THE EDTECH COLLECTIVE
Instructure Partner Ecosystem

VOICETHREAD

Literature Review

Andrew Scanlan, M.A., Senior Researcher
Molly Henschel, Ph.D., Associate Director of Research

June 11, 2025

TABLE OF CONTENTS

BACKGROUND

Researchers have long recognized that education technology (edtech) can address challenges associated with traditional classroom communication, particularly with asynchronous discussions. Research prior to 2016 showed that traditional text-based discussion boards often fell short in fostering meaningful engagement. Although they provided a space for interaction, students frequently found the format repetitive and impersonal, and many struggled with the demands of extensive typing (deNoyelles et al., 2014; Kay, 2006). Further, learners had limited opportunities to engage in ways that align with their individual preferences and learning styles when written contributions were the only option (Kay, 2006).

VoiceThread emerged as a promising solution to this challenge. *VoiceThread* recognizes that authentic, rich instructor feedback and student interactions are critical for effective learning but are often limited due to space and time constraints. In addition, historically under-resourced students, such as those who speak English as a second language or with learning differences that make verbal communication difficult, could benefit from this type of deeper engagement. *VoiceThread* is an asynchronous, cloud-based multimedia platform that provides a communication tool that aims to combine the efficiency of email with the presence of in-person communication in a user-friendly environment.

VoiceThread offers a multimodal alternative that promotes active interaction and supports asynchronous dialogue through video, audio, or text commentary on shared digital slides (see a logic model for *VoiceThread* in Appendix A). Its design is intended to promote active learning and social presence, positioning it as a flexible and engaging substitute for traditional LMS discussion boards. Instructors across disciplines have used the platform to deepen student interaction, encourage reflective learning, and foster a more humanized online experience. For example:

- In literacy education, *VoiceThread* supported students in exploring broader definitions of literacy that extend beyond written text. Smith and Dobson (2009) demonstrated that students used the platform to engage with texts through spoken dialogue, imagery, and writing, facilitating both individual expression and collaborative meaning-making;
- In language learning contexts, *VoiceThread* supported the development of oral fluency while reducing communication anxiety. Bush (2009) and Pallos and Pallos (2011) showed that asynchronous speaking opportunities provided learners with a less stressful environment for practicing spoken language, especially in second language acquisition settings; and
- McCormack (2010) and Archambault and Carlson (2011), working in teacher education contexts, emphasized the importance of scaffolding activities to help students engage meaningfully with *VoiceThread* and other multimodal content.

VoiceThread also plays an important role in supporting accessibility and learner differentiation. Brunvand and Byrd (2011) noted that the platform's flexible communication options allowed students to choose formats that best matched their learning preferences, thereby accommodating a wide range of needs.

Students generally responded positively to *VoiceThread*. Orlando and Orlando (2010) found that community college students felt the tool helped build a stronger sense of community in an online

art course. Similarly, Ching and Hsu (2013) reported that students preferred *VoiceThread* over text-based forums for collaborative learning due to its richer communication features.

The COVID-19 pandemic rapidly accelerated the integration of digital tools like *VoiceThread* into higher education. Institutions transitioned quickly to remote and hybrid learning environments, often without the time or infrastructure needed to assess the pedagogical impact of the technologies they adopted (Bodis et al., 2020; Xu et al., 2025). This rapid shift brought increased visibility to tools like *VoiceThread* but also raised important questions about their sustained effectiveness.

Given the changes in edtech use over the past decade, it is now especially important to reexamine *VoiceThread's* evidence base. A timely review of recent literature can clarify how instructors currently use *VoiceThread* and whether it continues to support meaningful engagement in today's evolving online learning environments.

CURRENT STUDY

The U.S. Department of Education's National Education Technology Plan (2024) and broader institutional assessment frameworks emphasize the importance of aligning technology use with principles of equity, inclusion, and measurable student success. *VoiceThread's* widespread use in education warrants critical examination to determine whether its benefits are consistent and scalable, as well as in what contexts it is most effective.

To address the growing demand for evidence-informed edtech decisions, this report reviews a selection of recent research on *VoiceThread* in educational contexts. The review focuses exclusively on studies in higher education, spanning from 2016 to the present. By analyzing the scope, quality, and findings of this research, the report aims to identify how instructors use *VoiceThread*, what outcomes they document, and which methodological approaches they apply. This synthesis contributes to a clearer understanding of where *VoiceThread* supports meaningful learning and where further research is necessary to build a stronger evidence base underlying the tool's effectiveness.

This review focuses on four core questions:

1. **What types of research investigated the use of *VoiceThread*?**
2. **What are the main findings from recent *VoiceThread* research?**
3. **What limitations exist in the current research on *VoiceThread*?**
4. **How can future research build on the current evidence base underlying *VoiceThread*?**

SAMPLE AND METHODS

Researchers conducted a systematic search for studies on *VoiceThread* using keyword searches on the ERIC and JSTOR databases, as well as external, third-party research provided to researchers directly by *VoiceThread* or via their website. The review was broad in scope: studies were included if they purported to examine the efficacy of *VoiceThread*—either on its own or alongside similar tools—and covered diverse country and subject-area contexts. Although a handful of studies accessed were within the K–12 context, almost all studies focused on higher education so only these studies were included in this review. Researchers included English language studies published in 2016 or later. While not intended to be exhaustive, this review is intended as a snapshot of the available literature from the last decade, including from two large research databases.

Booth et al. (2016) emphasize the importance of a literature review grounded in a clear purpose, a replicable search strategy, and transparent inclusion criteria. In the field of education, they recommend structured evidence mapping, clear categorization of study features, and accessible reporting of both findings and research gaps.

Following these principles, researchers in this review created a coding system to extract consistent information from each study. They recorded:

- Whether *VoiceThread* was the sole focus of study, or one of several tools studied;
- Study type (e.g., qualitative, mixed methods, or quasi-experimental);
- Subject area;
- Geographic context;
- Sample information; and
- Key findings or takeaways from the research.

Researchers also considered whether studies reported direct empirical outcomes or focused on student or instructor perceptions. This structured process enabled the identification of key patterns, strengths, and limitations in the existing *VoiceThread* literature. The final analytic sample included 44 studies (see Appendix B for more information).

The sections that follow present the results of this analysis.

MAIN FINDINGS

1. What types of research investigated the use of *VoiceThread*?

Across the 44 studies reviewed, patterns emerged in terms of academic discipline, educational setting, geographical setting, and methodological approach. Studies also differed in terms of whether *VoiceThread* was the standalone tool studied or examined alongside several other comparable tools.

***VoiceThread* use by educational setting**. All studies include in this review focused on higher education settings, including undergraduate and graduate courses across multiple disciplines. For instance, researchers used *VoiceThread* in four-year college settings in nursing (Fox, 2017), business (Ward et al., 2019), and language education (Bodis et al., 2020). Other studies examined teacher preparation programs more generally (e.g., Guo et al., 2022; Kirby & Hulan, 2016; Taylor, 2025), most often at the graduate level. Only a few studies explored its use in community colleges, such as Xu et al., (2025), who studied science, technology, engineering, and math (STEM) instructors' use of *VoiceThread* in California community colleges, and Ozkan and Boccio (2022), who investigated how *VoiceThread* supported algebra students in an urban community college in the U.S.

***VoiceThread* use by discipline**. *VoiceThread* appeared most often in research related to language education, teacher education, healthcare, and STEM fields. Language and teacher education studies consistently highlighted *VoiceThread's* value in supporting oral communication, reflective practice, and asynchronous engagement. Researchers (e.g., Bodis et al., 2020; Dugartsyrenova & Sardegna, 2017; Song et al., 2020) examined how second language learners and teacher trainees used the platform to build oral fluency and engage in reflective activities. Kent (2017) also explored its use with English language learners. Kirby and Hulan (2016) and Howe et al. (2025), for example, described *VoiceThread's* use in teacher education programs more generally, reinforcing the platform's flexibility across content areas.

Healthcare education also featured prominently, particularly in nursing programs (e.g., Donnelly et al., 2016; McMurray, 2025). Researchers emphasized the tool's ability to humanize online interactions and create space for critical reflection in otherwise technical or content-heavy subjects (e.g., Fox, 2017; Stamps & Opton, 2019).

Researchers in STEM fields also investigated *VoiceThread's* potential for STEM education. Xu et al. (2025) conducted a large-scale study with STEM faculty in California, focusing on how humanized, *VoiceThread*-supported instruction influenced student engagement. Similarly, Nyboer (2021) evaluated its role in science and design education, highlighting its strengths in supporting multimodal critique and collaborative feedback.

Smaller clusters of research explored *VoiceThread* in other fields. Ward et al. (2019) and Hopkins et al., (2023) used *VoiceThread* in business courses to promote student interaction and engagement and Gonzalez and Moore (2017) looked at how the tool supported graduate-level thesis writing more broadly. Wood and Perlman (2017) examined how *VoiceThread* and similar tools could support undergraduate student outcomes across disciplines.

Geographic distribution of research. Most studies reviewed were conducted in the United States, such as Fox (2017) and Ward et al. (2019). However, several studies extended beyond U.S. contexts, suggesting that *VoiceThread* has a growing presence in diverse global contexts. These include:

- In Australia, Bodis et al., (2020) and Shoecraft (2023) investigated *VoiceThread* use in TESOL contexts while Chen and Bogachenko (2022; 2023) studied STEM and teacher education;
- Chen (2025) examined *VoiceThread* use and Chinese language learner outcomes over three years;
- Calvo and Hartle (2024) examined *VoiceThread* use in Brazilian pre-service teacher training contexts;
- Harmandaoğlu et al., (2019) studied Turkish TESOL pre-service teachers' use of the platform; and
- In Russia, Zemlyanova et al. (2021) and Dugartsyrenova and Sardegna (2017) studied undergraduate students' use of *VoiceThread* for learning English and Russian as foreign languages, respectively.

Methodological approaches. Researchers primarily relied on qualitative, mixed-methods, and design-based approaches to examine *VoiceThread* in educational contexts. Qualitative studies dominated the sample. Fox (2017), Bodis et al. (2020), and others used interviews, reflection assignments, or analysis of student posts to explore learner experiences. These studies focused on student perceptions, engagement, and instructional design elements.

Mixed-methods studies also appeared frequently. For example, Xu et al. (2025) and Delmas (2017) combined surveys, usage data, and qualitative feedback to examine how instructors implemented *VoiceThread* and how students responded to discussions. These studies offered a broader view of *VoiceThread's* influence on teaching and learning.

Fewer studies used purely quantitative methods. Clear exceptions were Liao (2023), who included quantitative analyses (t-tests, ANOVA) of speech scores between a small sample of users and non-users of *VoiceThread*, while Bickle and Rucker (2018) employed regression analyses to examine survey data.

Kirby and Hulan (2016) and others relied on self-report surveys to measure student engagement. In addition to empirical studies, a small number of reviews synthesized *VoiceThread* research, for example, Kent (2017) and Tang (2019) completed thematic analyses to consolidate trends across multiple studies.

Primary focus of *VoiceThread* in research. Studies varied in how centrally they positioned *VoiceThread* in their research. In some cases, researchers treated *VoiceThread* as the main instructional tool or intervention. Fox (2017) and Bodis et al. (2020), for example, placed *VoiceThread* at the center of course redesigns, using it to support student interaction and reflection in asynchronous environments.

Other studies included *VoiceThread* as one of several tools used in broader online learning environments. For example, Ward et al. (2019) analyzed how instructors combined *VoiceThread* with tools like Zoom, discussion boards, or Padlet. These studies typically addressed *VoiceThread's* role in supporting specific instructional goals without isolating its impact. Several studies, including LeSuer and Reed (2022) and Hokanson and Hendrickson (2020) examined student interaction and engagement with *VoiceThread* alongside other tools within the context of

the growth in online communication tools that emerged after the COVID-19 pandemic, reflecting a broader trend in the recent research.

When *VoiceThread* played a primary role, researchers tended to offer deeper evaluations of its influence on learner outcomes and instructor practice. In studies where researchers treated *VoiceThread* as one tool amongst of a broader set, the findings were more general and often shared across similar technologies.

2. What are the main findings from recent *VoiceThread* research?

This review identified five recurring themes in terms of findings across studies examining *VoiceThread*: (1) community building and student engagement, (2) development of communication and reflective skills, (3) humanizing online learning and social presence, (4) improving accessibility and differentiation, and (5) implementation challenges and design considerations. While studies employed qualitative, descriptive, or mixed methods approaches (and did not provide causal evidence), they consistently report encouraging experiences using *VoiceThread* and key pedagogical outcomes.

VoiceThread can build student engagement and support community building

Many studies described *VoiceThread* as a tool that fosters a stronger sense of connection among learners and promotes active participation in online and hybrid environments. Xu et al. (2025) found that integrating *VoiceThread* into STEM faculty professional development could reduce feelings of isolation among students and improve community building. In online business courses, Ward et al. (2019) documented increased active student participation, while Delmas (2017), Taylor (2025), and Kirby and Hulan (2016) reported that graduate students used the platform to build emotional connection and collaborate more effectively. Chan (2025) reported that *VoiceThread* supported active learning via cognitive, metacognitive, affective, and resource strategies, improving engagement in the process.

Other studies highlighted *VoiceThread's* role in supporting community building. For example, Joiner and Patterson (2019) highlighted its potential to build community in social work education. Chen and Bogachenko (2022; 2023) emphasized *VoiceThread's* positive contributions to learner interaction and discourse. Other studies extended these encouraging findings across disciplines: Gonzalez and Moore (2017) and Kirby and Hulan (2016) reported that students in graduate writing and teacher preparation courses felt less isolated and more connected. Thor et al. (2017) observed increased interaction during small-group dental science discussions supported by *VoiceThread*. A study of 228 students across undergraduate education contexts found that *VoiceThread*-based group assignments were related to students' perceived learning quality, sense of community, and overall course satisfaction (Bickle & Rucker, 2018).

VoiceThread can support life skills development

Researchers explored how *VoiceThread* users reported the tool supporting key life skills development, such as oral communication, reflection, collaborative discourse, and critical thinking. For example:

- Bodis et al. (2020) found that TESOL teacher trainees in Australia used *VoiceThread* to support reflective learning and build learner autonomy;

- Fox (2017) showed that clinical nurse leaders used the platform to strengthen reflective thinking and communication skills;
- Liao (2023) emphasized the platform's value in supporting English speaking practice and learner self-efficacy;
- McMurray (2025) found *VoiceThread* users reported higher engagement, confidence, and self-efficacy in clinical lab settings;
- Trespalacios (2017) found *VoiceThread* facilitated successful collaboration among graduate education students;
- Wood and Perlman (2017) and Taylor (2025) found that *VoiceThread* helped reduce students' anxiety about presentations, supported peer evaluation, and enhanced creativity; and
- Zemlyanova et al. (2021) documented gains in English speaking proficiency among Russian tertiary students using *VoiceThread*.

Additional studies focused on collaborative critique and discourse. Guo et al. (2022), in a teacher education context, found that multimodal discussions on *VoiceThread* supported higher social presence. Sojisirikul and Chanchula (2023) found that *VoiceThread* supported interactive speaking and language production. Howe et al. (2025) highlighted how *VoiceThread* can foster collaborative discussions and critical discourse while promoting student voice and peer engagement. In interpreter education, Webb and Ehrlich (2016) and Guo et al. (2022) described how students used *VoiceThread* to improve dynamic conversation practice. Calvo and Hartle (2024) observed similar outcomes among Brazilian pre-service teachers completing multimodal discussion tasks. In addition, Soto (2023) and Stamps and Opton (2019) found that it enhanced collaboration in hybrid and asynchronous settings.

VoiceThread **can contribute to humanizing online learning**

Researchers repeatedly highlighted *VoiceThread's* potential to foster more humanized and socially present learning environments. Xu et al. (2025) studied this explicitly in STEM education programs, reporting stronger social bonds between students and instructors. Delmas (2017) reported similar outcomes in online teacher education course more generally. Nyboer (2021) found that *VoiceThread* enriched peer feedback and diversified discourse in design critique, contributing to a more personal learning experience. Oliver et al. (2017) found *VoiceThread* increased student engagement within a virtual design makerspace course while Kurianski et al. (2023) found it to humanize mathematics instruction.

Acosta and Parra (2023) documented how *VoiceThread* supported peer communication and social bonding in online Spanish language courses. In addition, Stamps and Opton (2019) emphasized the platform's role in improving feedback immediacy and fostering rapport among nursing students. Bickle and Rucker (2018) highlighted the importance of social presence, structured collaboration, and the ease of communication facilitated by *VoiceThread*.

Instructors often used ***VoiceThread*** **to support accessibility and differentiated instruction.**

Researchers cited the platform's multimodal format and asynchronous access as strengths for inclusive learning design. Soto (2023) found that hybrid learners benefited from flexible participation modes that accommodated their learning preferences and technological constraints. Nyboer (2021) recognized how the platform could improve student access to feedback.

Several studies focused on *VoiceThread's* role in differentiated instruction. For example:

- Harmandaoğlu Baz et al., (2019) emphasized its usefulness in adapting to different learning strategies among English language learners; and
- Soto and Soto (2022) found that *VoiceThread* supported inclusive, student-centered learning by giving all students a voice, extending class discussions, and fostering community—which especially benefited students with limited campus availability or lower confidence in traditional classroom participation.

Finally, a small number of studies centralized the potential of *VoiceThread* to create space for culturally response education and learner diversity. Kim et al (2018) highlighted *VoiceThread's* potential to promote culturally responsive content teaching strategies and build a reflective community that makes space for learners with different backgrounds and experiences. Roh and Kim (2019) found that fostering students' diverse beliefs in classrooms can support learner autonomy and successful implementation of tools like *VoiceThread*.

3. What limitations exist in the current research on *VoiceThread*?

The reviewed research reveals an emerging but still maturing evidence base for *VoiceThread's* potential impact. Across the 44 studies, researchers consistently reported positive perceptions of the tool's potential to support student engagement, communication development, reflective thinking, and community building. At the same time, differences in study design, sample size, and methodological approach temper the strength of these findings. While the literature points to promising pedagogical benefits, the current body of research has not yet established broad, generalizable evidence of *VoiceThread's* effectiveness.

Use of qualitative and mixed methods approaches

Most studies employed qualitative or mixed methods designs to explore *VoiceThread's* implementation and perceived educational impact. For example, researchers such as Fox (2017), Delmas (2017), and Gonzalez and Moore (2017) conducted detailed case studies and participant reflections that offered rich insights into student engagement, communication, and learning processes.

Mixed-methods studies expanded the evidence base by incorporating multiple data sources. Xu et al. (2025) examined *VoiceThread* use among 79 STEM faculty members using surveys, interviews, and course analytics. Other studies, such as those by Ward et al. (2019) and Acosta and Parra (2023), combined participation data with survey and interview findings to explore learner interaction and engagement. These approaches helped capture a more comprehensive picture of *VoiceThread*-supported learning, though many still relied on self-reported data as a primary measure.

Relatively few studies adopted more rigorous quantitative approaches. Liao (2023) and Bickle and Rucker (2018) included t-tests, ANOVA; and stepwise regression analyses, respectively. However, both approaches did not control for potentially confounding factors like student demographic or enrollment information, or prior academic achievement. No studies used quasi-experimental or experimental analysis methods.

Some researchers (e.g., Harmandaoğlu Baz et al., 2019; Joiner & Patterson, 2019; Shoecraft, 2023; and Zemlyanova et al., 2021) used surveys to assess student satisfaction and perceptions.

Several thematic reviews (e.g., Kent, 2017; Tang, 2019) synthesized findings across multiple *VoiceThread* contexts.

Small and localized study samples

Sample size and research setting also shaped the strength and scope of findings. Many studies—such as those by Fox (2017), Liao (2023), and Sojisirikul and Chanchula (2023)—focused on single-course implementations with small participant groups. A few studies drew from broader samples (e.g., Bicker & Rucker, 2018; Xu et al., 2025; Ward et al., 2019; and Wood & Perlman, 2017), but most of the research remained concentrated in individual classroom or institutional contexts. This limits the generalizability of findings across diverse educational settings, though the consistency of reported benefits remains notable.

In addition, the current literature base remains firmly grounded in higher education. As a result, researchers and practitioners need to examine more how *VoiceThread* performs in K–12 classrooms, especially given the platform's potential to support differentiated instruction and student expression.

Differences in implementation quality shaped student experiences with *VoiceThread*

Across studies, instructors emphasized the need to integrate *VoiceThread* intentionally into instruction and align activities with course goals to be most effective. Kim (2014) stressed that clear expectations and purposeful design were essential to sustaining engagement. Shoecraft (2023) and Donnelly et al. (2016) echoed this point, noting that *VoiceThread* tasks should reflect specific learning outcomes to be most effective.

Other researchers warned that collaborative tools like *VoiceThread* required specific instructional planning to balance structure and flexibility. Hopkins et al. (2023) recommended deliberate orchestration to ensure productive interactions. Roe and Kim (2019) observed that *VoiceThread* supported learner autonomy but cautioned that weak task design could limit its impact.

In some cases, researchers also identified implementation challenges such as platform usability or technology access (Calvo & Hartle, 2024; Chen & Bogachenko, 2023; Harmandaoğlu at al., 2019; Hopkins et al., 2023; Roe & Kim, 2019; Soto, 2023; Trespalacios, J. & Uribe-Flórez, 2020). Several studies (for example, Hokanson & Hendrickson, 2020; Tang, 2019; and Ward et al., 2019) suggest such concerns could create usability issues and cause student unfamiliarity with the tool. These practical barriers may influence learners' ability to engage with *VoiceThread*, underscoring the need for thoughtful planning in its use.

4. How can future research build on the current evidence base underlying *VoiceThread*?

The current literature on *VoiceThread* relies heavily on self-reported perceptions of engagement, satisfaction, and learning. While these studies offer valuable insights into user experience, they do not provide causal evidence of pedagogical effectiveness. To strengthen the evidence base, future research should include hypothesis-driven, outcome-based studies. The following recommendations are organized by increasing levels of methodological rigor.

Document design principles and instructional features

Future research should examine how instructors implement *VoiceThread* and what design elements contribute to positive outcomes. Rather than simply reporting that *VoiceThread* was used, research should describe the instructional strategies involved—such as prompt type, frequency of interaction, media formats, and scaffolding techniques. Xu et al. (2025), for example, emphasized the importance of instructor modeling, structure, and feedback, but did not link these features to specific student learning outcomes. Researchers should investigate which specific design features—such as peer-to-peer commenting, instructor feedback videos, or structured response frameworks—correlate with measurable improvements in engagement, performance, or retention.

Investigate equity and accessibility

Researchers should examine how *VoiceThread* affects different student populations, particularly with respect to access and inclusion. Xu et al. (2025) suggest that *VoiceThread* may promote equity, especially for under-represented or nontraditional students. However, few studies disaggregate findings by demographics such as first-generation status, gender, race, ethnicity, disability, or language background. Given *VoiceThread's* asynchronous and multimodal affordances, the tool may offer specific advantages—or introduce new barriers—for students with diverse needs. Systematic analysis of differential outcomes will help determine whether *VoiceThread* supports equitable participation across learning environments.

Conduct correlational, experimental, and quasi-experimental studies

Research should include more correlational analyses of usage; examining if and how engagement with *VoiceThread* is related statistically to student outcomes. In addition, to assess *VoiceThread's* impact more rigorously, researchers should use experimental or quasi-experimental designs that include appropriate comparison groups. Where possible, studies should incorporate randomization or statistical controls to ensure that baseline differences between groups do not bias results. For example, researchers might compare student outcomes in parallel course sections that use *VoiceThread* versus another asynchronous tool. These studies should include standardized outcome measures—such as rubrics, content assessments, or participation metrics—and report effect sizes and statistical significance to assess the practical value of *VoiceThread* engagement.

Conduct meta-analyses

Meta-analyses can play a critical role in strengthening the evidence base on *VoiceThread* by synthesizing findings across studies, identifying patterns in outcomes, and highlighting which instructional strategies or implementation features are most consistently associated with positive

effects. Given that much of the current research relies on self-reported data and varies in methodological rigor, meta-analyses allow for the aggregation of rigorous, statistical effect sizes from correlational, experimental, and quasi-experimental studies to assess the overall impact of *VoiceThread* on student outcomes. Taken as a whole, this research could make a strong case for the potential impact of the intervention across wide-reaching and diverse contexts.

Explore longitudinal impacts

Finally, the existing research offers little insight into the long-term effects of *VoiceThread*. Chen (2025) is the only study in this review that spanned more than one year (it examined Chinese language learners and instructors between 2020 and 2023). Future studies should include those that track outcomes over time to determine whether *VoiceThread's* benefits persist beyond initial implementation. For example, researchers could explore whether students retain language gains or communication skills developed through *VoiceThread* activities over time. Instructors trained with *VoiceThread* might also be studied to see whether they continue to use the tool in future courses. Longitudinal data on student persistence, confidence, or academic performance could provide valuable insight into whether *VoiceThread* promotes sustained learning outcomes rather than short-term engagement.

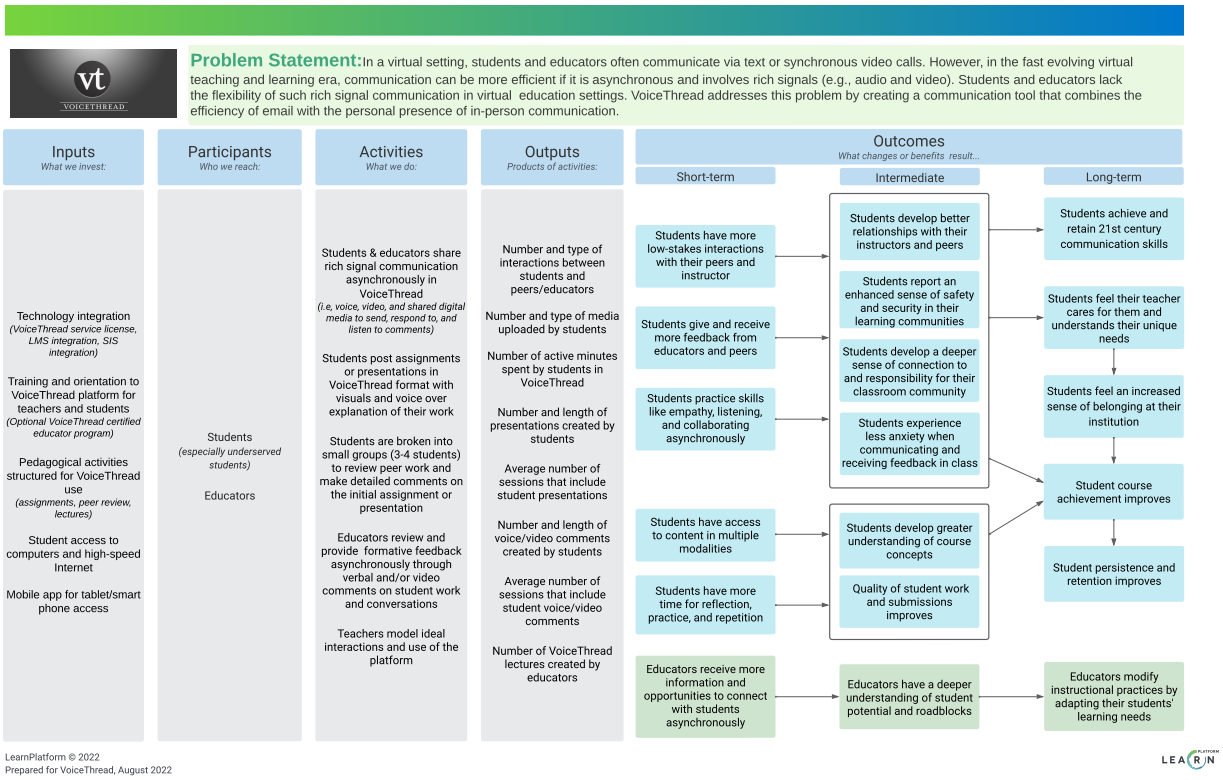
.

CONCLUSION

This review highlights consistent reports of positive experiences with *VoiceThread*, particularly in areas such as student engagement, communication, reflection, and social presence. Studies across disciplines and course formats describe meaningful use of the platform, often linked to intentional instructional design. At the same time, the current evidence base relies heavily on small-scale, descriptive studies, and self-reported outcomes. These limitations constrain the field's ability to draw firm conclusions about the platform's effectiveness.

To build a stronger foundation for evaluating *VoiceThread*, future research should prioritize larger, more diverse samples, comparative study designs, and objective measures of learning. Researchers can advance the field by testing specific pedagogical strategies within *VoiceThread* and examining long-term outcomes across varied learner populations. Until such evidence emerges, institutions and instructors can consider *VoiceThread* a promising, research-informed tool—one that shows potential to support learning—but requires further investigation to establish its broader impact.

APPENDIX A: VOICETHREAD LOGIC MODEL



APPENDIX B: ADDITIONAL INFORMATION ABOUT METHODS AND STUDIES INCLUDED FOR REVIEW

Researchers conducted a systematic search for studies on *VoiceThread* using keyword searches on the ERIC (Education Resources Information Center) and JSTOR databases, as well as research provided by *VoiceThread*. On ERIC, researchers searched for peer reviewed studies published since 2016, using the "voicethread" key word. On the JSTOR academic database, researchers conducted a boolean search examining whether the keyword "voicethread" was included in a study's title, abstract, or caption, and the study was published after 2016. *VoiceThread* also provide authors with studies directly or indirectly via their website.

The review was broad in scope. Studies were included if they purported to examine the efficacy of *VoiceThread*—either on its own or alongside similar educational technologies—and covered diverse country and subject-area contexts. This review is not intended to be exhaustive but is intended to a snapshot in time of the available literature from select major educational databases, over the past decade, including key external studies highlighted by *VoiceThread* themselves. The final analytic sample included 44 studies.

Booth et al., (2016) emphasize the importance of a literature review grounded in a clear purpose, a replicable search strategy, and transparent inclusion criteria. In the field of education, they recommend structured evidence mapping, clear categorization of study features, and accessible reporting of both findings and research gaps. Following these principles, researchers in this review created a coding system to extract consistent information from each study. They recorded:

- Whether *VoiceThread* was the sole focus of study, or one of several tools studied;
- Study type (e.g., qualitative, mixed methods, or quasi-experimental);
- Subject area;
- Geographic context;
- Sample information; and
- Key findings or takeaways from the research.

Researchers also considered whether studies reported direct empirical outcomes or focused on student or instructor perceptions. This structured process enabled the identification of key patterns, strengths, and limitations in the existing *VoiceThread* literature.

Table B1 below summarizes the studies included in this review within this coding system

Table B1: Summary of studies included in this review

Citation	# of tools focused on in the study	Study type	Subject area	Geographic context	Sample	Key Findings/Takeaways:
Acosta, K., & Parra, E. H. (2023). Fostering engagement with *VoiceThread* in online intermediate Spanish language classes. *The Coastal Review: An Online Peer-reviewed Journal*, *13*(1), Article 3.	Just *VoiceThread*	Mixed Methods (e.g., survey, interviews)	Language Education	Georgia, United States	18 college students in fully asynchronous intermediate Spanish courses at Valdosta State University, using *VoiceThread* for multimodal discussions.	Students reported that *VoiceThread* enhanced their confidence, Spanish proficiency, and overall online learning experience, with most preferring voice-based discussion. While some faced technical issues or missed live interaction, the majority found it engaging, user-friendly, and effective for language practice.
Bickle, M. C., & Rucker, R. (2018). Student-to-student interaction: Humanizing the online classroom using technology and group assignments. *Quarterly Review of Distance Education*, *19*(1), 1–11.	Just *VoiceThread*	Mixed Methods (survey + stepwise regression, with some qualitative responses)	General undergrad. education	Southeastern United States	228 undergraduate students—primarily female and aged 18 to 21—with most living on or near campus.	*VoiceThread*-based group assignments were significantly related to students' perceived learning quality, sense of community, and overall course satisfaction in an asynchronous online course. Stepwise regression analysis highlighted the importance of social presence, structured collaboration, and the ease of communication facilitated by *VoiceThread*.
Bodis, A., Reed, M., & Kharchenko, Y. (2020). Microteaching in isolation: Fostering autonomy and learner engagement through *VoiceThread*. International *Journal of TESOL Studies*, *2*(3), 1–12.	Just *VoiceThread*	Mixed Methods	Language Education	Australia	55 postgraduate students enrolled in a TESOL teacher training course at Macquarie University, all holding at least a bachelor's degree, with some already certified as teachers in Australia or internationally.	The study suggests that *VoiceThread* can support autonomy, reflective practice, feedback literacy, and community building in online TESOL training.
Calvo, L. C. S., & Hartle, L. C. (2024). Investigating pre-service teachers from Brazil and the US in a virtual exchange project: Benefits and challenges of student-selected and required technologies. *Education and Information Technologies*, *29*(4), 5169–5187.	One of several	Qualitative	Language Education	Brazil and United States	Preservice language teachers from the U.S. and Brazil participating in a cross-cultural virtual exchange using platforms like *VoiceThread*, Zoom, and WhatsApp during second language acquisition courses in 2022.	Findings showed that using tools including *VoiceThread* supported preservice teachers' development of agency, leadership, and autonomy, while also highlighting the need for scaffolding, time, and infrastructure to address technical and collaborative challenges.
Chen, J., & Bogachenko, T. (2022). Online community building in distance education. *Educational Technology & Society*, *25*(2), 62–75.	One of two	Mixed methods	Teacher Education	Australia	126 postgraduate teaching students in an 11-week educational technologies course.	*VoiceThread* users outperformed the discussion board in fostering social presence, with more than double the Social Presence Density and higher scores across affective, interactive, and cohesive categories of social presence indicators.
Chen, J., & Bogachenko, T. (2023). Stakeholder perspectives on the use of *VoiceThread* as a multimodal alternative to conventional discussion board in distance education. *Education and Information Technologies*, *28*, 9935–9955.	Just *VoiceThread*	Mixed Methods	STEM	Australia	96 mostly first year postgraduate education students from Open Universities Australia	*VoiceThread* users reported higher levels of learning, enjoyment, engagement, and connectedness than discussion board users, attributing this to its multimodal, more personal format. While it fostered stronger community and richer interactions, some students found it time-consuming or technically challenging, suggesting a need for training and support.
Chen, M. (2025). Out-of-class support for the flipped language classroom: Using *VoiceThread* microlectures to boost active teaching and learning. *System*, *132*, 103723.	One of two	3-year classroom-based study	Language Education	China	4 teachers and 176 students across 21 class sections (2020–2023) in second year Chinese language courses (online and hybrid)	*VoiceThread* micro-lectures supported active learning via cognitive, metacognitive, affective, and resource strategies, improving engagement, vocabulary test scores, and teacher professional development; integration with Skritter enabled flexible handwriting practice, though time constraints and platform limitations posed ongoing challenges.
Delmas, P. M. (2017). Using *VoiceThread* to create community in online learning. *TechTrends*, *61*(6), 595–602.	Just *VoiceThread*	Mixed Methods	Teacher Education	United States	39 U.S. graduate students enrolled in either a fully online M.Ed. program or a blended Ed.D. program.	*VoiceThread* enhanced social presence and a sense of community in online courses by enabling students to hear voices and see faces, which helped humanize interactions, foster connections with peers and instructors, and support engagement aligned with the Community of Inquiry framework.
Donnelly, M. K., Kverno, K. S., Belcher, A. E., Ledebur, L. R., & Gerson, L. D. (2016). Applications of *VoiceThread* technology in graduate nursing education. *Journal of Nursing Education*, *55*(11), 655–658.	Just *VoiceThread*	Mixed Methods	Healthcare	United States	Students in a graduate nursing education course	Students reported high satisfaction with *VoiceThread* in online graduate nursing courses, where participation was effectively supported and assessed using leveled rubrics.
Dugartsyrenova, V. A., & Sardegna, V. G. (2017). Developing oral proficiency with *VoiceThread*: Learners' strategic uses and views. *ReCALL*, *29*(1), 59–79.	Just *VoiceThread*	Mixed Methods	Language Education	Russia	8 undergraduate Russian ad a foreign language learners	Learners perceived *VoiceThread* as effective for developing oral proficiency through planning, rehearsal, feedback, and self-assessment features. Playback and record functions were especially valued. However, *VoiceThread* was not perceived as a social tool or substitute for face-to-face interaction.
Fox, O. H. (2017). Using *VoiceThread* to promote collaborative learning in online Clinical Nurse Leader courses. *Journal of Professional Nursing*, *33*(1), 20–26.	Just *VoiceThread*	Mixed Methods	Healthcare	United States	The study reports on the experiences of 17 Clinical Nurse Leader (CNL) students.	Students reported preferring *VoiceThread* discussions over written ones, noting that its use fostered a stronger sense of connection among online learners and was generally perceived positively.
Gonzalez, M., & Moore, N. S. (2017). Supporting graduate student writers with *VoiceThread*. *Journal of Educational Technology Systems*, *46*(4), 485–504.	Just *VoiceThread*	Qualitative	Thesis writing	United States	18 master's students in two asynchronous online graduate courses.	Students said that *VoiceThread* supported two-way dialogue in the thesis revision process, fostered positive student perceptions, and influenced how instructors delivered feedback in online graduate writing courses.

Citation	# of tools focused on in the study	Study type	Subject area	Geographic context	Sample	Key Findings/Takeaways:
Guo, C., Shea, P., & Chen, X. (2022). Investigation on graduate students' social presence and social knowledge construction in two online discussion settings. *Education and Information Technologies*, *27*, 2751–2769.	One of several	Mixed Methods	Teacher Education	United States	Eight graduate education students (ages 25–39) at a U.S. state university participated in a 12-week online course, engaging in both text-based and *VoiceThread* discussions as part of a study examining interaction patterns and social presence	*VoiceThread* discussions yielded longer, more focused posts with higher social presence and advanced knowledge construction, while students also favored it for ease and emotional expressiveness.
Harmandaoğlu Baz, E., Cephe, P. T., & Balçıkanlı, C. (2019). Understanding EFL pre-service teachers' behavioral intentions to use cloud applications. Research in *Comparative and International Education*, *16*(3), 262–276.	Just *VoiceThread*	Mixed Methods	Language Education	Turkey	22 Turkish EFL pre-service teachers (senior year), aged 21–23, mostly female (18 women, 4 men)	Despite training, pre-service teachers had low behavioral intention to use *VoiceThread* in future teaching due to lack of facilities, control issues, and concern over student overuse of technology. They rated *VoiceThread* as useful and easy to use but had difficulty implementing it effectively.
Hokanson, B., & Hendrickson, M. (2020). Case study: Online in the studio during the pandemic ... but significant challenges still exist. *Quarterly Review of Distance Education*, *21*(3), 51–54.	One of several	Qualitative Case Study	Design Education	United States	16 interior design students in the University of Minnesota.	Students adapted to remote studio learning using multiple tools but faced challenges with tech access and maintaining the interactive, personal nature of design education online.
Hopkins, M., Lin, M.-H., & Nariswari, A. (2023). Collaborative technology in a hybrid learning context: Exploring feeling at ease and perceived learning among college students. *International Journal of Educational Management*, *37*(6/7), 1481–1497.	Just *VoiceThread*	Mixed methods (pre/post surveys, t-tests, ANOVA, mediation analysis, qualitative coding)	Business Education (Marketing)	California, United States	102 undergraduate business students	Students who felt more at ease with *VoiceThread* rated it more positively, found it easier to use, and were more likely to prefer audio/video over text. Feeling at ease was marginally associated with extraversion, not with technology anxiety. Mediation analysis showed that perceived importance of *VoiceThread* for learning fully mediated the relationship between ease and future use intentions.
Howe, K. S., Asim, S., & Christensen, R. (2025). Applying a technology integration model to guide literacy lesson planning: A focus on teaching critical literacy skills using multicultural literature and digital tools. Literacy Practice and *Research*, *49*(2), Article 3.	One of several	Practice Guide	Teacher Education	United States	This non-empirical study presents example lessons and reflections based on professional experience and literature, aimed at K–8 literacy educators.	Authors highlight *VoiceThread* as an "Interactive" and "Transformation" tool that can foster multimodal, collaborative discussions and critical literacy through student voice and peer engagement.
Joiner, J. M., & Patterson, D. (2019). *VoiceThread* as a tool in online BSW education. *Journal of Teaching in Social Work*, *39*(4–5), 440–454.	Just *VoiceThread*	Mixed Methods	Social Work Education	United States	59 students enrolled in online Bachelor of Social Work courses that used VoiceThread.	*VoiceThread* was found to enhance student engagement, content learning, and presentation skills in online social work courses
Kent, D. (2017). Constructing visually-based digital conversations in EFL with *VoiceThread*. *Teaching English with Technology*, *17*(1), 3–16.	Just *VoiceThread*	Thematic Analysis	Language Education	General	N/A	*VoiceThread* is presented as a tool that enables visually based, asynchronous conversations, offering EFL learners meaningful and authentic opportunities to practice language output and engage in collaborative learning. This can be all the more important as an alternative mode of sharing their voice and practicing language output for those who struggle with traditional modes.
Kim, S., Song, K., & Coppersmith, S. (2018). Creating an interactive virtual community of linguistically and culturally responsive content teacher-learners to serve English learners. Contemporary Issues in Technology and Teacher Education, 18(2).	One of two	Qualitative case study	Language Education	Midwestern United States	35 total: 20 preservice teachers and 15 in-service teachers from an urban school district participating in graduate-level hybrid TESOL Methods and Practicum courses.	Urban school district teachers used *VoiceThread* projects to deepen critical reflection and peer learning, adopt linguistically and culturally responsive content teaching strategies, and build a reflective community, despite technology and implementation challenges.
Kirby, E. G., & Hulan, N. (2016). Student perceptions of self and community within an online environment: The use of *VoiceThread* to foster community. *Journal of Teaching and Learning with Technology*, *5*, 87–99.	One of two	Qualitative study with survey and thematic analysis	Teacher Education	Southern United States	16 graduate students (online literacy theory course), 23 undergraduate students (hybrid language intervention course)	*VoiceThread* fostered greater interactivity, intimacy, and depth in student discussion than traditional discussion boards; graduate students emphasized depth and connection, while undergraduates valued ease; challenges included initial discomfort with technology and time demands.
Kurianski, K. M., Marzocchi, A. S., & Soto, R. C. (2022). Tools for humanizing mathematics classes in a virtual world (and beyond). *International Journal of Mathematical Education in Science and Technology*, *53*(3), 698–707.	One of several	Descriptive Case Study	STEM	California, United States	Students in multiple mathematics courses across three instructors at CSU Fullerton	*VoiceThread* was used to promote asynchronous peer collaboration, foster classroom community, and support engagement, particularly among students who may not typically speak up. Authors emphasized that fostering a sense of belonging requires deliberate instructional design, especially in virtual or commuter contexts. Tools like *VoiceThread*, Discord, and icebreakers were effective in humanizing the learning environment and enhancing student participation across modalities.
LeSuer, R. J., & Reed, C. R. (2022). Assessing technology's impact on general chemistry student engagement during COVID-19. *Journal of Chemical Education*, *99*(11), 3687–3693.	One of several	Qualitative Case Study	STEM	United States	N/A	Students responded positively to the tech-enhanced hybrid model, particularly those comfortable with technology; *VoiceThread* and other tools supported engagement, though interaction waned over time and onboarding remains important for sustained participation

Citation	# of tools focused on in the study	Study type	Subject area	Geographic context	Sample	Key Findings/Takeaways:
Liao, M.-H. (2023). Enhancing L2 English speaking and learner autonomy via online self- and peer-assessment. *Taiwan Journal of TESOL*, *20*(1), 33–66.	Just *VoiceThread*	Mixed Methods	Language Education	Taiwan	39 Taiwanese college freshmen majoring in English (CEFR B1–B2 level), with 18 using *VoiceThread* group and 21 not using it.	Although not a true experimental or quasi-experimental study (and no baseline equivalence was assessed), the *VoiceThread* users group outperformed non-users in overall speech scores—particularly in opener and body language—and showed greater gains in learner autonomy, with students appreciating *VoiceThread* for promoting reflection and peer interaction despite some technical challenges. T-tests and ANOVAs on pre/post survey responses were used for analysis (without controlling for potentially confounding variables).
McMurray, P. L. (2025). *VoiceThread* as a portal to enhanced student engagement and performance in a fundamentals clinical skills lab course. *Teaching and Learning in Nursing*, *20*(2), 149–150	Just *VoiceThread*	Descriptive implementation report (small-scale, practice-based)	Healthcare	North Carolina, United States	Six accelerated second-degree BSN students, all from underrepresented racialized groups, enrolled at an HBCU.	Weekly *VoiceThread* discussions tied to lab prep readings increased engagement, accountability, and confidence. All students passed their clinical checkoffs on the first attempt. Students appreciated the interactive format, and course evaluations reflected positive feedback. *VoiceThread* fostered preparedness and meaningful peer interaction in a flipped clinical lab context.
Nyboer, J. (2021). Enhancing tradition: Using *VoiceThread* to increase the fluidity and diversity of design discourse. In J. Nyboer & S. W. Zollinger (Eds.), Effective design critique strategies across disciplines.	Just *VoiceThread*	Thematic Analysis/ Descriptive Case Study	Design Education	United States	N/A	*VoiceThread* was reported to increase student access to feedback, support ongoing project development, and foster a stronger connection to the design industry. It was also reported to enable broader participation from visiting critics, though some noted challenges with the lack of real-time interaction and higher time commitment.
Oliver, K. M., Moore, R. L., & Evans, M. A. (2017). Establishing a virtual makerspace for an online graduate course: A design case. International *Journal of Designs for Learning*, *8*(1), Article 22573.	Just *VoiceThread*	Mixed Methods	STEM	North Carolina, United States	Online graduate students in the Learning Design and Technology program at North Carolina State University.	*VoiceThread* was reported to support peer interaction, reflection, and consistent yet personalized project documentation in a fully online makerspace setting.
Ozkan, Z. A., & Boccio, D. (2022). A comparison of online asynchronous discussion technologies in hybrid algebra classes. *Community College Enterprise*, *28*(1), 55–73.	One of two	Mixed Methods	STEM	United States	87 students enrolled in hybrid algebra classes at an urban community college, with sections randomly assigned to use either text-based or voice-based asynchronous discussion tools.	While students found collaborative exam review assignments helpful regardless of platform, those using text-based discussion boards reported significantly higher satisfaction, suggesting continued use of text-based tools for exam reviews and potential use of *VoiceThread* for other assignment types.
Roh, J., & Kim, T. (2019). Fostering learner autonomy through CALL and MALL in a Korean class: A case study. *Journal of Interactive Learning Research*, *30*(2), 215–254.	One of several	Mixed Methods	Language Education	United States	5 third-year university students in a Korean language class using multiple Web 2.0 and mobile tools, including *VoiceThread*.	The study found that students' diverse beliefs shaped their use of technology, which supported both cognitive and emotional aspects of Korean language learning, promoted autonomous learning strategies, and fostered a strong e-learning community.
Shoecraft, K. (2023). Technology enhanced learning: Applying Padlet, *VoiceThread* and Microsoft Teams in online university courses. TESOL in Context, 31(2).	One of several	Mixed Methods	Language Education	Australia	Postgraduate TESOL teacher education students (approximately 20 per course) across two course offerings at the University of Queensland, Australia.	*VoiceThread* enhanced interpreter education by supporting multimodal engagement, reflective practice, and peer feedback, aligning closely with real-world interpreting tasks. Students reported increased confidence, a stronger sense of community, and deeper learning through the platform's asynchronous audio-video interaction.
Sojisirikul, P., & Chanchula, N. (2023). Use of *VoiceThread* for reflective speaking. *LEARN Journal: Language Education and Acquisition Research Network*, *16*(2), 333–347.	Just *VoiceThread*	Mixed Methods	Language Education	Thailand	67 Thai undergraduates in a pre-intermediate English course, with analysis focused on 156 *VoiceThread* reflections from 39 students who completed all four assignments.	Students reported increased confidence, greater fluency, and positive perceptions of the tool's usefulness for language learning and reflection. While most reflections were categorized at the initial "non-reflection" level, the findings suggest that repeated use supported self-awareness and peer learning.
Song, K., Kim, S., & Zhao, Y. (2020). Manifesting multidimensional creativity in a technology-mediated online TESOL practicum course. *TESOL Journal*, *11*(2), e472.	Just *VoiceThread*	Qualitative Case Study	Language Education	Midwestern United States	6 in-service teachers	Creativity emerged through peer-based critical reflection, responsive pedagogy, and innovative use of VoiceThread to support collaborative and reflective teaching.
Soto, R. C., & Soto, M. (2022). Meeting the challenge: Using *VoiceThread* to design student-centered mathematics courses. *PRIMUS*, *33*(3), 219–232.	Just *VoiceThread*	Thematic Analysis/Descriptive Case Study	STEM	Western United States	Authors reflect on multiple semesters of teaching calculus, statistics, and abstract algebra courses with typical enrollments of 35+ students	*VoiceThread* enabled inclusive, student-centered learning by giving all students a voice, extending class discussions, and fostering community—especially benefiting students with limited campus availability or lower confidence in traditional classroom participation.
Stamps, A., & Opton, L. L. (2019). Utilizing *VoiceThread* technology to foster community learning in the virtual classroom. Journal of *Nursing Education*, *58*(3), 185.	Just *VoiceThread*	Mixed Methods	Healthcare	United States	Students in a pharmacology course as part of a Bachelor of Science Nursing program.	*VoiceThread* can be more effective at creating classroom community, encouraging social interaction, and promoting student engagement than traditional discussion boards.
Tang, Y. (2019). *VoiceThread*: Utilization of technology for library instruction. International *Journal of Online Pedagogy and Course Design*, *9*(4), 11.	Just *VoiceThread*	Thematic Analysis/Descriptive Case Study	Information Literacy	United States	N/A	The authors make the case that *VoiceThread* can enhance students' learning experiences in information literacy courses by supporting activities that promote understanding, evaluation, and application of information across educational contexts.
Taylor, S. E. (2025). *Positioning the online learner: How the use of technology matters* (Doctoral dissertation, West Virginia University). West Virginia University Research Repository.	One of several	Qualitative case study	Teacher Education	West Virginia, United States	One summer 2024 graduate course at West Virginia University	*VoiceThread* was one of only two technology tools in the course that positioned students as active, creative participants in their learning. *VoiceThread* supported active, collaborative learning and authentic assessment by engaging students in creative, higher order thinking and peer interaction at the highest levels of both the PICRAT and Bloom's frameworks.

Citation	# of tools focused on in the study	Study type	Subject area	Geographic context	Sample	Key Findings/Takeaways:
Thor, D., Xiao, N., Zheng, M., Ma, R., & Yu, X. X. (2017). An interactive online approach to small-group student presentations and discussions. *Advances in Physiology Education*, *41*(4), 498–504.	Just *VoiceThread*	Mixed Methods	Healthcare	United States	The study involved 142 first-year Doctor of Dental Surgery students at the University of the Pacific, organized into 20 teams across 10 presentation topics.	*VoiceThread* use led to higher student engagement, deeper and more frequent discussion, and greater flexibility, with most questions showing higher-order thinking and discussions exceeding typical classroom durations.
Trespalacios, J. (2017). Exploring small group analysis of instructional design cases in online learning environments. *Online Learning*, *21*(1), 189–200.	Just *VoiceThread*	Mixed Methods	Teacher Education	United States and International	21 master's students	Small-group *VoiceThread* case presentations helped students identify key instructional design issues aligned with expert analysis and were perceived as useful for understanding and discussing design problems collaboratively
Trespalacios, J., & Uribe-Flórez, L. J. (2020). Case studies in instructional design education: Students' communication preferences during online discussions. *E-Learning and Digital Media*, *17*(1), 21–35.	One of several	Mixed Methods	Instruction-al Design	United States	34 adult students over the age of 21years pursuing a master's degree in educational technology at a metropolitan research university located in the Pacific Northwest of the United States.	Students found creating *VoiceThread* presentations valuable for understanding instructional design case studies, but preferred text-based discussions for ease; those favoring *VoiceThread* cited richer communication and better connection, though improvements like time limits were recommended.
Ward, Y. D., Ward, J. G., Lester, L.-J., & Tao, M. (2019). A preliminary study: The use of *VoiceThread* in online business courses. *Information Systems Education Journal, 17*(3), 29–40	One of several	Qualitative	Business Education	Kansas, United States	The study involved two asynchronous online business courses with 25 graduate and undergraduate students.	Students reported a strong sense of community, enhanced peer learning, and greater emotional support using *VoiceThread*, with many preferring it over face-to-face or text-based formats for its flexibility, engagement, and reflective depth.
Webb, S., & Ehrlich, S. (2016). Dynamic dialogue in interpreter education via *VoiceThread*. *International Journal of Interpreter Education*, *8*(2), 35–41.	Just *VoiceThread*	Thematic Analysis	Language Education	General	N/A	The authors argue that *VoiceThread* fosters dynamic, multimodal dialogue that enhances engagement, reflection, and social presence in interpreter education, especially for signed language learners.
Wood, C. A., & Perlman, D. (2017). A multifaceted partner presentation assignment for improving educational outcomes among college students. *International Journal of Teaching and Learning in Higher Education*, *29*(2), 201–215.	One of several	Mixed Methods	Information Literacy/Te chnology and Library Education	United States	139 undergraduate students from a large public university in the southeastern U.S.: 108 students from two sections of an introductory course and 31 students from an upper-level Human Development and Family Studies course.	*VoiceThread* helped reduce students' anxiety about presentations, supported peer evaluation, enhanced engagement and creativity, and was viewed as a useful, adaptable tool for fostering collaboration, social connection, and critical reflection in large and small class settings.
Xu, D., Liu, Y., Shea, Z. M., Vincent-Layton, K., White, J., & Pacansky-Brock, M. (2025). Humanizing college online instruction: The effects of professional development on faculty perceptions and instructional practices. *The Internet and Higher Education*, *65*, 100998.	One of several	Mixed Methods	STEM	California, United States	Seventy-nine faculty (68 STEM instructors, 11 support staff) from eight California colleges (California Community Colleges and California State University) completed the Humanizing Online STEM Academy.	*VoiceThread* was used by some faculty as a tool for asynchronous video discussions. All tools were reported to help increase peer interaction, build community, and reduce feelings of isolation and stereotype threat among students.
Zemlyanova, M., Muravyeva, N., Masterskikh, S., Shilova, L., & Shevtsova, A. (2021). Advancing English language learners' speaking skills using *VoiceThread* in mobile learning for Russian tertiary context. International *Journal of Web-Based Learning and Teaching Technologies*, *16*(6), 11.	Just *VoiceThread*	Mixed Methods	Language Education	Russia	44 pre-intermediate English learners at the University of Tyumen, with 30 in a group using mobile *VoiceThread* and 14 in a group not using it. All were non-linguistics majors, mostly Russian, aged late teens to early twenties.	Most students believed mobile *VoiceThread* improved their oral English skills and reported enjoying its use for language learning. Survey and qualitative feedback highlighted improved speaking skills, increased confidence, and appreciation for the flexible, low-pressure format.

APPENDIX C: ADDITIONAL REFERENCES NOT DIRECTLY INCLUDED IN THIS REVIEW

Archambault, L., & Carlson, D. (2011). Poetry in motion: Using *VoiceThread* to prepare 21st century English teachers. In M. Koehler & P. Mishra (Eds.), *Proceedings of the Society for Information Technology & Teacher Education International Conference* (pp. [insert page numbers if known]). Association for the Advancement of Computing in Education (AACE).

Booth, A., Sutton, A., & Papaioannou, D. (2016). *Systematic approaches to a successful literature review* (2nd ed.). SAGE Publications.

Brunvand, S., & Byrd, S. (2011). Using *VoiceThread* to promote learning engagement and success for all students. *TEACHING Exceptional Children, 43*(4), 28–37.

Bush, L. (2009). Viva *VoiceThread*: Integrating a Web 2.0 tool in the additional language classroom. In I. Gibson, R. Weber, K. McFerrin, R. Carlsen, & D. Willis (Eds.), *Proceedings of SITE 2009--Society for Information Technology & Teacher Education International Conference* (pp. 3247–3250). Association for the Advancement of Computing in Education (AACE).

Ching, Y.-H., & Hsu, Y.-C. (2013). Collaborative learning using *VoiceThread* in an online graduate course. *Knowledge Management & E-Learning, 5*(3), 298–314.

deNoyelles, A., Zydney, J. M., & Chen, B. (2014). Strategies for creating a community of inquiry through online asynchronous discussions. *MERLOT Journal of Online Learning and Teaching, 10*(1), 153–165.

Kay, R. H. (2006). Developing a comprehensive metric for assessing discussion board effectiveness. *British Journal of Educational Technology, 37*(5), 761–783.

McCormack, V. (2010). Utilizing *VoiceThread* to increase teacher candidates' reflection and global implications for usage. In *Technology Implementation and Teacher Education: Reflective Models* (pp. 108–123).

Orlando, J., & Orlando, L. (2010). Using *VoiceThread* to improve educational outcomes. In *Proceedings of the 27th Annual Conference on Distance Teaching and Learning*. The Board of Regents of the University of Wisconsin System.

Pallos, H., & Pallos, L. (2011). Evaluation of *VoiceThread* technology to improve Japanese graduate students' presentation skills in English in a blended learning environment. In S. Barton et al. (Eds.), *Proceedings of Global Learn 2011* (p. 1078). AACE.

Smith, J., & Dobson, E. (2009). Beyond the book: Using *VoiceThread* in language arts instruction. In T. Bastiaens, J. Dron, & C. Xin (Eds.), *Proceedings of E-Learn 2009--World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education* (pp. 712–715).

U.S. Department of Education, Office of Educational Technology. (2024). *National Educational Technology Plan*. https://tech.ed.gov/netp/-