**Capstone Log | EDS | EDRS 8000 & 8900**

**Kennesaw State University || Instructional Technology Department**

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| **Candidate:** Chad J. DeWolf | **Mentor/Title:** Doug Wood Assistant Principal | **School/District:** Madison County Middle School  Madison County School District |
| **Capstone Title:**  Blended Learning: Middle School Students’ Perspectives | | |

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| **Date** | **Activity/Amount of Time  (Please total the time after the last entry.)** | **PSC/ISTE Standards** |
| **1-17-15** | Look at examples of literature reviews and decide on a research topic.  **(2 hours)** | PSC: 4.1, 5.1  ISTE: 4a,6a |
| Reflection: By using the KSU online library, I was able to learn how to search and find peer reviewed journals and articles about qualitative and quantitative research. I also used Google Scholar as an additional research tool. | | |
| **1-24-15**  **to**  **1-25-15** | Begin locating recent, peer-reviewed resources on my topic: Blended Learning: Middle School Students’ Perspectives. Completed a literature review map to determine main themes.  **(9 hours)** | PSC: 6.1  ISTE: 4a, 6b |
| Reflection: Once I decided on my research topic, I began searching for articles similar to my topic for analysis and to determine themes across the articles. | | |
| **1-31-15**  **to**  **2-1-15** | Created a quantitative survey to conduct interviews. Started using Excel to complete statistical analysis of sample data.  **(9 hours)** | PSC: 4.1, 5.3, 6.1  ISTE: 4a, 6b |
| Reflection: I have already been very familiar with Excel, however, these methods of looking for data were new to me. I was able to better understand charts and graphs, specifically what “paired t-test” was, and how to determine if any of the data had significant outcomes. | | |
| **2-14-15**  **to**  **2-15-15** | Write a literature review over the articles about my research topic. Draft initial sections for the research proposal.  **(8 hours)** | PSC: 6.1  ISTE: 6a, 6b |
| Reflection: This was helpful as it allowed me to understand the research process by reading other research articles. The literature reviewed guided me in my initial research phases and made it possible for me to understand the beginning of the research process. | | |
| **2-18-15**  **to**  **3-15-15** | Begin the Qualitative Study Design Research Activities from EDRS 8000.  **(16 hours)** | PSC: 5.1, 6.1  ISTE: 4a, 6a, 6b |
| Reflection: There were a list of specific requirements that I needed to create in the initial phases of this study. They are as follows: Intro to the Study, My Worldview, Goals for the Study, Conceptual Framework, Research Questions, Research Design, and the Data Collection Process. | | |
| **3-19-15**  **to**  **3-30-15** | Complete the Qualitative Study Design Research Activities from EDRS 8000.  **(11 hours)** | PSC: 5.3, 6.1  ISTE: 4a, 4c |
| Reflection: To complete the activities, I explained how the data would be analyzed and discussed trustworthiness, ethics, and honesty of the research study. | | |
| **4-2-15**  **to**  **4-29-15** | This is the culmination of the EDRS 8000 class. I completed the research paper and IRB CITI Certification.  **(9 hours)** | PSC: 1.1, 4.2  ISTE: 1a, 6a |
| Reflection: I was able to gain approval from my school to conduct this research project. I had to provide them with a plan on how the data would be collected. The school was very helpful in making sure that I would be able to complete this research project by offering their complete support. | | |
| **8-20-16**  **to**  **9-9-16** | Completed Chapter 1 of the research paper.  **(11 hours)** | PSC: 1.1, 4.2, 5.3  ISTE: 1a, 4c, 6a, 6b |
| Reflection: The specific sections for the chapter were: Orientation to the problem, Purpose, Research Question(s), Significance, and Definition of terms, along with a summary of the chapter. I also created some interview questions that were approved. | | |
| **9-11-16**  **to**  **10-11-16** | Completed Chapter 2 of the research paper. Completed Interviews. Completed Observation.  **(14 hours)** | PSC: 5.3, 6.1  ISTE: 4c, 6a, 6b |
| Reflection: The literature review started in EDRS 8000 was completed in EDRS 8900. The focus was on students’ perspectives of a blended learning environment in a middle school learning environment. I also emphasized potential barriers to teachers, students, and administrators. At the end of the chapter was the summary section of this chapter. I was able to conduct two student interviews, completed one observation, and collected documents for future coding opportunities. | | |
| **10-12-16**  **to**  **10-20-16** | Completed the Data Collection and Analysis of the research paper.  **(12 hours)** | PSC: 2.8, 5.3, 6.1  ISTE: 2h, 4a, 4c, 6a, 6b |
| Reflection: The data collection and analysis sections of the paper had a few specific sub-sections to be covered: Define the research design model of the study (qualitative), the bounds of the case, participants, the researcher’s role, and how data would be collected and analyzed. Once this was completed, I was able to complete the data analysis process by transcribing and coding the interviews, observation notes, and other documents collected to identify themes that parallel all data. | | |
| **10-20-16**  **to**  **10-29-16** | Completed Chapter 3 of the research paper.  **(15 hours)** | PSC: 2.8, 4.1, 5.3, 6.1  ISTE: 2h, 4a, 6b |
| Reflection: This was a busy chapter for me. I had to identify and complete the following sub-sections: Methodology, Reliability, Validity, Credibility, and Ethical considerations. I viewed this as one of the most important parts of the research process for without these sections, the findings mean little to the reader. The end of this chapter also had a summary section. | | |
| **11-2-16**  **to**  **11-15-16** | Completed Chapter 4 and 5 of the research paper.  **(12 hours)** | PSC: 5.3, 6.1  ISTE: 4a, 6b |
| Reflection: This section was the most “fun” for me as I was able to work with the data collected during the research. I was able to put it all together and complete the overall data presentation section. This section identified themes, recurrent patterns in the data, and key words that were used in all aspects of the data collection process. These chapters also had a discussion sub-section of the research paper for the researcher to make conclusions and recommendations about the research question and data analyzed. A summary was also included. | | |
| **11-16-16**  **to**  **12/9-16** | Revision and completion for the Final Draft of the research paper.  **(8 hours)** | PSC: 2.8, 6.1  ISTE: 2h, 6a, 6b |
| Reflection: After a very long process, the end was in sight! I made edits, revisions, and improvements after peer review session with my professor and other educators at my school. I then completed the appendices and reference section of the research paper. I then gladly submitted for final review! | | |
| **Total Hours:** | | **136 hours** |

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| **DIVERSITY** (Place an X in the box representing the race/ethnicity and subgroups involved in this capstone.) | | | | | | | | |
| **Ethnicity** | **P-12 Faculty/Staff** | | | | **P-12 Students** | | | |
|  | P-2 | 3-5 | 6-8 | 9-12 | P-2 | 3-5 | 6-8 | 9-12 |
| **Race/Ethnicity:** |  |  |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  | **X** |  |
| Black |  |  |  |  |  |  | **X** |  |
| Hispanic |  |  |  |  |  |  | **X** |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  | **X** |  |  |  | **X** |  |
| Multiracial |  |  |  |  |  |  | **X** |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  | **X** |  |