve?**

- Students improve their pronunciation
- Improve the use and feeling of the foreign language
- Improve their self-reflection about their training companies, while thinking of typical situations of their daily life business
- Improve their language skills and rhetorical competences through the recording of the radio play
- Etc.