

# Dynamic SoundField

## Dynamic SoundField teacher benefits

Healthy voice, better results



The best teacher is one who is in good voice, relaxed, and rarely absent from work. Soundfield technology helps ensure this is the case. Its amplification of the teacher's voice throughout the class not only benefits students, who hear and understand instructions better, but teachers too profit from improved vocal health and more effective class management.

### Why Dynamic SoundField?

#### 1. Better vocal health

Teachers often suffer from vocal strain and fatigue<sup>1</sup>. With soundfield the teacher doesn't need to raise their voice, which greatly reduces the chances<sup>2</sup> of them losing it and being unable to teach<sup>5</sup>. It also reduces the chances of long-term vocal health problems<sup>3</sup>.

#### 2. Improved class management

When students respond to instructions the first time around, in-class discipline is easier to maintain<sup>4</sup>. In addition, when less repetition is required, time is saved and teachers are able to fit all the required subject matter into each lesson.

#### 3. Superior performance

With soundfield technology students hear and respond to directions better, which has been proven to improve student performance<sup>5</sup>. From a school's perspective, as vocal strain and fatigue are reduced so is teacher absenteeism<sup>6</sup>, which can help cut a school's costs by reducing its number of replacement teacher days<sup>6</sup>.

**Dynamic SoundField by Phonak ushers in a new era in classroom amplification, offering industry-leading sound performance, fully automated settings, and hassle-free integration with Phonak's FM systems for hearing impaired children. Just plug it in, turn on and teach.**

1-6: see references overleaf

[www.phonak.com](http://www.phonak.com)  
[www.DynamicSoundField.com](http://www.DynamicSoundField.com)



# Dynamic Soundfield

## References

- 1) <http://informahealthcare.com/doi/abs/10.3109/13682829309041465>  
<http://www.ncbi.nlm.nih.gov/pubmed/8325579>  
<http://www.nidcd.nih.gov/health/statistics/vsl/teachers>
- 2) <http://www.nal.gov.au/Publications/Soundfield%20summary.pdf>
- 3) <http://www.thehardofhearingguy.com/ica-project.html>
- 4) [http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/19/f5/21.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/19/f5/21.pdf)
- 5) The MARRS Project: Mainstream Amplification Resource Room Study:  
<http://www.classroomhearing.org/research/marrsStudy.html>  
  
[http://www.prometheanworld.com/upload/pdf/Research\\_review\\_of\\_Sound\\_Enhanced\\_Classroom\\_technology.pdf](http://www.prometheanworld.com/upload/pdf/Research_review_of_Sound_Enhanced_Classroom_technology.pdf)
- 6) Allen, L. (1995). The Effect of Sound-Field Amplification on Teacher Vocal Abuse Problems.  
Paper presented at the Educational Audiology Association Conference, Lake Lure, NC.  
[http://www.teachlogic.com/assets/pdfs/research/the\\_effect\\_soundfield\\_amp.pdf](http://www.teachlogic.com/assets/pdfs/research/the_effect_soundfield_amp.pdf)  
  
<http://www.classroomhearing.org/research/marrsStudy.html>