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Internet Platform for Sound

Handbook on creating an interactive sound website and on training its users

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Contents

1. About this handbook

This handbook consists of four different parts.
In Part I we introduce the interactive sound website www.soundnezz.de and describe its requirements, goals, and structure. This part contains guidelines which can be used for the creation of comparable websites, and into which we incorporated our experience in creating soundnezz.de.
In Part II we will describe two examples of training concepts that have been applied in working with potential users.
In Part III we draw some conclusions on the overall project and discuss future perspectives.
Part IV, the appendix, presents some examples of documents, records, and other materials that were used during the course of the project.

We hope that, with this handbook, we can offer some useful suggestions to all those who want to set up similar projects. We would especially like to invite all those who read this handbook to visit the website www.soundnezz.de to gain an impression for themselves, and perhaps to find some inspiration for their own work.

Part I

2. Description and objectives of the interactive website soundnezz.de

www.soundnezz.de – a non-commercial internet platform – has two main focuses:
- Orientation toward target groups: young people (children, teenagers, young adults) and media pedagogues are the main target groups
- Focus on sound / audio: anything having to do with sound and music can be presented on the website.

The project was created and is run by four institutions:
- Medieninstitut der Pädagogischen Hochschule (Media department of the University of Education) Freiburg, Germany
- Medienzentrum des Wissenschaftlichen Instituts des Jugendhilfswerks (Media Centre at the Scientific Institute of the Youth Aid Organization), Freiburg, Germany
- Studentenwerk (Student Aid Organization), Freiburg, Germany
- Landesvereinigung kultureller Jugendbildung (Association of Youth Education and Culture), Baden-Württemberg e.V., Germany

It is sponsored by the Media Authority (Landesanstalt für Kommunikation) of Baden-Württemberg and supported by the European Union within the Socrates / Grundtvig programme.

What is soundnezz?

Soundnezz is an internet platform, i.e., an interactive website where users can, at any time, add or update their own files such as music, sound files, radio productions as well as descriptive text.

On the platform itself there are numerous offerings under the subject headings: web projects, music projects, and radio projects. Some examples:

- Music recorded in the sound studio of the Youth Aid Organization of Freiburg by young bands from the area and made available on the internet platform.

- Student radio productions which were produced within the framework of a seminar on 'Radio Plays' offered by the Freiburg University of Education.

- Interviews and radio plays produced in the local schools, for example: 'What do teachers say about the PISA Study? Pupils from the Pestalozzi Middle School interview the school principal about the results of the PISA Study.

- A radio play entitled "My Life on the Ark". Here a 6th grade class from the Bischof-von-Lipp-Schule wanted to describe their idea of what life was like in their town of Mulfingen during the Nazi period (see appendix 1: screenshots).

Soundnezz.de makes it possible to network isolated radio projects and sound experiments from children, teens and young adults in all of Baden-Württemberg and creates opportunities for them to present their work and to establish contact and exchange with others.

Soundnezz.de also has something to offer to those involved in media pedagogy: in addition to the multimedia productions it's the ideal place to find and publish information about workshops, events, and seminars (in the calendar of events). Under the subject heading 'Materials' are to be found: lots of information on media pedagogy and media didactics, including references to publications (books and CD-ROMs), and also a good deal of 'semi-official literature' such as seminar plans, work aids, teaching materials – all of which can be downloaded free of cost.

One internet platform among many, or something more significant than that? The objectives of soundnezz.de

With the overwhelming number of websites available today, do we really need yet another? The institutions responsible for soundnezz.de, the Medieninstitut der Pädagogischen Hochschule (Media department of the University of Education) Freiburg, the Medienzentrum des Wissenschaftlichen Instituts des Jugendhilfswerk

(Media Centre at the Scientific Institute of the Youth Aid Organization) Freiburg, the Studentenwerk (Student Aid Organization) Freiburg, the Landesvereinigung kultureller Jugendbildung (Association of Youth Education and Culture) Baden-Württemberg e.V. and – the financial backers of the project – the Media Authority of Baden Württemberg, all say, "Yes!"
Soundnezz.de is different in many respects from other so-called 'internet radios' and websites.

- Soundnezz.de is non-commercial. There is no advertising or commercial sponsoring of products, which often annoys internet users.

- Soundnezz.de is oriented toward target groups. The platform offers a forum for young people and for (media) pedagogues whose professional work involves children and young people. This orientation brings together, on the one hand, internet users with similar interests and plans, and on the other hand, it forms the basis for continued contact among these geographically separated groups, thus making it possible for them to communicate, exchange ideas, and even join into cooperative ventures.

- Soundnezz.de places its main emphasis on audio production, radio, and music. Today, all the buzz is about audiovisual productions; audio productions have become 'wallflowers' in media discussions and, unfortunately, also in practical of media pedagogy. Soundnezz.de aims explicitly at creating new sensibilies in the area of sound and listening, the importance of which is frequently underestimated in multimedia productions and also with regard to its relevance for our overall living environment.

- Soundnezz.de allows for broad website access by realizing a "flat" (user) hierarchy that permits users, after having received a password, to create and run their own pages within the overall website. The internet platform is structured so that different groups are responsible for their own pages and can design and update them.

- Soundnezz.de promotes working with all kinds of media. In keeping with the goals of practice-oriented media pedagogy, there is more at stake than just having young people acquire competence in the use and design of an internet site. They should, at the same time, learn to network with one another and to direct a critical eye and ear toward their own work, the work of others and toward media productions in general.

3. Creating an interactive website

Cooperation among the project partners

Soundnezz.de was first planned as a cooperative venture of the Medieninstitut der Pädagogischen Hochschule (Media department of the University of Education) Freiburg, the Medienzentrum des Wissenschaftlichen Instituts des Jugendhilfswerk (Media Centre at the Scientific Institute of the Youth Aid Organization) Freiburg and the Studentenwerk (Student Aid Organization) Freiburg.
At the request of the Landesanstalt für Kommunikation (Media Authority) Baden-Württemberg, which is the source of funding for the project, the cooperation was extended to include the Landesvereinigung kultureller Jugendbildung, LKJ (Association of Youth Education and Culture) Baden-Württemberg e.V., located in Stuttgart.

All project partners had previous experience in digital media production, focusing on radio, music, and multimedia work. Soundnezz.de was intended to be an exchange platform for all kind of sound productions and for training materials.

The cooperation of the partners on matters of content went off smoothly and constructively during the planning and conceptional phase of the project. The decision about the design of the platform, however, made it very apparent that reaching out to the heterogeneous target groups of soundnezz.de would involve some compromises with respect to the site's structure. A rather serious, academically structured presentation might have been appropriate for college students, whereas a more varied, colorful appearance seemed better for youth groups. Reaching an acceptable compromise was difficult, but in the end all the partners in the project were satisfied.

The inclusion of the Landesvereinigung kultureller Jugendbildung (Association of Youth Education and Culture) Baden-Württemberg e.V. as a partner in the project necessitated some major adjustments during the planning phase. Because of its location in Stuttgart, cooperation with the partners in Freiburg was time-consuming. Concerning questions of content, the extended cooperation developed in a fruitful way; the controversial discussions that took place during this period were, however, not easy to bring to a close. Essential means of communication proved to be e-mail, the use of a mailing list, and the telephone. Nevertheless, round-table discussions about design or conceptual questions were indispensable; it turned out to be much easier to reach agreement in face-to-face conversations than across distances.

The decision on which programming company to entrust with the project was made in favour of 'Kreidestriche' in Stuttgart. Cooperation with this company also developed positively, perhaps because 'Kreidestriche' had already worked together with the Landesvereinigung kultureller Jugendbildung (Association of Youth Education and Culture) on earlier projects. In the case of soundnezz, converting the intentions of the pedagogic advisors into a computer surface was also

very time-consuming, but the pedagogic background of 'Kreidestriche' proved to be very helpful. Numerous problems (layout when generating text pages from databank material, inadequate search functions on the website etc.) did prove to be more difficult to solve than was first assumed.

Building the internet platform www.soundnezz.de

Soundnezz was initially an 'empty platform'; it came to life only through the collaboration and contributions of the people from the participating institutions. The contents of soundnezz can be seen and heard on any computer with an internet connection. Uploading data, however, is only possible with the corresponding password. One of the first things that had to be decided on was how access would be regulated. A decision was made in favour of a tree structure. All webmasters / web mistresses from the four responsible partner institutions are fully authorized to make changes on the opening page of www.soundnezz.de , to update information, to upload training materials, and to start new projects (including all multimedia data connected with them). Moreover, they can introduce new participants (with their corresponding password) into the website. These are so-called tutors (webmasters / web mistresses with limited access) who can set up new projects. Within these projects, the tutors can allow individual users to gain access and upload their productions.

In this way the users can be given as much freedom as possible in creating their individual files / uploads and, when necessary, tutors can also intervene in case of misuse. From the outset, this approach has proven to be very advantageous for running soundnezz. The four institutions responsible for the overall website can withdraw from day-to-day operations; responsible cooperation between tutors and normal users has proven to be successful.

Involving potential users

Decisive for the success and quality of soundnezz is its capacity to attract potential users to the platform. During the first months it became apparent – and this is true for the introduction of any internet site – that the mere launching of a new website does not generate much traffic. Soundnezz, too, draws vital energy from its users. To spread the news about the website, flyers and posters were created and distributed widely in schools, youth clubs, and universities. When the website was launched, a press conference was held and several articles were published in magazines and newspapers. The idea of advertising for soundnezz.de with postcards has not yet been realized, but is in planning: postcards will to be offered for free – available in shops, magazines, pubs, etc.

In addition to advertising as described above, potential users can be reached via an indirect approach: media workshops aimed at activating target groups through personal contact. Training courses were offered by the responsible institutions in youth centres, schools or at the university (see examples in part II of this

handbook). Once participants become interested in and qualified for media work through personal involvement, they usually desire to present their productions on the internet platform.

An example of this can be found at the Jugendhilfswerk (Youth Aid Organization) in Freiburg: after attending courses on radio journalism (conducting interviews, writing radio scripts, radio plays) a group of interested young people are continuing their involvement in this subject. Tutors are accompanying the work, and the kids produce radio programmes regularly. In addition, bands at the same organization are recording their own music, which is made available on soundnezz. A 'newcomer' competition for young bands resulted from the activities initiated in the context of soundnezz.de (see appendix 2).

Two other examples are described in detail in part II of this handbook. One was a project set up at a comprehensive school in Freiburg, which started with a workshop run by a tutor from the Media Institute of the University of Education in Freiburg. The second example entailed cooperation between the latter and the Studentenwerk (Student Aid Organization) and consisted of a series of seminars which were held two evenings per month. The seminars dealt with such topics as 'live news broadcasts' or 'the pre-produced clip'. The formation of editorial groups is in progress.

4. Guidelines for creating an interactive website

Technical aspects (databanks, data management system, maintenance)

The technical preparation for the creation of the databank was addressed at the outset of the project. Acquiring a server – or rather renting server space for the platform – and the programming / technical implementation required numerous consultations among the project partners:

- Depending on the responsible institutions (university or private initiative) a reliable server infrastructure may already be present and available for use under certain conditions. In this case, however, good communication and cooperation as well as a very precise agreement with the system administrator must be guaranteed.

- If server space has to be rented, commercial offers must be solicited and carefully considered. In transporting audio files – depending on the number of visitors to the site – a considerable volume of data may need to be handled. Moreover, server (storage) space of at least several gigabytes is required. Finally, the provider has to enable various service functions, including applications written by the project participants (cgi/php).

Parallel to clarifying questions about hardware, there should be an early decision – based on a requirement profile – as to who will be in charge of programming the databank and designing the web pages. Although numerous programme elements are available as 'open source' material on the internet, the overall technical effort will be considerable. It is essential to get an early start on the programming.

In addition, those who are responsible for questions of content and editing should, as early as possible, specify what structures are to be presented. This can be done in the form of a tree diagram in which all pages of the site are listed and named, their functions defined, and their appearance determined – within the limits of an overall layout design yet to be defined. In addition to static pages (simple web pages similar to a sheet of paper), databank-generated web pages will be in use: Therefore, it must be established which entries or categories the data bank will require if it is to present the corresponding data in the desired fashion.

Editorial content management systems are recommended in order to help keep the "maintenance" of the pages as simple a possible. For this purpose, certain areas of the overall system (e.g. the text on the starting page, or graphics) can be updated and modified by easy-to-use input masks. Using the content management system, the webmasters of the platform – with user name and password – can access the system via internet.

Structures of communication among the institutions involved

If, as in the case of soundnezz.de, a number of persons (webmasters) from several different institutions are responsible for supervising the platform, there is a considerable need for communication. In order to facilitate the decision-making process, which is to some extent complex, we have found that communication on several levels was successful:

- Electronic communication is not sufficient. Face-to-face meetings are the backbone of a cooperative venture. They are indispensable, especially in dealing with conflict situations. Their disadvantage: the difficulty of getting all participants together in one place, which often involves consistent effort, especially if the partners involved are not all located in the same area. Nevertheless, this is the most productive way of communicating when basic decisions have to be made. The most recent information can be made directly available to participants, and new ideas can be discussed or presented on a monitor.

- E-mail is very helpful for solving problems in a pragmatic way, and for the exchange of documents. E-mail (client) programmes are helpful here; web-mail, however, has been found to be impractical when it comes to maintaining an overview or communicating within a larger group. Sometimes e-mails are sent bilaterally, addressing one or two persons, and thus it occurs that important information does not reach everyone concerned.

- For communication in the group as a whole, messaging services are indispensable. Those working in businesses can make use of professional programmes, such as *Lotus*; otherwise, services such as *yahoo* groups are quite suitable – but do require that one person manage the administration of user accounts.

Access, legal and copyright questions, users' responsibilities

Regulations covering access (for users, tutors and webmasters) should be a subject of early discussion. It is a good idea to create flat hierarchies, i.e. to assign responsibilities to several persons, for example: structuring the content of the website can be taken over by one person via the content management system, whereas user guidance should be a separate area of responsibility. In larger projects it is even thinkable to organize user guidance along the lines of a tree structure: tutors can, within their area of responsibility, give users certain rights and teach them how to work with the platform. All of this should be regulated in a user contract (see appendix 3), which regulates internal 'area' responsibilities but also clearly defines – in a formal, legal manner – what is possible or not possible on the platform.

To support the "flat hierarchies" which allow easy access for users, the programming of soundnezz.de was carried out without employing classical upload techniques via ftp, but rather a user surface that makes use of customary website commands and thus presents a low threshold for access. Using the dialogue field, audio files, texts or graphics can be transferred from one's own hard disk to the platform; even whole websites with an immense number of documents or multimedia files – zipped into an archive – can be uploaded via the dialogue field. On the server the archive will be automatically unzipped and made available as normal web pages.

Creating user structures

For the creation of a stable and active user structure, there are three essential aspects:

1. cultivating direct (personal) contacts to potentially interested institutions and target groups in order to develop continuous cooperation
2. running seminars and workshops for those interested in using the website on a regular basis to upload their own productions
3. offering on-going tutorial support for target groups and individuals involved.

A concept can be recommended that was successfully applied by the association of community radios in Germany: The core group (webmasters) of project initiators contacts interested persons in every area frequented by potential target groups. These include, for example, social workers in youth organizations, teachers open to new activities, or those active in the area of music. With the aid of

these 'multipliers' (future tutors) the basic idea of the project can, on the one hand, be transported to a wider circle of interested people; and on the other, an excessive workload for the initiators can be avoided – which would result if they had to establish all the contacts themselves.

Shortly after the launch of soundnezz.de, the possibilities of the platform were being used to the desired extent. It also proved to be helpful that one person (webmaster) is regularly available to answer both short inquiries, mostly by e-mail, and longer requests for support from tutors and individual users.

The promotion of active media competence through initial training and advanced training courses has also proved to be absolutely necessary and desirable. Young people, in particular, sometimes possess outstanding abilities to acquire (on their own) the necessary know-how for creating websites or preparing audio presentations. On the one hand, this is often a laborious way to go, and on the other, it makes it difficult to attain a certain level of quality. One thing that proved helpful was the availability of helpful explanatory materials that could be downloaded from the platform itself. In addition, regular seminars were and are offered by the institutions responsible for soundnezz.

Part II

5. Examples of seminars / workshops for users

A wide range of different seminars and workshops was and is offered by all four institutions responsible for the overall website soundnezz.de. Topics cover a wide range – radio workshops, music workshops, seminars on creating a homepage, and more – and the target groups include children and young people, girls and young women, college students, teachers, and media trainers. Although topics and target groups vary, the workshops and seminars follow a common approach to teaching and learning. The training is based on the concept of student-centred learning and action learning, as developed in the theory of action-oriented media pedagogy by Baacke (1997), Schell (1999), Schorb (1995) and others (Günnel 2002 and 2003) .

Within the context of this handbook we mention only two examples of training offered: the first is a series entitled "Basic journalistic qualification for radio work". This six-evening course for college students treats the topic of radio news programmes from different perspectives. This course was offered at the University of Education in Freiburg and addressed potentially interested students. The second example is a project at the Staudinger Comprehensive School in Freiburg, which was started by establishing direct (personal) contact to a teacher and was run at the school itself.

1. Journalism Course at the Freiburg University of Education

In the summer semester of 2003 a courses was held with the objective of providing students with an introduction to the basic principles of radio journalism. In six units each lasting 3 hours (see appendix 4) and closely interlinked with upon one another, theoretical and practical topics were treated, enabling the students to do active radio work in the future and to reflect on their passive role as members of the media audience.

Course programme:

13.05.03   Forms of radio presentation: survey, programme examples, first references to special character of radio language, presentation of soundnezz.

14.05.03   Language in radio: writing for listeners, possible ways to create a news broadcast, making a news broadcast out of agency material, short introduction to speech technique and studio technology.

17.06.03   News broadcasts with live reports: choosing a suitable clip from of a live report, producing a news broadcast, analysis of production, critique of broadcast.

18.06.03   The reporter's technical devices: use of microphones, types of electrical power supplies, recording outside the studio.

08.07.03   The pre-produced report: how to mix live clips with texts written by reporters (Part 1: introduction, writing a manuscript)

09.07.03   The pre-produced report: how to mix live clips with texts written by reporters (Part 2: production of a report, critique), how to upload productions onto soundnezz.de

In the **first unit**, various typical forms of presentation in radio broadcasting were examined. Numerous examples were analysed and compared with one another, such as the interview, the pre-produced report, the feature, news or current layout-elements like jingles or teasers. The diverse examples contributed greatly to kindling the interest of the students.

The **second unit** focused on the topic 'language on the radio'. Students learned that an excellently written newspaper text may not be appropriate for the medium radio. Here, too, examples were introduced in order to find, develop, and structure criteria for journalistic work. There was a controversial discussion about whether 'language suited for listening' necessarily leads to a reduction of content. The personal involvement of the students in this discussion was also quite apparent. In numerous examples it was shown that 'language suited for listening' cannot be equated with simplistic content. In a practical experiment, the stu-

dents created their own news broadcast using material from a news agency. They received a short introduction to studio technology and produced their own news broadcast.

In the **third unit** 'live' reporting was studied. Live reporting is the most varied and authentic form of radio reporting. On the basis of a practical assignment on 'live news reports', criteria were developed to enable a suitable choice of live clips: setting them in a proper relation to the other news items in terms of content and from the point of view of programme structure. Live reports and news agency material were made available to the students. A broadcast was then produced in the university radio studio.

In the **fourth unit** of the course, students were familiarized with the technical devices used by reporters. This was followed by a consideration of the advantages and disadvantages of cassette-, mini-disc-, DAT- and mp3-recorders.
Special attention was given to the use of microphones, which are particularly important for the sound quality of recordings. All classical microphone types were available, so that recording samples could be made and the results evaluated. Special attention was also given to recordings under difficult conditions such as outdoors, in places with high noise levels, or where the sound source is distant from the microphone.

In the **fifth and sixth units**, the classical 'pre-produced report' was treated. Here again, clips from public radio and productions done in a pedagogical context were listened to and evaluated. In conclusion, the course participants created their own project plan, for which they had to assemble both 'live reports' and text material. Radio reports were written and produced, ready for uploading; they incorporated all of the topics discussed in the previous units.

Certification
The course ended with a certificate for all those who took part successfully (see appendix 5). The participants regarded it as absolutely necessary that they receive a certification of their coursework; some wanted to continue studying journalism, others were moving in the direction of media pedagogy. In both cases – considering the tough job market – any kind of certificate is useful.

2. Project at the Staudinger Comprehensive School

Using the project at the Freiburg Staudinger Comprehensive School as an example, we can demonstrate how to approach institutions and target groups who are potentially interested in becoming users of soundnezz.de and, in the future, would like to upload their own sound productions.

The Pädagogische Hochschule (Pedagogical University), Freiburg, one of the four institutions responsible for the overall website, first conducted a search to find a school class that showed an interest in working together with soundnezz. Estab-

lishing contact was most successful in cases where teachers, who were individually approached, recognized soundnezz as an enrichment for their class and were prepared to modify their customary teaching schedule. The fact that this proved most successful with a sixth-grade class at Staudinger probably has to do with the relatively open curriculum of the school.

The topic of radio and the production of radio clips is very well suited for instruction in schools. Here one might mention the promotion of media competence in a more socially creative form than the one most frequently engaged in by school students – an area of the electronic media that is hermetically sealed off from the rest of the world. In their role as recipients, the students need support if they are to formulate critical questions about the existing media and develop criteria for their judgments about media productions and the media system as a whole.

At a first personal meeting with the teacher of the class, the trainer (one of the webmasters of soundnezz.de) introduced soundnezz.de and discussed in what form a cooperation could take place. The teacher – who up to that point had no experience with radio – was absolutely amazed over the plan to produce 'real' radio programs. The idea of carrying out actual interviews seemed to him, at first, rather "daring". But soundnezz trainers drafted a concept for the school project, which was then worked out in cooperation with the teacher.
This concept consisted of three different parts:

1. opening session in class to introduce the topic and to gain first experience with audio production
2. a period of several weeks in which the themes and topics of the envisaged radio production were integrated into daily lessons
3. a one-day project to realize the radio production.

Part 1: Opening, school lesson to introduce the topic
The first day in class was, for the most part, carried out by the trainer from soundnezz.de. The objective was to interest the students on a longer-term basis: to let them know more about radio news (a) and the history of radio (b) as well as about different types of radio programmes and radio presentation (c) and to involve them in some practical exercises typical to radio production (d).

A short overview of the schedule for the lessons was followed by the following units:

a) Analysing news from hr-xxl
Programming from countless radio stations is aimed specifically at school students. The form and content of the programmes – and that of commercial advertising – is tailored to appeal to the age group 'under 20'. One of these programs is "hr-xxl" from Hessen Public Radio. In order to start things off in the most concrete way possible, a news programme from hr-xxl was played (off a CD) to the school students. They analysed the programme with respect to its basic constitutive elements and its choice of topics, and tried to answer the question what relevance this kind of programme could have for them:

To whom are the news directed? What are the elements of a news broadcast? How are news broadcasts put together, 'produced'?; what positions (jobs) need to be filled?

b) The History of Radio
In order to help the students judge today's radio landscape more effectively, a short history of radio was presented to them.

1. Guglielmo Marconi was the first one to discover radio waves and to set up a transmitter and receiver in 1895. Technical details of radio transmission were illustrated on the blackboard. The first radio station in Germany was established during the Weimar period; the political power play during that period was also reflected in radio: every political party and social group struggled to gain influence on this new medium.
2. In the framework of the National-Socialist policy of "coordination" beginning in 1933, anyone who listened to foreign radio broadcasts such as the BBC was threatened with the death penalty. The NS-people's radio receivers were given subsidies in order to ensure that NS-propaganda would be given a wider audience.
3. From 1949 to today the system of public radio has existed in the Federal Republic of Germany. In the former German Democratic Republic (GDR) radio belonged to the state. In the 1980's, changes in the constitution and Federal law made it possible for private-commercial radio stations to be established. In addition, citizens' groups were allowed to establish radio stations (free radio, community radio, open channels with public access).

c) Listening to different forms of presentation/classification/explaining production
The students analysed various types of reporting used in radio:

1. The 'pre-produced' clip, often found in 'radio magazine' programmes, was analysed on the basis of a report on Volker Finke, trainer at SC Freiburg, the local soccer team. The students were able to follow how – out of the abundant raw material – a 'segment of reality' was produced. Interesting and motivating for the school students was the fact that this piece was originally put together by a group of school students in a previous seminar. This example showed that, in this form of reporting, simple techniques and proper direction can result in an attractive radio clip.
2. Using the character 'Pumuckl' from a traditional radio play for children, it was possible to demonstrate a more 'playful' way of using the medium of radio. Although Pumuckl is a figure that appears in professional productions, it was nevertheless interesting to see how the students' imaginations could be stimulated to the point that they were able to imagine that a production with this figure might also be possible in their class.

3. In pedagogical terms, the collage occupies an intermediate position. The re-action of the class to a collage called 'computer games' made it clear that here, someone was dealing with a serious topic in a playful, associative fash-ion; it was more like an example of sound-art.

d) Exercise
A radio report was put together by the students "live in the classroom" on the ba-sis of the following questions:

- Who and what needs water?
- What do humans do with water?
- Where can water be found?
- What need we do so that in the future there will be enough clean water?

The students developed short dialogues which were then recorded en bloc in a "live" simulation with a mobile cassette recorder. The soundnezz trainer asked the questions, pupils gave their respective answers – as an acoustic sound effect water was poured into a glass between each answer. The short production (after some editing) was put on the website www.soundnezz.de so that the students could listen to the results at home.

Required Materials
A walkman with high-quality recording capacity, an external microphone and a playback function, bottle of water, glasses, audio CD with listening examples, a CD/Cassette player.

Part 2: Integration in school lessons

The students chose to focus on "Freiburg and its neighbourhoods" as the topic for their planned radio production. In the following weeks, Freiburg and its districts were a topic of regular school lessons. For several days during that period, the students made contact with kids from their own age group, acquaintances, or officials in various parts of the city and interviewed them. This material was then put together into a radio programme.

Part 3: Radio production (one day project)

In a brainstorming session at school which was accompanied by the teacher and the soundnezz trainer, pupils discussed possible topics for interviews in town. They formed small work groups and developed, in an independent work phase, de-tailed lists of questions about their topics.
Afterwards, the whole class went to the centre of town, to the central market square around the cathedral, where many tourists are to be found. The pupils had agreed on the following overall topic for their radio report: "We will ask tour-ists, and if possible, school classes from other cities what impression they have of Freiburg as a city?" The class separated into small groups that conducted inter-

views, some parallel to one another and some one after another. Each group consisted of 3 pupils, each responsible for one task: recording, conducting the interview, or writing a protocol.

These small groups each had the assignment of conducting a 7-minute interview. The cassette recorders they were using made it possible to carry out a certain 'live' editing of the raw material in as much as the student responsible for re-cording only taped those passages in which the passers-by actually answered the questions that were asked. In this way they already came close to the end product; the soundnezz trainer only needed to make a few small editing changes on the computer. The results of the interviews can be found on the Soundnezz-website http://www.soundnezz.de under the heading of radio pro-jects (appendix 6).

6. Conclusions and future perspectives

The process of creating and establishing the website soundnezz.de, as well as the training, workshops and seminars for potential users, have been evaluated. The findings show that the overall project (the website) and the activities in the con-text of the project have been very successful.

The website as a whole
The fact that soundnezz.de is a lively and much-used website may be the best indicator of its success. The formerly empty website is now filled with productions of various kinds, produced by a great number of different target groups; from week to week, the variety increases. It turns out that there was very good reason to create a website focusing on the one hand on sound, and on the other, on certain target groups.

- Sound, which tends not to be very much appreciated in a world concen-trating on visualization, regains some recognition as a very important issue in life.
- The target group orientation of soundnezz.de supports contact and com-munication between the users of the website. One of the most recent ex-amples is the 'newcomer' competition of young local musicians and bands which took place in Freiburg in autumn 2003.

Creating and establishing the website was a long and time-consuming process, in particular because many of the problems and questions occurring during that process could hardly be foreseen at the outset (see part I of this handbook).
In the end, the time invested in the project produced positive results especially referring to the overall objective to create a platform easily to be handled und thus realizing open access: The programming was carried out without employing classical upload techniques via ftp, but rather a user surface that makes use of customary website commands and thus presents a low threshold for access. Us-ing the dialogue field, audio files, texts or graphics can be transferred from one's

own hard disk to the platform; even whole websites with an immense number of documents or multimedia files – zipped into an archive – can be uploaded via the dialogue field. On the server the archive will be automatically unzipped and made available as normal web pages.

Introducing users to the technical aspects of putting their products on the platform proved to be much less difficult and time-consuming than was initially expected. Here, the design of the website with the goal of making it as user-friendly as possible has paid off.

We hope that this handbook will help those who plan to set up similar websites to avoid some of the problems we encountered and we would like to encourage interested persons to start similar projects (links are welcome!).

Training

Journalism course for students
In retrospect, working in long-term and interlinked study units was very effective. Using a variety of listening examples evoked particularly intensive discussions. All the participants of the course regarded the coursework as decidedly helpful and useful. They also greatly appreciated receiving a certificate on their successful participation, which they hoped to be useful for their future professional work (as media pedagogues as well as teachers or as journalists).

School project "Freiburg and its neighbourhoods"
The students of the sixth form of the Staudinger Comprehensive School in Freiburg worked on their radio production "Freiburg and its neighbourhoods" with above-average commitment. Both the theoretical introduction and the concluding practical part of the project seemed to fascinate them. The long-term integration of the topic into regular school lessons was very successful.
The composition of the class was very heterogeneous – which is typical of Comprehensive Schools – and proved to be of advantage, since each class member was able to make a contribution according to his or her ability. The class teacher and soundnezz trainer have already agreed that the cooperation should be continued, thus establishing the school's participation in the soundnezz.de website on a regular basis.

Future perspectives

Regarding the future of soundnezz.de, three aspects should be emphasized and developed:

1. Although soundnezz.de is already used by a great number of institutions, groups, and individuals, this number could and should be expanded. There is a need for more advertising (maybe through distribution of free post-cards) to spread information about the website. And it is necessary to contact more target groups in order to extend the number of users who regularly produce and upload their own productions.

2. The quantity and variety of teaching and learning materials offered for download on soundnezz.de should be extended. Surely lots of interesting training programmes, workshops, seminars and lessons focusing on radio, sound, music are held in institutions all over the country. There must be a large number of interesting teaching and learning materials and handouts which could be collected and published at soundnezz.de. Contacting institutions and people involved in the field would seem to be very worthwhile.

3. Since soundnezz.de has been continuously working well and is widely used so far, a new area of activity could be approached: live-streaming, which would present the possibility of offering live radio programmes and of broadcasting interesting events which are part of the social, cultural and musical life of the target groups.

7. Literature

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Schell, Fred (1999): Aktive Medienarbeit mit Jugendlichen. Theorie und Praxis. München. Kopaed Verlag.

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8. Appendices / documents of special interest

Appendix 1

soundnezz.de

deutsch | english | francais

UKW 88 90 92 94 96 98 100 102 104

home   projekte   ton-archiv   termine   forum   materialien

suchen

Willkommen bei www.soundnezz.de

Shakes on Rock

Das erste Shakes on Rock in der MensaBar Rempartstraße hat sich als ein voller Erfolg erwiesen. Über 500 Besucher feierten die Bands Leech, Tillsammans und Jackie Cola und genossen dazu das günstige Cocktailangebot. Präsentiert wurde das Konzert von der Audio-Internet-Plattform soundnezz.de.

Das nächste Shakes on Rock ist in Planung, interessierte Bands können sich mit einer kurzen Bandinfo, Fotos und Demo bewerben unter stelter@studentenwerk.uni-freiburg.de.

Radio-Workshops für Studenten
Das **Studentenwerk-Freiburg** veranstaltet in den kommenden Monaten **Radio-Workshops** an der **FH-Furtwangen** und in der **Stusie am Seepark** in Freiburg.
Die Ergebnisse eines momentan laufenden Workshops an der **FH-Offenburg**, eine Radiosendung über die neue Verwaltungspauschale für Studenten, werden in Kürze **hier** zu hören sein.

Was hältst Du von der Verwaltungspauschale?
Diskutiere mit im **Forum**.

Wer selbst mal Radio oder Musik machen will, findet bei den Trägern von soundnezz alle nötigen Infos:

- Landesvereinigung Kulturelle Jugendbildung Baden-Württemberg e.V.,
- Pädagogische Hochschule Freiburg,
- Wissenschaftliches Institut des Jugendhilfswerks Freiburg e.V.
- Studentenwerk Freiburg.

"www.soundnezz.de" ist ein Audio-Projekt im Internet, das sich insbesondere an Kinder und Jugendliche aller Altersgruppen und an junge Erwachsene richtet. Hier haben sie die Möglichkeit, Audioproduktionen auf dem soundnezz-Server zu präsentieren - ob es dabei um die Verbreitung von Musikproduktionen Jugendlicher geht, um "Hörfunkbeiträge" studentischer Redaktionsgruppen, um Projekte von Kindern und Jugendlichen oder um Unterrichtsmaterialien zur Medienarbeit, bleibt den Gruppen überlassen. So können alle User im Netz auf die gesammelten Produktionen und Materialien der unterschiedlichsten Gruppen im Audiobereich zugreifen. Kontaktadressen gibt's hier: **wir über uns**.

Gefördert wird das Projekt durch die **Landesanstalt für Kommunikation Baden-Württemberg** und durch die Europäische Union, Programm Sokrates / Grundtvig.

aktuell

Weihnachtsradio

"Kids-on-air", eine Jugendradiogruppe der LKJ in Reutlingen, startet am 13. und 14. Dezember 2003 ein Weihnachtsradio mit einer eigenen Frequenz (97,7). Gesendet wird aus einem gläsernen Studio im Kaufhaus Breuninger in Reutlingen. Rund um die Uhr gibt es an zwei Tagen Sendungen mit Musik, Beiträgen, Interviews und vielen akustischen Überraschungen, die von "kids-on-air" vorbereitet, produziert und auch selbst moderiert werden. Die Sendeanlage stellt T-Systems zur Verfügung, die Landesanstalt für Kommunikation (Stuttgart) sorgt für die finanzielle Unterstützung.

LfK-Medienpreis

Die Landesanstalt für Kommunikation (Stuttgart) hat wiederum ihren LfK-Medienpreis für herausragende journalistische Leistungen der regionalen privaten Hörfunk- und Fernsehveranstalter ausgeschrieben. Mitmachen können Mitarbeiter von privaten und nichtkommerziellen Sendern, aber auch medienpädagogische Initiativen. Gefragt sind journalistisch und technisch niveauvolle Beiträge, die im Laufe des Jahres ausgestrahlt wurden. Die jeweils besten Beiträge erhalten eine Skulptur, eine Urkunde und einen Geldpreis in Höhe von 3.000 Euro. Einsendeschluss ist der 4. Dezember 2003. Bewerbungsunterlagen gibt es bei der **LfK**.

"Radio mobil"

Im kommenden Jahr wird die LKJ unter dem Titel "Radio mobil" Workshops, Schülerradios, Kurse für Computerschnitt und Aufnahmetechnik, Hör-Abenteuer und vieles mehr anbieten. Dabei können Jugendliche Beiträge und Soundclips produzieren, die von Radiosendern oder über das Internet ausgestrahlt werden. Erstmals gibt es "schoolsnet", ein Workshop-Angebot speziell für Schulen, auch in Rheinland-Pfalz. Nähere Informationen bei Ingrid Bounin, E-Mail: bounin@s.netic.de

links – kontakt – über uns

UKW   88   90   92   94   96   98   100   102   104
KW   6   7   9   10   11   12   13   14   15
STEREO

home   **projekte**   **ton-archiv**   **termine**   **forum**   **materialien**

>> **radioprojekte** | **musikprojekte** | **webprojekte** | **region**   suchen

Lehrer zur Pisa-Studie

updated: 28.04.2003

Was sagen Lehrer zur PISA-Studie?
Schüler der Pestalozzi-Realschule befragten
im Rahmen ihrer Projekttage den Rektor
ihrer Schule zu den Ergebnissen der PISA-
Studie.

Projektdatum: 16.07.2002 - 18.07.2002
Projektregion: Südbaden

Kursleitung: Karin Eble
Projektorganisation: WI-JHW-
Medienzentrum

Projektautoren: 9. Klasse Pestalozzi-
Realschule
Projektort: Freiburg

Kontakt: soundnezz@jugendhilfswerk.de

Ergebnisse
Interview zur PISA-Studie

Homepage: www.jugendhilfswerk.de/medienzentrum/index_0.php3?
p=0

soundnezz.de

links - kontakt - über uns

soundnezz.de

Mein Leben auf der Arche

updated: 21.05.2003

Die Schüler der Klasse 6 wollten mit einem Hörspiel ihre Sicht auf das Geschehen während des deutschen Faschismus unter anderem in ihrem Wohnort, Mulfingen, deutlich machen und Eindrücke verarbeiten. Dafür wurde unter anderem der Rhetorik-Professor Walter Jens aus Tübingen und die Schauspielerin Ester Daniel gewonnen. Denn es sollte gut klingen, was die Schüler schließlich zu einem gut halbstündigen Hörstück verarbeitet haben. Aus den Reflexionen über das Leben und Erleben kommt es zu Gesprächen über Wünsche und Fiktionen. Die Schüler entwickeln Phantasien, wie der Alltag an der Josefspflege wohl in der Zukunft aussehen könnte. Beim Rückblick geht es um das Schicksal von 39 Sinti- und Romakindern, die 1944 von der Josefspflege nach Auschwitz deportiert wurden und fast alle ermordet wurden.

Die Schüler entschieden sich dafür, diesen geschichtlichen Hintergrund mit ihren Visionen für die Zukunft zu verknüpfen und ein Hörspiel über Toleranz und Zusammenhalt im Jahr 2052 anzusiedeln. Gemeinsam wurde erörtert welche Problematik im Jahr 2052 die Welt beschäftigen könnte. Vor dem Hintergrund der historischen Ereignisse an der Josefspflege kam ein Schüler auf die Idee, dass es aufgrund von Wasserknappheit auf der Erde zu einem Plan kommt, Menschen afrikanischer Abstammung in Afrika auszusetzen, wo sie praktisch keine Überlebenschancen hätten. Die Story wurde so entwickelt, dass die Schüler in der guten neuen Zeit mit dem Problem konfrontiert werden und durch eigene Recherche und mit Hilfe einer katholischen Pfarrerin auf das Schicksal der Sinti- und Romakinder im Jahre 1944 stoßen. Sie übertragen die Problematik ins Jahr 2052 und und finden einen Ausweg.

Bei der Umsetzung dieser Idee lernten die Schüler die Aufnahme- und Interviewtechnik kennen, beschäftigten sich mit den Besonderheiten beim Hörspiel, knüpften Kontakte zu Schauspielern, Sprechern und Walter Jens, schnitten am Computer, entwickelten Texte, präsentierten selbst Textpassagen und gestalteten mit ihrer Produktion einen Hör-Nachmittag an der Schule.

Projektdatum: 01.03.2002 - 15.07.2002
Projektregion: Nordwürttemberg

Kursleitung: Uwe Kaiser
Projektgruppe: 6. Klasse der Bischof-von-Lipp-Schule
Projektorganisation: LKJ

Projektautoren: Uwe Kaiser
Projektort: Mulfingen/Auschwitz

Kontakt: UweKaiser01@aol.com

Ergebnisse
-

soundnezz.de

Appendix 2

Newcomer-festival.de

Appendix 3

Example for a user contract

Soundnezz is a platform intended to serve the purpose of information exchange. Registered users recognize the following user conditions and regulations:

1. Users of soundnezz are invited to upload materials i.e., texts, audio and visual materials, videos etc. that they themselves have made. A generally understandable and comprehensive presentation of the content is desirable. All parts of the presentation must be self-produced and must conform to present legal regulations. In particular, the regulations concerning personal privacy – for example in the production of live reports – and the copyright laws must be observed.
2. The content of presentations on soundnezz may not include any material that is racist, sexist, or in any other way discriminating.
3. Soundnezz is a non-commercial website; here, content can be exchanged and edited. Soundnezz is free of commercial advertising; the users are free to forbid any commercial use of their content.
4. The registration data of individual accounts (user name / password) are confidential and non-transferable.
5. Users are obligated to ensure that their work in soundnezz will not lead to any damage of the system. Materials that are uploaded must be free from any damaging codes ("viruses"). Anyone who attempts to penetrate into the system beyond the regulated area will be excluded from any further cooperative work with Soundnez and liable to pay compensation for damages.
6. Violations of the regulations can lead to closure of the user's account.

Appendix 4

Flyer advertising workshops

www.soundnezz.de

Die Internet-Plattform rund ums Hören

home projekte ton-archiv termine forum materialien
audio on demand suchen

projekte ton-archiv te

soundnezz.de

www.soundnezz.de

ist ein gemeinsames Projekt von:

@ Medieninstitut der Pädagogischen Hochschule Freiburg

@ Wissenschaftliches Institut des Jugendhilfswerks Freiburg e.V.

@ Studentenwerk Freiburg

@ Landesvereinigung Kulturelle Jugendbildung Baden-Württemberg e.V.

@ Gefördert wird das Projekt durch die Landesanstalt für Kommunikation Baden-Württemberg (LfK)

musikprojekte

Soundnezz ist ein neues Audio Projekt im Internet, das sich in erster Linie an Kinder, Jugendliche und junge Erwachsene sowie an Studierende der baden-württembergischen Hochschulen richtet.

Soundnezz gibt Kindern, Jugendlichen und jungen Erwachsenen die Möglichkeit, ihre Audioproduktionen im Internet zu präsentieren:

junge Bands ihre Songs, Kinderredaktionen ihre digitalen Produktionen, junge Erwachsene und studentischen Redaktionsgruppen

radioprojekte

ihre Rundfunkbeiträge und jungen InternetkünstlerInnen ihre homepages.

webprojekte

Soundnezz bietet interessierten Nutzerinnen und Nutzern die Möglichkeit, auf die gesammelten Produktionen und Materialien der unterschiedlichen Gruppen im Audio-bereich zuzugreifen.

Unter der Rubrik "Materialien" haben medienpädagogisch Interessierte die Möglichkeit, Infos und Unterrichtsmaterialien zur Medienarbeit herunter zu laden.

Soundnezz-workshops im Sommersemester 2003

Wie entsteht ein Rundfunkbeitrag? Welche Sprache eignet sich für's Hören? Was ist beim „Einfangen" von O-Tönen zu beachten?

Das Studentenwerk und das Medieninstitut der Pädagogischen Hochschule bieten im Rahmen von soundnezz.de, der Internetplattform rund um´s Hören im Sommersemester Studierenden der PH die Möglichkeit, hinter die Kulissen des „Radio-Machens" zu blicken und grundlegende journalistische Kenntnisse zu erwerben. In sechs praxisorientierten Kurseinheiten erfahren die TeilnehmerInnen, worauf es im Hörfunk ankommt, können Audiobeiträge gestalten und ins Netz stellen.

Die Kurse bauen aufeinander auf, können aber auch einzeln besucht werden.

Die Teilnahme ist kostenlos.

Kursleitung: Andreas Klug, Ausbilder im Bereich Radiojournalismus

Ort: Pädagogischen Hochschule Freiburg

Raum: dienstags KG III, Raum 222,
mittwochs KG IV, Raum 303

Zeit: 19.00 – 22.00 Uhr

Di, 13.05.03
Darstellungsformen im Hörfunk
- Überblick
- Hörbeispiele
- Besonderheiten der Radiosprache

Mi, 14.05.03
Sprache im Radio
- Schreiben fürs Hören
- Gestalten einer Nachrichtensendung
- Sprech- und Studiotechnik

Di, 17.06.03
Nachrichten mit O-Ton
- Arbeiten mit Originalaufnahmen
- Produktion einer Nachrichtensendung
- Sendekritik

Mi, 18.06.03
Umgang mit der Technik
- Einsatz von Reportergeräten
- Außenaufnahmen

Di, 08.07.03
Der gebaute Beitrag Teil 1:
- Kombination von O-Ton und Text
- Erstellung eines Manuskripts

Mi, 09.07.03
Der gebaute Beitrag Teil 2:
- Produktion des Beitrags
- Sendekritik

Anmeldung:
Infoladen des Studentenwerks,
Schreiberstr. 12
Mo – Fr 8.00 – 17.00
Tel. 0761/2101-200
E-Mail:eiles@studentenwerk.uni-freiburg.de

Appendix 5

Certificate of participation

Certificate of Participation

Mr. / Ms. .... participated in the seminar "Basic Journalistic Principles of Radio Work" which was offered within the framework of the project "sound-nezz.de". Focal points of the coursework were the following topics:

- Form of radio presentation
- Language in radio: writing for listeners
- News with 'live' reports
- The technical devices used in reporting
- The pre-produced clip: writing manuscripts
- The pre-produced clip: production of a report

Mr. / Ms. .... has successfully completed the course and partici-pated in the final programme production of the class.

Appendix 6

soundnezz.de

Staudinger-Gesamtschule Freiburg (Klasse 6d) auf Stimmenfang auf dem Freiburger Münsterplatz

updated: 08.09.2003

Die Schulkasse setzt sich mit dem Medium Radio, seiner Geschichte und den Sendeformen von heute auseinander. Um eigene Radioerfahrungen zu sammeln geht die Klasse auf den Freiburger Münsterplatz und nimmt Kontakt zu Passant/innen auf.
Für die SchülerInnen ist das Projekt eine willkommene Abwechslung, lernen "am Objekt" ist offensichtlich sehr motivierend: Recherche, praktische Umsetzung und kritische Bewertung der eigenen Produktionen liegen eng beieinander.
Gerade für Gesamtschulen mit ihren naturgemäß heterogenen Klassen sind für solche Lern- und Lehrformen überdurchschnittlich geeignet, weil alle SchülerInnen - gemäß ihrer individuellen Begabung - hervorragend an für sie jeweils geeigneten Punkten mitarbeiten können.

Ergebnisse
Mitarbeiterin "Junges Freiburg"
Touristen aus Strassbourg
Schüler aus Kirchzarten
Praktikantin beim Radio
Freiburg-Urlauber
Käseverkäufer
Metzger aus Hannover
Straßenumfrage unter vielen Touristen

Projektdatum: 01.06.2003
Projektregion: Südbaden

Kursleitung: Andreas Klug
Projekgruppe: Klasse 6d
Projektorganisation: Sonstige

Projektort: Freiburg

Kontakt: http://www.mediensyndikat.de/kontakt.htm