**Capstone Log**

**Instructional Technology Department**

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| **Candidate:  Anna Luther** | **Mentor/Title:  Valerie Agramonte/Teacher** | **School/District:  McCleskey Middle School/Cobb County Schools** |
| **Capstone Title:**  MOOCing in the Middle: MOOCs in the 7th grade social studies classroom. | | |

**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** |
| **8/21/15** | Met with Nadia Williams from the Digital Transformation Team and Claire Lyons, the principal of McCleskey Middle School. (2 hours) | 1.1,1.2,1.3,1.4,2.2, 2.3,2.4,2.6, 3.6, 3.7, 5.1,6.3 |
| Reflection:  After reaching out to Nadia Williams on Twitter to discuss the possibilities of MOOCs in middle grades classroom, we organized a meeting to formulate our thoughts and ideas. During this meeting, we discussed my vision and goals for the project and articulated how to make this elaborate plan a reality. I showed her a | | |
| 8/21/15-9/2/15 | Communicated electronically with Nadia to discuss and review platforms for the MOOC. Begin to involve Trudy Delhey and Ashley Melville from Cobb County School District Social Studies Department. (Approximately 1.5 hours communicating via email and Microsoft 365 and 6 hours reviewing resources) | 1.2, 1.3, 1.4, 2.2,2.3, 2.6, 3.3, 3.6, 3.7, 6.3 |
| Reflection:  Having the support from the county office this early on made a huge difference for me. They were very excited about the project and already knew a number of resources that would help me design a project suitable for seventh grade. Although it took me a lengthy amount of time to look through and learn each resource, I was thrilled that Nadia was able to provide me a list of places I could automatically review. When I was done reviewing the sources, Nadia, Ashley, Trudy, and I met together for the first time to talk about my opinions. | | |
| 9/4/15 | Meeting with Ashley, Trudy, and Nadia to discuss implementation and platforms. (2 hours) | 1.2, 1.4, 2.2, 2.3, 2.4, 2.6, 3.2, 3.6, 3.7, 6.3 |
| Reflection:  Once I reviewed the platforms and narrowed down my ideas, we met as a team to discuss a plan of action. As a team, we decided this would be a great year to pilot the MOOC program at McCleskey only before branching out to other schools. Schoology was the assumed platform for the project. We decided that each module would be best if it lasted for approximately a week. Because of limited electronic resources in the building, we assumed that we would only have access to computer labs three days per week. During each module, students would be given a checklist to help them stay on course. | | |
| 9/14/15-9/18/15 | Review databases on Georgia History. (5 hours) | 1.2, 1.3, 1.4, 2.1, 2.6, 3.6, 6.3 |
| Reflection:  Finding information on this was harder than I initially anticipated, but with some progress I managed to find five generic resources. I felt like I might need more than this, so I met with the school media specialist, Kathy Albritton, to get a better understanding of research databased available. | | |
| 9/22/15 | Bring project template and rough outline to Kathy (school media specialist), discuss databases and implementation of MLA Format in research. (1 hour) | 1.1, 1.2, 1.4, 2.2, 2.3, 2.4, 2.6, 3.2, 3.6, 3.7, 6.3 |
| Reflection:  When I approached Kathy about the project, she was very excited and ready to help. She referred me to MackinVIA, a database purchased by the county and showed me a collection of databases for Georgia. This helped sharpen my list. Kathy also offered to introduce the project by teaching the students MLA Format.1 | | |
| 9/10/15-  11/4/15 | Communicate with Ashley, Trudy, and Nadia sporadically about progress. Introduce idea to social studies coordinator, co-teacher, and teammate. (2 hours) | 1.2, 2.1, 2.6, 3.2, 3.6, 3.7, 6.3 |
| Reflection:  My co-teacher was very excited at the chance to do this project together. She is a former GA Studies teacher. When I introduced it to her, she brought out several other projects she had previously done for me to look at. | | |
| 11/5/16 | Meet with Nadia, Ashley, and Hannah (teammate). To talk about the progress of the MOOC. We made a checklist for what needed to be done and decided to add module introduction videos for each week. (2 hours) | 1.2, 2.1, 2.2, 2.3, 2.6, 3.2, 3.6, 3.7, 6.3 |
| Reflection:  At this meeting, we synthesized all the different things we had done so far and devised a united vision for the project. At the end of the meeting, I was given tasks to complete prior to meeting again, and encouraged to reach out if I needed any help along the way. | | |
| 11/11/15-11/20/15 | Work on breaking the content into modules, make checklists for student learning objectives. (5 hours) | 1.2, 3.2, 3.6, 6.3 |
| Reflection:  Now that the research had been completed, it was time to start making the content student friendly. Before doing this, I sat down and decided how long I wanted the modules to be (one week a piece.) Then, I broke all the content I had into four, fairly equally sized modules. After reviewing the modules, I made a checklist. The checklist reflected the learning objectives of each module. | | |
| 1/11/16 | Reconvene after Christmas break and decide that Schoology is not the best resources for this project. Revert to a combination of platforms, Edmodo and Wix. (3 hours) | 1.2, 1.3, 1.4,2.2, 2.6, 3.2, 3.6, 4.2, 4.3, 6.3 |
| Reflection:  Since students are already familiar with Edmodo’s platform, we decided to use this for discussion boards, quizzes, and other confidential things that would be utilized during the MOOC. For public information and links to research databases, we would utilize Wix as a guiding website. Edmodo can get jumbled when there is a lot of information to deliver. Wix provided a clean format that was easy for parents and students to navigate. | | |
| 1/25/16-  2/12/16 | Create the Wix and Edmodo group. (6 hours) | 1.2, 2.2, 2.6, 3.2, 4.2, 6.3 |
| Reflection:  During the set-up of the Wix, I spent a lot of time on the visual appeal. Before creating the website, I had most of the content in place; however, I have never used a Wix before. I found that it had much more to offer than Weebly as far as backgrounds and shapes. Although Wix was more intriguing, its layout was more complex and much of this time was spent learning the tool. | | |
| 2/23/16 | Show the MOOC to the technical team for critiquing (2 hours) | 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 3.6, 3.7, 4.2, 4.3, 6.3 |
| Reflection:  During this meeting, Nadia and I met over Skype and looked at the website I created. She gave me some constructive criticism. I was able to make changes immediately during the meeting to ensure that the changes I made were sound. | | |
| 2/25/16 | Skype meeting with Ashley and Trudy to make sure the project was academically sound. (2 hours) | 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 3.6, 3.7, 4.2, 4.3, 6.3 |
| Reflection:  Once everything was sufficient on the technical side, I brought in the social studies department from Cobb County to give my project approval from the content side. Once this was done, we discussed strategies to use during implementation to maximize the experience for everyone. | | |
| 3/1/16,  3/3/16 | Meet with my co-teacher to differentiate the content for all learners and create scaffolded materials. (Two 2 hour meetings) | 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.4, 3.6, 3.7, 4.1, 4.2, 4.3, 6.3 |
| Reflection:  Since I have small group students in an inclusive education environment, I wanted to make sure each one had a chance to feel like they could complete this project. My co-teacher went through the website and modules with me and offered suggestions on how to differentiate the materials. We developed these materials during the second meeting, and put all the materials in for copies. | | |
| 4/20/16-  5/4/16 | Implement the project with all classes. (93 hours: 70 minute class periods, four times a day, for twenty school days) | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.2, 4.3, 6.3 |
| Reflection:  After we got the students familiarized with the project, we were ready to go. In some aspects of the project we over planned. We were anticipating students to need discovery time to find a project, but most had a firm decision by the end of the second day. That extra time ended up being needed in module 3 because students were not done with their research. Because we were flexible, everything was still accomplished during this project. Going forward, we need to create more time for research and less time for topic selection. In the future, I would also change how I allow students to select the topics. Since this was my first time doing this, I pre-selected some eighth grade standards that I thought students would find more interesting. I gave them these standards as a way for them to choose their topic. In the future, I will give a bulleted list for more efficient topic selection.  I also want to expand upon my presentation options. Since so much of the work for this project was done in advance, some of the presentation tools began to charge money or change their format. This was my error in not editing the project one last time before implementing it. Despite these challenges, most students seemed to connect with their topic and thoroughly enjoyed the research process. | | |
| 5/5/16-5/11/16 | Project presentations. (23 hours) | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7,2.8, 3.1, 3.2, 3.3, 3.4, 3.7, 4.2, 4.3, 6.3 |
| Reflection:  During these class periods, students shared their projects with their peers. Many of the presentations were very creative, but we also saw some plagiarism and incorrect information. Additionally, during the presentations I realized how many students had flocked to the same presentation platform, PowToon. Since I use this tool with students and allow them to use it beforehand, I believe I will leave it off the list in the future. I also did peer grading this year in small groups, but I think I would like to do it during the presentations in the future. | | |
| 5/18/16 | Meet with co-teacher to evaluate strengths and weaknesses of the MOOC, make changes for next school year. (2 hours) | 2.8, 3.7, 4.1, 6.1, 6.2, 6.3 |
| Reflection:  Overall, my co-teacher and I had a great experience implementing the MOOC. Because we had done so much in preparation to differentiate it, all of our learners were able to be successful. Of course, some students did not exceed in a project setting that required a copious amount of autonomy, but we saw several students that rarely had a chance to shine during the regular school year flourish. | | |
| 5/25/16 | Meet with Ashley from Cobb Social Studies to debrief after implementation and discuss modifications that need to be made for next year. (1 hour) | 2.8, 3.7, 4.1, 6.1, 6.2, 6.3 |
| Reflection:  Meeting with Ashley gave me a lot think about for the future. How can I increase higher order thinking skills in this project? What other presentation tools could I use? All of these things are thoughts that I am keeping in mind as I prepare to implement this project for the 2016-2017 school year. This year, I was given six weeks after testing to implement this project, but next year I will have four. Because of this, I am thinking about how to shorten the project and get the same ideas and learning objectives across. This is still a work in progress, but I know with the supportive team I have to work alongside it will be alright. | | |
| Total Hours: [185 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 |  |  |  | X |  |
| Hispanic |  |  |  |  |  |  | X |  |
| Native American/Alaskan Native |  |  | X |  |  |  |  |  |
| White |  |  | X |  |  |  | X |  |
| Multiracial |  |  |  |  |  |  | X |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  | X |  |
| Limited English Proficiency |  |  |  |  |  |  | X |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  | X |  |