

Capstone Log

Instructional Technology Department

Candidate: Alena Zink	Mentor/Title: Dr. Clark, Instructional Technology Coordinator	School/District: Shiloh Point Elementary, Forsyth County Schools
Research Project Title: Technology Integration and Critical Thinking		

**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
September - November 2013	<ul style="list-style-type: none"> Read various research and articles about technology integration in elementary schools and its impact on teaching and learning. Based on research, choose a specific topic for my research project and define its purpose. Conduct literature review on chosen topic: Technology Integration and Critical Thinking. Develop research questions, setting, participants, and methods for data collection. Write a proposal for my research project, including introduction, setting, methodology, and data collection process. <p style="text-align: right; margin-right: 20px;">30 hours</p>	PSC 1.4 ISTE 1d PSC 2.2 ISTE 2b PSC 2.6 ISTE 2f PSC 3.6 ISTE 3f PSC 3.7 ISTE 3g PSC 5.1 ISTE 4a PSC 6.1 ISTE 6a, b PSC 6.3
<p>Reflection:</p> <p>Beginning stages in the capstone project were the most difficult because of my limited background about research types, methods, and data analysis. Reading multiple research and articles about technology integration in schools exposed me to many topics that I wanted to investigate. It was very challenging to choose one topic for my research project and stick with it because the more I read, the more ideas were available to me to explore.</p> <p>I enjoyed learning about the steps in the research process and various structures of all types. Exploring methods and characteristics of qualitative and quantitative research allowed me to understand myself as a scholar. I learned that I had a heart of a qualitative researcher and I enjoyed learning about it.</p> <p>Following a specific format in the literature review process helped me develop new skills in organizing ideas gathered from different sources, categorizing them into groups, and looking for patterns and limitations. Literature review was the most time-consuming process during this semester, but it helped me narrow down and determine a specific topic and focus for my research project.</p> <p>The actual writing of the research proposal was a personal challenge. Being an English learner, writing in</p>		

<p>the APA format was more difficult than ever. However, I feel the literature review and writing the proposal made me a better educator and writer.</p>		
<p>December 2014</p>	<ul style="list-style-type: none"> • Meet with the principal to obtain permission to conduct the research project in the school. • Contact chosen participants and gather necessary paperwork. • Develop a sample interview protocol. • Write and submit the proposal to the IRB for review and approval. <p style="text-align: right;">10 hours</p>	<p>PSC 1.4/ISTE 1d PSC 2.7 /ISTE 2g PSC 6.1 / ISTE 6a,b PSC 6.3</p>
<p>Reflection:</p> <p>After choosing a topic and research questions for my project, I felt excited to start the actual data collection. In this step of the process, I had to learn the procedural steps necessary to complete before conducting the project itself. I learned the policies and procedures required by the IRB. Since my participants were teachers and not young students, I applied for the IRB exemption and received it, after developing and submitting the interview protocols. I also learned about the process of obtaining permission to conduct the project in our district and school.</p>		
<p>March-April 2014</p>	<ul style="list-style-type: none"> • Develop a time line and plan of actions to collect data. • Conduct one-on-one interviews with two participants (recorded the interviews). • Transcribe the interviews, code, and classified the data. • Conduct 2 classroom observations for each participant (4 total observations). • Transcribe the observations and analyze the results. • Collect student work examples and analyze them. <p style="text-align: right;">40 hours</p>	<p>PSC 2.7 /ISTE 2g PSC 2.8/ISTE 2h PSC 3.7 / ISTE 3g PSC 5.1 /ISTE 4a PSC 6.1 / ISTE 6a,b PSC 6.3</p>
<p>Reflection:</p> <p>The data analysis process was an exciting part of my research project. At the same time as I was transcribing the interviews and observations, I had to learn new technology tools to code the transcriptions, organize my thoughts and ideas, and communicate them with my audience. It was exciting and very interesting to learn how to “read between the lines” when analyzing personal stories of my participants. I learned that rereading the same words and think about them from different perspectives opens possibilities for many different interpretations. I worked hard not to be subjective when analyzing the teachers’ words, which was a difficult task for me because I work with them in the same school. It was hard to focus on objectiveness and be a neutral participant when I knew the culture and work in the school.</p>		

Native American/Alaskan Native								
White	x							
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								