Online Assessments

VoiceThread and Blackboard Discussion Boards
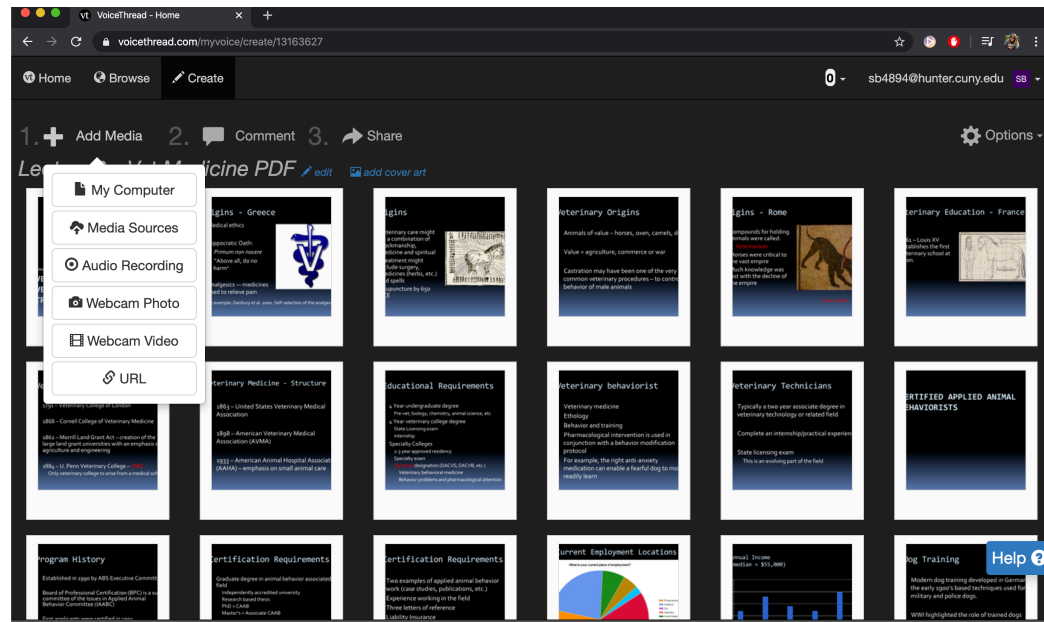
Sarah Byosiere - Psychology

Why Use VoiceThread

- Great for asynchronous lecturing/presenting

- Great for student presentations (individual or group)

- Integrates with Blackboard

Asynchronous Lecturing

- Create slides and save as PPT or PDF

- Add other media like YouTube videos with URL button.

- Can also just add pictures, videos, or audio recordings!

Asynchronous Lecturing

- Voice/Video Record on each slide

- Draw on slides

- Easily add to recording if you forgot to mention something
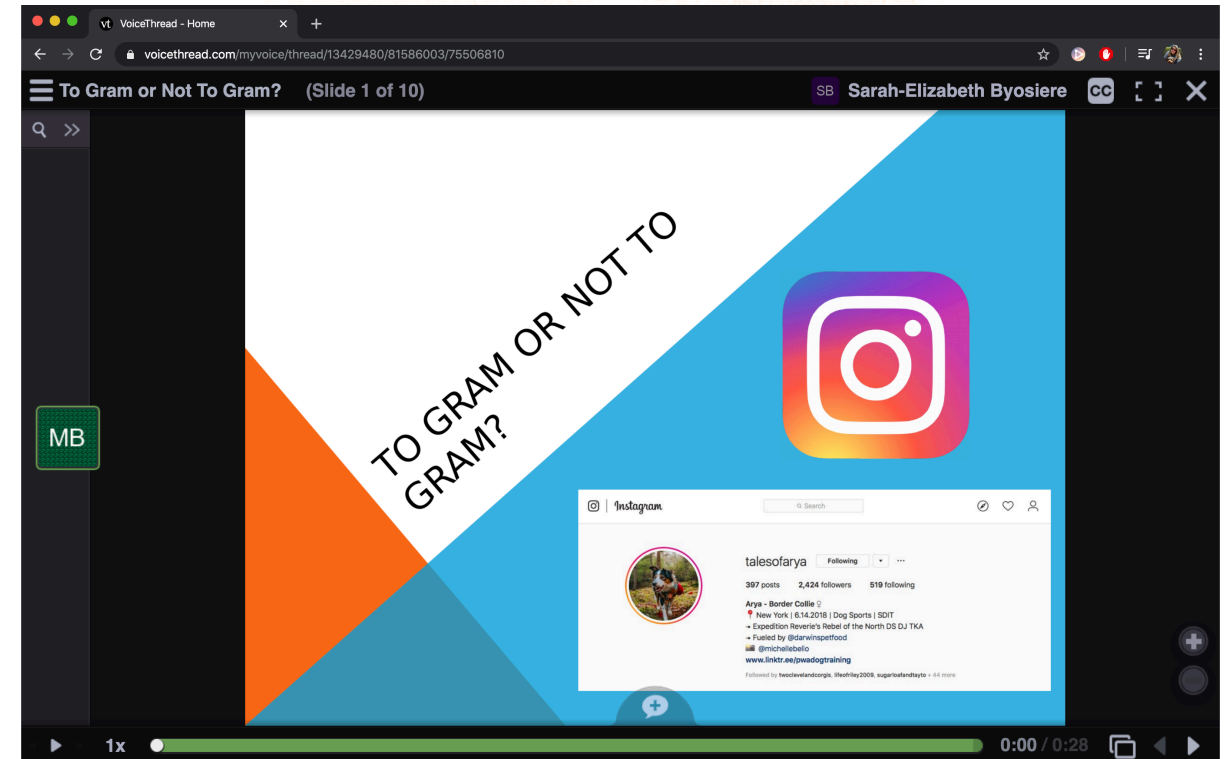
- Captioning available

Asynchronous Guest Lecturing

- Record lectures in Zoom (or other platform) and upload to VT
  - Great for time zone differences
  - Alternative to uploading to YouTube
  - Personalized touch even though asynchronous
- Can possibly reuse in case you need an online module in future semesters
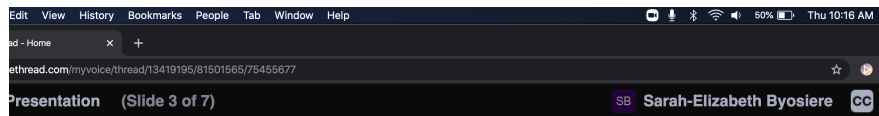- Also could be reused to facilitate a flipped classroom

Individual Student Presentations

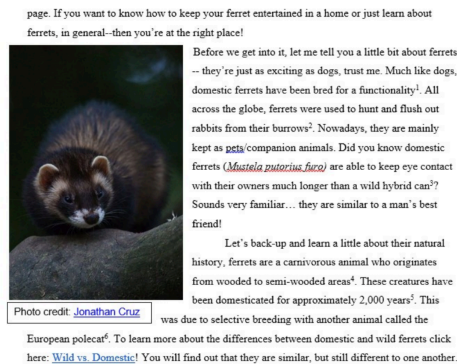- No account set-up

- Easy grading/integration in Blackboard

Hunter's Guide to Using VoiceThread

Individual Student Explanations

- Consider letting students use VT to *explain* their writing assessments.
  - Helps personalize while maintaining privacy (not shared w/other students)
  - Allows for better evaluation.
  - Scaffolded grading for larger assessments
  - Subtly forces editing!

Student Group Presentations

COMPLETE: Module 1-6 Presenters, Create and Upload your Paper Presentation Here! ⌄

Please use this submission to create and submit your Paper Presentation. VoiceThread is a great resource where you can create a PPT, upload the slides, and then talk over them explaining your work. There are many benefits to using this tool. For example, you can upload your PPT slides and record little voice-over comments in little chunks, rather than record yourself over one single time period.

Once you have your groups PPT slides ready for upload, designate one team member are your "initiator." This student will click this assignment, launching the VT tool. Once this has been done, the assignments can be shared with the other group member. For step by step instructions, please review this guide
https://www.umb.edu/elearning/tools/voicethread/group_project_student_guide

Additional Instructions/Online Tutorials

- Using VoiceThread in Blackboard https://voicethread.com/howto/blackboard-3/
- How to create a VoiceThread: https://voicethread.com/share/5942721/
- How to comment on a VoiceThread (or how to add a voice recording): https://voicethread.com/share/6715336/
- How to share a VoiceThread: https://voicethread.com/share/5954560/
- How to turn on and edit closed captions: https://youtu.be/rPtn8TCYV9U
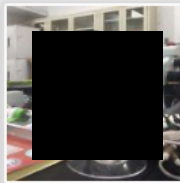
Student Group Presentations

Share Student Group Presentations!

- Peer-to-peer connection that's asynchrono...

- Helps instru... material

WATCH: Module 1 Paper Presentation -

Lets give it up to our amazing first presenters   who expertly navigated using V
us through the paper (assigned as paper presentation for week 8). I don't think we've talked
learn a bit about overimitation in Bonobos. Be sure to check out their final slides to sneak pe
You'll also find the questions posted below in the discussion board prompts.

Up next week are

Initial post for Module 1

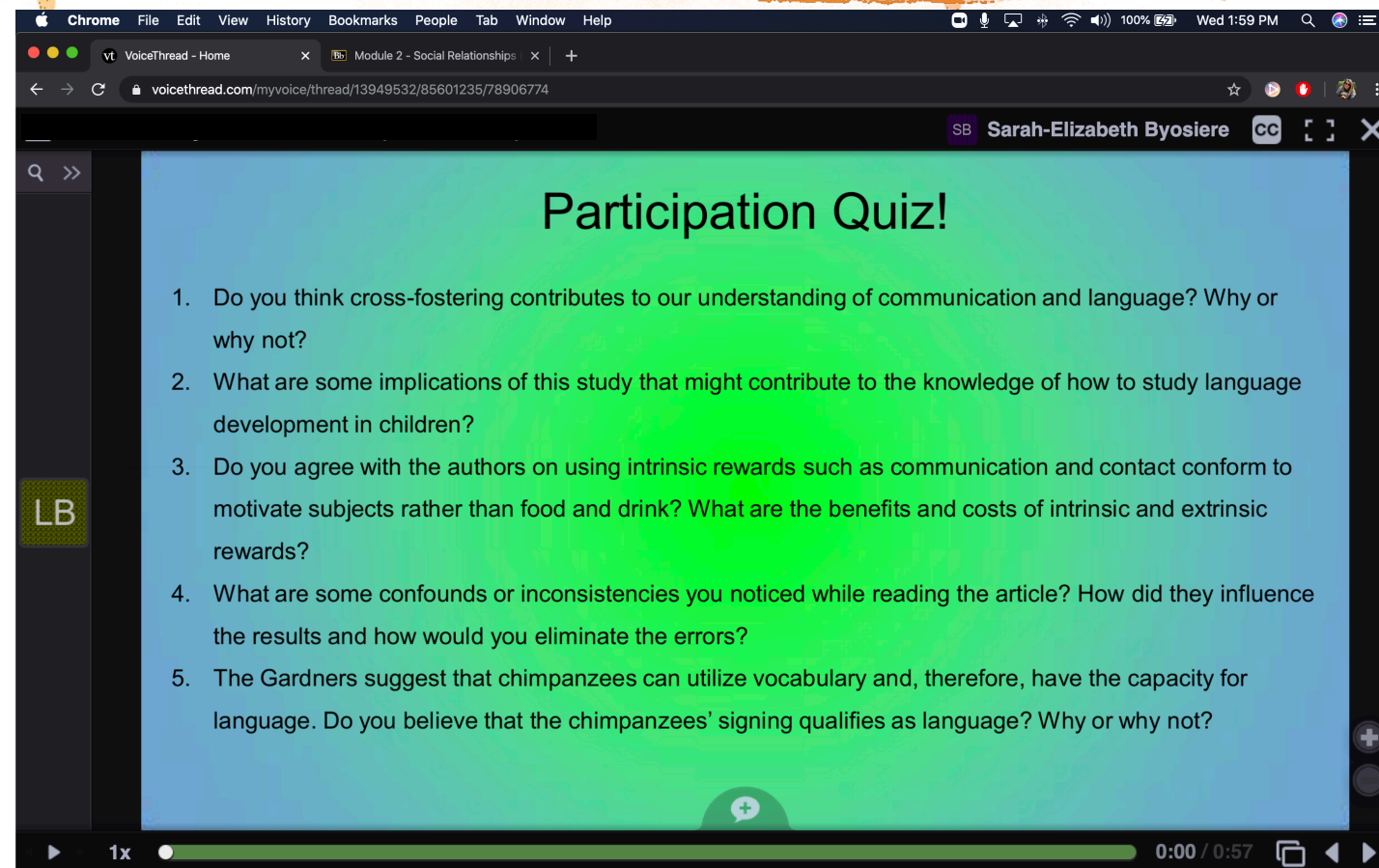- Thank you   it was so nice to hear your voices during my solitude.

Bonobos

Authors: Zanna Clay and Claudio Tennie

Presenters

Let Students Create Content

- Have student presenters pose questions in their VT!

Participation Quiz!

1. Do you think cross-fostering contributes to our understanding of communication and language? Why or why not?

2. What are some implications of this study that might contribute to the knowledge of how to study language development in children?

3. Do you agree with the authors on using intrinsic rewards such as communication and contact conform to motivate subjects rather than food and drink? What are the benefits and costs of intrinsic and extrinsic rewards?

4. What are some confounds or inconsistencies you noticed while reading the article? How did they influence the results and how would you eliminate the errors?

5. The Gardners suggest that chimpanzees can utilize vocabulary and, therefore, have the capacity for language. Do you believe that the chimpanzees' signing qualifies as language? Why or why not?

Continue the Discussion on Blackboard

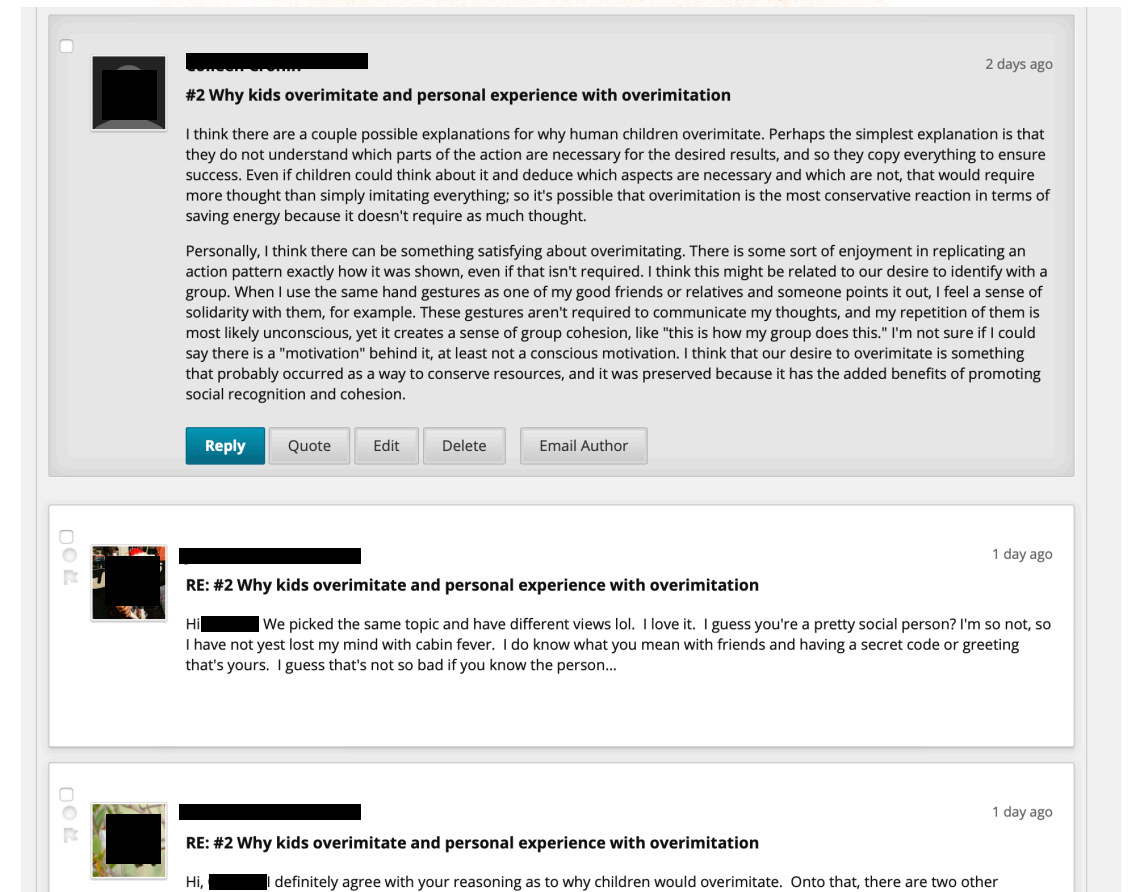**COMPLETE: Module 1 Participation Quiz - Social Learning (Due April 13th by 5:30pm)**

The discussion forum will not allow you to see the posts of other students until you post your own critical evaluation. This evaluation is worth 2.5 points and should answer one of the Participation Quiz questions posed by this week's presenters. Please write approximately 3-4 sentences. Upon successfully submitting your critical evaluation you will see your peer's critical evaluations on the topic. Please respond to AT LEAST one peer's post. You will obtain 2.5 more points for responding in some way to a peer (total of 5 points per participation quiz). You should add to the discussion board in a substantial way. Please do not simply pose questions to one another that might be left unanswered. Try your best to create discussion with on another online. If someone comments on your original post, consider commenting back!

For this week please answer ONE of the following (2.5 points) and chime in on another posters per the instructions above:

1. How do you think overimitation as a phenomenon contributes to the accumulation of human culture over periods of time? Can you imagine how modern human culture might differ if we didn't overimitate?
2. What do you think contributes most to children's likelihood to overimitate and why? Can you think of specific ways you have unthinkingly overimitated throughout your life, and what may have motivated you to do it?
3. Do you think other species can have "culture" without overimitation? What does it mean to have a culture, and what do you think is necessary for it to count as such?
4. Would you have conducted this experiment any differently, and how?

Continue the Discussion on Blackboard

- Grade Discussion
  - Points for contribution and following up on another board
- Set it so they need to post something before they can see other posts!

#2 Why kids overimitate and personal experience with overimitation
2 days ago

I think there are a couple possible explanations for why human children overimitate. Perhaps the simplest explanation is that they do not understand which parts of the action are necessary for the desired results, and so they copy everything to ensure success. Even if children could think about it and deduce which aspects are necessary and which are not, that would require more thought than simply imitating everything; so it's possible that overimitation is the most conservative reaction in terms of saving energy because it doesn't require as much thought.

Personally, I think there can be something satisfying about overimitating. There is some sort of enjoyment in replicating an action pattern exactly how it was shown, even if that isn't required. I think this might be related to our desire to identify with a group. When I use the same hand gestures as one of my good friends or relatives and someone points it out, I feel a sense of solidarity with them, for example. These gestures aren't required to communicate my thoughts, and my repetition of them is most likely unconscious, yet it creates a sense of group cohesion, like "this is how my group does this." I'm not sure if I could say there is a "motivation" behind it, at least not a conscious motivation. I think that our desire to overimitate is something that probably occurred as a way to conserve resources, and it was preserved because it has the added benefits of promoting social recognition and cohesion.

Reply Quote Edit Delete Email Author

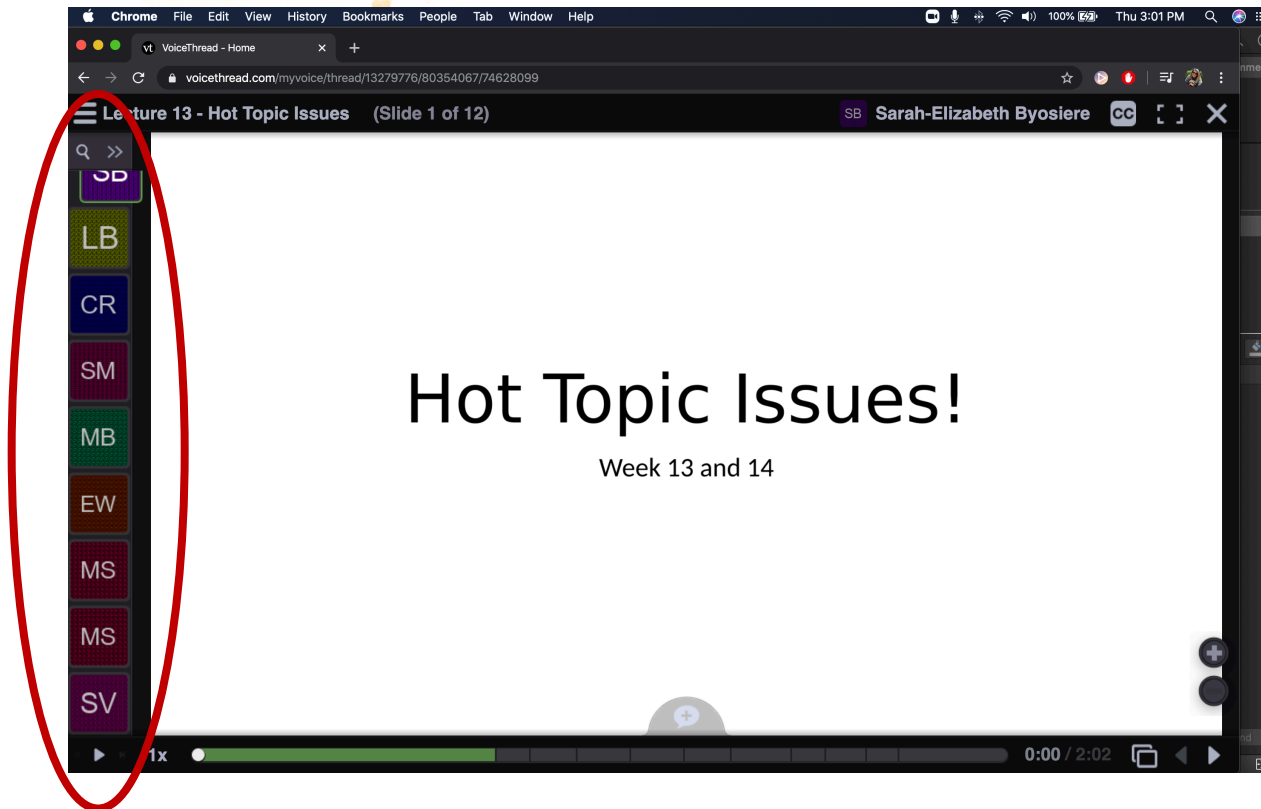**RE: #2 Why kids overimitate and personal experience with overimitation**
1 day ago

Hi ____ We picked the same topic and have different views lol. I love it. I guess you're a pretty social person? I'm so not, so I have not yest lost my mind with cabin fever. I do know what you mean with friends and having a secret code or greeting that's yours. I guess that's not so bad if you know the person…
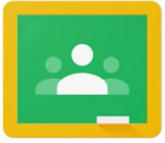
RE: #2 Why kids overimitate and personal experience with overimitation
1 day ago

Hi, ____ I definitely agree with your reasoning as to why children would overimitate. Onto that, there are two other

Or use VT to Discuss!

- Students can leave voice, video, or text comments.

- Can also grade these items

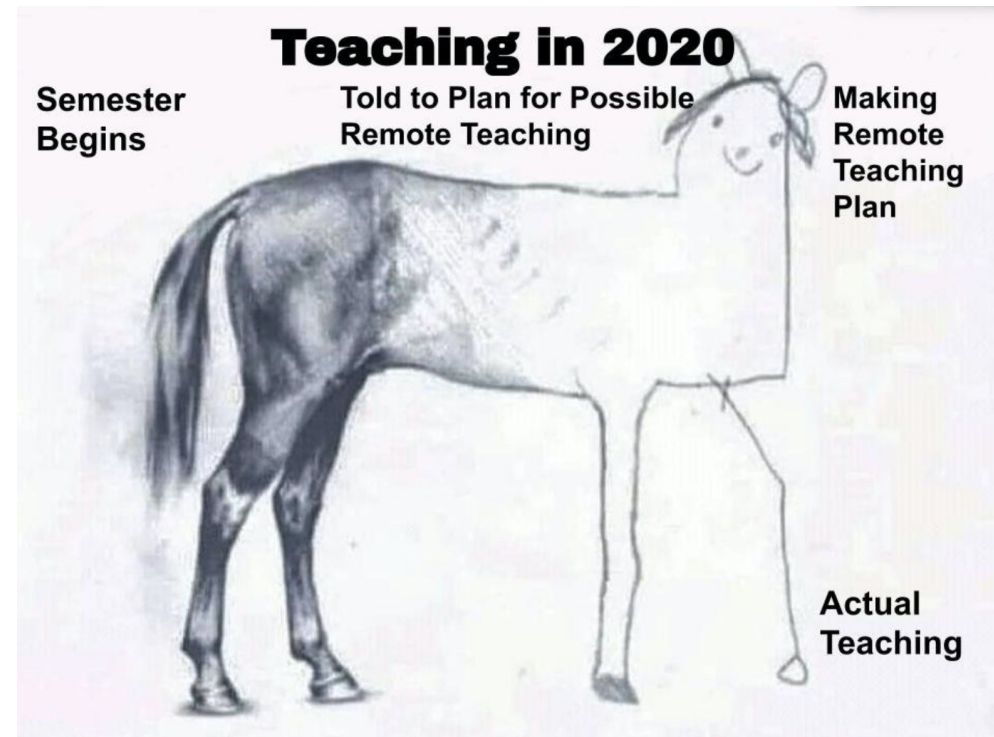- Can make videos difficult to watch if not well organized

There Are So Many Other Tools!

Don't Overwhelm Yourself!

Start Small

- Learning to use new online tools is hard

- Do not jump into a massively complex assignment without familiarizing yourself with the tool.

- Begin with something low risk.
  - Upload a recorded lecture or try creating your own in VT.
  - Create a discussion board to go along with it.

Final Tips for VoiceThread

- [Embed videos into Blackboard for easy viewing](#)

- VoiceThead works best in Firefox/Chrome. If you (or your students) are having trouble, double check your browser!

- There is a VoiceThread mobile app now!

- [VoiceThread Lesson Ideas!](#)

Final Tips for Discussion Boards

- Place due dates in assignment titles!

- Include *detailed* expectations.

- If you have online weekly content folders, consider placing a direct link to the discussion board (Tools → Discussion Board), and perhaps color code titles for easy viewing.

- Allow for student choice! Let them select one topic to answer.

- Promote online interaction by grading (completion) comments to peers! Chime in yourself!

- Select option to only allow viewing of the discussion board upon initial submission.

- Need help? [Check out this link](#) or sign up for afternoon help!

Additional Helpful Links

- [Hunter's Guide to using VoiceThread](#)

- [UMass Boston's Guide to using VoiceThread for Students](#)

- [Using VoiceThread in Blackboard](#)

- [How to create a VoiceThread](#)

- [How to comment on a VoiceThread (or how to add a voice recording)](#)

- [How to share a VoiceThread](#)

- [How to turn on and edit closed captions](#)