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

**Instructional Technology Department**

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| **Candidate:  Amber Genzink** | **Mentor/Title:  Elsa Cheng/Media Specialist** | **School/District:  LaBelle Elementary/Cobb** |
| **Research Project Title:**  Motivating and Engaging Characteristics of E-books for 5th Grade Boys | | |

**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.**

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| **Date** | **Activity/Amount of Time (Please total the time after the last entry.)** | **PSC/ISTE Standards** |
| 10/7/13-10/10/13 | Developed a literature review surrounding the research of boys’ reading achievement [10 hours] | 1.1, 1.2, 1.3, 1.4, 2.1 |
| Reflection: Familiarized myself with examined existing research, identified gaps, sought out related research. | | |
| 10/11/13-10/19/13 | Developed research questions, developed qualitative/quantitative methodology defined relevant terms in research project.  Completed research proposal, including introduction, purpose statement. [30 hours ] | 1.1, 1.2, 1.3, 1.4, 2.1 |
| Reflection: Developed questions that hadn’t previously been answered by research. Determined methodology that would lead to a greater understanding of the gaps in the current research. Constructed a complete proposal of my research. | | |
| 10/22/13-10/23/13 | Developed student surveys using Google Docs.  Developed parent and student permission forms. [5 hours] | 1.1, 1.2, 1.3, 1.4, 2.1, 2.6, 2.7 |
| Reflection: Utilized Google Docs, specifically Google Forms, to great short student friendly surveys. These surveys would later be used to collect data from my participants and great care was taken to write the surveys at an appropriate reading level. | | |
| 10/27/13-10/31/13  2/10/13 | Identified process for research approval in school and district.  Contacted district and KSU to obtain IRB approval.  Corresponded and revised proposal. [5 hours] | 1.1, 1.2, 1.3, 1.4, 2.1 |
| Reflection: Researched online and conversed with administration to determine necessary processes to conduct research at the school. Submitted required materials. Revised and resubmitted upon county request. | | |
| 4/7/14-4/18/14 | Conducted student surveys.  Conducted student observations.  Conducted student interviews. [5 hours] | 2.7, 3.1, 3.2, 3.5. 6.3 |
| Reflection: Modified class schedule to accommodate the student survey, observation, and interview times. Trained students on how to access and use Google Docs surveys. Acted as troubleshooter when technical problems arose. Collected data through student surveys on Google Dogs, through observation of students’ use of e-books, and through one-on-one interviews with students about their preferences when using e-books. | | |
| 4/19/14-4/2514 | Analyzed survey results.  Analyzed student observations.  Analyzed student interviews. [20 hours] | 2.7, 2.8, 4.2 |
| Reflection: Used Excel to create graphs, analyze, and interpret quantitative data from the surveys. Used coding and the emergence of themes to analyze the qualitative data gathered from the student observations and interviews. | | |
| 4/26/14-4/30/14 | Wrote up findings in final report. Drew conclusions.  [30 hours] | 3.7, 4.2, 6.2 |
| Reflection: Articulated my findings in a complete report of my research. Clearly explained my methodology and results. Through this project, I gained a much deeper understanding of the research process. I am more prepared to continue conducting action research in my classroom in the future to further my understanding of student needs and improve student achievement. | | |
| Total Hours: [## hours ]: | | 105 |

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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 |  |  |  |  |  |  |  |  |
| Black |  |  |  |  |  |  |  |  |
| Hispanic |  |  |  |  |  | X |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  |  |
| Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  | X |  |  |
| Limited English Proficiency |  |  |  |  |  | X |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  | X |  |  |