

Capstone Log – EDS
EDRS 8000 & EDRS 8900
 Instructional Technology Department

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| Candidate: Edith F. Wood | Mentor/Title: Naomi Schapley/ English Teacher | School/District: North Paulding High School/Paulding County School District |
| Research Project Title: Using Wiki and other Web 2.0 tools to teach content and enhance student learning | | |

**You are not required to reflect after each entry. Reflections can address one or more entries in the log.
 Just delete the reflection row if you do not use it.**

| Date | Activity/Amount of Time (Please total the time after the last entry.) | PSC/ISTE Standards |
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| 1/10/14 – 1/28/14 | Research, Required readings, Literature Review / 5 hr. | ISTE 1d, 3f, 6a, 6b |
| Reflection: Explored possible research topics, discussing them with my collaborating teacher. As a media specialist, I need a collaborating teacher to provide my sample population. During this phase, I learned about qualitative and quantitative research methods through the required readings and began narrowing my range of topics in collaboration with my teaching partner. Reviewed one article using the Research Analysis Format template. | | |
| 2/4/14 – 2/15/14 | Research, exploration of topics, literature review/ 8.5 hr. | ISTE 1d, 3b, 3c, 3f, 6a, 6b |
| Reflection: During this period, I narrowed my topic to studying the effect of using wiki technology incorporating multiple Web 2.0 tools to conduct a literature unit study. I liked what the research had to say about using wiki for collaboration. I collected more than 10 articles containing research on this topic, wrote my literature review draft and created a literature review map to share with my peers for their feedback. | | |
| 2/18/14 – 3/11/14 | Literature review annotations, writing introduction and literature review rough draft, studying design options / 20 hr. | ISTE 1d, 3b, 3c, 3f, 6a, 6b |
| Reflection: I continued gathering articles on my research topic and studying research methods in an effort to determine which design I would adopt for my research. I engaged in multiple conversations with my collaborating teacher to make sure we were working in partnership. During this time I completed my introduction and methodology draft for my research paper and continued refining the process. | | |
| 3/18/14 – 4/15/14 | Revising my research paper, obtaining IRB permissions / 4.5 hr. | ISTE 6a, 6b |
| Reflection: This time was spent refining my paper and completing the IRB requirements for Paulding County School District and Kennesaw State University. I submitted these forms to the correct department on April 15 and was approved to continue my research. | | |
| 4/15/14 – 5/6/14 | Polishing research paper / 5 hr. | ISTE 6a, 6b |

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| Reflection: With approvals in hand, I continued polishing my research proposal draft and submitted the final paper for my course. | | |
| 8/18 – 8/21 | Collaborating, designing website for my study, gathered permission forms / 2 hr. | ISTE 3f, 3g |
| Reflection: Met with my collaborating teacher to discuss changes in participants and timeline. Worked on building the Wikispaces classroom for the second treatment in the study. Talked to the participating class about the research paper project and sent home parental and student permission forms. Gathered permission forms through Sept. 3. | | |
| 8/3 | Developed timeline and plan / 2.75 hours | ISTE 6a, 6b |
| Reflection: Developed my timeline for research and my research plan. | | |
| 9/3 – 9/11 | Learned statistical analysis methods / 7 hours | ISTE 6a, 6b |
| Completed statistics exercises in order to learn how to analyze data and which statistical formulas are most appropriate for my research project. Included descriptive, rank and percentile, paired t tests, independent measures t-test, Anova single factor, correlation, and histograms. | | |
| 9/29 - 9/30 | Administered first treatment, analyzed data / 4 hour | ISTE 6a, 6b |
| Reflection: I entered administered my pre-experiment survey to my participants in the study and then charted the results in Excel. During this process I discovered a few weaknesses in my survey. Question 7 asks how often students have used Web 2.0 tools and the responses are general (very often, often, a few times, never). It would have been better to make these numerical (10 or more times, 5 – 9 times, 2 – 4 times, once or never). Created data charts in Excel based on responses. These charts are basically demographic and descriptive of my students' preferences and experiences at this point. Once I have the post-experiment data, I will be able to apply the data analysis we studied in Module 3. I also continued working on the Wikispaces website to be used in the second treatment, uploading the rubrics and instructions. | | |
| 10/4 – 10/24 | Qualitative Research Project / 9 hours | ISTE 6a, 6b |
| Reflection: Conducted qualitative research. Developed interview questions, interviewed 2 participants, transcribed and coded interviews. Conducted a qualitative observation in the media center. I knew from experience that transcribing would be tedious and long, but I had never coded before and struggled a bit until I discovered patterns. Once the patterns emerged I was better able to focus and found this to be an enlightening experience. I very much enjoyed the interviews and gathered a lot of valuable data from them. | | |
| 11/2 | Data Analysis / 3 hr. | ISTE 6a, 6b |
| Reflection: Continued charting and graphing my pre-experiment survey data. I charted disaggregated data by age, gender, race/ethnicity, and student trends revealed in the survey. This process revealed some | | |

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| <p>surprises; mainly that only 53% of the class considers themselves White while 21% were African-American and 16% were Hispanic. The remaining 10% were Asian or Mixed Race. The rest of the information was fairly predictable. Most had used a Wiki before in the form of Wikipedia, but few had contributed. Most had also used some Web 2.0 tools (100% had used Prezi) before, but only once in a while. The majority indicated a preference for group work over working alone and also for digital instruction over traditional pencil and paper.</p> | | |
| 11/3 - 11/6 | Administered second treatment / 1.5 hours | ISTE 6a, 6b |
| <p>Reflection: Administered the second treatment in my experiment. Created Google Drive survey form and entered the survey data into it. Downloaded data into Excel spreadsheet for analysis.</p> | | |
| 11/7 - 11/8 | Reviewed process, charted data / 7 hours | ISTE 6a, 6b |
| <p>Reflection: Reviewed the data analysis process and re-read Chapter 9 as well as my personal notes in preparation for polishing my final paper. Created charts on post-experiment survey data and comparisons of pre-and post-experiment data. Calculated the Paired t-tests.</p> | | |
| 11/8 | Revisions, data analysis & results / 5.5 hours | ISTE 6a, 6b |
| <p>Reflection: : After spending some time reviewing my research paper and a few of the more important studies found in the literature review, I began composing my data analysis and results portion of the paper. Everything is coming together and I am gaining some mastery of statistical analysis, especially the paired t-test and single-factor ANOVA statistics I am using in this experiment.</p> | | |
| 11/9 - 11/13 | Data analysis, final revisions / 7 hours | ISTE 6a, 6b |
| <p>Reflection: Composed my data analysis for the research project. I learned a lot about examining data and drawing conclusions, though my study was not wide-spread enough to be generalized beyond the classroom. Assembled all parts of my final research paper and revised and edited as needed to polish it for submission. Submitted final paper.</p> | | |
| 11/29 | Revisions based on feedback / 2.5 hours | ISTE 6a, 6b |
| <p>Reflection: Made suggested changes to my final research paper.</p> | | |
| 12/1 | 5 min. capstone presentation / 4.5 hours | ISTE 6a, 6b |
| <p>Reflection: Created my 5 minute capstone presentation on Prezi and published it to YouTube. I found it very difficult to keep my presentation under 5 minutes and wondered why we had this restriction when our portfolio handbook said it should be 8 to 15 minutes.</p> | | |
| 12/4 | Reflection / 2 hours | ISTE 6c |
| <p>Reflection: Wrote and posted final reflection on my capstone experience.</p> | | |

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| Students with Disabilities | | | | | | | | x |
| Limited English Proficiency | | | | | | | | |
| Eligible for Free/Reduced Meals | | | | | | | | x |