

Transnational teaching method for the further development of sound pedagogy with gongs

1. Objective of the method

This concept describes a transnational teaching method that aims to sustainably establish gongs as an innovative teaching medium in adult and health education. The method promotes the practical transfer of knowledge through physical group events, as the subtle tonal nuances and the effect of gongs can only be fully conveyed through direct experience. In addition, the method is intended to create sound researchers and other stakeholders in order to continuously develop new didactic approaches and teaching concepts and integrate them into educational programmes of non-profit organisations. a sustainable network between educators,

2. Methodological structure

A) Transnational further training for educators

- International workshops and symposia: Educators take part in training events in geographically diverse regions. These events are led by experienced sound educators and scientists and enable an intensive exchange of new findings and best practices.
- Testing and evaluation: In addition to practical application, new didactic methods are also evaluated. Standardised feedback instruments and reflection rounds are used to measure the effectiveness of the teaching methods.

- Networking and co-operation: Initial approaches for further transnational projects are being developed via online networks and bilateral expert exchanges. These co-operations support continuous methodological progress.

B) Physical group events for knowledge transfer

- Practical training sessions: After the international training, the teachers pass on the knowledge they have acquired in their local organisations. In practical sessions, new gong techniques are demonstrated, practised and adapted to the respective spatial and cultural conditions.
- Accompanied reflection: The immediate debriefing and documented reflection of the practical exercises enables continuous adaptation and improvement of the teaching methods.
- Individual and collective customisation: Participant feedback is systematically evaluated. This allows the methods to be customised to the specific needs of the respective educational institutions.

C) Development of new educational concepts for organisations

- Documentation and curriculum development: The gained knowledge is incorporated into the creation of written guidelines, curricula and practical exercise formats. These documents serve as the basis for integrating the new gong teaching methods into existing training programmes
- Long-term anchoring: Through continuous evaluation and regular updates, the concepts developed are sustainably in the educational programmes of non-profit anchored organisations

3. Advantages of the method

- Precise knowledge transfer: The direct, physical exchange enables the transfer of fine tonal nuances and practical skills.
- High practical orientation: Direct application and reflection in real learning situations promotes sustainable learning success.
- Structured integration: Systematic documentation and curriculum development allow the new teaching methods to be integrated into existing programmes in a targeted manner.
- Sustainable multiplication: Educators act as multipliers who disseminate the newly acquired knowledge in their networks.
- Conserving resources: The combination of transnational training with local practical exercises reduces travel costs and environmental impact.

4. Exemplary realisation

- A. International training: Teachers take part in a transnational workshop in which innovative gong techniques and didactic concepts are taught.
- B. Return to the local organisation: Participants return lead practical training sessions in their organisations to embed what they have learned.
- C. Reflection and further development: In the local groups, what has been learnt is tested in exercises, feedback is obtained and methodological adjustments are made.
- D. Integration into curricula: The experience gained is incorporated into the creation of new educational programmes, which into on an ongoing basis. are integrated existing programmes
- E. Long-term cooperation: Regular transnational network meetings and follow-up events ensure the continuous development of the teaching method.

5. Expanded perspectives

Supplementary measures are planned to ensure quality assurance and continuous progress:

- Peer learning groups: Small working groups in which teachers share their experiences and develop solutions together.
- Regional and transnational network meetings: Annual conferences or symposia to present research results and best practice examples.
- Digital complementary space: Establishment of an online portal (e.g. via EPALE or a dedicated platform) for document exchange, feedback and continuous dialogue.
- Mentoring programme: Experienced sound educators accompany newcomers to clarify individual questions and the transfer of knowledge.support

6. Detailed training concept

A is being for the practical implementation of the teaching method detailed training concept developed , which includes the following elements:

6.1 Detailed learning objectives and competence profiles

- Professional goals: Teaching various gong playing techniques, the basics of sound physics and an in-depth understanding of resonance phenomena.
- Pedagogical goals: Development of innovative didactic methods for imparting knowledge and promoting interactive teaching-learning processes.
- Personal competences: Promotion of communication skills, intercultural sensitivity and teamwork.

6.2 Structure and curriculum

- Modules and subject blocks: Clear division into theoretical and practical modules, for example:
- Introduction to sound pedagogy and gong technique
- Advanced practical exercises and group dynamics
- Reflection rounds and feedback methods
- : Detailed schedules that take into account practical exercises, reflection times and breaks.theoretical phases,
- Mix of methods: use of lectures, group work, peer learning, individual coaching and practical demonstrations.

6.3 Didactic concepts and multisensory approaches

- Interactive teaching methods: Integration of simulations, role plays and group exercises to address different learning channels.
- Multi-sensory training: Combination of sound, movement and perception exercises to maximise learning success.
- Transfer methods: Guidance on the practical application of what has been learnt in everyday working life.

6.4 Participant profile and requirements

- Target group: Educational practitioners from the fields of adult education, health education, music and sound therapy.
- Previous knowledge: Depending on the module, a is made between beginner distinction and advanced courses. Language skills and intercultural competences are for international formats.important

6.5 Organisation and resources

- Room requirements: Suitable rooms with good acoustics, space for group exercises and technical equipment for recording sound demonstrations.

- List of materials and instruments: Availability of gongs in various sizes and complementary sound instruments.
- Personnel resources: Use of qualified trainers, assistants and external experts to accompany and evaluate the training courses.

6.6 Accompanying evaluation and quality assurance

- Feedback methods: Regular surveys using questionnaires, structured interviews and observations.
- Learning success measurement: Practical exams, self-assessments and peer-assessed exercises to check knowledge transfer.
- Ongoing optimisation: Integration of the evaluation results into the further development of the training concept.

6.7 Support and follow-up

- Mentoring and coaching: Long-term support for participants by experienced sound educators to clarify individual issues.
- Advanced courses and advanced training: advanced modules to consolidate what you have learnt.
- Network development: Establishment of an alumni network to promote continuous exchange and mutual support.

6.8 Integration of digital elements and hybrid formats

- Online platforms: Use of digital tools (e.. gEPALE, Moodle, Zoom) to supplement face-to-face events and for ongoing dialogue.
- Supplementary video lessons: Provision of short online tutorials for revision and consolidation.
- Data protection and rights of use: Clarification of the rights to recorded image and sound material for subsequent training and public relations work.

6.9 Marketing and public relations

- Recruiting participants: Addressing potential participants via professional associations, social media and newsletters.
- Presentation of the results: Effective public presentation of the project results, e.g. through presentations at congresses, trade fairs and in digital media.
- Development of cooperation: Expansion of partnerships with other education and health organisations in order to increase the reach and sustainability of the concept.

7. Conclusion

The presented transnational teaching method represents a practical and innovative approach to the further development of sound pedagogy with

gongs. Through the targeted use of physical group events and transnational training, subtle tonal nuances and didactic methods can be experienced directly and communicated in a sustainable way. The structured integration of the knowledge gained into existing educational programmes and a comprehensive training concept with clearly defined learning objectives, evaluations and digitally supported elements ensure a high standard of quality and long-term integration in adult and health education.

This concept not only promotes the precise transfer of knowledge, but also motivates other stakeholders to develop innovative teaching methods and implement them in their own educational programmes. In this way, sound education with gongs becomes a sustainably effective instrument that enriches the educational landscape and to international cooperation.contributes

The concept provides a comprehensive basis for the implementation and further development of the teaching method. It combines practical experience, methodological innovation and digital support to create a sustainable educational approach that meets the diverse needs of learners.

The next steps in implementing this concept are

Based on the concept developed, the as follows:next steps for implementation are

1. Establishment of a coordination team
 - Formation of an interdisciplinary project team to coordinate the overall planning, organisation and implementation.
 - Definition of responsibilities and competences.
2. Resource and needs analysis
 - Recording the necessary material and human resources (e.. suitable premises, technical equipment, instruments).
 - Planning of the financial framework and examination of potential funding.
3. Curriculum and module planning
 - Detailed elaboration of the training curriculum, including time schedules, topic blocks and mix of methods (theory, practice, reflection).
 - Definition of clear learning objectives and competence profiles for the participants.
4. Planning international training programmes
 - Selection of suitable co-operation partners and venues in an international context.

- Organisation of workshops, symposia and expert exchanges that facilitate the transnational transfer of knowledge.
5. Organisation of local group events
 - Determination of dates and rooms for the practical training sessions on site.
 - Planning of accompanying reflection and evaluation sessions to ensure sustainable knowledge transfer.
 6. Development of digital support
 - Establishment of an online portal (e.g. via EPALE, Moodle or a dedicated platform) for documentation, exchange of experiences and provision of learning materials.
 - Ensuring data protection and usage rights for digital formats.
 7. Development of evaluation and feedback tools
 - Creation of questionnaires, self-assessments and practice-orientated tests to the learning success and effectiveness of the method.measure
 - Planning of regular evaluation cycles for continuous optimisation.
 8. Marketing and public relations
 - Development of a communication strategy to a targeted manner.address potential participants and partners in
 - Publicising the project results in order to increase awareness of the method and networks.expand
 9. Rollout and continuous further development
 - Implementation of the training concept in the regular training operations of the participating organisations.
 - Establishment of a continuous feedback and optimisation process in order to the teaching method to new findings and requirements in the long term.adapt

These steps form the basis for a structured and practical implementation of the training concept so that sound education with gongs can be sustainably integrated into educational programmes.

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