EDUCATORS AND ADMINISTRATORS frequently contact us for scholarly articles and studies to reference in applications for federal funding. The following is a list of sources for research relevant to VoiceThread in Education.

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).

ABSTRACT

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 In many cases, the latest Web 2.0 technologies are superseded almost before they emerge from their beta testing phase.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.

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
Collaborative social interaction when using Web 2.0 in terms of Voice-Thread 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.

In this paper we share our experiences with using asynchronous video communications to improve instructor 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.
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 VoiceThreads. 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.

ABSTRACT

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.

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_
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.


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.
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.

Retrieved 3/30/11 from:
http://www.editlib.org/p/33496


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 implementation 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.

Retrieved 3/30/11 from:
http://www.citejournal.org/articles/v10i2languagearts2.pdf
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.

Retrieved 3/30/11 from:


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 VoiceThread, 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.

Retrieved 3/30/11 from:
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, hyperlinked knowledge bases, and asynchronous virtual communication. Examples of technology projects are embedded as links in this article.

Retrieved 3/30/11 from:
http://www.citejournal.org/vol4/iss3/languagearts/article1.cf

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.

Retrieved 3/30/11 from:
http://scholarspace.manoa.hawaii.edu/handle/10125/15364

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.

Retrieved 3/30/11 from:


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.

Retrieved 3/30/11 from:
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.

**ABSTRACT**

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.

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