

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

<b>Candidate:</b> Shari Amonett	<b>Mentor/Title:</b> Kit Carpenter/Math Coach	<b>School/District:</b> Dalton Middle School/Dalton Public Schools
<b>Research Project Title:</b> Blended Learning in the Middle School 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.**

<b>Date</b>	<b>Activity/Amount of Time</b> (Please total the time after the last entry.)	<b>PSC/ISTE Standards</b>
Jan 2015	Researched various hot topics in technology education by browsing educational journals, blogs, and RSS feeds [3 hours]	1.4, 5.1, 6.1/1d, 6a, 6b
Jan-Feb 2015	Completed article analyses for qualitative and quantitative articles related to blended learning for references to determine relevancy to the research question [4 hours]	1.4, 6.1/1d, 6a, 6b
Feb-Mar 2015	Developed methodology section and literature review section for research proposal [6 hours]	1.4, 6.1/1d, 6a, 6b
Mar-Apr 2015	Composed and submitted for review; revised and final submission of research proposal [8 hours]	1.4, 6.1, 6.2/1d, 6a, 6b, 6c
<b>Reflection:</b>  As a technology leader in my school I was thrilled when my administration approached me about piloting 1:1 devices in my classroom three years ago. While I preformed informal research on my own to determine how to best utilize the devices in my classroom, I still felt I was missing something after my first year with them. This research activity forced me to spend some quality time looking at quality research to find what others were doing in terms of blended learning and what was working to increase student achievement. While I was originally nervous about performing my own research, these activities helped me to become more comfortable with my role as a researcher and all of the variables involved in a qualitative research study.		
Aug 2015	Conducted additional research and evaluated previously identified resources/references [8 hours]	1.4, 6.1/1d, 6a, 6b
Aug 2015	Developed a project timeline for completing research [2 hours]	1.2, 1.4, 6.1/1b, 1d, 6a, 6b
Sep 2015	Developed interview questions [4 hours]	1.2, 1.4, 5.3/1b, 1d, 4c
Aug-Oct 2015	Engaged participants in a blended learning atmosphere [50 hours]	2.3, 2.4, 2.7/2a, 2c, 2g
Sep-Oct 2015	Conducted online surveys and in-person focus groups [10 hours]	3.7, 5.3/3g, 4c
Oct 2015	Transcribed interviews and coded the information; developed code book and identified themes [6 hours]	1.4, 6.1/1d, 6a, 6b

Oct 2015	Conducted data analysis and developed charts/graphs and other visual graphics related to the data [10 hours]	1.4, 2.8, 6.1, 6.2/1d, 2h, 6a, 6b, 6c
Oct 2015	Composed methodology section of the report; submitted for revisions and finalized the section for inclusion in the final research report [12 hours]	1.4, 6.1/1d, 6a, 6b
Oct 2015	Organized and composed a literature review [8 hours]	1.4/1d
Oct-Nov 2015	Composed data presentation section of the report; submitted for review, revised and finalized section for inclusion in the final report [8 hours]	1.4, 6.1/1d, 6a, 6b
Nov 2015	Composed Chapter 1 section of research paper; submitted for review, revised and finalized the section for inclusion in the final report [15 hours]	1.4, 6.1/1d, 6a, 6b
Nov 2015	Completed and submitted final paper [4 hours]	1.4, 6.1/1d, 6a, 6b
<p>Reflection:</p> <p>Going in to this research project I was eager to see how the research I had read about in other articles would translate into my classroom with my students. While it seemed overwhelming at first, breaking down the process in a methodical and logical way helped me to work through each phase of the research process. As a science teacher I spend a good amount of time talking to my students about research methods and it was nice to parallel for them what I was doing with what they were doing as scientists in my class.</p> <p>My favorite part, and the part where I feel I learned the most during this research was the data analysis and creation of the code book. Taking an in-depth look at the responses provided by the students was intriguing and encouraged me to use this technique on a regular basis as I collect feedback from my students. Before this project I was familiar with the idea of qualitative research, but was unaware of how the data was analyzed. Learning about themes and code books was something I will take with me from this experience.</p>		
Mar 2016	Created capstone presentation outline and a rough draft of the script [4 hours]	1.4, 6.1/1d, 6a, 6b
Apr 2016	Created, recorded and uploaded capstone presentation to Weebly portfolio and class drop box for submission [8 hours]	2.8, 3.7, 6.2/2h, 3g, 6c
<p>Reflection:</p> <p>Throughout this program we have learned many tools and techniques for sharing our learning. In this portion of the research process, it was nice to be able to use all of those skills to create a video presentation that could be used to share the highlights of my research and findings with others in a relatively short amount of time. Not only did I have to go through and determine the highlights that should be shared with others, but I then had to determine what the best format was to share this with others. I was able to utilize my knowledge of video and audio editing to create a video presentation that pulled together and highlighted my work from the past year.</p>		
Total Hours: [170 hours ]		

