

## Capstone Log – EDRS 8000 & EDRS 8900

### Instructional Technology Department

<b>Candidate:</b> Krystle Scott	<b>Mentor/Title:</b> Mrs. Cheryl Twyman/Principal	<b>School/District:</b> R. N. Fickett/APS
<b>Research Project Title:</b> Building on Resilience through Motivation with Technology in the Classroom		

**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 <small>(Please total the time after the last entry.)</small>	PSC/ISTE Standards
<b>Jan 21, 2014</b>	Professional Development with Chike Akua, author of <i>Education for Transformation: The Keys to Releasing the Genius of African American Students</i> / <b>1 hour</b>	PSC 5.2/ISTE 4b PSC 6.1/ISTE 6a, 6b
<b>Jan 21, 2014</b>	Researching for article for Article Analysis and Literature Map / <b>1 hour</b>	
<b>Jan 25, 2014</b>	Researching for articles for Article Analysis and Literature Map/ <b>3 hours</b>	
<b>Jan. 30, 2014</b>	Researching for articles for Article Analysis and Literature Map/ <b>2 hours</b> Worked on Article Analysis/ <b>1 hour</b>	
<b>Feb. 2-3, 2014</b>	Worked on Article Analysis/ <b>3 hours</b>	
<b>Feb. 13, 2014</b>	Researching for articles for Literature Map/ <b>2 hours</b>	
<b>Feb. 14, 2014</b>	Researching for articles for Literature Map/ <b>8 hours</b>	
<b>Feb. 15, 2014</b>	Researching for articles for Literature Map/ <b>2 hours</b> Write draft of Literature Review for peer review/ <b>10 hours</b>	
<b>Reflection:</b> January 21, 2014 was a professional development day for Fickett Elementary School. My principal invited author Chike Akua as the speaker for an hour. He shared with us his vision and ideas that he has written in his book. He also discussed the strategies are used within his school where the population is 100% African American. His seminar inspired me to become more interested in researching how to motivate minority students within the class. Therefore, I decided to use this professional development session as my inspiration for my research topic. Finding articles for my topic was entirely difficult due to the amount of research-based articles about increasing resiliency through motivation related to technology. It took hours upon hours to find articles that appeared to be closely related to the use of technology within the classroom, motivation, and resiliency within minority students. By completing the Article Analysis deepened my understanding of the topics. This process of writing the annotated bibliographies for the Literature Review was difficult. Practicing with the Article Analysis first did make the process for the Literature Map easier. I took me a while to get used to writing them. It was difficult trying to paraphrase each article without using many of the same terms that were in the articles.		
<b>33 hours</b>		
<b>Feb. 18, 2014</b>	Researching for articles for Literature Map/ <b>2 hours</b>	PSC 3.1/ ISTE 3a PSC 3.3/ISTE 3c
<b>Feb. 19, 2014</b>	Work on draft of Literature Review for peer review/ <b>4 hours</b>	PSC 3.7/ISTE 3g PSC 5.2/ISTE 4b
<b>Feb. 22, 2014</b>	Peer Review draft for peer Fran White/ <b>2 hours</b>	PSC 5.3/ISTE 4c PSC 6.1/ISTE 6a, 6b

<b>Feb. 23, 2014</b>	Revising Final Draft of Literature Review and Map after peer review/ <b>3 hours</b>	
<b>Feb. 23, 2014</b>	Discussion with peers about quantitative methods and how it could be used with my research project/ <b>1 hour</b>	
<b>Mar. 1, 2014</b>	Discussion with peers about qualitative methods and how it could be used with my research project/ <b>2 hours</b>	
<b>Mar. 14, 2014</b>	Discussion with peers about mixed methodology methods and how it could be used with my research project/ <b>2 hours</b>	
<b>Mar. 19, 2014</b>	Start on the Introduction/Methodology to Research Paper/ <b>2 hours</b>	
<b>Mar. 22, 2014</b>	Researching for articles for Introduction/Methodology to Research Paper/ <b>4 hours</b>	
<b>Mar. 23, 2014</b>	Researching for articles for Introduction/Methodology to Research Paper/ <b>2 hours</b> Work on the Introduction/Methodology to Research Paper/ <b>7 hours</b>	
<b>Mar. 29, 2014</b>	CITI Completion/ <b>3 hours</b>	
<b>Apr. 11, 2014</b>	IRB Approval Request/ <b>2 hours</b>	
<b>May 3, 2014</b>	Work on Final Draft of Research Proposal/ <b>6 hours</b>	
<b>May 4, 2014</b>	Finish Final Draft of Research Proposal/ <b>8 hours</b>	

Reflection:

The process of looking for articles related to my topic was very tedious. At first, it became frustrating when I could not find any articles related to resiliency increasing due to motivation. However, I slowly began to find articles related to technology integration, motivation within the classroom, and resiliency within in students. It was very helpful to review a peer's Literature map and provide feedback to them. By doing so, it helped me to gain a clearer understanding of how to work on my Literature map. Having discussions with peers about the qualitative, quantitative, and mixed methodology was helpful when making decisions about what methods I would like to use for my research project. Once I found several articles and selected the different forms of methodologies that I wanted to use, it became easier to write out my research proposal. During this process, I learned about the process of having your research proposal approved by the university. By the end of this experience, I became very excited about my topic and really looked forward to beginning my project in the fall.

**50 hours**

<b>Aug. 23, 2014</b>	Completed Research Plan / <b>2 hours</b>	PSC 1.2/ISTE 1b PSC 2.3/ISTE 2c PSC 2.8/ISTE 2h PSC 5.2/ISTE 4b
<b>Sept. 6, 2014</b>	Complete Quantitative Exercise: Descriptive Statistics/ <b>1 hour</b> Complete Quantitative Exercise: Rank and Percentile/ <b>1 hour</b>	
<b>Sept. 13, 2014</b>	Complete Quantitative Exercise: Independent T-test / <b>1 hour</b> Complete Quantitative Exercise: Paired T-test/ <b>1 hour</b>	
<b>Sept. 20, 2014</b>	Complete Quantitative Exercise: Anova: Single Factor/ <b>1 hour</b>	
<b>Sept. 26, 2014</b>	Complete Quantitative Exercise: Correlation/ <b>1 hour</b> Complete Quantitative Exercise: Histogram/ <b>1 hour</b>	

Reflection:

By the fall of 2014, I had a more in-depth vision for my research project. At the beginning of the

using Excel to display statistics of research findings within chart form. By completing these assignments, I was able to easily determine how to analyze my data for my final project.

**9 hours**

<b>Oct. 2, 2014</b>	Created Interview Questions for Teachers for Qualitative Research Report/ <b>1 hour</b>	PSC 3.7/ISTE 3g PSC 5.1/ISTE 4a PSC 5.2/ISTE 4b
<b>Oct. 12, 2014</b>	Conducted 2 homework Interviews for Qualitative Research Report / <b>1 hour</b>	
<b>Oct. 20, 2014</b>	Conducted Homework Observation for Qualitative Research Report/ <b>1 hour</b>	
<b>Oct. 22, 2014</b>	Wrote Homework Observation Report/ <b>2 hours</b>	
<b>Oct. 24, 2014</b>	Transcribed and Coded Homework Interviews/ <b>4 hours</b>	
<b>Oct. 25, 2014</b>	Wrote Observation Reflection/ <b>1hour</b> Finished Qualitative Research Report/ <b>3 hours</b>	

Reflection:

The components to finish the Qualitative Research Report consisted of interviewing teachers about homework, observing students within a setting where they completed their homework assignments, transcribing and coding the interviews, and writing a reflection. Overall, this experience was helpful. It allowed me to practice interviewing teachers and build on my confidence with doing so. It helped me to understand how to conduct interview questions so that I will not receive a yes or no response. The transcribing and coding process was confusing at first. The part that took the longest was figuring out to identify the common themes. This process provided the opportunity to delve deeper into the understanding of the interviewee's thoughts and allowed the interviewer to compare and contrast common themes. I was able to identify common themes related to the topic of homework policies.

**13 hours**

<b>Nov. 10, 2014</b>	Administered Pre-test and Resilience Questionnaire to students/ <b>2 hours</b> ( <i>1 hour per class</i> ) Conducted instruction without technology/ <b>3 hours</b>	PSC 2.5/ISTE 2e PSC 2.6/ISTE 2f PSC 2.7/ISTE 2g PSC 2.8/ISTE 2h PSC 3.1/ ISTE 3a PSC 3.2/ ISTE 3b PSC 6.3
<b>Nov. 11-13, 2014</b>	Conducted instruction without technology/ <b>15 hours</b> ( <i>5 hours per day</i> )	
<b>Nov. 12, 2014</b>	Conducted two interviews with elementary teachers for Final Research Paper/ <b>1 hour</b>	
<b>Nov. 14, 2014</b>	Conducted instruction without technology/ <b>3 hours</b> Administered Post-test to students/ <b>2 hours</b> ( <i>1 hour per class</i> ) Transcribing Teacher Interviews/ <b>1 hour</b>	
<b>Nov. 17-20, 2014</b>	Conducted instruction with technology/ <b>20 hours</b> ( <i>5 hours per day</i> )	
<b>Nov. 21, 2014</b>	Conducted instruction with technology/ <b>3 hours</b> Administered Post-test to students/ <b>2 hours</b> ( <i>1 hour per class</i> ) Transcribing and Coding Teacher Interviews/ <b>2 hours</b>	

Reflection:

Within this time frame, I conducted my actual research for my project. I actually learned a lot about my students that I did not already know about their emotions, feelings, and motivation. At first, the students were reluctant to working without any technology. However, they got used it and was still capable of learning. I saw a tremendous difference with unmotivated student becoming excited about the lessons once technology was implemented. I was well prepared to conduct the teacher interviews due to the Homework interviews.

**50 hours**

<b>Nov. 22, 2014</b>	Transcribing and Coding Teacher Interviews/ <b>6 hours</b>	PSC 2.6/ ISTE 2f PSC 2.8/ ISTE 2h
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<b>Nov. 26, 2014</b>	Revisions for Final Version of Teacher Interviews Transcript and Themes/ <b>3 hours</b>	PSC 6.1/ ISTE 6a, 6b
<b>Nov. 30, 2014</b>	Completing Data Comparison/Analysis for Final Report/ <b>6 hours</b>	
<b>Dec. 1, 2014</b>	Begin working on first draft of Final Report/ <b>4 hours</b>	
<b>Dec. 2, 2014</b>	Work on Final Draft of Final Research Proposal/ <b>2 hours</b>	
<b>Dec. 4, 2014</b>	Work on Final Draft of Final Research Proposal/ <b>2 hours</b>	
<b>Dec. 5, 2014</b>	Work on Final Draft of Final Research Proposal/ <b>6 hours</b>	
<b>Dec. 6, 2014</b>	Work on Final Draft of Final Research Proposal/ <b>8 hours</b>	
<b>Dec. 7, 2014</b>	Create Final Research Presentation using Prezi/ <b>8 hours</b> Create Screencast using Screen-O-Matic of Final Research Presentation/ <b>6 hours</b>	
<p>Reflection:</p> <p>After implementation, it was time for me to compile all of data and analyze all of my findings. Transcribing the interviews became a little easier. However, it was still very time consuming. Writing my 1<sup>st</sup> draft of my final report would have been a lot more challenging if I had not planned it out in the spring semester. Overall, it was a fun experience. I learned a lot more about my students. Through implementation and analysis the data, I gained so many new ideas that I want use within my classroom. Thanks to my research project, I began to use Classflow.com quite often.</p> <p>I was also able perfect my skills of creating a Prezi presentation and a screencast using Screen-o-matic. I must say that it was challenging trying to complete the presentation and screencast in addition to other assignments in other course. Ultimately, I think that I chose the best topic for me. I actually had a blast completing this assignment.</p> <p style="text-align: right;"><b>51 hours</b></p>		
<b>April 9, 2015</b>	Write Capstone Script/ <b>3 hours</b>	PSC 1.2/ISTE 1b PSC 3.2/ISTE 3b PSC 4.2/ISTE 5b PSC 6.1/ISTE 6a, 6b PSC 6.2/ISTE 6c
<b>April 10, 2015</b>	Work on Capstone Script/ <b>6 hours</b> Start working on Capstone Log/ <b>3 hours</b>	
<b>April 11, 2015</b>	Work on Capstone Log/ <b>4 hours</b>	
<b>April 18, 2015</b>	Work on Capstone Video Presentation/ <b>5 hours</b>	
<b>April 19, 2015</b>	Work on Capstone Video Presentation/ <b>5 hours</b> Work on Capstone Log/ <b>5 hours</b>	
<p>Reflection:</p> <p>This semester gave me the opportunity to take my research project and showcase it to others creatively through video. I was able to work on my skills through the use of iMovie and Prezi. While creating my video presentation, I remembered the copyright laws and cited where the pictures came from on the side of the picture. Writing out a script helped me out tremendously. By having my script, I was a lot more prepared. My voice was consistent throughout the video and did not sound like impromptu talking. I really enjoyed creating my video. Overall my experience with my research project broadened my horizons about using technology within my classroom. With this experience, I was able to include all aspects of what I learned throughout this entire program.</p> <p style="text-align: right;"><b>31 hours</b></p>		
<b>Total Hours: [## hours ]:</b>		<b>237 hours</b>

**DIVERSITY**

(Place an X in the box representing the race/ethnicity and subgroups involved in this capstone.)

<b>Ethnicity</b>	<b>P-12 Faculty/Staff</b>				<b>P-12 Students</b>			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
<b>Race/Ethnicity:</b>								
Asian								
Black	X	X			X	X		
Hispanic								
Native American/Alaskan Native								
White								
Multiracial								
<b>Subgroups:</b>								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals					X	X		