

## Capstone Log

### Instructional Technology Department

<b>Candidate:</b> Jena Parish	<b>Mentor/Title:</b> Cynthia Coker/Media Specialist	<b>School/District:</b> Austell Intermediate/Cobb County
<b>Capstone Title:</b> Implementing Web Tools in an Elementary Classroom Setting		

Date	Activity/Amount of Time <small>(Please total the time after the last entry.)</small>	PSC Standards
3-2-12 3-5-12	Created Internet Use in the Classroom Survey Emailed pre-survey link to learning community participants Analyzed results from survey to determine what Internet tools to focus on  <b>3 Hours</b>	2.8, 5.1

**Reflection:**

Once I had thoroughly developed my capstone topic, I needed to determine how to best meet the needs of the teachers that were participating in the professional learning community I was facilitating. I decided to create an online survey using Google Docs. I thought it would be best to keep the survey simple and to-the-point. The survey included 6 questions. I wanted to know how each teacher viewed Internet use in their own classrooms. I specifically focused on how teachers used the Internet with their students. I also wanted to know if teachers were familiar with the term “web tool.” As silly as this may seem, I knew that my formal definition for the term web tool was quite limited before I began my graduate program in Instructional Technology. I thought that many of the teachers I worked with might be in the same boat I was in. I also wanted to know what Internet tools teachers may have already implemented with their students. The purpose of my capstone was to share new Internet tools with teachers; therefore, I didn’t want to spend too much time on Internet tools that most teachers already had experience with. From the analysis of the survey results, I determined that the frequency of Internet use in the classroom varied across the board. Half of the teachers use Internet tools as a whole group and half of the teachers use Internet tools for independent activities. Five out of the eight teachers knew the term web or Internet tool, but only four out of the eight used web or Internet tools in their classroom. Most of the teachers had not used any Internet tools with their students, but a few of teachers had used Prezi before. By collecting and analyzing these results, I was able to better determine how to develop learning sessions I would be implementing and what content I should base these learning sessions on. By completing the pre-survey, I confirmed that the knowledge and skills necessary for implementing web tools with students was lacking with the teachers at my school. I felt confident in my choice for my capstone project.

Ongoing from March 2012 to May 2012	Completed Mini-Literature Review about web tool implementation in a classroom setting including searching and selecting relevant articles, reading 26 articles and 1 textbook, reviewing articles for pertinent information to respond to research questions, and drafted, revised, and edited the mini-literature review  <b>34 Hours</b>	2.8, 6.1, 6.2, 6.3
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**Reflection:**

The Mini-Literature Review was one of the most difficult things I have completed throughout my graduate experience, but it was also incredibly valuable to my capstone project. I wanted to find concrete evidence that web tool implementation was an effective way to provide engaging, authentic, and meaningful learning experiences. Through the process of writing my literature review, I read 26 professional articles as well as reviewed a textbook. All of the professional reading I completed focused on the implementation of web tools in classroom settings. While the focus of my capstone project was an elementary level, I decided to broaden my research to any classroom setting in order to gain as much insight as possible. The guiding research questions I used for my review were: What web tools are available for classroom instruction? How does the implementation of web tools affect educators and teaching? How can web tools be effectively implemented? How does the implementation of web tools affect student learning? I

discovered a lot web tools and the implementation of web tools in educational settings through my reading and research.		
Ongoing from March 2012 to May 2012	Selected 10 web tools to focus on in professional learning community and researched the best ways to implement those tools in an elementary setting (average of 1 hour for each tool)	1.1, 1.4, 3.6
<b>10 Hours</b>		
<p>Reflection:</p> <p>I was so excited about sharing web tools with my colleagues that I initially decided to share 18 different web tools in learning sessions throughout the school year, but I realized as I began implementing the project that that probably wasn't a realistic amount of information to present. I wanted to keep the teachers engaged in each learning session and I was worried that teachers would lose interest if I tried to throw too much information at them. I also had to consider the time frame I had available to me. For a significant portion of the fall, I was at home on maternity leave. I decided to begin implementing my capstone in the spring. After having conversations with the participants from the learning community, I decided to narrow my capstone project down to 10 web tools that would be presented over 10 learning sessions from March to May. After I decided to narrow my project down to 10 tools, I had to select which tools I would like to share with the teachers. My goal was to find tools that could be easily implemented in the classroom, but would provide a big impact with the students. Through several hours of research, I decided to focus on the following tools: Google Docs, Prezi, VoiceThread, Flickr, Pikistrips, Gliffy, Wordle, Timetoast, Glogster, and Wallwisher. I was excited to share these tools with my coworkers and I was hoping they would be able to find meaningful ways to implement the tools in their classroom.</p>		
Ongoing from March 2012 to May 2012	Created learning session materials (presentations, tutorials, lesson plans) for 10 different web tools (average of 3 hours for each tool)	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.7, 4.1, 4.2, 5.2
<b>30 Hours</b>		
<p>Reflection:</p> <p>The bulk of my capstone project was spent researching and creating learning session materials versus actually implementing the learning sessions. I have discovered that the most important part of professional learning is the preparation! In order to provide an effective professional learning community for my coworkers, I had to think ahead. For each web tool, I tried to prepare a presentation that I could use during the learning session, a tutorial or handout that teachers could refer back to, and at least one lesson plan that included a way to implement the web tool. I felt that the combinations of these materials would ensure that most teachers would attempt to take their new knowledge about these tools back into their classrooms. All of these materials were shared on the wiki. This allows teachers to have a "go to" reference and to share the materials with other teachers as well. Ultimately, I want to provide a learning community that will be ongoing throughout this school year and into the future. These materials provide tangible resources that teachers can pull from at any time.</p>		
3-7-12 3-14-12 3-21-12 3-28-12 4-11-12 4-18-12 4-25-12 5-1-12 5-9-12 5-16-12	Presented web tool learning sessions to professional learning community (approximately 45 minutes for each session)	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.7, 4.1, 4.2, 5.2
<b>7.5 Hours</b>		
<p>Reflection:</p> <p>The implementation of the web tools learning sessions was more difficult than I thought it would be. I was reminded how busy every teacher at my school is and I had a difficult time finding a time to facilitate these sessions. Ultimately, I decided to implement my learning sessions on Wednesdays (except for one week) in 45 minute sessions. I generally spent the first part of each session going over the new web tool, showing teachers how to set up the tool in their own classrooms, and providing suggestions for implementing the tool in the classroom. My goal was to allow teachers to spend as much time as possible</p>		

during the learning sessions manipulating the tools themselves on their own laptops. From my own personal experience, I knew how important it was for teachers to spend using the tools themselves before they tried to implement any web tools with their students. In hindsight, I would have like to found a way to include more staff members in these sessions. It is really difficult to find a day and time that works for a lot of people. In the future, I think I would have more conversations with the administrators to determine when the best time for professional learning would be.		
5-23-12 6-1-12	Emailed post-survey link to learning community participants Analyzed results from survey to determine impact on learning <b>2 Hours</b>	2.8, 5.3
<p>Reflection:</p> <p>After completing all of the learning sessions and wrapping up a majority of the school year, I wanted to determine how the implementation of my capstone project impacted the teachers that I worked with and, ultimately, how that impacted student learning. Similar to the pre-survey that I completed, I wanted to keep the survey simple and to-the-point. I knew that, at this point in the year, teachers did not have time to fill out lengthy surveys. The analysis of the results from the survey indicated that the learning sessions were effective and teachers were finding more engaging ways to implement the Internet in their classroom. After all of the hard work that went into the project, I was excited that I had shared something with my colleagues that they found to be helpful and useful. I think the most important part of evaluation is to reflect on the results and determine what steps to take next. I think, in the future, I would like to share more technology-enhanced learning experiences with teachers. I would like to implement a similar learning experience, but in an online format. I think that I would be able to get more teachers involved through an online learning unit. Also, this topic really lends itself to online learning. Overall, I felt glad that the project was a success.</p>		
Ongoing March 2012 to July 2012	Created, updated, and revised Internet Tools in the Classroom Wiki <b>3 Hours</b>	3.7
<p>Reflection:</p> <p>In the initial stages of my capstone project, the wiki was one of the most essential elements to the project. I am disappointed to say that it ended up taking the back burner throughout the completion of my capstone. I spent so much time researching web tools and developing the learning session materials that I did facilitate the use of the wiki as I had planned. I wanted the wiki to serve as a communication tool where teachers could not only reference the materials I shared in the learning sessions, but they could also add their own information to the wiki. I wanted it to be a collaborative tool. Unfortunately, this did not happen as I had planned. I did take the time I had after school had ended to finish adding all of the learning session materials and I plan on sharing the updated wiki with my colleagues when school starts back. While I am disappointed that this portion of my capstone did not turn out as I had planned, I am still proud of the progress that has been made by several of the teachers at my school (including myself)!</p>		
<b>Total: 89.5 Hours</b>		

<b>DIVERSITY</b>								
(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						X		
Black						X		
Hispanic						X		
Native American/Alaskan Native								
White		X				X		
Multiracial								
<b>Subgroups:</b>								
Students with Disabilities		X				X		
Limited English Proficiency		X				X		
Eligible for Free/Reduced Meals		X				X		

