

Capstone Log – EDRS 8000 & EDRS 8900
Instructional Technology Department

Candidate: Carole Bevis	Mentor/Title: Robin Shaver	School/District: Hand in Hand/Thomas County
Research Project Title: Integrating Podcasting in Kindergarten		

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 (Please total the time after the last entry.)	PSC/ISTE Standards
9-3-13	Brainstorming a research topic and completing research analysis. [4 hours]	PSC 1.1/1a, PSC 1.2/1b, PSC 1.3/1c, PSC 1.4/1d, PSC 2.2/2b, PSC 2.3/2c, PSC 2.6/2f, PSC 5.1/4a, PSC 5.2/4b, PSC 5.3/4c, PSC 6.1/6a, 6b, PSC 6.2/6c, PSC 6.3
9-6-13	Choosing a topic and researching articles. [4 hours]	PSC 1.1/1a, PSC 1.2/1b, PSC 1.3/1c, PSC 1.4/1d, PSC 2.2/2b, PSC 2.3/2c, PSC 2.6/2f, PSC 5.1/4a, PSC 5.2/4b, PSC 5.3/4c, PSC 6.1/6a, 6b, PSC 6.2/6c, PSC 6.3
9-8-13	Researching articles sought advice from Dr. Frazier to narrow topic. [5 hours]	PSC 1.1/1a, PSC 1.2/1b, PSC 1.3/1c, PSC 1.4/1d, PSC 2.2/2b, PSC 2.3/2c, PSC 2.6/2f, PSC 5.1/4a, PSC 5.2/4b, PSC 5.3/4c, PSC 6.1/6a, 6b, PSC 6.2/6c, PSC 6.3
9-10-13	Researching articles. [3 hours]	PSC 1.1/1a, PSC 1.2/1b, PSC 1.3/1c, PSC 1.4/1d, PSC 2.2/2b, PSC 2.3/2c, PSC 2.6/2f, PSC 5.1/4a, PSC 5.2/4b, PSC 5.3/4c, PSC 6.1/6a, 6b, PSC 6.2/6c, PSC 6.3
9-11-13	Researching articles. [3 hours]	PSC 1.1/1a, PSC 1.2/1b, PSC 1.3/1c, PSC 1.4/1d, PSC 2.2/2b, PSC 2.3/2c, PSC 2.6/2f, PSC 5.1/4a, PSC 5.2/4b, PSC 5.3/4c, PSC 6.1/6a, 6b, PSC 6.2/6c, PSC 6.3

Reflection: This topic was born out of frustration with teaching writing in kindergarten. I wanted to know if students were given an alternative to writing what they could demonstrate. Research in podcasting and video casting informed me of the benefits of providing students with oral alternatives to writing. However, it was difficult to locate research using this software with very young children.

9-12-13	Began work on concept map. [3 hours]	PSC 2.6/2f, PSC 2.7/2g, PSC 6.1/6a,b, PSC 6.2/6c, PSC 6.3
9-15-13	Completed Concept map. [3 hours]	PSC 2.6/2f, PSC 2.7/2g, PSC 6.1/6a,b, PSC 6.2/6c, PSC 6.3
9-17-13	Literature Review [3 hrs.]	PSC 6.1/6a,b, PSC 6.2/6c, PSC 6.3
9-20-13	Literature Review [3 hrs.]	PSC 6.1/6a,b, PSC 6.2/6c, PSC 6.3
9-21-13	Literature Review [6 hrs.]	PSC 6.1/6a,b, PSC 6.2/6c, PSC 6.3
9-22-13	Literature Review [3 hrs.]	PSC 6.1/6a,b, PSC 6.2/6c, PSC 6.3
9-30-13	Literature Review [3 hrs.]	PSC 6.1/6a,b, PSC 6.2/6c, PSC 6.3

Reflection:

Locating peer reviewed articles about using any digital tool in early childhood was difficult. Writing a literature review of the articles I did find, was very informative and helped me clarify and narrow my focus. At times schools purchase software and implement policies based on advertisement; I wanted to be sure I was embarking on well research territory. I researched papers on podcasting and video casting and then I research what experts in early childhood had to say about technology and young children. I feel this research could be valuable to our school, which consists of just; PreK and kindergarten because of the new implementation of the Performance Based Writing Assessments. Many students will not be able to perform in the meets or exceeds category of the instrument and this may offer an alternative that can help build a bridge to writing independently.

10-15-13	Developed Research Questions [3 hrs.]	PSC 2.6/2f, PSC 2.7/2g, PSC 6.1/6a,b, PSC 6.2/6c, PSC 6.3
10-19-13	Developed Introduction and Methodology section of research paper. [4 hours]	PSC 2.6/2f, PSC 2.7/2g, PSC 6.1/6a,b, PSC 6.2/6c, PSC 6.3
10-20-13	Revised paper. [5 hours]	PSC 2.6/2f, PSC 2.7/2g, PSC 6.1/6a,b, PSC 6.2/6c, PSC 6.3
10-21-13	Added revisions to paper. [3 hrs.]	PSC 2.6/2f, PSC 2.7/2g, PSC 6.1/6a,b, PSC 6.2/6c, PSC 6.3
10-29-13	Completed Research paper. [6 hours]	PSC 2.6/2f, PSC 2.7/2g, PSC 6.1/6a,b, PSC 6.2/6c, PSC 6.3

Reflection:

The many revisions of this paper helped me to more narrowly focus my questions and formulate a statement as to the importance of this study.

11-1-13	Citi Course. [4 hours]	PSC 6.1/6a,b, PSC 6.2/6c, PSC 6.3
11-15-13	IRB approval process. [2 hours]	PSC 6.1/6a,b, PSC 6.2/6c, PSC 6.3
12-1-13	IRB approval process. [3 hours]	PSC 6.1/6a,b, PSC 6.2/6c, PSC 6.3
1-13-14 thru 1-17-14	Continue IRB Review. Contacted the KSU IRB office, revised IRB application and re-submitted. [6 hour]	PSC 6.1/6a,b, PSC 6.2/6c, PSC 6.3

Reflection:

This was my first in-depth research project and the exercise of gaining IRB approval was valuable in helping me further articulate the need for the research and clarify my research questions. This part of the

research process helped me grow professionally and apply what I learned in my own teaching practice.

1-20-14 To 1-24-14	Benchmark students to determine candidates. [10 hours]	PSC 2.7/2g, PSC 2.8/2h, PSC 3.6/3f, PSC 5.3/4c
1-27-14	Create list of students for study who fell in at-risk category according to DIBELS Lang. assessment. [1 hour]	PSC 2.7/2g, PSC 2.8/2h, PSC 3.6/3f, PSC 5.3/4c
1-28-14 To 1-29-14	Call parents and obtain permission for their child to participate in the study. [3 hours]	PSC 3.7/3g, PSC 4.1/5a, PSC 4.2/5b, PSC 4.3/5c
1-29-14	Prepare forms and send consent letters home with students. [3 hours]	PSC 3.7/3g, PSC 4.1/5a, PSC 4.2/5b, PSC 4.3/5c

Reflection:

Researching podcasts for kindergarten use had me reflecting on if and how developmentally appropriate practices had changed. As Murphy, DePasquale and McNamara (2003) state, “During the pre-school years, children should have many opportunities to explore open-ended, developmentally appropriate software programs in a playful, supportive environment.” However, I needed to know if technology would make a difference in learning outcomes. I wanted to know if using audio tools could help at-risk students verbally present what they learned but could not write. Many teachers are seeing the potential of using voice threads and video tools “that target language and emergent literacy skills among children in early childhood education settings” (Gillis, Luthin, Parette & Blum 2012). My candidates were a variety of students some had never been in school before, some were ELL learners and all were having difficulty making letter sound connections. They were further identified by their low DIBELS language scores, as each of them fell in the red category and identified as “at-risk.” I also needed to articulate to their parents that allowing them to participate in the project would at first cause no harm and would most likely benefit them because of the one on one and small group instruction. “The findings from these experimental studies provide additional evidence that small-group integrated supplemental programs have a greater impact on reading outcomes for struggling readers than traditional methods” (Cheung and Slavin, 2012). I felt sure this intervention would have the same impact on writing.

2-3-14 To 2-7-14	Administer 1st Performance Based Writing Assessment (PBA #1) into Podcast. [2 hours 30 min.]	PSC 2.1/ISTE 2a, PSC 2.5/ISTE 2e PSC 2.7/ISTE 2g, PSC 3.1/ISTE 3a, PSC 3.2/ISTE 3b, PSC 3.3/ISTE 3c, PSC 3.4/ISTE 3d, PSC 3.5/ISTE 3e
2-10-14 To 1-14-14	Observation #1 [2 hours]	PSC 2.1/ISTE 2a, PSC 2.2/ISTE 2b PSC 2.5/ISTE 2e, PSC 2.8/ISTE 2h,
2-17-14 To 2-21-14	Administer 2nd Performance Based Writing Assessment (PBA #2) into Podcast. [2 hours 30 min.]	PSC 2.1/ISTE 2a, PSC 2.5/ISTE 2e PSC 2.7/ISTE 2g, PSC 3.1/ISTE 3a, PSC 3.2/ISTE 3b, PSC 3.3/ISTE 3c, PSC 3.4/ISTE 3d, PSC 3.5/ISTE 3e
2-24-14 To 2-28-14	Observation #2 [2 hours]	PSC 2.1/ISTE 2a, PSC 2.2/ISTE 2b PSC 2.5/ISTE 2e, PSC 2.8/ISTE 2h,
3-3-14 To 3-7-14	Administer 3rd Performance Based Writing Assessment (PBA #3) into Podcast. [2 hours 30 min.]	PSC 2.1/ISTE 2a, PSC 2.5/ISTE 2e PSC 2.7/ISTE 2g, PSC 3.1/ISTE 3a, PSC 3.2/ISTE 3b, PSC 3.3/ISTE 3c, PSC 3.4/ISTE 3d, PSC 3.5/ISTE 3e

3-10-14 To 3-14-14	Observation #3 [2 hours]	PSC 2.1/ISTE 2a, PSC 2.2/ISTE 2b PSC 2.5/ISTE 2e, PSC 2.8/ISTE 2h,
3-17-14 To 3-21-14	Administer 4th Performance Based Writing Assessment (PBA #4) into Podcast. [2 hours 30 min.]	PSC 2.1/ISTE 2a, PSC 2.5/ISTE 2e PSC 2.7/ISTE 2g, PSC 3.1/ISTE 3a, PSC 3.2/ISTE 3b, PSC 3.3/ISTE 3c, PSC 3.4/ISTE 3d, PSC 3.5/ISTE 3e
3-24-14 To 3-28-14	Observation #4 [2 hours]	PSC 2.1/ISTE 2a, PSC 2.2/ISTE 2b PSC 2.5/ISTE 2e, PSC 2.8/ISTE 2h,
<p>Reflection:</p> <p>All of the students in the study were identified by their low DIBELS language scores in the categories of first sound fluency and phoneme segmentation fluency. Lacking both of these skills make it almost impossible for students to write. Students were given four Performance Based Writing Assessments (PBAs) and they were assessed using a rubric created by the county curriculum team. The PBAs assess writing in the categories of; ideas, organization and elaboration. The students were then given the opportunity to orally record the writing assignment into the podcast. After the four PBAs were collected they were analyzed to determine if their scores increased from pre-podcasting to post-podcasting.</p>		
3-31-14	Compile Results and analyze data. [12 hours]	PSC 2.7/2g, PSC 2.8/2h, PSC 3.6/3f, PSC 5.3/4c
4-7-14 To 4-11-14	Data Analysis and Write Up. [10 hours]	PSC 2.7/2g, PSC 2.8/2h, PSC 3.6/3f, PSC 5.3/4c
4-12-14	Complete Data Analysis and turn in. [8 hours]	PSC 2.7/2g, PSC 2.8/2h, PSC 3.6/3f, PSC 5.3/4c
<p>Reflection:</p> <p>The purpose of this study was to determine if podcasting offered a verbal alternative for those who are not yet writing. I tracked the students using the following methods:</p> <ul style="list-style-type: none"> • Field notes were collected to determine if the length of their podcasts increased over time. In each podcast the student includes more words. They were also given a cut up sentence from their podcast and notes were taken on the number of attempts it took them to reconstruct it. Each student was able to do this in fewer attempts post-podcasting. • A codebook was created to give a numerical identifier to each category in the PBA. In each category the students scored better after podcasting than before. • Continued to progress monitor them on DIBELS as this is school policy and all their scores increased. <p>A data analysis was conducted using a paired sample t-test in the three categories of; ideas, organization and elaboration. Based on the data students scored higher in all categories with organization of their writing showing the highest gains.</p>		
4-14-14 To 4-18-14	Complete draft of final research paper and submit for review. [8 hours]	PSC 1.4/1d, PSC 2.1/2a, PSC 2.2/2b, PSC 2.3/2c, PSC 2.6/2f, PSC 3.2/3b, PSC 5.1/4a, PSC 5.2/4b, PSC 5.3/4c, PSC 6.1/6a,

		6b, PSC 6.2/6c, PSC 6.3
4-21-14 To 4-26	Create Video for Peer Review. [6 hours]	PSC 1.4/1d, PSC 2.1/2a, PSC 2.2/2b, PSC 2.3/2c, PSC 2.6/2f, PSC 3.2/3b, PSC 3.7/3g, PSC 5.1/4a, PSC 5.2/4b, PSC 5.3/4c, PSC 6.1/6a, 6b, PSC 6.2/6c, PSC 6.3
4-28-14 To 5-2-14	Submit Final Paper and write reflection for portfolio. [6 hours]	PSC 6.1/ISTE 6a, 6b, PSC 6.2/ISTE 6c, PSC 6.3
Reflection:		
<p>Although podcasting had a positive effect on the students without offering the intervention to all the students it is difficult to conclude if their scores were solely based on podcasting. Some reasons could have been the natural maturity of the students during this intervention, the number of students included, the one on one classroom instruction, home instruction or the modeling from their peers. The students worked with language intensely and in ways the other students did not. They learned some conventions of sentence structure from their cut up sentences such as; the sentence will always start with an upper case letter and end with a period. Therefore, it is difficult to know what effect podcasting had on their writing.</p> <p>Future research needs to be conducted and I hope to see more in the future. Additionally, I would like to see podcast software that instantly converts dialogue to a large printed form. For struggling readers and writers I believe that would have a profound effect to see, "what I say can be written."</p>		
Total Hours: [164 hours]:		

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								
White	X				X			
Multiracial								
Subgroups:								
Students with Disabilities					X			
Limited English Proficiency					X			
Eligible for Free/Reduced Meals					X			