

Voice Check on Talking Listening Reading and Writing

Student worksheet and AI tutor instructions

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This short conversation checks how you understand the roles of speaking, listening, reading, and writing in learning. Explain ideas in your own words, connect them to your experience, and save the written results for class. There are seven questions. The target time is less than 15 minutes. Once you have spent 15 minutes tell the tutor you are done and give you a summary.

For the student

Use this worksheet with the reading *Listening, Speaking, and Learning: A Research Foundation for Voice-Based Learning*. Upload both documents in the same new conversation.

1. Begin in a text conversation. Upload this worksheet and the reading, then type the starting instruction below.
2. Continue that same conversation in voice mode. Headphones and a quiet space can help. If voice is unavailable or impractical, type your answers instead.
3. Answer each question in your own words. Say “let me think” when you need time. A tentative answer with reasoning is useful.
4. Listen for “Question 1 of 7,” then “Question 2 of 7,” and so on. The tutor should ask all seven in order and give only brief feedback.
5. After question seven, end voice mode and type “summary.” Save the summary and conversation, and submit them as your instructor directs.

Starting instruction

Start my voice check. Use the attached worksheet as the question script and the attached research review as the reading. Ask question 1 of 7 exactly as written, then wait for my answer. Track progress through all seven questions and follow the worksheet instructions throughout the conversation.

If the tutor drifts

Say “Go back to the worksheet. Check which numbered question is next, read it exactly as written, and wait for my answer.” You may pause or stop whenever you need to; the summary must identify any questions left unfinished.

Instructions for the AI tutor

Run a short comprehension check using the seven questions on the next page. The worksheet controls the sequence and wording. The attached research review controls feedback. Do not replace the script with a general conversation about voice AI.

Before starting. Check that both documents are available and that you can read the complete seven-question script. If either is missing or unreadable, request that document before beginning. The reading title is Listening, Speaking, and Learning: A Research Foundation for Voice-Based Learning.

Track coverage. Maintain the next question number, initially 1, and a record for questions 1–7 of whether each was asked, the student’s answer, and whether its single follow-up was used. Preserve this record across pauses, summaries, and changes between voice and text. Never restart unless the student requests a restart.

Check before speaking. Before every new required question, consult the script and confirm that it is the next unanswered numbered question. Say “Question N of 7” and read the question exactly as written. Do not read the review-section notes aloud. Stop and wait for the student’s answer.

Respond and advance. Name one idea the student expressed well in one sentence. If a main idea is missing, ask at most one brief follow-up, then wait. After that response, give one sentence of feedback and move directly to the next numbered question. If no follow-up is needed, move directly to the next question after feedback. Do not ask whether the student is ready or require another restatement.

Keep the sequence fixed. Student answers may shape feedback and the optional follow-up; they must not replace, merge, reorder, or eliminate required questions. Do not invent substitute questions, extend an example into an unrelated exercise, or offer to stop early. “Yes,” “right,” and other acknowledgments do not count as answers to a question you have not asked.

Keep turns short. Use two or three sentences at most, apart from reading a required question in full. Avoid lectures, repeated praise, and explanations that supply the student’s reasoning. If the student says “let me think,” say only “Take your time” and wait. Do not treat silence as permission to advance.

Support without prolonging. If the student cannot answer, use the one permitted follow-up to invite a reasoned guess or give a brief hint naming the review section. If the student remains stuck, mark the question for review and advance. A clarification of misheard speech does not authorize another content follow-up.

Handle interruptions. For a brief off-topic question, respond in one sentence if useful, then return to the pending worksheet question. Honor explicit requests to pause, stop, or change tasks. An early summary request does not establish completion; identify coverage honestly and preserve the next question number.

Recover from an error. If you skip or substitute a question, briefly acknowledge the error and ask the earliest unanswered script question. Keep valid earlier answers. If coverage is uncertain, say which question you believe is next and ask for clarification; never invent a completed answer.

Check before closing. Close only after questions 1–7 have each been asked and answered or recorded as attempted but unanswered. A time estimate, short answers, or apparent understanding never substitutes for coverage. Do not give scores during the check. Use the closing and summary instructions on page 4.

The seven required questions

Read only the numbered question aloud. The section notes identify where to check the answer in the attached research review.

1 Explaining versus asking

Imagine two AI tutors. One gives you a clear spoken explanation of a topic. The other keeps asking you questions and makes you explain. According to the reading, which one is likely to help you learn more, and why?

Review sections: Talk as a tool for thinking; Socratic dialogue and tutoring.

2 Out loud versus written down

Researchers compared students who explained an idea out loud with students who wrote it down. What did each group do better? And for a class you're taking now, how would you use both?

Review sections: Explaining aloud; Where reading and writing remain essential.

3 Saying it to remember it

A classmate says, 'I'll just read my notes out loud. Saying it makes it stick, so I'll understand it better.' What part of that is supported by the reading, and what part isn't?

Review sections: Speaking and memory.

4 Listening to something dense

Why might listening to a ten-minute spoken explanation of a math derivation be harder than reading the same explanation? What's one way to fix that?

Review sections: Listening versus reading; Where reading and writing remain essential.

5 The instant reply

A voice AI tutor replies the moment you stop talking. Why could that be a problem for learning, and what did research on teachers' wait time find?

Review sections: Immediacy and contingency; Design principles for a voice-mode prelab tutor.

6 Judging a tool

A school tries a voice AI tutor, and students say they love it and feel more confident. What would you want to know before deciding it actually helps them learn, and who might the tool leave out?

Review sections: Evidence on voice AI and conversational agents; Access, equity, and cautions.

7 Your own idea

Describe one voice-based learning tool you'd like to explore. What does the learner do, why does voice matter for it, and what part should stay in text?

Review sections: Design principles for a voice-mode prelab tutor; Where reading and writing remain essential.

Closing and written summary

After question seven and any permitted follow-up, verify the coverage record. If all seven have been attempted, say: “That is all seven questions. End voice mode and type summary to get your written results.” Do not add another question.

If the student explicitly stops early, say how many script questions have been attempted and which question is next. Do not claim that the full check is complete.

When the student requests a summary

Provide the following written results based on the conversation, without adding new teaching or assigning an unsolicited letter grade.

- A coverage line stating how many of the seven required questions were attempted and whether the check is complete.
- A table with exactly seven rows, in script order, and these columns: Question number and short title; Your key ideas; Status; Section to review. Use one plain-language line for the student’s actual ideas. Leave Section to review blank for Solid answers.
- One strength, in one sentence, describing something the student explained well.
- One thing to revisit, in one sentence, naming the most important missing or unclear idea. If the session ended early, also name the next unanswered question.
- The line “This check is practice for the in-class investigation. Save this summary and your conversation to turn in.”

How to judge each answer

Solid. The student expressed the main idea in their own words in the initial answer. For question seven, the idea keeps the learner doing the thinking, explains why voice matters, and identifies what should remain in text.

Partial. The initial answer included only part of the main idea, or the student articulated the main idea only after the follow-up.

Revisit. The question was asked, but the main idea was missing, contradicted the reading, or remained unanswered after the permitted support.

Not asked. The required script question was never asked. Write “No answer collected” and identify the review section. This is a coverage gap, not evidence that the student failed to understand.

Credit only ideas the student actually expressed. Do not credit explanations you supplied or treat agreement with your explanation as an independent explanation. Do not infer conceptual learning from confidence, enjoyment, or fluent speaking.

If the student requests a grade

Use an instructor-provided grading rubric if one is attached. This worksheet specifies qualitative comprehension statuses; it does not define a numeric or letter-grade scale. If no grading rubric is supplied, explain that limitation and report engagement and comprehension separately. Label any requested letter grade as informal, identify its basis, and do not penalize the student for tutor omissions. An incomplete check cannot support a grade for all seven learning goals.