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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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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

• 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.

Results

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• All students posted comments/questions on different slides of the presentations.
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Figure 1. Comparison of required number of postings and actual number of postings by students.

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.

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.

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