

# WELCOME!

VOICETHREAD TRAINING



In my online class, the aspect of Discussion Board activities that I like most is \_\_\_\_\_?

PLEASE TYPE YOUR RESPONSE IN THE CHAT



| Introduce Yourself                       |                  |                    |                       |
|--|------------------|--------------------|-----------------------|
| Please post your introductions here.     |                  |                    |                       |
| Respond                                  |                  |                    |                       |
| Expand All    Print View    Show Options |                  |                    |                       |
| Responses                                |                  |                    |                       |
|  | Response ^       | Author             | Date/Time*            |
|  | RE: Introduction | Jasmyn Copeland    | 1/6/2014 10:24:21 AM  |
|  | RE: Introduction | Jorge Torres       | 1/6/2014 6:26:31 PM   |
|  | RE: Introduction | Instructor Goshorn | 1/9/2014 1:28:18 PM   |
|  | RE: Introduction | Instructor Goshorn | 1/9/2014 1:27:21 PM   |
|  | RE: Introduction | Michelle Bailey    | 1/10/2014 10:30:07 PM |
|  | RE: Introduction | Caitlyn Moore      | 1/12/2014 1:38:32 PM  |
|  | Introduction     | Michelle Bailey    | 1/6/2014 9:30:49 PM   |
|  | RE: Introduction | Jasmyn Copeland    | 1/8/2014 11:08:36 AM  |
|  | RE: Introduction | Instructor Goshorn | 1/9/2014 7:25:08 PM   |
|  | RE: Introduction | Christina Hamm     | 1/11/2014 12:15:00 PM |

In my online class, the aspect of Discussion Board activities that I **dislike** most is \_\_\_\_\_?

PLEASE TYPE YOUR RESPONSE IN THE CHAT

**Introduce Yourself**

Please post your introductions here.

 Respond

 Expand All  Print View  Show Options

**Responses**

|  Response ^   | Author             | Date/Time*            |
|--|--------------------|-----------------------|
|   RE: Introduction     | Jasmyn Copeland    | 1/6/2014 10:24:21 AM  |
|   RE: Introduction     | Jorge Torres       | 1/6/2014 6:26:31 PM   |
|   RE: Introduction     | Instructor Goshorn | 1/9/2014 1:28:18 PM   |
|   RE: Introduction   | Instructor Goshorn | 1/9/2014 1:27:21 PM   |
|   RE: Introduction | Michelle Bailey    | 1/10/2014 10:30:07 PM |
|   RE: Introduction | Caitlyn Moore      | 1/12/2014 1:38:32 PM  |
|   Introduction     | Michelle Bailey    | 1/6/2014 9:30:49 PM   |
|   RE: Introduction | Jasmyn Copeland    | 1/8/2014 11:08:36 AM  |
|   RE: Introduction | Instructor Goshorn | 1/9/2014 7:25:08 PM   |
|   RE: Introduction | Christina Hamm     | 1/11/2014 12:15:00 PM |



# What is VoiceThread?

**Introduce Yourself**

Please post your introductions here.

Respond

Expand All Print View Show Options

**Responses**

| Response ^       | Author             | Date/Time*            |
|------------------|--------------------|-----------------------|
| RE: Introduction | Jasmyn Copeland    | 1/6/2014 10:24:21 AM  |
| RE: Introduction | Jorge Torres       | 1/6/2014 6:26:31 PM   |
| RE: Introduction | Instructor Goshorn | 1/9/2014 1:28:18 PM   |
| RE: Introduction | Instructor Goshorn | 1/9/2014 1:27:21 PM   |
| RE: Introduction | Michelle Bailey    | 1/10/2014 10:30:07 PM |
| RE: Introduction | Caitlyn Moore      | 1/12/2014 1:38:32 PM  |
| Introduction     | Michelle Bailey    | 1/6/2014 9:30:49 PM   |
| RE: Introduction | Jasmyn Copeland    | 1/8/2014 11:08:36 AM  |
| RE: Introduction | Instructor Goshorn | 1/9/2014 7:25:08 PM   |
| RE: Introduction | Christina Hamm     | 1/11/2014 12:15:00 PM |

Spanish 101 Presentation 1

Hi my name is

Buenos días. Me llamo Shannon y enseño Español 101. Soy de California, pero vivo en Carolina del Sur.

comment

“VoiceThread offers a **natural** online interaction that lends itself to students presenting and defending their work before experts and peers. It seems reasonable that an environment that provides an easy way for students to listen to and add to the work of their peers may encourage more **authentic peer assessment**.”

Educause Learning Initiative 2009

# What is VoiceThread?

**Introduce Yourself**

Please post your introductions here.

Respond

Expand All Print View Show Options

**Responses**

| Response ^       | Author             | Date/Time*            |
|------------------|--------------------|-----------------------|
| RE: Introduction | Jasmyn Copeland    | 1/6/2014 10:24:21 AM  |
| RE: Introduction | Jorge Torres       | 1/6/2014 6:26:31 PM   |
| RE: Introduction | Instructor Goshorn | 1/9/2014 1:28:18 PM   |
| RE: Introduction | Instructor Goshorn | 1/9/2014 1:27:21 PM   |
| RE: Introduction | Michelle Bailey    | 1/10/2014 10:30:07 PM |
| RE: Introduction | Caitlyn Moore      | 1/12/2014 1:38:32 PM  |
| Introduction     | Michelle Bailey    | 1/6/2014 9:30:49 PM   |
| RE: Introduction | Jasmyn Copeland    | 1/8/2014 11:08:36 AM  |
| RE: Introduction | Instructor Goshorn | 1/9/2014 7:25:08 PM   |
| RE: Introduction | Christina Hamm     | 1/11/2014 12:15:00 PM |

Eeny Meeny Miny Mo - A radiology case study of the ...

The screenshot shows a VoiceThread interface. At the top, there's a title "Eeny Meeny Miny Mo - A radiology case study of the ...". Below the title is a video player showing a medical scene with people in scrubs. To the left of the video is a vertical list of user avatars. To the right is a vertical list of icons for various actions. At the bottom, there are navigation controls including a "sign in or register" button and a play/pause button.

Let's look at a learning activity that features a medical case study related to radiology using VoiceThread instead of the Discussion Board.

# What is VoiceThread?

Don't forget to add your comment regarding what type of tests Fred will most likely undergo . . .

menu Eeny Meeny Miny Mo - A radiology case study of the ...

**EMERGENCY**

← [Character Icon] **▶** [Thumbnail Gallery] →

# Why Use VoiceThread?

- **Increases social presence, sense of community** <sup>(3)</sup>



The screenshot shows a VoiceThread interface for a presentation titled "Spanish 101 Presentation 1". The main content is a large speech bubble with a smiling face, containing the text: "Hi my name is" followed by "Buenos días. Me llamo Shannon y enseño Español 101. Soy de California, pero vivo en Carolina del Sur." The interface includes a top navigation bar with a gear icon and the text "Spanish 101 Presentation 1", and a bottom control bar with a "comment" button and navigation arrows. On the left and right sides, there are vertical columns of small thumbnail images representing other participants in the session.

# Why Use VoiceThread?

- Increases social presence, sense of community <sup>(3)</sup>
- **Better understanding of visual concepts** <sup>(3)</sup>



# Why Use VoiceThread?

- Increases social presence, sense of community <sup>(3)</sup>
- Better understanding of visual concepts <sup>(3)</sup>
- **Hearing vocal tone improves understanding of nuances** <sup>(3)</sup>



# Why Use VoiceThread?

- Increases social presence, sense of community <sup>(3)</sup>
- Better understanding of visual concepts <sup>(3)</sup>
- Hearing vocal tone improves understanding of nuances <sup>(3)</sup>
- **Allows expression regardless of ability** <sup>(1)</sup>



# Why Use VoiceThread?

- Increases social presence, sense of community <sup>(3)</sup>
- Better understanding of visual concepts <sup>(3)</sup>
- Hearing vocal tone improves understanding of nuances <sup>(3)</sup>
- Allows expression regardless of ability <sup>(1)</sup>
- **Peer visibility motivates higher quality work** <sup>(4)</sup>

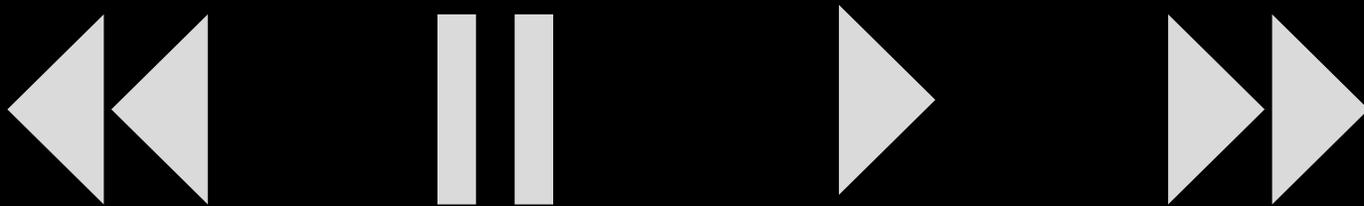


KAJEPHOTOGRAPHY



# Why Use VoiceThread?

- Increases social presence, sense of community <sup>(3)</sup>
- Better understanding of visual concepts <sup>(3)</sup>
- Hearing vocal tone improves understanding of nuances <sup>(3)</sup>
- Allows expression regardless of ability <sup>(1)</sup>
- Peer visibility motivates higher quality work <sup>(4)</sup>
- **Ability to read+listen+comment at their own pace asynchronously** <sup>(5)</sup>





# How Can VoiceThread Align with Saint Leo University's **Statement of Expected Pedagogy**?

- f.** Use multiple methods to deliver content (e.g., **visual**, **textual**, kinesthetic, and/or **auditory**).
- h.** Ensure that discussions and assignments require **critical thinking**, core values, and decision making on the part of your students.
- i.** Implement activities that encourage your students to apply, **analyze**, synthesize, and evaluate course material.
- n.** Provide **timely** and **substantive feedback** to your students and require **their feedback** as well.

# How Do I Plan an Activity with VoiceThread?

## Is this the right tool?

Is it going to effectively encourage collaboration and critical thinking?

## Topic Selection

Must promote conversation or debate

Must be conveyed through available images.

Emotional impact or conveying information?

## Storyboarding

Begin with the big picture. How will your images, text, audio convey the message to the audience?

Flesh out all ideas prior to gathering images or other multimedia.

## Finding Media

Use OER search engines

Think about the impact of the image: Use emotionally-grabbing images or political cartoons

Increase readability of PPT slides

## Commenting

Test your mic to avoid garbled audio

Consider bringing in a guest commenter using the phone comment

# Navigating a VoiceThread

VoiceThreads are organized in slides, like Powerpoint.

- 1** You can skip back and forth between slides by clicking the large arrow-squares on the left and right.
- 2** Within each slide, there are numerous comments. You can see the length of the comments in the timeline below the VoiceThread.
- 3** Notice the lines separating different comments.
- 4** You can pause/play and skip back/forth between these individual comments by using the timeline or the comment controls in the center.
- 5** Notice the avatars along the edges, that denote individual commenters. You can click these avatars to view/listen to the comment.
- 6** To view an index of all of the slides, click the slide index button on the right.



# More VoiceThread Controls

**7** Notice the VoiceThread title and current slide number.

**8** You can view the VoiceThread in a fullscreen window.

**9** From the menu, you can share this VoiceThread by getting a hyperlink or embed code.

**10** If the VoiceThread author has allowed it, you can leave a comment on the current slide.

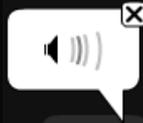
**9**



Blogging in Higher Education (2/3)

**7**

**8**



Drexel University  
Winter 2008  
Kristen Kosloski, Ph.D.

EDUC 525/325

RESPONSE BLOG RUBRIC

The purpose of using a blog for our response "pages" is to utilize a technology that we are studying as it relates to multimedia in instructional design. Eight blog entries will be graded for this term. You will also be graded on these blog responses. All entries are subject to a grade, specific blog dates will NOT be identified for grading.

Your blog will be graded on the following areas:

|     | Content  | Accuracy   | Coherency and Organization  | Creativity   | Response to Other Blogs  |
|-----|--|--|---|--|--|
| 5   | Topic is fully discussed or reflected upon with several examples from your experiences and/or research | Few spelling and grammar errors                                    | Coherent and well organized; main ideas are easy to distinguish                                       | Creative presentation of topic; added pictures; use of links to other Web elements such as webpages, blogs, podcasts, etc. | Comments demonstrate that you have read a student's posting by reacting or asking about the post.                                    |
| 4-3 | Topic is only cursorily discussed with few examples from your experiences and/or research              | Many spelling and grammar errors but still somewhat comprehensible | Somewhat difficult to follow; main ideas are presented but not easy to distinguish from other comment | Somewhat creative with a link to another web element or picture added  | Comments are loosely or unrelated to your classmate's posting; it is questionable if you read or understood the classmate's posting. |
| 2-1 | Topic is barely discussed with no examples or reflection on experiences and/or research                | Spelling and grammar errors make the response incomprehensible     | Not organized; unable to distinguish main ideas   | Not creativity is evident in the response  | No demonstration of having read a classmate's posting in the response.   |



sign in  
or  
register

**10**

comment



# Commenting on a VoiceThread

**11** Record an audio comment using your computer's microphone.

**12** Type a text comment.

**13** Upload a pre-recorded audio comment (MP3 or WAV).

**14** Record a doodle+audio comment using your computer's microphone and doodling with your mouse.

**15** You can enter a US/Canada telephone number, and VoiceThread will call the phone and you can leave an audio comment via any landline or mobile phone.

**16** Audio comments will appear as an animated icon over the appropriate avatar.

**17** Text comments will appear over the appropriate avatar.

The screenshot shows a VoiceThread interface with a central document titled "EDUC 525/325 RESPONSE BLOG RUBRIC" from Dental University, Winter 2008, by Kristen Kuzelski, Ph.D. The rubric table is as follows:

|     | Content  | Accuracy   | Coherence and Organization   | Creativity   | Response to Other Blogs  |
|-----|--|--|--|--|--|
| 5   | Topic is fully discussed or reflected upon with several examples from your experiences and/or research | Few spelling and grammar errors                                    | Coherent and well organized; main ideas are easy to distinguish  | Creative presentation of topic; added pictures; use of links to other Web elements such as websites, blogs, podcasts, etc. | Comments demonstrate that you have read a student's posting by reacting or asking about the post.                                    |
| 4-3 | Topic is only cursorily discussed with few examples from your experiences and/or research              | Many spelling and grammar errors but still somewhat comprehensible | Somewhat difficult to follow; main ideas are presented but not easy to distinguish from other comments | Somewhat creative with a link to another web element or picture added  | Comments are loosely or unrelated to your classmate's posting; it is questionable if you read or understood the classmate's posting. |
| 2-1 | Topic is barely discussed with no examples or reflection on experiences and/or research                | Spelling and grammar errors make the response incomprehensible     | Not organized; unable to distinguish main ideas  | Not creativity is evident in the response  | No demonstration of having read a classmate's posting in the response.   |

On the left side of the interface, there are three avatars. The top one has a speech bubble icon with the number 16. The middle one is a photo of a woman. The bottom one has a cube icon. On the right side, there is a text comment bubble with the number 17 and the text: "I think the question about a blog rubric is how similar or how different should it be from more traditional writing assessments". At the bottom of the interface, there are several icons: a back arrow, a "sign in or register" button, a phone icon (labeled 15), a microphone icon (labeled 11), a "record" button, a "type" button (labeled 12), an up arrow (labeled 13), and a right arrow.

15

14

11

12

13



# VoiceThread Ideas: Analysis

**Video Doodling**

## Forgetfulness

by [Billy Collins](#)

The name of the author is the first to go  
followed obediently by the title, the plot,  
the heartbreaking conclusion, the entire novel  
which suddenly becomes one you have never read,  
never even heard of,

as if, one by one, the memories you used to harbor  
decided to retire to the southern hemisphere of the brain,  
to a little fishing village where there are no phones.

Long ago you kissed the names of the nine Muses goodbye  
and watched the quadratic equation pack its bag,  
and even now as you memorize the order of the planets,

19

# VoiceThread Ideas: Analysis

Video Doodling

menu

PUTIN

sochi.ru 2014

RUSSIA

SPORT

20



# VoiceThread Ideas: Interpretation

I am going to load a VoiceThread that contains an example from instructor Michelle Pacansky-Brock, who uses VoiceThread in her online university art classes.

Once it loads, **click the play button below the slide.**

You will listen first to Michelle's preface. Then it will continue playing the actual student's comment.

Listen carefully, and think about this sort of comment in comparison with the typical comment on a text discussion board.

I will return us to the slideshow after about 4 minutes to continue our training.

VoiceThread for Online Teaching and Learning: ...

1970s Feminist Art Movement: History & Legacy

In your own words, share your feminist interpretation of Faith Wilding's *Waiting* performance from Womanhouse.

comment

play

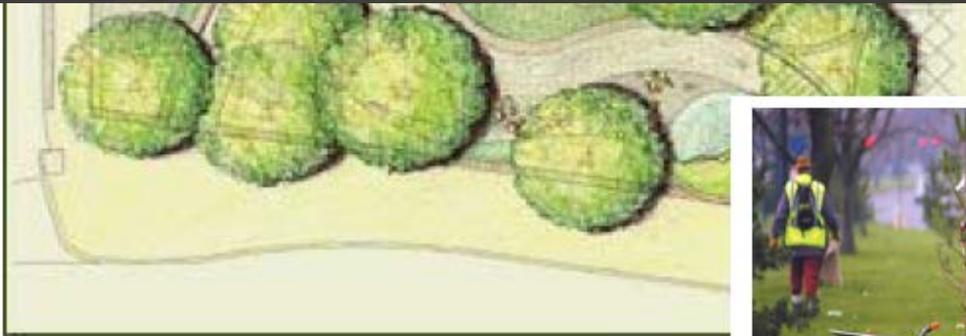
comment

Feedback!



# VoiceThread Ideas: Self-assessment / -reflection

Video Doodling



## **Business Plan**

PRIVATE & CONFIDENTIAL

### **March 2008 to February 2009**

Glenville Garden Services • Oldbrook • Glenville Avenue • Wexford  
Phone 053 9199899 • Mobile 086 9988899 • email [info@glenville.ie](mailto:info@glenville.ie)

24



# How Do I Access VoiceThread?

Download printable instructions at  
<http://saintleo.it/voicethread>

# Pedagogical usefulness of an activity using a technological tool “is a product of the dynamic between **context, functionality & social setting.**” (2)

**Introduce Yourself**  
Please post your introductions here.

Respond

Expand All Print View Show Options

| Response ^       | Author             | Date/Time*            |
|------------------|--------------------|-----------------------|
| RE: Introduction | Jasmyn Copeland    | 1/6/2014 10:24:21 AM  |
| RE: Introduction | Jorge Torres       | 1/6/2014 6:26:31 PM   |
| RE: Introduction | Instructor Goshorn | 1/9/2014 1:28:18 PM   |
| RE: Introduction | Instructor Goshorn | 1/9/2014 1:27:21 PM   |
| RE: Introduction | Michelle Bailey    | 1/10/2014 10:30:07 PM |
| RE: Introduction | Caitlyn Moore      | 1/12/2014 1:38:32 PM  |
| Introduction     | Michelle Bailey    | 1/6/2014 9:30:49 PM   |
| RE: Introduction | Jasmyn Copeland    | 1/8/2014 11:08:36 AM  |
| RE: Introduction | Instructor Goshorn | 1/9/2014 7:25:08 PM   |
| RE: Introduction | Christina Hamm     | 1/11/2014 12:15:00 PM |

Spanish 101 Presentation 1

Hi my name is

Buenos días. Me llamo Shannon y enseño Español 101. Soy de California, pero vivo en Carolina del Sur.

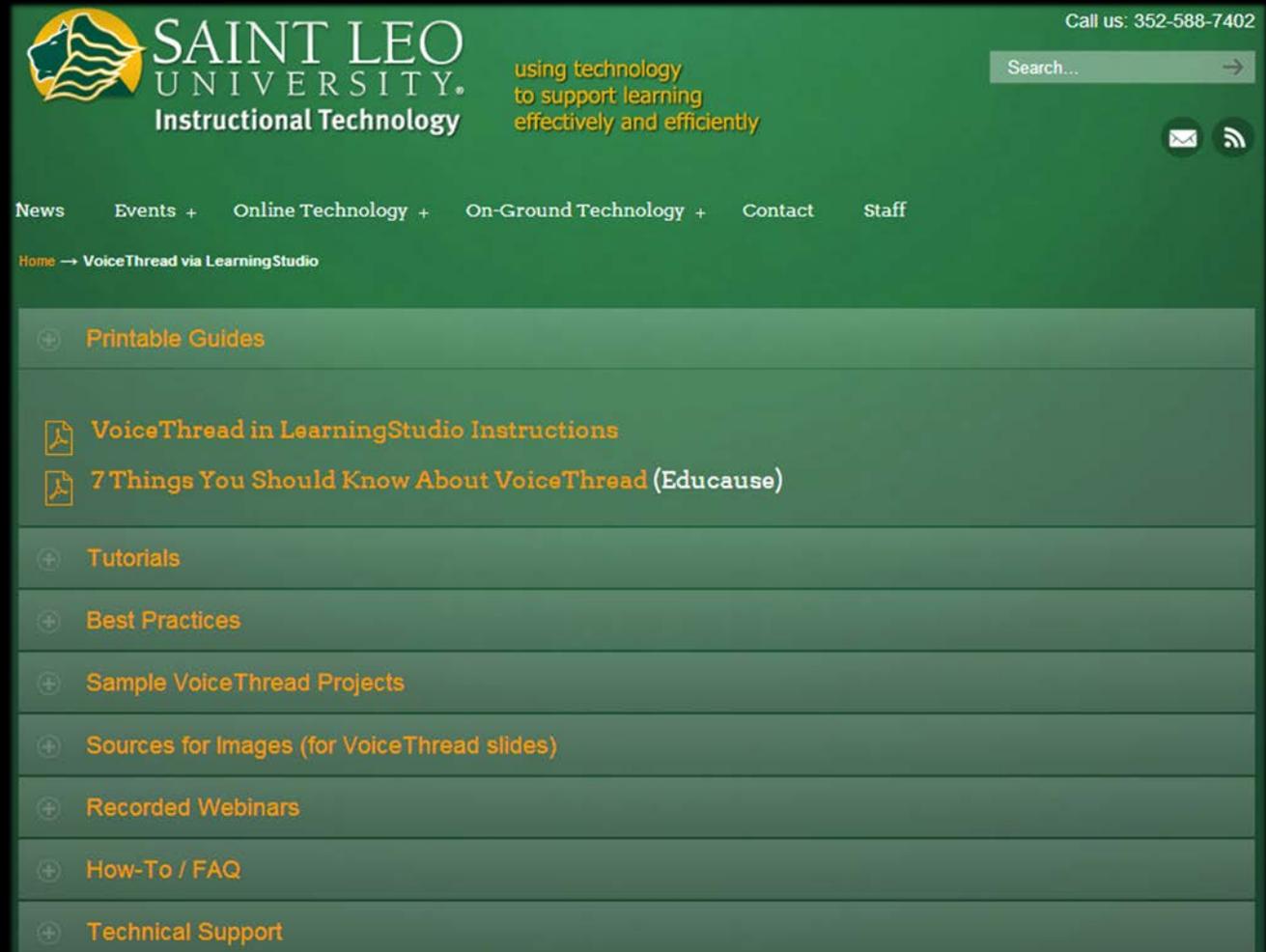
comment

## References

- Brunvand, S., & Byrd, S. (2011). Using VoiceThread to promote learning engagement and success for all students. *Teaching Exceptional Children*, 43(4), 28-37. Retrieved from <http://www.voicethread.com/media/misc/support/JTECVoiceThread.pdf>
- Burden, K., & Atkinson, S. (2008). Evaluating pedagogical affordances of media sharing Web 2.0 technologies: A case study. In R. Atkinson & C. McBeath (Eds.), *Hello! Where are you in the landscape of educational technology? Proceedings of the 25th ASCILITE Conference* (pp. 641–652). Melbourne, Australia: Deakin University. Retrieved from <http://www.ascilite.org.au/conferences/melbourne08/procs/burden-2.pdf>
- Orlando, J., & Orlando, L. (2010). Using VoiceThread to improve educational outcomes. In *Proceedings of the 27th Annual Conference on Distance Teaching and Learning*. Madison, WI: The Board of Regents of the University of Wisconsin System. Retrieved from [http://www.uwex.edu/disted/conference/Resource\\_library/proceedings/28642\\_10.pdf](http://www.uwex.edu/disted/conference/Resource_library/proceedings/28642_10.pdf)
- Smith, J., & Dobson, E. (2009). Beyond the book: Using VoiceThread in language arts instruction. In T. Bastiaens, J. Dron, & C. Xin (Eds.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2009* (pp. 712–715). Chesapeake, VA: Association for the Advancement of Computing in Education. [Ed/ITLib Digital Library](http://www.itlib.org/)
- Zorigian, K. A. (2009). *The effects of webbased publishing on students' reading motivation*. (Doctoral dissertation). Retrieved from [ProQuest Dissertations & Theses](http://www.proquest.com/) database. (UMI No. [1467316](http://www.proquest.com/))

# Where Can I Find Support?

<http://saintleo.it/voicethread>



The screenshot shows the website for Saint Leo University's Instructional Technology department. The header includes the university logo, the name "SAINT LEO UNIVERSITY. Instructional Technology", and the tagline "using technology to support learning effectively and efficiently". A search bar and contact information (Call us: 352-588-7402) are also present. The main navigation menu includes News, Events, Online Technology, On-Ground Technology, Contact, and Staff. The current page is titled "VoiceThread via LearningStudio". The content area lists several resources, each with a plus icon to expand it:

- Printable Guides
  - VoiceThread in LearningStudio Instructions
  - 7 Things You Should Know About VoiceThread (Educause)
- Tutorials
- Best Practices
- Sample VoiceThread Projects
- Sources for Images (for VoiceThread slides)
- Recorded Webinars
- How-To / FAQ
- Technical Support

How-To Printables →

How-To Videos →

Image Repositories →