



Sounds in European E-Learning - SEEL  
Grant Agreement No.: 2014-1-DE02-KA200-001631  
Project No.: 2014-1-DE02-KA200-001631  
General Learning Concept  
Intellectual Output No. 02-A1  
P1, UPB – Germany



# SEEL

## General Learning Concept

*Sound in European E-Learning*  
*02- A1*

P1 University Paderborn – UPB Germany

<i>Project Title</i>	<i>Sound in European E-Learning</i>
<i>Project Acronym</i>	<i>SEEL</i>
<i>Reference Number</i>	<i>2014-1-DE02-KA200-001631</i>
<i>Project Duration</i>	<i>01.09.2014 – 31.08.2016</i>
<i>Project Partners</i>	<i>P1 University Paderborn – UPB (Germany)</i> <i>P2 Ingenious Knowledge – IK (Germany)</i> <i>P3 Základní škola – ZSC (Czech Republic)</i> <i>P4 Colegiul Tehnic Ion I. C. Bratianu – CTI (Romania)</i>

**Marc Beutner / Jennifer Schneider**

This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



## Introduction

The aim of this document is to create a general learning concept for educators and teachers, which guarantee a solid base to reflect and structure their design decision.

This general concept is spitted in 3 parts:

- Part 1: Elements of the general learning concept
- Part 2: Integration of sounds in different subjects
- Part 3: One teaching example- Foreign language learning

## Part 1: Elements of the general learning concept

Teachers all over the school sector have at least one similar challenge, if they think of their students. They have to look at didactical aspect, the prerequisites of the learners and their motivation. So, the questions:

- (a) What makes my lesson interesting for the students? and
- (b) How can I address the whole class in successful way?

are important.

To answer these questions it is necessary to understand how the students in the classroom learn and which ways of learning they prefer.

Literature provides different understandings of the topic of learning types. So, e.g. VESTER explains four learning types:

- Type 1: Auditory- Learner learns while listening and speaking
- Type 2: Visual- Learner learns in a visual way, while looking at pictures etc.
- Type 3: Haptic- Learner learns in a haptic way. He or she touch the object and feel its haptic perception.
- Type 4: Intellect- Learning through brainpower.<sup>1</sup>

---

<sup>1</sup> Maike Looß (2001): Lerntypen? Erschienen in Die Deutsche Schule, 93 (2001), 2, 186- 198. Online Ressource: [http://www.ifdn.tu-bs.de/didaktikbio/mitarbeiter/looss/looss\\_Lerntypen.pdf](http://www.ifdn.tu-bs.de/didaktikbio/mitarbeiter/looss/looss_Lerntypen.pdf)



Also ideas like the VARK approach of Fleming from 2001 are similar to this:<sup>2</sup>

- Visual mode (V)
- Auroa mode (A)
- Read / write mode (R)
- Kinesthetic mode (K)

The SEEL Learning concept takes all aspects under account. But due to the fact that the SEEL project has a specific focus on sounds also this concept empathizes on the first learning type of VESTER, the learners who can learn very successfully with auditory elements like music and sounds. This auditory type forms often a huge group of the young learners and should be considered while preparing the classroom materials.

But due to the fact that most of learning materials are written content or graphics and illustrations sound gets more and more in the background of the work of teachers and trainers. So, the general SEEL concept fosters the idea to have a closer look at sounds, signals and music or better all sorts of audio materials in teaching concepts.

But how can teachers integrate sounds and music in their daily life work and classes?

It is clear, that not every kind of music is able to influence students and learners in the same positive way. First research results of SEEL in a German school for visual impaired students and their teachers show, that the use of sound to create rituals and signals are a very helpful for the students to develop lesson structure which should be repeated in every next classroom to create a routine.

Especially for visual impaired persons sound is an orientation in daily life. Moreover, it is essential in learning activities as well. Signals and sound provide orientation and structure.

The SEEL concept takes this into account and transfers this idea also to other learners, which can be guided and supported by sounds as well.

The power of sound is recognised in many situations of daily life. So, you can find music in most of the supermarkets for marketing reasons. They provide an pleasant atmosphere and foster the selling.

Bringing persons in a specific mood is also one of the main aspects which can be transferred to the world of learning as well. For example in schools for visual impaired people such an atmosphere is created very often and helps to focus on topics.

The following graphic shows how different sounds and music can be experienced by different visual impaired persons:

---

<sup>2</sup> See Fleming, N. D. (2001): Teaching and learning styles: VARK strategies.

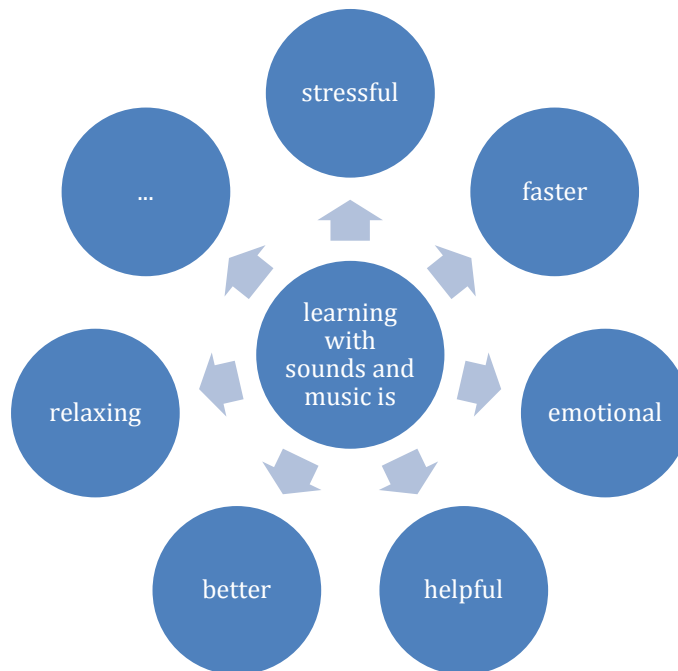


Figure 1: Learning with sounds and music results from the qualitative interview in a German school for visual impaired pupils

To address different learners the best way a methodological variety is a helpful basis. Therefore, the general SEEL learning concept includes a combination of different aspect, which should be in a didactical setting:

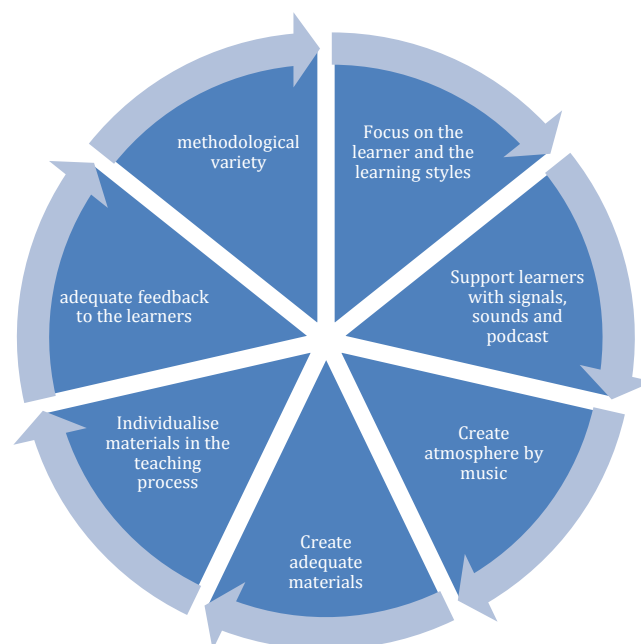


Figure 2: Elements of the general learning and teaching concept of SEEL

## Part 2: Integration of sounds in different subjects

To work with sounds in an adequate way the general learning concept of SEEL follows the idea of an integration of audios in different subjects. This means that an approach which tries to use sounds and audio-file to create atmosphere and provide structure by signals is easier to use with learners, when they see this approach in the classroom not only with one teacher but with several ones. This goes hand in hand with the idea to use music and signals in the different lessons of these teachers. A similar structure which is provided by different teachers is getting more common to the learners and helps them to focus in the same way while learning different subjects. This means that it is useful to communicate between the teachers and trainers of different subjects and come to a similar idea of sound use.

For example a focussing music while the learner are working in small teams or while cooperation with a partner can be used in different lessons. So, a math teacher can use this music as well as a teacher of religious education.

Also the structure of a podcast should be standardised between teachers. This helps the learner to identify main elements and important issues. Podcasts can also help to introduce a new topic and address learners which need to hear an explanation maybe several times.

The integration of music as a focussing background can be used during a whole course, while one lesson or just in a part of the lesson, for example during the phase of repetition at the begin of a lesson.

The following four graphics show integration possibilities for music in a classroom setting:

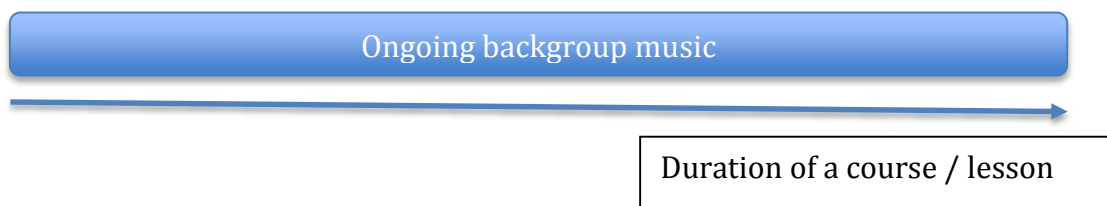


Figure 3: Permanent background music

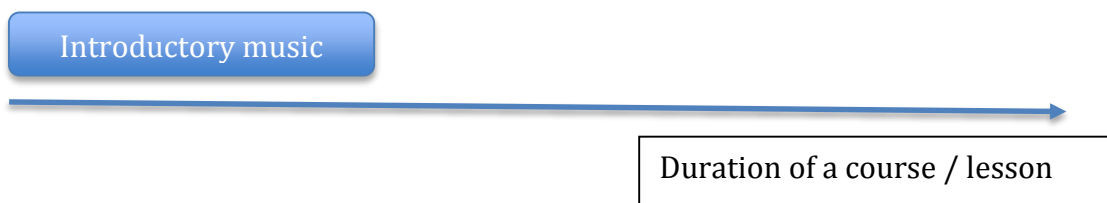


Figure 4: Focussing music as an introduction in the lesson

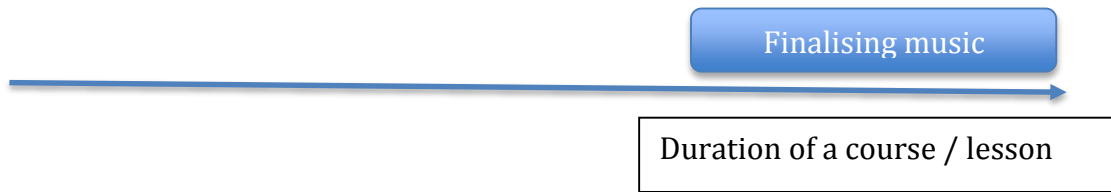


Figure 5: Focussing music at the end of the lesson

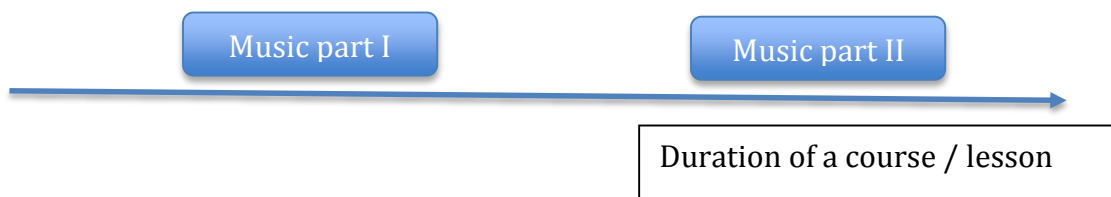


Figure 6: Lesson phases underpinned by music sequences

Also signals are valuable to introduce new phases of teacher or provide specific hints on elements of the teaching process which occur not only once but several times.

Especially in the field of eLearning the integration of the different audio elements can be an important part of the creation process and should be in focus of the learning designer.

### Part 3: One teaching example- Foreign language learning

To provide an illustration how the general SEEL learning concept can be adapted we have now a closer look a foreign language learning classes.

Let's take French as a foreign language.

In a French class it is typical to teach a broad variety of things. So, a teacher has to focus e.g. on:

- Teaching grammar structures / syntax
- Teaching vocabulary
- Teaching written French
- Teaching how to speak French
- Teaching how to understand other people speaking French
- Teaching about French culture and daily life in France
- Teaching how to behave in France
- Teaching about culture in other French speaking countries (e.g. Quebec or Marocco)



Taking this serious, the general learning concept of SEEL would suggest:

**(a) to focus on the learner and the learning styles**

This means the teacher has to have a closer look at the target group of the learning process. It is useful to know about their previous knowledge and how they learn best. This forces the teacher to do a sort of diagnosis first. This can be done in a combination of communication with other teachers, observation of the learning processes of the learners and testing. Especially if the group consist of leaners with special needs the teacher has to focus on theses and needs to know how it is possible to foster the learning process of the individual learners.

For a French class it is important to know, which grammar structures do they already use and which level of speaking skills, listening skills, writing skills and cultural knowledge are the learners.

**(b) to support learners with signals, sounds and podcasts**

Here, the teacher of a French class usually takes the opportunity to come with a CD in the classroom or the speaking laboratory and provides the learners with the texts of the text book spoken by native speakers. Some French teachers also include French songs in their lessons to provide both an insight into culture and new vocabulary.

But in a French lesson it is possible to do more. For example to use signals to inform the learners about a timeframe or a new learning phase.

For example the teacher could provide a task about vocabulary learning and after each ten vocabularies a signal (e.g. the sound of a soft bell) shows the learners that they already solved another main part of the task.

Moreover, in as a start of a new topic the teacher could provide a podcast about it to provide a first orientation. Especially in classes with e.g. visual impaired people such podcasts could provide an insight which they can hear and store. For all learners exists the possibility to hear it again and again to get every information right.

**(c) to create atmosphere by music**

Also music can be used in French classes to focus the learners on a task. Especially in scenarios where they solve problems or learning tasks and have to concentrate a smooth music soundtrack in the background can be helpful.

**(d) to create adequate materials**

According to the learners' different skills in the field of speaking, listening, writing and cultural knowledge it is important to provide the learners with learning materials and tasks which focus on their individual next step.

When a teacher realizes that there are differences and that not for all aspects are materials available (like the mentioned CD with spoken texts from the textbook) the teacher has to create own materials. This can be classical learning resources or modern audio materials as well.



**(e) to individualize materials in the teaching process**

Due to the fact that a teacher has not the resources to create materials for every single learner it is possible to create materials for the main groups of learners with specific knowledge and learning styles. After these materials are created the French teacher can provide specific individual tasks in the lesson during the teaching process and address learners on an individual level. Especially in the field of speaking and listening the use of audio materials can be important.

**(f) to provide adequate feedback to the learners**

After a learning process feedback is important for the learner to get an idea what they already know and what are their next steps. Here audio signals can also be used in an adequate way.

**(f) to provide a methodological variety**

All in all the French teacher has to combine different approaches and methodologies due to the fact that the learner in a class usually possess different learning styles. So a methodological variety should be taken into account and should be rethought always and especially before starting a new teaching and learning process.