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Voicethread Promotes Student Centered Learning by Improving Student Discussion

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VoiceThread promotes student centered learning by improving student discussion

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Conclusion

- Our study shows that VoiceThread can:
  - Facilitate higher level learning in Bloom's taxonomy.
    - **Apply** and **analyze** rather than remember or understand only.
  - Enhance discussion experience for students.
    - Ability to **prepare** their questions and answers with **no time crunch**.
    - Learn to **articulate** and **summarize** complex information.
    - Some students reported feeling **more comfortable** communicating online.
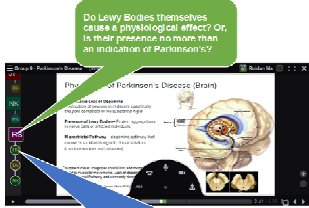
Image 1. VoiceThread presentation interface and example of students' question and answer.

Objectives

- To determine if VoiceThread can be used to effectively facilitate the discussion of new course content.

Methods

- 142 first-year dental school students presented in groups.
- All students posted comments/questions on different slides of the presentations.
- 126 (88.73%) of the students reviewed their experience through online survey afterwards.

Results

Figure 1. Comparison of required number of postings and actual number of postings by students.
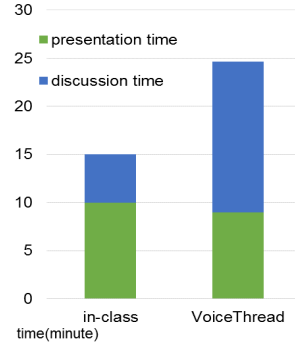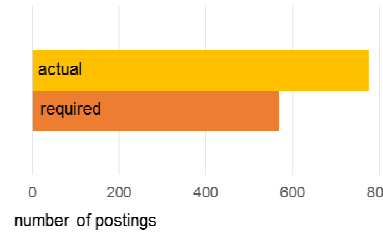
number of postings

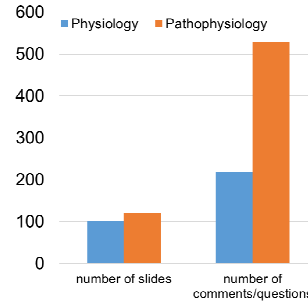Figure 2. Comparison of time on presentation and discussion between in-class and through VoiceThread.

Figure 3. Comparison of number of slides and comments between physiology review and new content on pathophysiology.
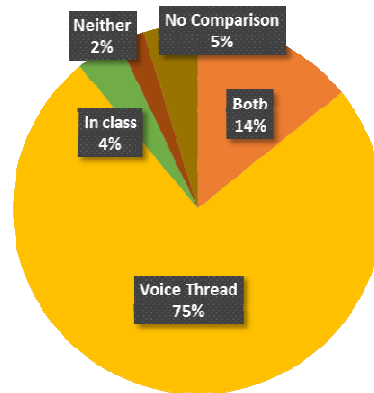
Figure 4. Students' view on their ability to ask effective questions with in-class versus VoiceThread discussion.
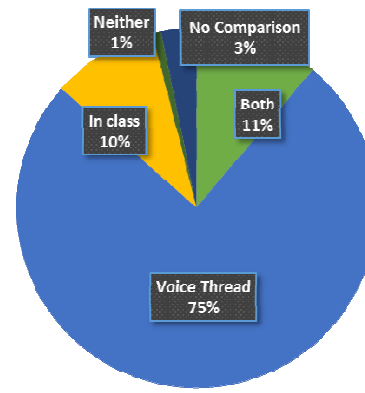
Figure 5. Students' view on how comfortable they are answering questions with in-class versus VoiceThread discussion.
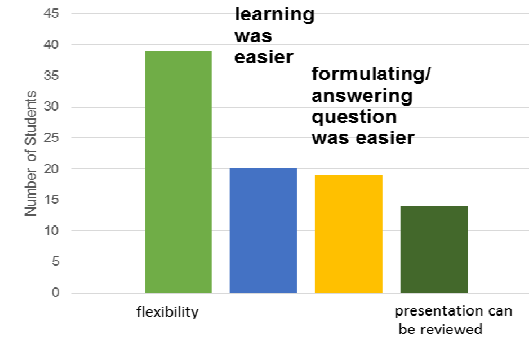
Results

Figure 6. The four most common aspects that students like about VoiceThread. Students find learning and discussing through VoiceThread easier.

Future Direction

- To compare learning outcomes between in-class and VoiceThread teaching.
- To compare the effectiveness in promoting student discussions through different online presentation tools.

Acknowledgements

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