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# VOICETHREAD

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*“VoiceThread offers a natural online interaction that lends itself to students presenting & defending their work before experts and peers.”*

**-EDUCAUSE  
LEARNING INITIATIVE**

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# VOICETHREAD *Discussions*<sup>2</sup>

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**REPLACE** text based discussion boards with multimedia conversations that are richer, more accurate, and more engaging for all participants. A drop-in replacement for static text discussions, VoiceThread conversations are simple, accessible, and secure.

- ✔ Untethered anytime-anywhere participation for students and educators
- ✔ A stronger sense of community within classes quickly and simply
- ✔ Simplified course infrastructure by using a media agnostic platform
- ✔ Increased accessibility via diversified content & participation modes
- ✔ Simplified IT infrastructure by using a multi-platform Cloud Application

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*"What sets VoiceThread apart from these other applications is its easy integration of voice and other types of media for commenting on an original artifact.*

*VoiceThread offers a natural online interaction that lends itself to students presenting and defending their work before experts and peers."* -Educause Learning Initiative



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## **TECHNICAL REQUIREMENTS:**

VoiceThread is a Cloud Application that functions within any web browser or mobile Apple device (iPhones, iPads, iPod Touch). All data, and back-ups of the data, are dispersed across SAS 70 Type II certified datacenters. This SAAS (software as a service) model leaves the complex issues of maintenance, security, and monitoring, to us, leaving universities to focus on teaching and learning. Learning Management and Authentication Integration options are available. Additional information can be found at:

[http://voicethread.com/support/howto/Auth\\_Integration](http://voicethread.com/support/howto/Auth_Integration)

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# VOICETHREAD *Institutions*

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*Utilizing and developing content is no longer about being experimental; it has become the mark of a world-class institution. -2011 Horizon Report*

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**EDUCATORS AT OVER FIVE HUNDRED** of the world's leading institutions of higher learning have made VoiceThread a part of their communications toolset:

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## ***Universities and Colleges...***

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University of North Carolina - Chapel Hill

Penn State University

Harvard University

Johns Hopkins University

Pepperdine University

DePaul University

Cornell University

Fashion Institute of Technology

Pratt Institute

The New School

Brandeis University

Lehman College, City of New York

Columbia University

Duke University

University of California, Berkeley

Carnegie Mellon University

National University of Singapore

University of Southern California (USC)

University of California, Los Angeles (UCLA)

Georgetown University

Wake Forest University

Michigan State University

Boston Architectural College

University of Michigan - Ann Arbor

University of Washington

Illinois State University

Eastern Oregon University

College of William and Mary

Case Western Reserve University

Rensselaer Polytechnic Institute

University of Illinois at Urbana-Champaign

George Washington University

University of Florida

University of Maryland - College Park

University of Pittsburgh

University of Wisconsin, Milwaukee

Worcester Polytechnic Institute

University of Connecticut

Brigham Young University - Provo

University of Delaware

Miami University - Oxford

University of Alabama

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**Continued...**

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De Anza College

Williams College

Middlebury College

Wellesley College

Pomona College

Carleton College

Haverford College

Washington and Lee University

Oberlin College

Macalester College

Trinity College

Whitman College

Furman University

Centre College

Augsburg College

Marist College

Governor's State University

Global Honors College  
associated with Columbia University

Golden Gate University

Georgia Southern University

Cobram Secondary College

Georgia Military College

Berkshire Community College

Baldwin-Wallace College

Ball State University

Atlantic Institute of Technology

Bialik College

Catholic Ladies College

Chesapeake College

Rhodes College

Denison University

Wheaton College

College of Wooster

Earlham College

Lewis and Clark College

Hampshire College

Principia College

Gordon College

University of Minnesota

Wesleyan College

Meredith College

Purchase College - SUNY

Columbus State Com-  
munity College

County College of Morris

Butler Community College

Cairo American College

California State University, Fresno

Fordham University

College of Charleston

Walden Univeristy, Laureate Education, Inc.

Lehigh Carbon

M State  
Minnesota State Community and Technical College

Denver School of Science and Technology

Massachusetts College  
of Pharmacy and Health Sciences

**THE DATA IS IN.** As predicted in the 2009 Horizon Report, VoiceThread's impact is being felt across the entire landscape of teaching and learning, from medical schools to art schools, from advanced studies to special needs and remedial instruction. Here we've compiled a list of these sources for independent research relevant to VoiceThread in Education. These scholarly articles and studies can be referenced in applications for educational grants or federal funding for VoiceThread.

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**ATKINSON, SIMON. BURDEN, KEVIN.** *Evaluating pedagogical affordances of media sharing Web 2.0 technologies: A case study.* PUBLISHED IN THE PROCEEDINGS OF ASCILITE, 2008 (MELBOURNE, AUSTRALIA).

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## ABSTRACT

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**1** This short paper describes a small, ongoing case study exploring how the affordances of a media sharing Web 2.0 application (VoiceThread) can be evaluated for its pedagogical value. Web 2.0 technologies emerge so quickly it is difficult for educators to gauge their actual value in practical terms. In many cases, the latest Web 2.0 technologies are superseded almost before they emerge from their beta testing phase. Rather than focusing on the individual characteristics or details of the technology itself, this case study uses a new learning design framework (the Digital Artefacts for Learner Engagement framework: DiAL-e) to

chart the affordances and uses which educators might find valuable. The tool has been used as the basis of an on-line pilot project for the Joint Information Service Committee (JISC) in the UK, in which academics from further and higher education have been learning how to harness the potential of digital artefacts and Web 2.0 tools to enhance teaching and student learning. The initial responses from participants and tutors indicate this is a useful instrument through which to evaluate the potential pedagogical value of a particular application set within a wider socio-cultural context.

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**Retrieved 3/30/11 from:**


[http://hull.academia.edu/KevinBurden/Papers/73672/Evaluating\\_pedagogical\\_affordances\\_of\\_media\\_sharing\\_Web\\_2.0\\_technologies\\_A\\_case\\_study](http://hull.academia.edu/KevinBurden/Papers/73672/Evaluating_pedagogical_affordances_of_media_sharing_Web_2.0_technologies_A_case_study)

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## ABSTRACT

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 Collaborative social interaction when using Web 2.0 in terms of VoiceThread is investigated in a case study of a Swedish university course in social psychology. The case study method was chosen because of the desire not to manipulate the students' behaviour, and data was collected in parallel with course implementation. Two particular circumstances made the case study method appropriate: the impossibility to control student activities, and the study of contemporary and ongoing events.

The results show that use of Web 2.0: a) supports students' reflections concerning their own and others' thoughts and emotions, b) supports individual students and integrates them into a work group, and c) develops students' identification and awareness in relation to self, a task and others. The findings implicate that Web 2.0 technology can be used as a valuable supplement in a campus course where other teaching takes place in time and space.

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**Retrieved 3/30/11 from:**

<http://dx.doi.org/10.1016/j.iheduc.2010.05.005>

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**BORUP, J., GRAHAM, C.R. VELASQUEZ, A.** *The Use of Asynchronous Video Communication to Improve Instructor Immediacy and Social Presence in an Online Course. In D. Gibson & B. Dodge (Eds.), PROCEEDINGS OF SOCIETY FOR INFORMATION TECHNOLOGY & TEACHER EDUCATION INTERNATIONAL CONFERENCE 2010. (PP. 337-344).*

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## ABSTRACT

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 In this paper we share our experiences with using asynchronous video communications to increase teacher immediacy and social presence during a technology integration course for pre-service teachers. We describe three cases where asynchronous video was used to facilitate instructor-student and peer-to-peer communications. The online tools used were Facebook, VoiceThread, and video blogs

created by the Center for Teaching and Learning at Brigham Young University (BYU). Our initial findings indicate that the use of regular video instructor-student and peer-to-peer communication can be an effective way to improve instructor immediacy and social presence in an online environment while maintaining the flexibility that draws students to online learning.

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**Retrieved 3/30/11 from:**

<http://www.editlib.org/p/33358>

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**BOYLE, IAN. DYMENT. JANET E. O'CONNELL, TIMOTHY S.** *The intersection of Web 2.0 technologies and reflective journals: An investigation of possibilities, potential and pitfalls.*

INDEPENDENT.ACADEMIA.EDU.

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## ABSTRACT

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**4** Reflection is a core component of many outdoor education programs with many educators relying on journal writing as a means of facilitating reflection. Yet the classic tattered leather journal that has for centuries had aesthetic appeal has a direct competitor that is much more alluring to many students: Web 2.0 technologies, such as Blogs and Voice-threads. The allure is particularly strong for students who have been labeled as "digital natives" and who are known for their expertise with digital technologies compared with previous generations. We speculated that it might be worth trying to engage these

students with "their technology," and in this paper we explore if and how Web 2.0 technologies can support student journal writing behaviours in outdoor education. We begin by describing the technological opportunities that can be used by educators to facilitate this approach to journal writing. Specifically, we look at the tools of digital recording (ed., Ipods, cameras, voice recorders ) and Web 2.0 applications (Blogs and VoiceThreads). We then turn to a discussion of the advantages of this form of journal writing before concluding with an examination of their limitations.

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**Retrieved 3/30/11 from:**

[http://independent.academia.edu/IanBoyle/Papers/303036/The\\_intersection\\_of\\_Web\\_2.0\\_technologies\\_and\\_reflective\\_journals\\_An\\_investigation\\_of\\_possibilities\\_potential\\_and\\_pitfalls.\\_in\\_press\\_](http://independent.academia.edu/IanBoyle/Papers/303036/The_intersection_of_Web_2.0_technologies_and_reflective_journals_An_investigation_of_possibilities_potential_and_pitfalls._in_press_)

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**BRUNVAND, STEIN AND BYR, SARA.** *Using VoiceThread to Promote Learning Engagement and Success for All Students. The Council for Exceptional Children (CEC): TEACHING EXCEPTIONAL CHILDREN. MARCH/APRIL 2011 ISSUE.*

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## ABSTRACT

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**5** Consider these three students: Jeremy, who is easily distracted and who has difficulty staying on task in social studies; Brad, who has specific learning disabilities that place him at risk of dropping out due to lack of motivation and fear of failure; and Angelina, who has received interventions through several grade levels to

address her struggles with assignments and assessments. This article shows how a web-based learning tool can boost the learning skills and motivation of these students and many others as they work with multimedia to explore subject areas, express their ideas, and share information - and all at their own pace and learning level.

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**Retrieved 3/30/11 from:**

<http://voicethread.com/media/misc/support/JTECVoiceThread.pdf>

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**BUSH, L. VIVA** *VoiceThread: Integrating a Web 2.0 Tool in the Additional Language Classroom*. In I. Gibson et al. (Eds.), *PROCEEDINGS OF SOCIETY FOR INFORMATION TECHNOLOGY & TEACHER EDUCATION INTERNATIONAL CONFERENCE 2009*. (PP. 3247-3250). CHESAPEAKE, VA: AACE.

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## ABSTRACT

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**6** Today's classrooms are definitely changing. While in the past, additional language teachers might have only had target-language newspapers and periodicals at their disposal to create an authentic L2 language learning environment for their students, today's technological tools erase the barriers that once separated L1 and L2 learners and their environments. With the

advent of Web 2.0 tools, additional language educators can extend their classrooms beyond the traditional brick-and-mortar walls to communicate with the world. One of the best ways to do so is to introduce VoiceThread into language lessons. In doing so, students can create conversations that extend across the classroom or across the globe.

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**Retrieved 3/30/11 from:**

<http://www.editlib.org/p/31146>

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**CHEN, J. & YILDIZ, M.** *Preparing English Language Learners for Academic Success in the 21st Century: Teaching Multiple Literacies*. THE COUNCIL FOR EXCEPTIONAL CHILDREN (CEC): TEACHING EXCEPTIONAL CHILDREN. (PP. 3152-3155). CHESAPEAKE, VA: AACE.

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## ABSTRACT

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**7** During this session, we will: 1) discuss the emergence of new literacies, especially digital storytelling, in the teaching and learning of English Language Learners (ELLs); 2) engage participants in an interactive discussion concerning the implications of the various new literacies for pedagogical practice; 3) demonstrate the power of digital storytelling in promoting the learning of ELLs by showing on a laptop a digital story produced by one of our students; 4) share the process of creating personal

stories using a storyboard technique as a learning and teaching tool; and 5) invite participants to share their experience of creating a personal story as a way to explore how they would translate this written story into a digital form. Through these activities, we hope that participants will be motivated to explore other pedagogical possibilities for helping ELLs acquire new literacies and literate skills, thereby broadening these students educational experience.

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**Retrieved 3/30/11 from:**

<http://www.editlib.org/p/33854>

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**ELWOOD, S.** *Digital Storytelling: Strategies Using VoiceThread.* In D. Gibson & B. Dodge (Eds.), *PROCEEDINGS OF SOCIETY FOR INFORMATION TECHNOLOGY & TEACHER EDUCATION INTERNATIONAL CONFERENCE 2010.* (PP. 1075-1079). CHESAPEAKE, VA: AACE.

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## ABSTRACT

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 Digital Storytelling has and will continue to evolve as current and emerging digital social network tools contribute towards redefining our society's communication styles and patterns. This review takes a look at current digital storytelling protocols and strategies currently

displayed through VoiceThread creations, as well as detailed strategies conducive for a powerful digital storytelling tool such as VoiceThread. Samples using such strategies will be presented, along with the planning and process tools employed to create the final stories.

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**Retrieved 3/30/11 from:**

<http://www.editlib.org/p/33496>

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**HEINTZ, A., BORSHEIM, C., CAUGHLAN, S., JUZWIK, M. M., & SHERRY, M. B.** *Video-based response & revision: Dialogic instruction using video and web 2.0 technologies.* *CONTEMPORARY ISSUES IN TECHNOLOGY AND TEACHER EDUCATION.* 10(2), 175 - 196.

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## ABSTRACT

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 This article documents the curricular decisions made by a teacher educator research team whose guiding theoretical focus for intern practice is dialogic instruction. Over a 2-year sequence, teaching interns used video and Web 2.0 technologies to respond critically to and revise their teaching practices in collaboration with peers and instructors. This article describes how a focus on dialogic instruction and an adoption of a multiliteracies pedagogy guided the imple-

mentation and use of technologies within the project. Through multiple examples of curriculum, including excerpts from course materials, screencasts of the adopted networking platform, Voicethread, and video of class sessions, the authors describe how a focus on the dialogic creates spaces for interactions that allow responsive and revisionary attitudes toward not only teaching practices, but the potential and place of technologies in teacher education.

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**Retrieved 3/30/11 from:**

<http://www.citejournal.org/articles/v10i2languagearts2.pdf>

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**LOPEZ, DR. OMAR.** *Lighting the Flame of Learning for English Language Learners Through the Use of Interactive Whiteboard Technology.* WHITE PAPER, SU-2006-01. THE CORPORATION FOR PUBLIC SCHOOL EDUCATION K16 WWW.CPSE-K16.COM. SUMMER 2006.

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## ABSTRACT

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This paper describes the value of an interactive white board (IWB) for meeting the goals set forth by The National Research Council (2000).

VoiceThread meets these goals in the same

way, yet goes beyond the IWB by allowing for more media-types, freedom for peer feedback, as well as for trial-and-error presenting, and more.

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**Retrieved 3/30/11 from:**

[http://extranet.mypromethean.com/us/upload/pdf/ELL\\_WhitePaper.pdf](http://extranet.mypromethean.com/us/upload/pdf/ELL_WhitePaper.pdf)

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**MCCORMACK, VIRGINIA.** *Increasing Teacher Candidate Responses through the Application of VoiceThread.* INTERNATIONAL JOURNAL OF ARTS AND SCIENCES. 3(11): 160 - 165 (2010) CD-ROM. ISSN: 1944-6934.

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## ABSTRACT

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Free Web technology tool integration into education settings is growing exponentially because the tools promote creativity, collaboration, and communication. It is essential that teachers understand how to generate reflective learning opportunities using Web technologies to create optimal reflective learning environments. The author explored the use of Voice-

Thread, a Web 2.0 tool for more in-depth reviewing and reflecting on shared learning experiences. Participants were 25 teacher candidates, who participated in semi-structured interviews. The findings of this study suggested that the development and implementation of VoiceThread assignments increased student reflective response, engagement, and Web technology literacy.

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**Retrieved 3/30/11 from:**

[http://openaccesslibrary.org/images/RLN147\\_Virginia\\_McCormack.pdf](http://openaccesslibrary.org/images/RLN147_Virginia_McCormack.pdf)

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## ABSTRACT

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This article describes how students have made use of technology tools in several critical literacy activities that help to achieve the paramount goals of language and literacy education to enable students to develop critical consciousness and community agency through literacy. The technologies helped students define intertextual connections, pose questions about the

basis for meaning, integrate multiple voices and perspectives, and adopt a collaborative inquiry stance. The technology tools include software programs for video editing, hyper-linked knowledge bases, and asynchronous virtual communication. Examples of technology projects are embedded as links in this article.

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**Retrieved 3/30/11 from:**

<http://www.citejournal.org/vol4/iss3/languagearts/article1.cf>

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NAKAGAWA, ALAN. *Using VoiceThread for Professional Development: Probeware training for science teachers.* ETEC 690. SPRING 2010.

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## ABSTRACT

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The development of technologies such as probeware requires training, not only in its use, but also in its integration into the curriculum. It is a common practice for schools to spend large portions of their budget on purchasing technology while neglecting to provide funding for the much-needed professional development. The availability of online professional development has provided in-service teachers opportunities to overcome traditional barriers of distance and time and allowed them to seek out and participate in much needed

training. In recent years online instruction has incorporated the use of Web 2.0 tools to facilitate professional development for science teachers. While research on the use of Web 2.0 tools in professional development have been conducted, research on newer tools, such as VoiceThread, that can be used to deliver instruction is limited. In light of the increased use (purchase) of probeware in our schools the question of whether or not professional development can be effectively delivered through the use of VoiceThread has been the focus of this research.

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**Retrieved 3/30/11 from:**


<http://scholarspace.manoa.hawaii.edu/handle/10125/15364>

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**PACKANSKY-BROCK, MICHELLE.** *VoiceThread: Enhanced Community, Increased Social Presence and Improved Visual Learning.* AWARD WINNER: 2010 SLOAN-C EFFECTIVE PRACTICE AWARD.

## ABSTRACT

 VoiceThread is used in a community college online art appreciation class to supplement a course designed primarily in Blackboard. The visually-centric environment of a VoiceThread, utilized as a formative assessment that remains available to students for continued

review and learning after a due date, increases the students' ability to understand visual concepts, while the video and voice comments increase community, as well as the students' perception of the instructor's social presence.

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**Retrieved 3/30/11 from:**

[http://sloanconsortium.org/effective\\_practices/voicethread-enhanced-community-increased-social-presence-and-improved-visual-lea](http://sloanconsortium.org/effective_practices/voicethread-enhanced-community-increased-social-presence-and-improved-visual-lea)


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**SMITH, J. & DOBSON, E.** *Beyond the Book: Using VoiceThread in Language Arts Instruction.* IN T. BASTIAENS ET AL. (EDS.) PROCEEDINGS OF WORLD CONFERENCE ON E-LEARNING IN CORPORATE, GOVERNMENT, HEALTHCARE, AND HIGHER EDUCATION 2009. (PP. 712-715). CHESAPEAKE, VA: AACE.

## ABSTRACT

 New information and communications technologies (ICT) are redefining the concept of literacy. Language arts educators have the responsibility to integrate new literacies into their instruction. VoiceThread is a web-based, collaborative, multimedia presentation tool that teachers can use with their students to improve reading, writing, speaking, and listening skills. This paper is a description of collaboration between a university faculty member in elementary education and an instructional

technology consultant to incorporate ICT within a required graduate language arts methods class utilizing VoiceThread. A follow-up research study is in progress to determine 1) whether Web 2.0 tools, such as VoiceThread, effectively impact student literacy development 2) if teachers feel adequately prepared to implement 21st century skills in language arts instruction, and 3) barriers that exist for teachers in using Web 2.0 tools in promoting literacy.

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**Retrieved 3/30/11 from:**

<http://www.editlib.org/p/32538> on 1/27/11.

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**WANE, LING.** *Integrating communities of practice in e-portfolio assessment: Effects and experiences of mutual assessment in an online course.* THE INTERNET AND HIGHER EDUCATION, VOLUME 13, ISSUE 4, SPECIAL ISSUE ON WEB 2.0. DECEMBER 2010, PAGES 267-271, ISSN 1096-7516, DOI: 10.1016/J.IHEDUC.2010.07.002.

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## ABSTRACT

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 This study investigated the effects and experiences of a mutual assessment framework (CoPf) in an online graduate course at a mid-west university. CoPf was integrated into the course structure as an innovative application of the standard e-portfolio assessment tool. Using a mixed method, the study first explored the effects of CoPf compared to the standard e-portfolio in relation to the promotion of revisions to

students' work, students' final course grades, and interactions both between the students and the instructor and among students. Qualitative analysis was then conducted to inquire the students' experiences in the CoPf course and how they perceived these experiences. Findings from the data analysis were presented and the contributions/implications of the study were discussed.

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**Retrieved 3/30/11 from:**

<http://www.sciencedirect.com/science/article/B6W4X-50JPNDG-1/2/3bbcd67720cc20e75e760b0eeb898ccd>

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**YILDIZ, M., MCNEAL, K., & SALIKA, L.** *The power of social interaction technologies in teacher education.* PAPER PRESENTED AT THE NATIONAL EDUCATIONAL COMPUTING CONFERENCE, WASHINGTON, DC. (2009, JULY).

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## ABSTRACT

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 The article discusses the impact and power of social interaction software and outlines its promising implications for education, creativity and collaboration among its users. Social Interaction Technologies and Collaboration Software have been changing the way we experience our world. Social interaction software has great benefits for education. From showcasing digital portfolios (secondlife) to posting online reflections and journals (blogspot),

co-writing books (wikibooks) to co-producing digital stories (voicethread, footnote), social interaction software is increasingly being used for educational and lifelong learning environments. The usage of social interaction software develops opportunities and supports "Open Learning" practices and processes, and promotes exchanges, connections, and collaboration among people who share common ideas and interests.

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**Retrieved 3/30/11 from:**

[http://center.uoregon.edu/ISTE/uploads/NECC2009/KEY\\_43159577/Yildiz\\_YildizNECC2009\\_RP.pdf](http://center.uoregon.edu/ISTE/uploads/NECC2009/KEY_43159577/Yildiz_YildizNECC2009_RP.pdf)

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**ZORIGIAN, K. A.** *The effects of web-based publishing on students' reading motivation.* UNPUBLISHED DOCTORAL THESIS. THE UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL, NC. (2009).

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## ABSTRACT

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**18** Researchers have suggested that students referred to special education services for specific learning disabilities also experience reading difficulties. Research also suggests that students who experience reading difficulties also tend to have low reading and achievement motivation scores. This study examined the effects of a web-based publishing website Voice Thread have on student reading and achievement motivation. The study specifically addressed two questions. The first question: will students' reading motivation improve

after participating in a Voice Thread web-based publishing project? The second question: What aspects of the technology used during the Voice Thread project will students perceive as positively impacting their reading motivation? Findings indicated that through participation in the web-based publishing projects student reading motivation increased. Additionally common themes were established and highlighted as a result of student responses according to the specific aspects of technology that helped increase their motivation.

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**Retrieved 3/30/11 from:**

<http://proquest.umi.com/pqdlink?did=1844640011&Fmt=7&clientId=79356&RQT=309&VName=PQD>

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**AKASHA, O.** *Voicethread as a Good Tool to Motivate ELLs and Much More.* IN PROCEEDINGS OF SOCIETY FOR INFORMATION TECHNOLOGY & TEACHER EDUCATION INTERNATIONAL CONFERENCE 2011 (PP. 3123-3127). CHESAPEAKE, VA: AACE.

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## ABSTRACT

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**19** The purpose of this workshop is to help K-12 teachers to understand some useful techniques in using the Voice-thread web 2.0 in and out of the classroom. It is also designed to give K-12 teachers good skills that will allow them to use the Voicethread confidently with their students. In addition, teachers will be able to practice, negotiate with others, and end up with good activities that enable them to have full understanding of this application and

how it can be used as a powerful and motivating tool to help students in the learning process. Although the main focus of this workshop is on teaching English as a second language (ESL), all teachers can benefit from attending this workshop and then apply it to their specific classes.

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**Retrieved 7/12/11 from:**


<http://www.editlib.org/p/36796>

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**ELWOOD, S.** *HOTS Designs for Interactive Media: An Instructional Planning Tool using VoiceThread.* IN PROCEEDINGS OF SOCIETY FOR INFORMATION TECHNOLOGY & TEACHER EDUCATION INTERNATIONAL CONFERENCE 2011 (PP. 923-925). CHESAPEAKE, VA: AACE.

## ABSTRACT

 This review takes a look at current instructional design strategies displayed through VoiceThread creations. Summative reviews and the incorporation of Bloom's Taxonomy with Gardener's Multiple Intelligences provided a


base for the instructional design model for quality VoiceThread media interactions in this round table discussion. Select samples created by preservice teachers for use in elementary classrooms using the design tool will be presented.



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**OLOFSSON, ANDERS D.; LINDBERG, J. OLA; STODBERG, ULF.** *Shared Video Media and Blogging Online: Educational Technologies for Enhancing Formative E-Assessment.* CAMPUS-WIDE INFORMATION SYSTEMS, V28 N1 P41-55 2011. EMERALD, CAMBRIDGE, MA.

## ABSTRACT

 The purpose of this paper is to provide an understanding of students' meaning-making processes, as they are part of an e-assessment practice via written blog posting upon their own, and their co-students' performances, presented online through shared video media...The research relies on qualitative data to provide an analysis of students' use of the educational technology tool called VoiceThread[C]. These data were provided by collecting Swedish higher education students' postings and comments in relation to two video clips published in VoiceThread. The formal learning sequence model by Selander together with theories on communication and reflection were used in the analysis. Findings: The data and the analysis show that shared video media and blogging embrace a potential to facilitate communication and reflection among online higher education students. In addition, the design of the course

seems to strengthen the use of formative e-assessment. Research limitations/implications: The research reported on in this paper should, preferably, be followed by additional research on educational technology, social software and e-assessment; informed design of practices of formative e-assessment; and the role of formative e-assessment in the facilitating and enhancement of the students' learning and meaning-making processes...This paper provides researched-based ideas of ways in which teachers in online higher education can design their courses, if they want to cultivate the students' communicative and reflective skills...This paper provides an important insight into the use of shared video media and blogging in online higher education, especially, the way it can be designed for within a formative e-assessment course approach. (Contains 6 figures.)

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**Retrieved 7/12/11 from:**

<http://eric.ed.gov/ERICWebPortal/detail?accno=EJ922882>

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**ARCHAMBAULT, L. & CARLSON, D.L.** *Poetry in Motion: Using VoiceThread to Prepare 21st Century English Teachers*. IN PROCEEDINGS OF SOCIETY FOR INFORMATION TECHNOLOGY & TEACHER EDUCATION INTERNATIONAL CONFERENCE 2011 (PP. 4265-4272). CHESAPEAKE, VA: AACE.

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## ABSTRACT

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Although there is a vast research base on the literacy practices of adolescents, and on the issues surrounding the integration of technology despite current widespread access to tools and the Internet (Cuban, 2003), very little has been completed on the attempts of teacher educators to integrate technology within a specific content to prepare future classroom teachers (Boling, 2010; Bruce & Hogan, 1998; Goodson & Mangan, 1995; Koehler, Mishra, Yahya, & Yadav, 2004; Pang & Kamil, 2004). Using the technological pedagogical content knowl-

edge (TPACK) framework, the current study explores how technology can be used to improve teaching within the content area of English/language by examining the artifacts and reflections of 21 pre- and in-service secondary English teachers at a large university in the southwestern part of the United States. It explores how the digital medium, VoiceThread, could support their efforts to teach poetry. Results indicate that these future teachers found VoiceThread to be an effective tool to prepare, implement, and teach poetry to secondary students.

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**Retrieved 7/11/11 from:**

<http://www.editlib.org/p/37001>

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**TAYLOR, LINDA.HUANG,HUI-WEN.** *Student Engagement in Online Multimedia Communication*. SOCIETY FOR INFORMATION TECHNOLOGY & TEACHER EDUCATION INTERNATIONAL CONFERENCE (SITE) 2011. NASHVILLE, TENNESSEE, USA. MARCH 7, 2011. ISBN 1-880094-84-3. AACE.

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## ABSTRACT

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This study used and evaluated VoiceThread, a new Web 2.0 multimedia communication tool during an online research course. VoiceThread is a web-based asynchronous multimedia presentation tool designed to facilitate online conversations via multimedia. One can post comments using a microphone, telephone, text, uploaded audio file, or video. This is an asynchronous way to facilitate student interaction and collaboration with the professor

monitoring. This course required three assignments using VoiceThread. VoiceThread interactions were analyzed to identify if there was a preference in the medium students chose to use to communicate (text, voice, video) along with student interaction and addressivity. The effectiveness of VoiceThread was also measured by the Community of Inquiry Model in respects to Teaching Presence, Cognitive Presence and Social Presence.

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**Retrieved 7/12/11 from:**

<http://www.editlib.org/p/36372>

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**PALLOS, H. & PALLOS, L.** *Evaluation of Voicethread® technology to improve Japanese graduate students presentation skills in English in a blended learning environment.* IN S. BARTON ET AL. (EDS.), PROCEEDINGS OF GLOBAL LEARN ASIA PACIFIC 2011 (P. 1078). AACE.

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## ABSTRACT

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Graduate students are required to present at international conferences where English is the lingua franca.

However, Japanese graduate students often lack the confidence and are reluctant to give oral presentations about a pharmaceutical topic in English. In our paper, we detail how Voicethread®, an easy to use web hosted technology for creating narrated collaborative slideshows, was successfully adapted to create a simulated conference environment for graduate students to improve their presentation skills. Voicethread® was

adapted to engage students in their fellow students' work, stimulate discussion, give feedback, and encourage collaborative learning. Students' presentation skills were assessed twice during the course in addition to the evaluation of the blended learning environment. Based on the survey results, the authors encourage educators to use Voicethread® for collaborative work and improving students' presentation skills in a blended language teaching environment.

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**Retrieved 7/11/11 from:**

<http://www.editlib.org/p/37302>

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**PAIEWONSKY, MARIA.** *Hitting the Reset Button on Education: Student Reports on Going to College.* CAREER DEVELOPMENT FOR EXCEPTIONAL INDIVIDUALS, V34 N1 P31-44 MAY 2011. SAGE PUBLICATIONS AND HAMMILL INSTITUTE ON DISABILITIES.

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## ABSTRACT

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Students with intellectual disabilities are taking the lead conducting participatory action research (PAR) to chronicle their college experience as

part of a national college access initiative. This research currently involves college students with intellectual disabilities documenting their experiences using multimedia tools. These data are then shared via a digital storytelling website, VoiceThread. This article presents an overview of PAR, digital storytell-

ing, and the methodology used to implement PAR with students with intellectual disabilities. Themes from the students' work highlight their impressions of college, their adjustment to new expectations and responsibilities, and their recommendations to improve this experience. The researcher's findings and conclusions about facilitating research with young adults with intellectual disabilities are described. (Contains 3 tables.)

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**Retrieved 7/12/11 from:**

<http://eric.ed.gov/ERICWebPortal/detail?accno=EJ920953>

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## ABSTRACT

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In the Fall of 2009 technology was used in the classroom to: a) extend small group discussions outside the confines of the classroom; and b) to develop new ways for students to share their project presentations with the rest of the class through the use of Blackboard (Bb) and Voicethread. ... Students in one course conducted their group presentations using Wimba podcasting via Bb while students in another course completed their presentations

using Voicethread. In both courses, PP slides were used to supplement the audio version of the presentations. A major difference between both presentation tools is that Wimba Podcasting only allows for an audio narration, not allowing PP slides to be integrated to the presentation, making the slides and audio version separate; and in Voicethread the PP slides can be integrated into the audio version of the presentation, making the slides and audio version one.

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**Retrieved 7/12/11 from:**

<http://library.iated.org/view/APONTE2010USI>

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