**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Neal Austin Smith III | **Mentor/Title:** Jonathan Tanner/Principal | **School/District:** Simpson Middle School/Cobb County |
| **Field Experience/Assignment:** Capstone Research | **Course:** EDRS 8000, EDRS 8900, ITEC7500 | **Professor/Semester:** Cutts & Zheng, Rahn |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 1/20/2014 | Preliminary research to choose a topic for my capstone project (2 hours) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 1/21/2014 | Writing discussion post regarding my chosen topic (use of online learning environments for revision among middle school students) (1 hour) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 1/23/2014 | Finding, reading, and annotating research articles (1 hour) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 2/2/2014 | Finding, reading, and annotating research articles (4 hours) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 2/4/2014 | Beginning drafting and finding new research (1 hour) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 2/9/2014 | Drafting literature review (4 hours) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 2/11/2014 | Drafting literature review (2 hours) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 2/23/2014 | Drafting literature review (3 hours) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 3/8/2014 | Revising and editing literature review, finding, reading, and annotating additional research (3 hours) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 3/9/2014 | Editing literature review and creating references page (1 hour) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 3/12/2014 | Drafting methodology and introduction (4 hours) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 3/15/2014 | Revising and editing Introduction and Methodology (2 hours) | 2.1; 2.2; 2.3; 2.7; 2.8; 3.1; 3.2; 3.3; 3.4; 3.6; 3.7; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B; 2A; 2B; 2D; 2G; 2H; 3A; 3B; 3E; 3G; 5A; 5B |
| 3/22/2014 | Creating surveys for use in study (4 hours) | 2.1; 2.2; 2.3; 2.7; 2.8; 3.1; 3.2; 3.3; 3.4; 3.6; 3.7; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B; 2A; 2B; 2D; 2G; 2H; 3A; 3B; 3E; 3G; 5A; 5B |
| 3/22/2014 | Writing and filling our consent and assent forms for study (2 hours) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 3/22/2014 | Filling out IRB approval application (2 hours) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 4/13/2014 | Pulling parts together for research proposal (2 hours) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 4/23/2014 | Revising and editing proposal (2 hours) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 4/26/2013 | Revising and editing proposal (2 hours) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 8/22/2014 | Writing research plan (1 hour) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 9/1/2014 | Preparation of materials and assignments for study research(2 hours) | 2.1; 2.2; 2.3; 2.7; 2.8; 3.1; 3.2; 3.3; 3.4; 3.6; 3.7; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B; 2A; 2B; 2D; 2G; 2H; 3A; 3B; 3E; 3G; 5A; 5B |
| 9/3/2014 | Preparing and distributing assent forms (2 hours) | 2.1; 2.2; 2.3; 2.7; 2.8; 3.1; 3.2; 3.3; 3.4; 3.6; 3.7; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B; 2A; 2B; 2D; 2G; 2H; 3A; 3B; 3E; 3G; 5A; 5B |
| 9/8/2014 | Creation of Edmodo groups, assignment of small groups for research study (4 hours) | 2.1; 2.2; 2.3; 2.7; 2.8; 3.1; 3.2; 3.3; 3.4; 3.6; 3.7; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B; 2A; 2B; 2D; 2G; 2H; 3A; 3B; 3E; 3G; 5A; 5B |
| 9/9/2014 | Beginning of research study in class (assignment of blog post writing with explanation of Edmodo groups and small groups and explanation of revision requirements) (2 hours) | 2.1; 2.2; 2.3; 2.7; 2.8; 3.1; 3.2; 3.3; 3.4; 3.6; 3.7; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B; 2A; 2B; 2D; 2G; 2H; 3A; 3B; 3E; 3G; 5A; 5B |
| 9/10/2014 | Continuation of research study (answered questions about requirements and supervised the completion of blog posts) (2 hours) | 2.1; 2.2; 2.3; 2.7; 2.8; 3.1; 3.2; 3.3; 3.4; 3.6; 3.7; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B; 2A; 2B; 2D; 2G; 2H; 3A; 3B; 3E; 3G; 5A; 5B |
| 9/12/2014 | Final research study day (completed troubleshooting for revision and Edmodo groups and small groups and for non-Edmodo control group) (2 hours) | 2.1; 2.2; 2.3; 2.7; 2.8; 3.1; 3.2; 3.3; 3.4; 3.6; 3.7; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B; 2A; 2B; 2D; 2G; 2H; 3A; 3B; 3E; 3G; 5A; 5B |
| 9/15/2014 | Examination of revision data from control group, coding of data into Excel spreadsheet (3 hours) | 2.1; 2.2; 2.3; 2.7; 2.8; 3.1; 3.2; 3.3; 3.4; 3.6; 3.7; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B; 2A; 2B; 2D; 2G; 2H; 3A; 3B; 3E; 3G; 5A; 5B |
| 9/16/2014 | Examination of revision data from experimental group, coding of data into Excel spreadsheet (3 hours) | 2.1; 2.2; 2.3; 2.7; 2.8; 3.1; 3.2; 3.3; 3.4; 3.6; 3.7; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B; 2A; 2B; 2D; 2G; 2H; 3A; 3B; 3E; 3G; 5A; 5B |
| 9/18/2014 | Examination of data in Excel spreadsheet, use of research tools to determine validity of data (4 hours) | 2.1; 2.2; 2.3; 2.7; 2.8; 3.1; 3.2; 3.3; 3.4; 3.6; 3.7; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B; 2A; 2B; 2D; 2G; 2H; 3A; 3B; 3E; 3G; 5A; 5B |
| 9/20/2014 | Drafting results section of paper (2 hours) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 9/21/2014 | Drafting data discussion section of paper (2 hours) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 9/23/2014 | Drafting data discussion section of paper (1 hour) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 9/25/2014 | Revising results section of paper (1 hour) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 9/27/2014 | Revising data discussion section of paper (1 hour) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 9/28/2014 | Editing results and data discussion sections of paper (2 hours) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 10/2/2014 | Drafting conclusion of paper (2 hours) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 10/11/2014 | Compiling paper into one (1 hour) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 10/12/2014 | Revising and editing paper as a whole (3 hours) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 10/19/2014 | Reviewing data and making notes for presentation/video (1 hour) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 11/8/2014 | Making notes for presentation/video (2 hours) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 11/16/2014 | Creating outline for video presentation (1 hour) | 2.1; 2.2; 2.3; 2.7; 2.8; 3.1; 3.2; 3.3; 3.4; 3.6; 3.7; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B; 3A; 3B; 3E; 3G |
| 11/18/2014 | Creating Powerpoint to use for video presentation (2 hours) | 2.1; 2.2; 2.3; 2.7; 2.8; 3.1; 3.2; 3.3; 3.4; 3.6; 3.7; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B; 3A; 3B; 3E; 3G |
| 11/20/2014 | Editing and adding to Powerpoint for use as video presentation (3 hours) | 2.1; 2.2; 2.3; 2.7; 2.8; 3.1; 3.2; 3.3; 3.4; 3.6; 3.7; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B; 3A; 3B; 3E; 3G |
| 11/23/2014 | Revising and editing Powerpoint for use as video presentation (2 hours) | 2.1; 2.2; 2.3; 2.7; 2.8; 3.1; 3.2; 3.3; 3.4; 3.6; 3.7; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B; 3A; 3B; 3E; 3G |
| 11/24/2014 | Recording narration for video presentation, converting Powerpoint to video, and uploading to YouTube (3 hours) | 2.1; 2.2; 2.3; 2.7; 2.8; 3.1; 3.2; 3.3; 3.4; 3.6; 3.7; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B; 3A; 3B; 3E; 3G |
| 4/6/2015 | Reviewing rubric and guidelines for final Capstone video and comparing to my video (1 hour) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 4/7/2015 | Adding missing parts for my video (2 hours) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B |
| 4/9/2015 | Re-recording narration, converting to video, and uploading revised video (3 hours) | 5.1; 5.2; 6.1; 6.2;l 6.3 | 6A; 6B; 3A; 3B; 3E; 3G |

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| **DIVERSITY** (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.) | | | | | | | | |
| **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 |  |  |  |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  | X |  |  |  | X |  |
| Multiracial |  |  |  |  |  |  | X |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  | X |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  | X |  |

**Part II: Reflection**

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| **CANDIDATE REFLECTIONS:**  (Minimum of 3-4 sentences per question) |
| **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  The field experience described in this log was the research, drafting, revision, editing, and publishing of my capstone research project and paper. In the process of completing the final capstone project, I chose a research topic, reviewed the literature, and completed a literature review. I also designed and carried out a research study into the efficacy and efficiency of using an online learning environment like Edmodo for revision of writing among middle school students. Following the study, I studied the data, made conclusions, and created a narrated video presentation to share my findings.  The main lessons that I learned from the field experience were in the power of using technology in the classroom. The use of technology for even such a mundane task as revising a blog post allowed students to complete a classical task in a much more organized manner. In addition, I was surprised by the amount of success that my students had with using Edmodo for revision. I expected that my students would have some trouble acclimating to the online environment for revision, but they were able to complete the tasks with little trouble. They also seemed to work better in the online environment than in a face to face manner. |
| **2. How did this learning relate to the knowledge** (what must you know), **skills** (what must you be able to do) **and dispositions** (attitudes, beliefs, enthusiasm) **required of a technology facilitator or technology leader? (Refer to the standards you selected in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)**  This experience required me to use the knowledge that I have developed through my instructional technology classes in order to conduct scholarly research. I also used my skills in interviewing, conducting a literature review, and designing and conducting a research study. Finally, my attitude for the use of technology in my classroom, my belief that technology can lead to educational gains, and my enthusiasm for allowing students to use technology in new ways all came into play.  My knowledge of the research process was required first to review the literature and choose a topic that was of interest to me and that I found to be beneficial to the educational community at large. After choosing the topic, I used all of the knowledge that I had gained through previous educational programs as well as the specialist program and from completing a review of literature to design a research study that I proposed.  When my study had been designed, I used my skills in conducting interviews and in conducting research to conduct the study. I took advantage of goodwill among my colleagues in order to conduct the classroom survey with what I believed was a minimum of possible bias from my students. I also used my skills in the use of Excel and my understanding of statistical operations to analyze the data that I collected. Finally, I used my skills in presenting and in creating and editing screencast videos to complete my final presentation.  Throughout the process of the capstone project, I had to remain enthusiastic about the topic. That proved to be a challenge at some points as I was afforded some new and different educational opportunities during the course of the study, and I would have liked to shift my focus to include those new interested. However, I remained enthusiastic about helping students improve their writing and rather than shifting my focus, I added writing to my current classes. Additionally, I maintained my belief that students can achieve greater educational outcomes based on the use of technology. Finally, I was somewhat surprised that my students were more versed in the use of online environments in appropriate ways than I had expected. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  The main impact of this field experience at my school came in offering justification for the techniques that we had been using previously. My school adopted Edmodo early in its development, making us one of the first schools in our district to use the online environment. However, I had never tried to use Edmodo for online peer revision with my students. Similarly, I found little published research regarding the use of Edmodo for peer revision with middle school students. Since completing the study I have become more convinced of the benefits of using Edmodo and other similar online environments for collaboration among students. The impact of the study can best be assessed based on the number of teachers that begin to use Edmodo to accomplish similar goals in their classrooms. |