



Manual

Wheel of Sound MINI Listening Lab

Early learning and basic level

Learning tool for attentive and precise listening

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1. General



Wheel of Sound MINI is a learning program for the development of listening skills. Its focus lies on the distinction of non-verbal sounds.

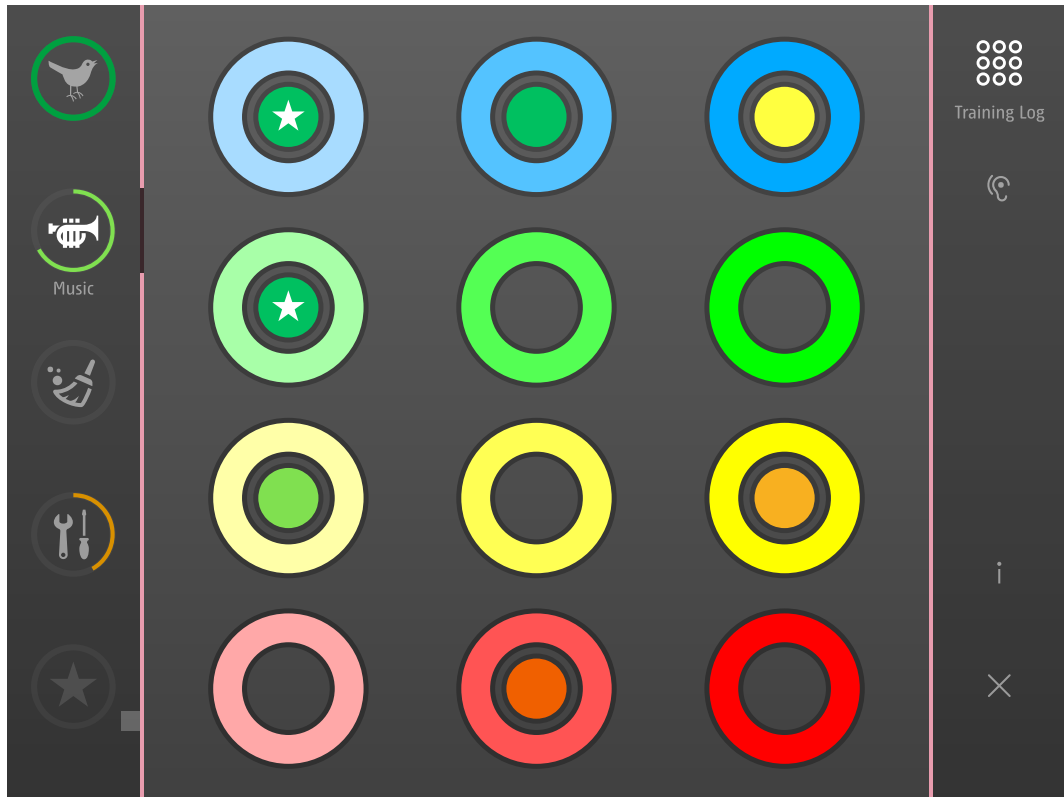
Wheel of Sound MINI stimulates abilities and skills essential for daily life as well as educational learning. Precise listening and the distinction of sounds are trained in a closely targeted way. Simultaneously, it requires a high degree of attention, auditory memory and concentration.

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2. Training Log



2.1. General

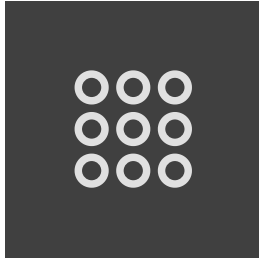
The landing page is both **exercise selection** and **Training Log**. Here, students select the desired exercise set and have an insight into their work status.

Wheel of Sound MINI offers four sound topics that cover different listening interests: animals, music, daily life and technology. Each topic contains twelve exercises of increasing complexity.

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2.2. Navigation



To the Training Log



To the Sound Library



Explanations of the module
(Select the language)



Exit module

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4 Topics



Animals



Music



Daily Life



Technology



Bonus

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12 Exercises

Increasing difficulty from left to right:

The sounds become more and more similar. Requires precise listening and the ability to distinguish.

Increasing difficulty from top to bottom:

more sounds to be identified. Requires attention, memory and concentration.

Light blue: simplest exercise

Red: most difficult exercise

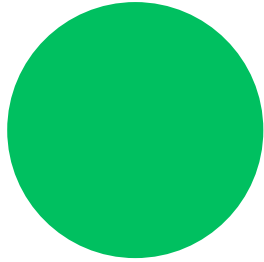
Higher difficulty exercises are unlocked, depending on the results of the exercises that have already been processed. → [Competency Model](#)

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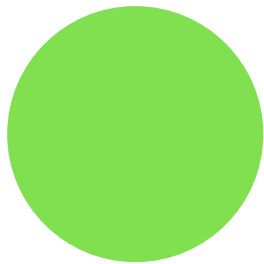
Evaluation of the completed exercises



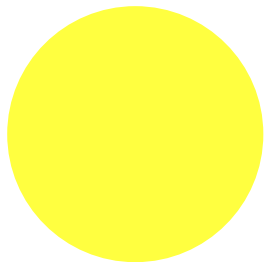
Perfect



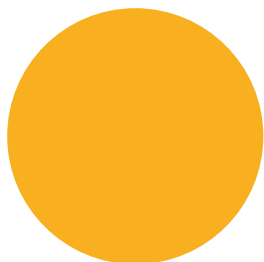
Sehr gut



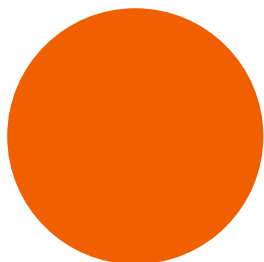
Good



Not bad



You can do better



Try again or choose a different exercise.

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2.3. Bonus exercises

If just over half of the exercises are solved well or even perfect, the bonus rider will be unlocked. It includes twelve additional exercises on different topics with a constant high level of difficulty. They offer two tasks per exercise (A1/A2), each with three similar sounds.

Animals	Music	Daily Life	Technology
A1: 3 x Dog A2: 3 x Cat	A1: 3 x Music box A2: Bongo, Djembe, Conga	A1: 3 x Siren A2: 3 x falling objects	A1: 3 x Vehicle engine A2: 3 x Clock
A1: 3 x Chicken A2: 3 x Sheep	A1: Trombone, trumpet, saxophone A2: 3 x Tambourine	A1: 3 x Bell A2: Saw, windshield scraper, brush	A1: 3 x Household appliance A2: 3 x Railroad
A1: 3 x Dinosaurs A2: Tiger, lion, bear	A1: Flute, pan flute, transverse flute A2: 3 x Djembe	A1: Whistle, squeaking duck, hand horn A2: Plates, glasses, cutlery	A1: 3 x Telephone A2: 3 x Airplane

3. Course of Exercise

3.1. General

Each exercise contains one or two tasks. Initially, students listen to one or two sounds per task and have to memorize them well. The sounds are then played back in sequence with a maximum of two additional sounds and have to be recognized by the students.

The more sounds are required, the greater the demands on memory, attention and concentration. Increasing similarity of sounds requires increasingly precise listening and better discrimination skills.

In Wheel of Sound MINI there is an image for every sound. If the sound is recognized, the image is revealed.

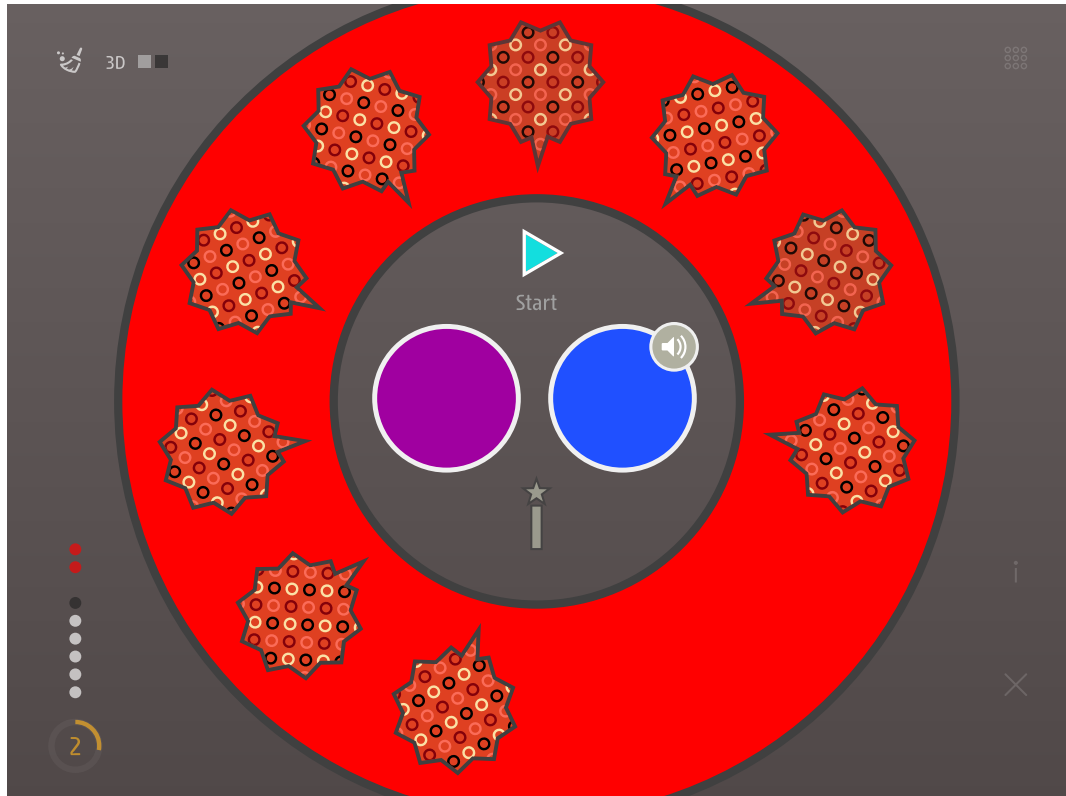
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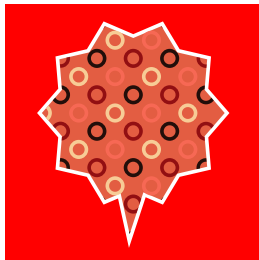
The logo for profax, featuring the word "profax" in a stylized, lowercase, blue font. The letter 'p' is significantly larger and more prominent than the other letters, which are in a smaller, uniform font size.

3.2. Task

3.2.1. Pre-listening

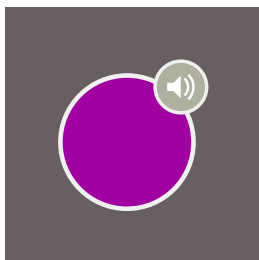


All sounds on the wheel



The speech bubbles of the Wheel of Sound MINI conceal a maximum of three different sounds.

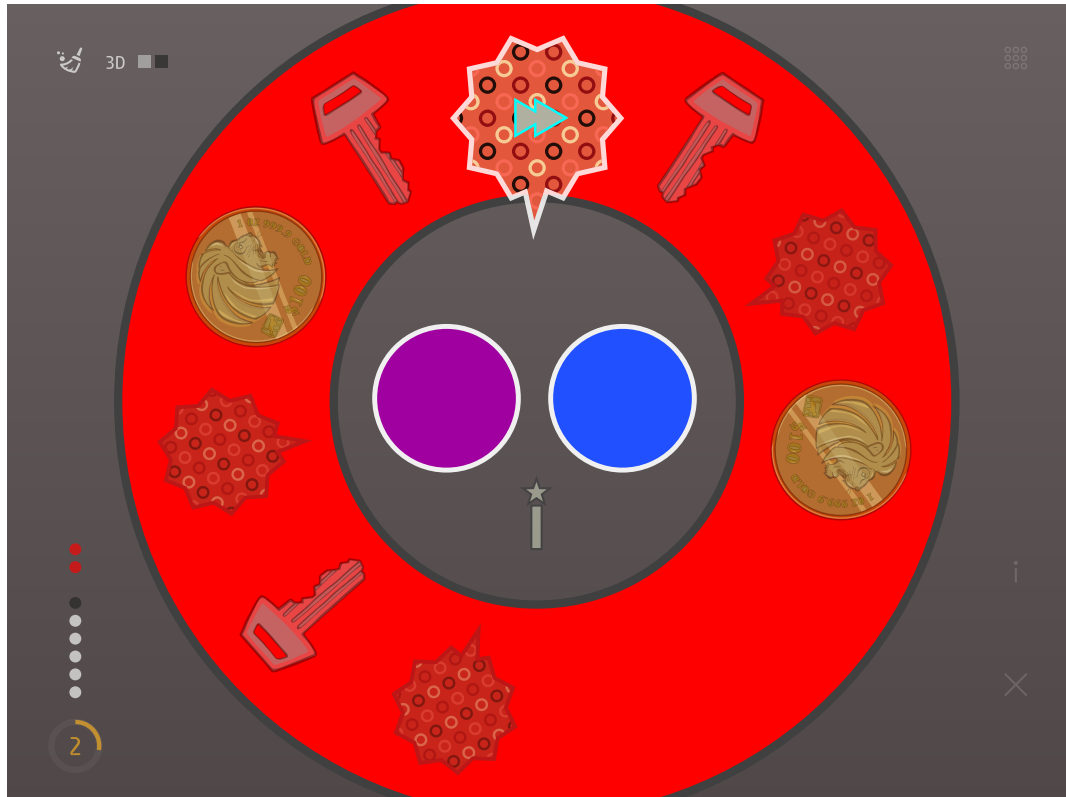
Wanted sounds in the center of the wheel



At the beginning the wanted sounds are played. They can be heard any number of times before starting the task.

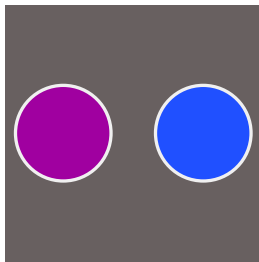
Depending on the difficulty level of the exercise, one or two sounds are wanted.

3.2.2. Distinguish sounds



After clicking on **Start** the wheel turns and the sounds are reproduced.

A **wanted sound** is reproduced:

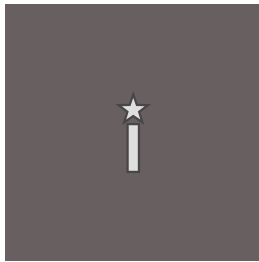


Confirm by clicking on the matching circle in the middle of the wheel.

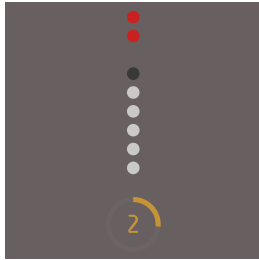
An **sound not wanted** is reproduced:



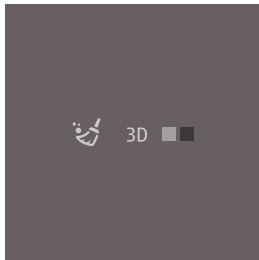
Wait until the wheel turns to the next bubble.



Clicking on the **magic wand** interrupts the playing of the sounds and reveals the image for the sound. The wanted sounds in the center can be heard again. Clicking again hides the images. The magic wand can be used without restriction.



The learning progress of the task on the bottom left-hand side shows the current result with colored dots.
Example: Wanted sounds: 6 | Recognized sounds: 5 | Errors: 2 | Round: 2.

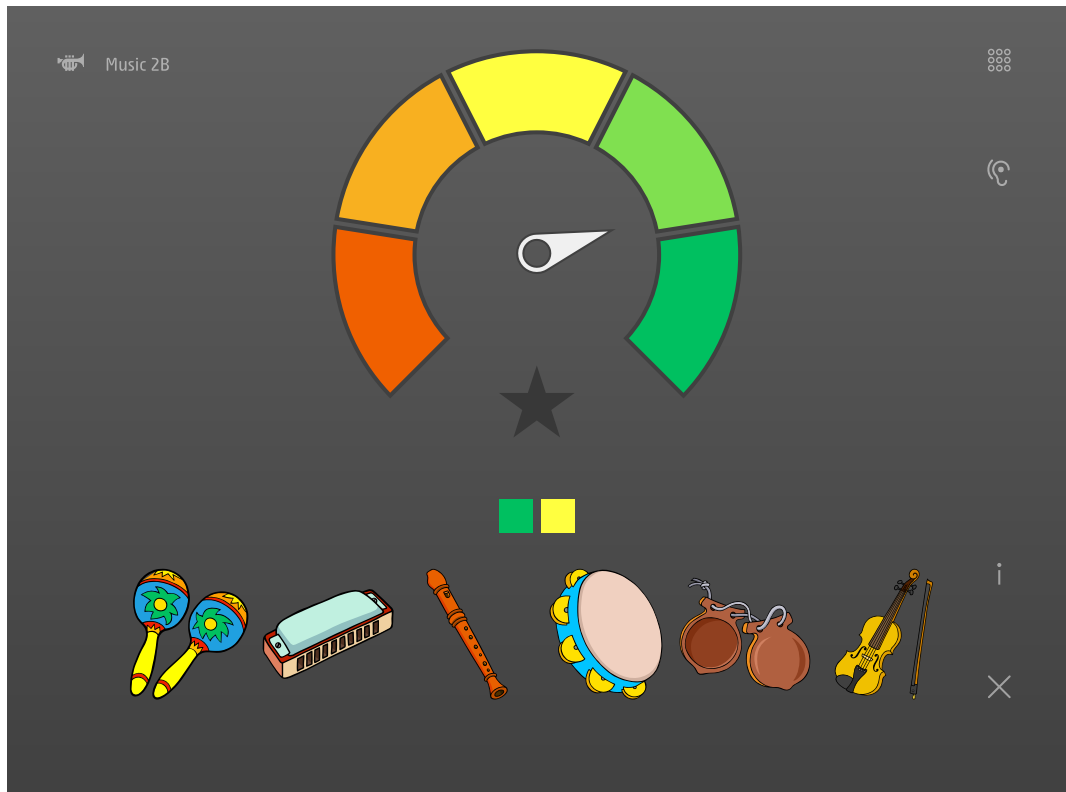


Exercise orientations | Rating tasks are displayed in the top left-hand corner..
Example: Daily life, exercise 3D.
Task 1 is currently in progress.

3.3. Evaluation exercise

At the end of each exercise the performance is evaluated. These ratings will then be listed in the exercise overview. This overview and landing page serves as a training log, that continuously captures the individual working progress and success of the students.

The final evaluation displays the rating of the single tasks and the evaluation of the entire exercise.



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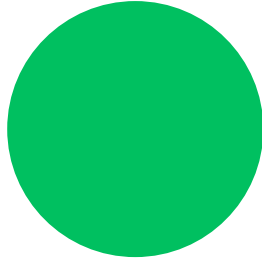
Rating exercise

This display shows the rating of the exercise just completed.

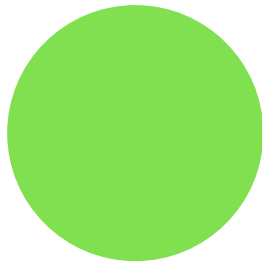
«Perfect» means: No mistakes and just one turn of the wheel per task. You are rewarded with a star.



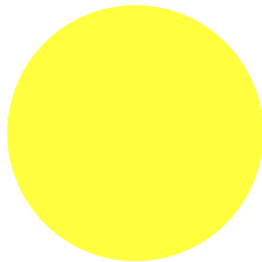
Perfect



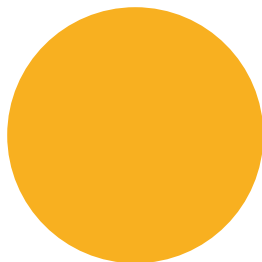
Sehr gut



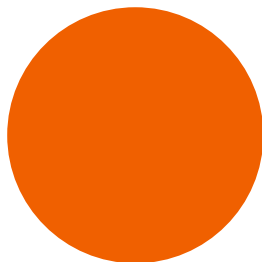
Good



Not bad



You can do better



Try again or choose a different exercise.

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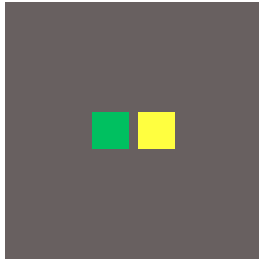
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The rating will then be listed in the training log. It appears as a colored circle (with star) in the exercise wheel.

The images for the recognized sounds appear at the bottom. You can listen to them again by clicking on them.

Evaluation tasks



The colored bars show how well the individual tasks have been solved.

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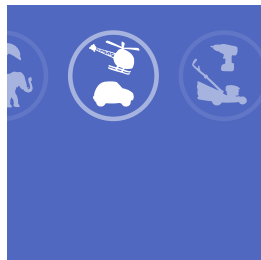
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4. Sound Library

4.1. General

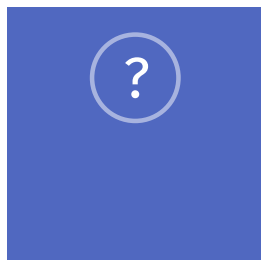


The sound library contains all sounds of the learning program, sorted by sound category, ready for listening and gives students the opportunity to rummage in sounds and puzzle over what they hear.



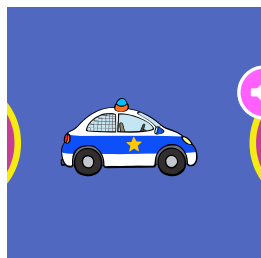
Sound categories

Click on an icon to show all sounds in the selected category.



Sound puzzle

Listen to five randomly chosen sounds and puzzle about what you hear.



Browse through the sounds

Click on the speaker to play the sound. Clicking on the card turns it over and shows the corresponding picture.

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5. Work plan / Progress profaxonline

The **Progress** area allows the teacher to accompany students on their individual learning path.

Teachers only see students from groups to which they themselves belong. To do this, the administrator must assign the responsible teacher to the corresponding groups. A teacher can be responsible for several groups.

In the gray column on the left, click on **Progress**.

The screenshot shows the 'Work plan / Progress' interface. On the left, there is a sidebar with navigation options: Admin profaxonline, Logout, Finances (€ 93,30), Home, Users, Programs, Teaching (selected), Training, Show help, Privacy Policy, and Support. The main area is divided into three columns: 'Groups' (All Users: 10, remedial teaching: 3, class 1A: 4, class 2A: 2, class3A: 3), 'Users' (John Smith, Jonas Smith, Lina Smith, Max Smith, Nele Smith, Sofia Smith, Yanis Smith), and 'Teachers' (T. Curative education, T. Elementary school, Admin profaxonline). The 'Work plan / Progress' section shows a list of learning modules: 'Wheel of Sound MINI', 'Wheel of Sound', 'LOGO 1', and 'tempo60 - basic arithmetic'. Each module has a progress bar and icons for 'only worked exercises', 'show/hide exercises', and 'reset exercise'. The '7 Days Stats' and 'Timeline' sections show activity over time, with dates like 01. Nov. 2020 and 31. Okt. 2020.

Select a person.

All learning modules assigned to the person are displayed in the *Progress* column. Show or hide all exercises of a learning module by clicking on the title of the learning module.

If you activate the checkbox for **only worked exercises**, only the exercises in which the student is currently working or whose training has been completed are displayed.

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5.1. View learning progress

Exercise 1 – Level 1				
Exercise 1 – Level 2				
Exercise 7 – Level 1				

For exercises with individual tasks, the learning status is displayed with a colored field for each task.

Birds: Exercise 1A				
Technology: Exercise 1A				
Rhythm: Exercise2B				

For exercises with a flashcard, the learning status is displayed as a progress bar.

They mean:

- green** Answer correct
- red** Answer incorrect
- orange** the task is currently under revision
- gray** not worked on it

5.2. Reset the exercise

Exercises can be reset by clicking on

5.3. Work plan

By clicking on , exercises can be added to or removed from the work plan of the selected student, by clicking on of the selected group. If an exercise is in the work plan, the name of the training module and the progress indicator are highlighted in yellow. If the line is green, the training work is complete.

5.4. 7 Days Stats and Timeline

If you work with a *weekly plan*, you will receive feedback on how long you have worked with the individual learning modules in the last seven days under **7 Days Stats**.

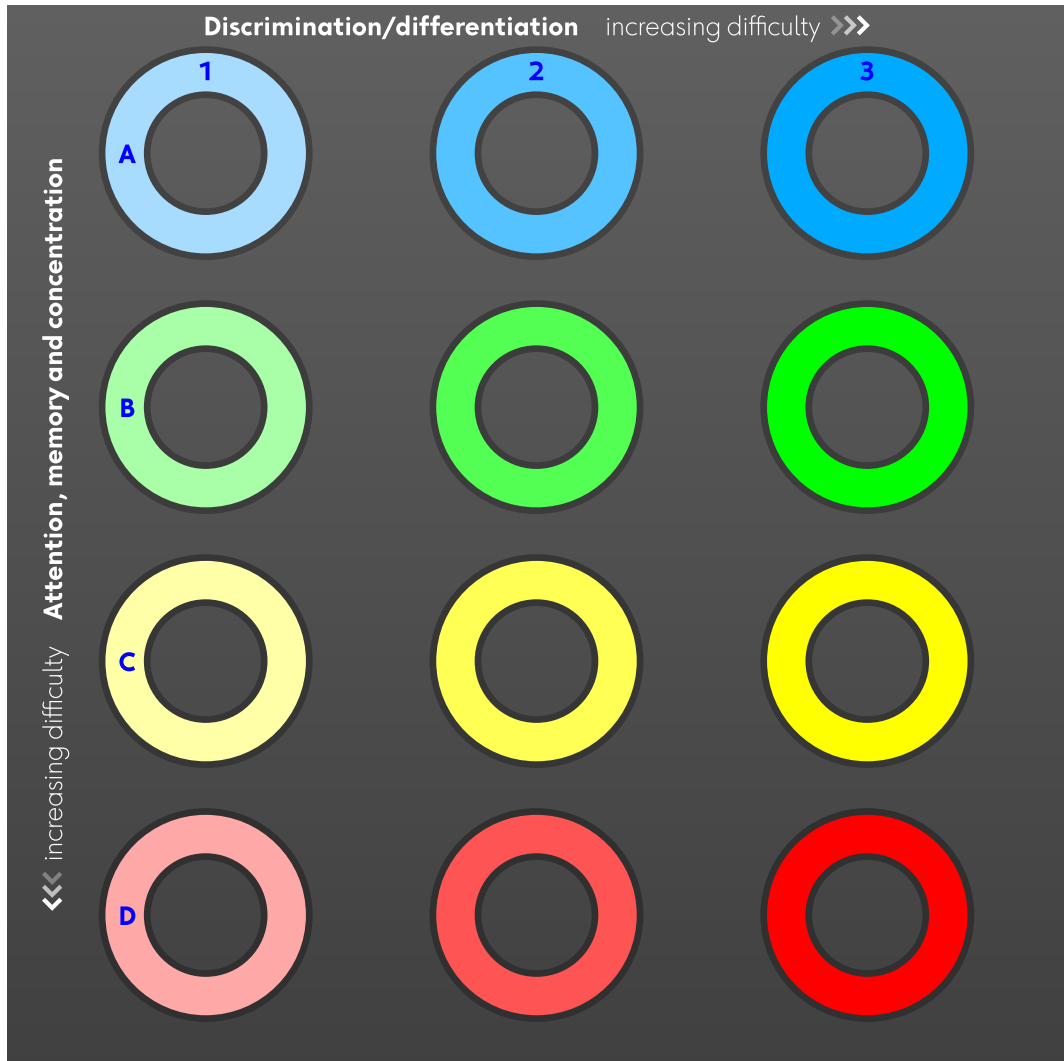
The **Timeline** shows when which exercises have been completed in the last 30 days. The **red** and **green** numbers indicate how many tasks were solved correctly or incorrectly.

The following parameters are recorded:

- if a child works before 07.00, no time is displayed and all tasks of the same exercise are combined;
- if a child works after 07.00, the time is displayed and all tasks of the same exercise are combined if they are done within an hour;
- if a child works after 5 p.m., no time is displayed and all tasks of the same exercise are combined;
- if a child works past midnight, the entry is spread over both days; the time shown starts when the first task is solved;
- if the child is inactive, the time is not counted.

6. Appendix

6.1. Competency Model



Difficulty settings: discrimination/differentiation

Sounds or sound sequences have different characteristics. They can differ in timbre, pitch, inner pattern and volume. For Wheel of Sound MINI, the first three features are relevant.



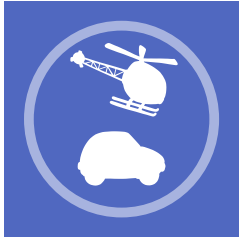





1	2	3
Significant differences in all characteristics	Significant differences in two characteristics	Significant differences in one characteristic or slight differences in two characteristics

Difficulty settings: attention, memory and concentration

Sounds per task	Number of different sounds	Number of searched sounds	Magic Wand Break	Rating: ● ● ●
-----------------	----------------------------	---------------------------	------------------	-------------------------

A	1/2/2	8	2	1	2 4 6 errors
B	1/2/2	7	3	1	2 4 6
C	1/2/2	7	3	2	2 4 6
D	1/2/2	9	3	2	2 4 6

6.2. Sound Categories

Pets	Wild Animals	Vehicles	Technology
			
Daily Life	Games	Melody	Rhythm
			

7. Thanks

The development work is professionally supported by the Center for Orality Studies – University of Teacher Education Zug (PH Zug). A beta version of Wheel of Sound has been successfully tested in autumn 2015 by several middle school classes at PH Zug.

Bird calls with kind permission of Prof. Dr. Hans-Heiner Bergmann.

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Sounds	Bird calls with kind permission of Prof. Dr. Hans-Heiner Bergmann

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