Asynchronous Presentation
VoiceThreads

http://voicethreads.com

Voicethread is a media photo album that can use all types of media: images, videos, audio (microphone or phone) text, annotation. Plus it allows for group interaction on an asynchronous basis.

Commenting tools include:

- calling in by phone
- adding video
- recording audio
- typing a comment
- drawing with a pen tool (in different colors)

and sometimes doing more than one at the same time!
Spanish Grammar Class

goal: evaluate student oral performance

- Series of slides for a student to work through the semester
- Instructor gives her instructions in Spanish
- Student answers her questions (using perfect Spanish grammar)
Math Example:

http://voicethread.com/#q.b8752.i68307

goal: have student explain how to solve problem

- instructor provides equation
- student talks through the process as they write on the board
- students and teacher can evaluate or comment

Other VoiceThread Examples:

- http://voicethread.com/?#u4289.b3352.i28616 - visual art history class able to identify and describe
• [http://voicethread.com/#q+art.b81021.i420528](http://voicethread.com/#q+art.b81021.i420528) - sign language class with video

• [http://voicethread.com/#q.b48359.i253692](http://voicethread.com/#q.b48359.i253692) - visual interpretation, story telling

• [http://www.slideshare.net/suziea/voicethread-examples-in-education-presentation](http://www.slideshare.net/suziea/voicethread-examples-in-education-presentation)
What others are saying:

Discussion Board Alternative, Visual and Oral Assessments, Instructor Presentation, Student Presentations, Tutorials, Assignment/Syllabus Overview, Digital Portfolios, audio Feedback for individual Students, lab reports, math process

Account Information:

Free: - unlimited commenting, 3 voicethreads, 75 MG free storage space

- Single user unlimited number of voicethreads, 10 G storage space, phone commenting, archival movie exports, create and manage groups
- Higher Ed Manager create accounts for students and colleagues

Resources:

http://www.education-world.com/a_tech/columnists/dyck/dyck023.shtml

http://voicethread4education.wikispaces.com/College

http://www.slideshare.net/brocansky/voicethreads-interactive-visual-and-collaborative-learning-spaces

http://thinkingmachine.pbwiki.com/Think-VoiceThreads

http://www.edutopia.org/voicethread-interactive-multimedia-albums
Discussion Board Rubric Example

http://www.udel.edu/janet/MARC2006/rubric.html

Rubric for Asynchronous Discussion Participation

Name___________________________________________________________

Asynchronous discussion enhances learning as you share your ideas, perspectives, and experiences with the class. You develop and refine your thoughts through the writing process, plus broaden your classmates’ understanding of the course content. Use the following feedback to improve the quality of your discussion contributions.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable 0 Points</th>
<th>Acceptable 1 Point</th>
<th>Good 2 Points</th>
<th>Excellent 3 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Participates not at all.</td>
<td>Participates 1-2 times on the same day.</td>
<td>Participates 3-4 times but postings not distributed throughout week.</td>
<td>Participates 4-5 times throughout the week.</td>
</tr>
<tr>
<td>Initial Assignment Posting</td>
<td>Posts no assignment.</td>
<td>Posts adequate assignment with superficial thought and preparation; doesn’t address all aspects of the task.</td>
<td>Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.</td>
<td>Posts well developed assignment that fully addresses and develops all aspects of the task.</td>
</tr>
<tr>
<td>Follow-Up Postings</td>
<td>Posts no follow-up responses to others.</td>
<td>Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.</td>
<td>Elaborates on an existing posting with further comment or observation.</td>
<td>Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts.</td>
</tr>
<tr>
<td>Content Contribution</td>
<td>Posts information that is off-topic, incorrect, or irrelevant to discussion.</td>
<td>Repeats but does not add substantive information to the discussion.</td>
<td>Posts information that is factually correct; lacks full development of concept or thought.</td>
<td>Posts factually correct, reflective and substantive contribution; advances discussion.</td>
</tr>
<tr>
<td>References &amp; Support</td>
<td>Includes no references or supporting experience.</td>
<td>Uses personal experience, but no references to readings or research.</td>
<td>Incorporates some references from literature and personal experience.</td>
<td>Uses references to literature, readings, or personal experience to support comments.</td>
</tr>
<tr>
<td>Clarity &amp; Mechanics</td>
<td>Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.</td>
<td>Communicates in friendly, courteous and helpful manner.</td>
<td>Contributes valuable information to discussion with minor clarity or mechanics errors.</td>
<td>Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.</td>
</tr>
</tbody>
</table>

Examples of postings that demonstrate higher levels of thinking:

- “Some common themes I see between your experiences and our textbook are…” (analysis)
- “These newer trends are significant if we consider the relationship between …” (synthesis)
- “The body of literature should be assessed by these standards …” (evaluation)

For more information, contact Barbara Frey at baf30@pitt.edu
Discussion Board Rubric Example


Sample 1
Discussion Board Assignment

Class participation is an important expectation of this course. Students are expected to offer comments, questions, and replies to the discussion question that have been posed for each module as well as to classmate postings. Students are expected to actively participate in EACH module's discussion EACH week throughout the semester. The faculty role is as an observer and facilitator. I will be reading all messages and I will participate in the discussion as appropriate. Students may work ahead on the discussion boards but posting on past week's boards will not allow for stimulating discussions with your classmates.

Evaluation of Assignment:
Postings will be evaluated on the quality of the postings and the degree that the postings promote discussion with classmates. Participation on 15 boards is required (13 modules, Breaking the Ice and Web Sites) and postings will be evaluated per board on the below scale. Students can earn the 5 additional points by showing good effort to engage classmates in discussion comparing activities done on other graded assignments. The discussion assignment will be worth a total of 50 points.

<table>
<thead>
<tr>
<th>1 Point</th>
<th>2 points</th>
<th>3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal response to the module question</td>
<td>Posting responds to the question but does not stimulate further class discussion.</td>
<td>Posting fully addresses the module question and stimulates at least one substantial follow-up posting</td>
</tr>
</tbody>
</table>

Sample 2
Discussion Board Rubric

The following points are what is looked for in your original postings to the Discussion Board and your replies to others postings (Total of 10 points for each Discussion Board assignment).

Original Posting (7 points)
1. Mentions at least 2 specific points from the article or reading. (1 point)
2. Relation of new information to old information learned in the course to date. (1 point)
3. Relation of information in article or reading to personal experience. (1 point)
4. Discussion at a critical level, not just recitation of facts from the article. (3 points)
5. Length of posting approximately 1 word processing page. (1 point)

Reply to Other’s Postings (3 points)
1. Discuss one point you like/agree with, and one point you dislike/disagree with and explain why.
2. Length should be about ½ page in length.
### Sample 3
#### Discussion Board Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A (90-100) Outstanding</th>
<th>B (80-89) Proficient</th>
<th>C (70-79) Basic</th>
<th>D/F (0-69) Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>• rich in content • full of thought, insight, and analysis</td>
<td>• substantial information • thought, insight, and analysis has taken place</td>
<td>• generally competent • information is thin and commonplace</td>
<td>• rudimentary and superficial • no analysis or insight is displayed</td>
</tr>
<tr>
<td><strong>Connections</strong></td>
<td>Clear connections to previous or current and/or to real-life situations</td>
<td>• new ideas or connections • lack depth and/or detail</td>
<td>• limited, if any connections • vague generalities</td>
<td>• no connections are made • off topic</td>
</tr>
<tr>
<td><strong>Uniqueness</strong></td>
<td>• new ideas • new connections • made with depth and detail</td>
<td>• new ideas or connections • lack depth and/or detail</td>
<td>• few, if any new ideas or connections • rehash or summarize other postings</td>
<td>• no new ideas • “I agree with…” statements</td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>• All required postings • Early into the discussion • Throughout the discussion</td>
<td>• All required postings • Some not in time for others to read and respond</td>
<td>• All required postings • Most at the last minute without allowing for response time</td>
<td>• Some, or all, required postings missing</td>
</tr>
<tr>
<td><strong>Stylistics</strong></td>
<td>• Few grammatical or stylistic errors</td>
<td>• Several grammatical or stylistic errors</td>
<td>• Obvious grammatical or stylistic errors • Errors interfere with content</td>
<td>• Obvious grammatical or stylistic errors • Makes understanding impossible</td>
</tr>
</tbody>
</table>
Sample 4
Discussion Board Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Good</th>
<th>Very Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Discussed thoughtfully and with insight;</td>
<td>Discussed at surface level:</td>
<td>Difficult to follow;</td>
<td>Key issues from the prompt are not identified or answered.</td>
</tr>
<tr>
<td></td>
<td>Key issues from the prompt are identified</td>
<td>Key issues from the prompt are identified</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and answered;</td>
<td>but not all are answered;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clear discussion</td>
<td>Clear discussion most of the time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>with no digressions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Context</strong></td>
<td>Posted by the assigned due date;</td>
<td>Posted by the assigned due date;</td>
<td>Posted by the assigned due date (or late);</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Few or no stylistic errors;</td>
<td>Several stylistic errors;</td>
<td>Many stylistic errors:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organized with direct &amp; clear communication.</td>
<td>Weak organization,</td>
<td>Not organized, no direct &amp; clear</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>not always direct &amp; clear communication.</td>
<td>communication.</td>
<td></td>
</tr>
<tr>
<td><strong>Resources to Extend the Discussion</strong></td>
<td>Resources that extend the discussion are added;</td>
<td>Resources that extend the discussion are added;</td>
<td>No Resource added</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Link included;</td>
<td>Link included;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Website title and 2 sentence annotation</td>
<td>Website title and annotation added.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>clearly explaining the content included.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Community Responses</strong></td>
<td>Two peer responses indicating understanding of the other author’s comments.</td>
<td>1 peer response indicating understanding of the other author’s comments.</td>
<td>No peer response</td>
<td></td>
</tr>
</tbody>
</table>
## Sample 5
### Discussion Board Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promptness and Initiative</td>
<td>Does not respond to most postings; rarely participates freely</td>
<td>Responds to most postings several days after initial discussion; limited initiative</td>
<td>Responds to most postings within a 24 hour period; requires occasional prompting to post</td>
<td>Consistently responds to postings in less than 24 hours; demonstrates good self-initiative</td>
</tr>
<tr>
<td>Delivery of Post</td>
<td>Utilizes poor spelling and grammar in most posts; posts appear “hasty”</td>
<td>Errors in spelling and grammar evidenced in several posts</td>
<td>Few grammatical or spelling errors are noted in posts</td>
<td>Consistently uses grammatically correct posts with rare misspellings</td>
</tr>
<tr>
<td>Relevance of Post</td>
<td>Posts topics which do not relate to the discussion content; makes short or irrelevant remarks</td>
<td>Occasionally posts off topic; most posts are short in length and offer no further insight into the topic</td>
<td>Frequently posts topics that are related to discussion content; prompts further discussion of topic</td>
<td>Consistently posts topics related to discussion topic; cites additional references related to topic</td>
</tr>
<tr>
<td>Expression within the post</td>
<td>Does not express opinions or ideas clearly, no connection to topic</td>
<td>Unclear connection to topic evidenced in minimal express of opinions or ideas</td>
<td>Opinions and ideas are stated clearly with occasional lack of connection to topic</td>
<td>Expresses opinions and ideas in a clear and concise manner with obvious connection to topic</td>
</tr>
<tr>
<td>Contribution to the Learning Community</td>
<td>Does not make effort to participate in learning community as it develops; seems indifferent</td>
<td>Occasionally makes meaningful reflection on group’s efforts; marginal effort to become involved with group</td>
<td>Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely</td>
<td>Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic</td>
</tr>
</tbody>
</table>
Video:
YouTube and other Video/Film Resources

Created for education, the edu site was created specifically for college and universities to act as a filter.

- [http://www.youtube.com](http://www.youtube.com) and [http://www.youtube.com/edu](http://www.youtube.com/edu)
- “The best free cultural and Education media on the web.” This site hosts links to audio, podcast, and video presentations. One link called Intelligent YouTube has gathered 80 “smart” video collections.

- [http://www.openculture.com/](http://www.openculture.com/)
- A YouTube Channel of videos presentations of “thinkers”
- [http://www.youtube.com/bigthink](http://www.youtube.com/bigthink)
- A collection of places to find documentary films
- The periodic table of video - all the elements explained.
- A site created specifically for instructional videos

http://www.merlot.org/merlot/index.htm

Audio: Podcasting and other Audio Resources

Collections of recordings:

- http://odeo.com/

Foreign Language (including English as a second language and business English)


iTunes University - specifically for college and universities:

- iTunesU
Nibepedia

http://nibepedia.com

A web 2.0 that mashes YouTubes videos with Wikipedia to create a learning-teaching environment. It’s a place where students can contribute to create authentic learning activities.

Combines video with wikipedia references (called nibs) that you can add to help explain or further develop information portrayed in video.

Click to play the video and as the video progresses, you’ll see small images beneath the video (called “nibs”) advance along a timeline.

If you click on the image then you’ll see the “nib” information in the separate window.

Caution: the video will continue without interruption until you choose whether to pause or not to read the Wikipedia resource.

Since the backend platform is essentially a “wiki,” you can add your own “nib” to the video as well.

Watch the video and where you want to make your addition, click “Add a Nib,” and enter a keyword into the search field.
This searches Wikipedia and gives you a page of results.

Click on the result and the page appears in the timeline for others to see and to click on when they are viewing the video as well.

You can also search Amazon and leave a Nib that links there.

Other Educator’s thoughts:

“"The matching of video to text can help to make difficult concepts more accessible to some students. If your students are struggling to choose a research topic that interests them, let them explore Nibipedia for a while and see if that sparks an interest.”

“The best part of using Nibipedia in the classroom was watching my students explore the things that interested them and get lost in academic content in a way that they might not explore books on a library shelf.”

“With this, we’re another step closer to being able to use the great academic content that’s in some of those “evil” sites such as YouTube and Wikipedia. This may even bring us inches closer to influencing decision-makers to take another peek. At some point, someone has got to notice that there are people, companies and organizations spending lots of money and time trying to harness the educational power of these social media sites; so there must be some value!”
Asynchronous Presentation

Example:

http://www.nibipedia.com/app.html?view=video&channel=nibipedia&playlist=545D828359E5CC5B&videoid=iZsVrHCPOio

Resources:


http://breeze.uliveandlearn.com/p65104345/
Powerpoint

How to avoid a bad Powerpoint presentation.

- [http://www.youtube.com/watch?v=cagxPIVqrtM](http://www.youtube.com/watch?v=cagxPIVqrtM)

Adding Audio Narration to a Powerpoint

- [http://www.slideshare.net/delhionlineeducation/adding-audio-narration-to-powerpoint](http://www.slideshare.net/delhionlineeducation/adding-audio-narration-to-powerpoint)

Slideware: a place to store and share your presentations:

- [http://www.slideshare.net](http://www.slideshare.net)

Suggestions on Creating Powerpoint for Elive

- 1. Compress all images before putting them in the presentation itself.
- 2. Use a simple slide template with few colors
- 3. Use legible fonts with large enough font size
- The ELIVE Presentation Wizards is also a helpful resource to be familiar with: [http://www.elluminate.com/support/tools/presentation_wizard.jsp](http://www.elluminate.com/support/tools/presentation_wizard.jsp)