# EDTECH 597
# *Pedagogy Of Sound*

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**Contact Information/Office Hours:**

I am frequently online, the best way to contact me is via email. However, you are welcome to contact me using BSU Google Talk or via the Google Voice number above. Google Voice will also transcribe messages to email.

**Course Description and Prerequisites:**

This course provides an overview of sound-based pedagogies and methodologies suitable for online, blended or classroom learning. Students will develop technical skills in order to record, edit, share their own sounds and sound effects.

Aural experiences can be many things; reminiscent, imaginative, unpleasant, engaging, immersive or distracting.  Although ambient sound is widely used in multimedia as well as in games and simulations, it is as yet little understood in educational contexts. This course provides both a theoretical overview and technical skills in sound.

**During this course participants will:**

- Apply the principles of soundscape theory in the creation of learning activities.
- Understand everyday listening and its importance in the design of educational learning environments.
- Participate in a series of sound-based pedagogies and activities.
- Record, locate, edit, and share sounds and sound recordings.
- Contribute to professional social networks.

**Course Materials (including hardware/software requirements):**

Participants will need a high speed internet connection with a standard operating system such as Windows XP, 7 or Vista, Mac OS X or Linux. This course will take place in a variety of online environments including virtual environments, an up-to-date browser such as Firefox or Safari will be required plus the ability to access games or virtual worlds.

**Equipment needed:**

- Recording equipment: microphone, digital recorder. I am happy to give advice on recording equipment, and it sometimes possible to borrow equipment from audio-visual departments.

- Smartphone (optional for everyday recording.  Note this will not produce a quality result)
- Headphones
- Speakers
- Audacity: Free Audio Editor and Recorder http://audacity.sourceforge.net/
- For those that wish to use Adobe Soundbooth, training materials can be found on http://www.lynda.com

**Required:**
- Hiitola, B. (2010). Getting started with audacity 1.3 create your own podcasts, edit music, and more with this open source audio editor. Birmingham, UK: Packt Pub. doi:978-1847197641 (Between $35 and $40)
- Schafer, R. M. (1993). The soundscape: Our sonic environment and the tuning of the world. Rochester, Vt.: Destiny Books (Between $12 and $16)

**Recommended:**

- Sonnenschein, D. (2001). Sound design : The expressive power of music, voice, and sound effects in cinema. Studio City, CA: Michael Wiese Productions. ($14-$20)

**Course Objectives:**
- To understand the nature of sound in human computer interaction,
- To explore a variety of media, which contribute to an immersive experience.
- To explore existing uses of sound in learning, and sound-based teaching activities.
- To acquire a range of key skills for using sound in virtual worlds teaching and learning.

**Major Assignments and schedule:**
By the end of this course, students will be able to:
- Participate in a range of weekly sound-based activities.
- Develop 'everyday listening' skills through recording of a sound diary over the duration of the course.
- Analyse sound as a research methodology.
- Create and share a sound map from a topic of your choosing.
- Design and build an aural learning experience in a virtual or other learning environment.
- Create a narrative map of an existing soundscape.
- Design and construct an imagined soundscape
- Share sound-based projects with social networks.

**Project: Create a sound diary and map**
- Choose a sound-related theme or topic which be be shared via a social network site
- Record a series of sound entries which can be shared via a map
- Create a series of aural reflections to develop listening skills.

**Project: Design a sound walk**
- Choose a location for the sound walk (this can be in a virtual environment or a physical environment)

- Design the sound walk
- Share via a social network site

**Final Project: Create a sound-based learning activity**
1. Create rubric for the lesson
2. Create paper design for soundscape
3. Select, record, edit sounds for soundscape

| Week One | Date | Outcome |
|---|---|---|
| **Topic one<br>Editing and recording sounds** | Week One | Complete chapters 1-4 of Audacity book |
| | Week Two | Complete chapters 1-4 of Audacity book<br>Editing and recording sounds<br>Record a sound postcard |
| **Topic Two<br>Listening to sounds** | Week Three | **Project:** Choose a theme and begin sound diary/map project |
| | Week Four | Record a listening experience<br>Create a sound wordle |
| | Week Five | Record an etic or emic ethnographic observation. |
| | Week Six | Explore sounds in virtuality, games and movies. |
| | Week Seven | Explore sounds in virtuality, games and movies.<br>Record a virtual sound walk |
| **Topic Three<br>Designing sounds** | Week Eight | **Project:** Design a soundwalk |
| | Week Nine | Draw a sound map |
| | Week Ten | Match sounds or music to images |
| **Topic Four<br>Creating sounds** | Week Eleven | Create a legend for a music sequence |
| | Week Twelve | **Final project:** Design an educational soundscape |
| | Week Thirteen | Choose or create sound effects for learning environments |

| Week One | Date | Outcome |
| --- | --- | --- |
| | Week Fourteen | Creating sounds for storytelling (onomatopoeia) |
| **Topic Five** **Reflect on learning.** **Complete projects** | Week Fifteen | **Complete sound map/diary** **Reflective blog entry for sound diary** |
| | Week Sixteen | **Complete educational soundscape design. Share with World Listening Day project (optional)** |

**Grading Policy and Grading Scale:**
- Participation : Listen, design, draw, record - 120 points (10 per week)
- Project One: Create a sound map/diary 100 points
- Project Two: Design a sound walk - 100 points
- Final Project: Create an educational soundscape design. 250 points
  ‣ Create a rubric - 50 points
  ‣ Create a paper-based design - 50 points
  ‣ Select, record, edit sounds for soundscape - 150 points
- Final Project Reflection: 30 points

**Total: 600 points**

| A | 550 - 600 |
| --- | --- |
| B | 500 - 549 |
| C | 450 - 499 |
| D | 400 - 449 |
| E | 399 and below |

## Course Policies

**Communication** – I will respond to emails and/or phone calls usually within 24 hours on weekdays, but this may be longer on a weekend or with advance notice to students.

**Posting of Assignments** – Major assignments will be posted at least one week in advance of the assignment due date.

**Assignment Submissions** - Details about assignments will be posted to Moodle in the lesson plan, which will be available for download the week before. Information about projects, submission guidelines and rubrics will be updated throughout the course, and in response to feedback. Assignments will normally due for submission on Tuesday night at midnight.

**Feedback/grades** – Students must be informed of their progress toward the final course grade at regular intervals. Assignments will be reviewed and evaluated by the instructor within one week after the posted assignment due date.

**Late assignments** – All assignments should be submitted at the designated time, unless pre-arranged with the instructor. The instructor is not responsible for any text or software that is not obtained in enough time to complete the assignments.

**Technical Difficulties** – on occasion, you may experience problems with accessing Moodle or class files located within Moodle, with your Internet service, and/or other computer related problems. Do make the instructor aware if a technical problem prevents you from completing coursework.
BroncoMail - http://helpdesk.boisestate.edu/email/broncomail/
Moodle Assistance – http://edtech.mrooms.org

**Academic Honesty** – all students are required to abide by Boise State University's Student Code of Conduct on academic dishonesty. Assignments completed must be your original work and cannot be used in other courses in the EdTech program.

**Reasonable Accommodations** - Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the Disability Resource Center at 208-426-1583 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability.

**Boise State's FERPA policy** - The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education.records.
http://registrar.boisestate.edu/catalogs/ugrdcurrent/frontpages/chapter2/confidentiality.shtml

## Conceptual Framework

### College of Education - The Professional Educator
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective

approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

**Department of Educational Technology Mission**

The Department of Educational Technology supports the study and practice of facilitating and improving learning of a diverse population by creating, using, managing, and evaluating appropriate technological processes and resources. Believing technology is a tool that enhances and expands the educational environment, we promote the use of current and emergent technologies for teaching and learning in a dynamic global society. Educational technologists are leaders and innovators, serving in institutions of higher education, public or private school settings, federal, state, or local educational agencies, and educational organizations in the private sector.

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**AECT Standards**

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AECT Standards – standards listed with assessments tied to standards. Check with the Adjunct Coordinator who will assist in aligning standards and assessments to course content.