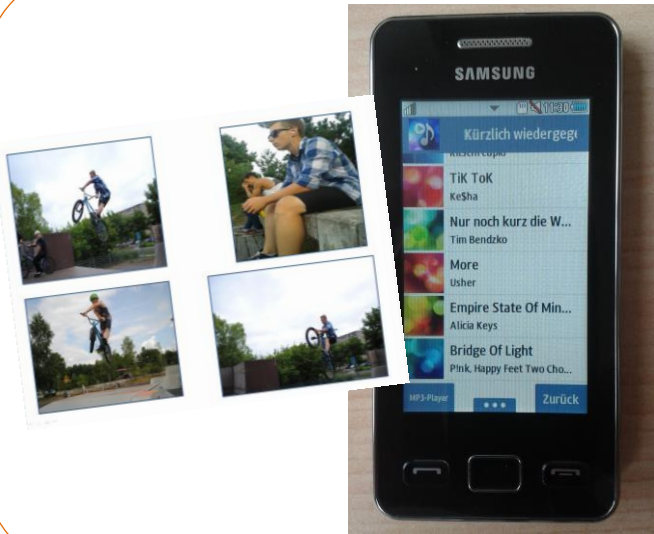# Mobile Learning Scenarios

Private soundscape - public noise

Oberstufenzentrum II Barnim

Subject: music (year 11)

The OSZ II Barnim is a vocational school training young people in 45 different professions and preparing students at secondary level for study at universities. In 3 years of further education the students can achieve the A-levels in economics, electrical engineering or social science. The students are aged 16-18 and in year 11. All students are 'digital natives' using media mostly privately to gain or spread information and messages. They know well how to operate the devices and how to explore the Internet. In our school, media devices have been used randomly so far and the digital expertise of the trainees has hardly been considered.

Description (2 – 3 lessons)

Mobile devices, here smartphones, are used to link the student's life outside school with a musical topic in teaching context. The students often use their phones for listening to music extending privacy to public space (the school). At the same time they exclude people around them from taking part in the musical experience because they use earphones. To make personal preferences for certain music genres obvious the students were asked to edit their playlists and state which kind of music they prefer in certain situations. Doing so, the students realize the different taste in music of others and start communicating (discussing/ evaluating/ judging). The unit is especially suited for introductory lessons where classmates get to know each other. They become aware of their personal interests, external influences on them by other people and the impact of media. They find arguments to underline their views. (It empowers the students' self-esteem)

In the next step the students were asked to integrate their life outside the class room into the subject by taking pictures. It was the task to take pictures, using the smartphone, of every situation where the students come into contact with music, e.g. learning at home, doing housework, waiting at the bus stop etc. No high quality pictures but real-life reflections were expected. Finally the students link both the music playlists and the real-life pictures in an interactive presentation on the PCs. They introduce themselves (using the interactive board) while experiencing what the other course members have chosen to present themselves.

Learning outcomes

The students can …
- integrate their personal life and experiences into school lessons
- choose music from a random list for a specific purpose
- transform a given model into their own
- use presentation software to express/ to display themselves
- state arguments and become aware of their own likes/ dislikes
- develop tolerance by widening their own musical/ cultural focus

Preparation

1. Look for a non-personal example, e.g. video/ TV-ad of apple iPhone5 (music) that offers the opportunity to become personalized.
2. Make sure the students have access to appropriate technical devices (digital cameras, smartphones)
3. Organize access to computers in school or organize homework settings.
4. Make sure the students agree to their pictures being published.
5. Allow the students some time to collect data. (here: 1 week each)

Realisation (step by step, max. 3 lessons)

1. At the beginning of the new school year in the course with new members the students are expected to get to know each other better via their likes/ dislikes and habits in music. The scenario gives the students a chance to open their minds and built up relations. Start with the video/ TV-ad and ask which musical situations can be defined. Collect answers in a mind-map. **(IDEA)**
2. Explain the intended outcome of the unit and ask students what they will hear when taking other people's earphones (speculation + explanation). Transfer the given situations to the students and ask them to describe the kind of music they listen to in similar situations. Give the task to make up a playlist (homework/ in lesson) **(COLLECTION I)**
3. In the next lesson let the students give short presentations/ talks about their playlists presenting some examples and explaining why this kind of music is used in certain situations. Try to find some general characteristics of the music (preparation for analysing music by listening) and focus on the role of music in private life. Next ask the students to present typical daily scenes on photographs according to the starting video. Give them the task to take pictures and pay attention to the fact that "a piece" of the students should be on the picture. (homework/ next lesson/ next week)
4. Students take pictures outside school (on the bus/ train, waiting at the doctors, doing home- and housework, in the fitness studio etc.) and make their private soundscape come alive by making it visible in static pictures. **(COLLECTION II)**
5. Now both the playlist and the pictures are combined in a simple presentation. Give is the Windows8-design and the students are expected to design their presentation with their pictures and music). **(PROCESSING)**
6. The outcome is an interactive display that enables the students to introduce the course members very lively and stimulates conversation about the role of music in private and public life. **(DISCUSSION AND EVALUATION)**
7. After becoming aware of one's likes/ dislikes and habits the students use the playlist and pictures as a basis to write a musical biography to realize who/ what/ which situation has had an influence on them to develop their personality and musical background. **(ASSESSMENT)**

Opportunities

- The students like using the smartphones in lessons as they are used to do in their free time activities.
- By focussing on private resources the topic becomes individually more important and involves the students as experts.
- Starting with personal experiences opens the students' minds for more theoretical issues and offers the chance to include all members of the course.

Challenges

- Don't focus too much on technique.
- Make sure students develop with the task by discussing, evaluating and publishing their musical experiences, likes/ dislikes etc. Expect them to explain and give reasons, thus presenting developed arguments.
- Follow up with e.g. an analytic view onto the musical examples which means use the personal involvement to continue with a topic that is probably not liked by pupils.