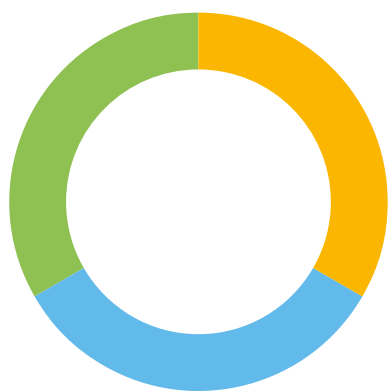


# Managing the Learning Environment

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Considerations checklist



## Managing the Learning Environment

The great strength of Units of Sound is that it tailors each program of study to match the student's needs, to a level that is comfortable. The tutor guides students through the program until they are working independently, making sure they don't experience failure or frustration.

In order to design an environment that is right for your students, it will help to think about the key considerations below.

|   |   |
|---|---|
| <b>Considerations Checklist</b>   |  |
| <b>Room</b>   |   |
| Do I have a large enough room for the number of students?   |   |
| Are there tables as well as computers?  |   |
| <p>Tips: Tables can be useful for doing non-computer work. Having a specified room and computers permanently assigned to Units of Sound makes for much smoother sessions, as the technology and environment are ready to go.</p>  |   |
| <b>Technology</b>   |   |
| Does the school have reliable internet access?  |   |
| Does the school have headsets with microphones?   |   |
| Has the technician checked that the audio and mic work on each computer?  |   |
| <b>Frequency and Length of Sessions</b>   |   |
| Have I decided how long the students will work on Units of Sound per session?   |   |
| <p>Tips: This will depend on the needs of the student and the time available. As a general guide, we recommend that a student follows the skills cycle, which includes two new pages of reading a week. Screen time should be around 30 mins per session. Reading Check and writing exercises would be in addition to this. Reading Check is an important way of monitoring that the sessions are going well.</p> |   |
| Have I decided on the number of sessions a week?  |   |
| <p>Tips: This depends on your school's timetable and staff availability. In some environments, shorter, more frequent sessions work better. Particularly with younger students, little and often can be more effective.</p>   |   |

### Student: Tutor Ratio

Do I have enough trained tutors to carry out the Units of Sound sessions?

Tips: The tutor-student ratio will vary according to the size of the group, the students' learning needs, behavioural considerations and staff availability. Team-tutoring is effective as you can do small group work and individual monitoring. A ratio of 2:6, 2:10 or even larger is workable. It is usually better to start with a smaller group and then add to it as the tutors grow in confidence. It is often more effective to avoid 1:1 student/tutor ratios, as students develop active learning skills when working independently.

### Independent Study

Am I nurturing students' confidence in their ability to learn independently?

Tips: Students who need a lot of support at the start can often work independently later on.

Types of independent study :

- Large group of students, all working on Units of Sound. The tutor has an overseer role but may not be working with individuals, except for Reading Check.
- Students work on their own while other activities, not involving Units of Sound, are occurring. This could be in a small group, or within a class.
- The student is studying away from others, most commonly, when working at home.

### Reluctant Students

Do the students feel confident they can do the activities correctly?

Do the students feel they are working at a level where they can succeed?

Tips: With Units of Sound, students can work privately, even when they are in a group. This gives them the opportunity to address their needs without feeling self-conscious. Some students do need extra support and encouragement to begin with. This is often because they have experienced failure so many times in the past. Ask them to try Units of Sound for six weeks to begin with.