

# Capstone Log

## Instructional Technology Department

<b>Candidate:</b> Ariel Flinn	<b>Mentor/Title:</b> Heather Rogers/Teacher	<b>School/District:</b> Findley Oaks Elementary/Fulton County Schools
<b>Capstone Title:</b> Developing TPACK in Music Educators		

<b>Date</b>	<b>Activity/Amount of Time (Please total the time after the last entry.)</b>	<b>PSC/ISTE Standards</b>
8/27/2014	Developed and distributed initial music teacher technology survey (2 hours)	PSC 3.7/ISTE 3g PSC 5.1/ISTE 4a
3/16/2015 3/22/2015	Developed wiki, created pages, made initial formatting edits (3 hours)	PSC 3.2/ISTE 3b PSC 3.3/ISTE 3c PSC 3.5/ISTE 3e PSC 3.6/ISTE 3f PSC 5.2/ISTE 4b PSC 6.1/ISTE 6a, 6b
<b>Reflection:</b> During this initial phase, I utilized my prior knowledge about Wikispaces from the class wiki and blog post from ITEC 7430 and the wiki I created for the one-hour technology workshop in ITEC 7460 to set up this wiki for the capstone project. I created pages for tools that teachers had specifically requested to learn about, tools with which I had had previous personal experience, and tools that I had heard about but with which I had not previously interacted. When I realized that the list of tech tools to be included on the wiki was growing longer and longer, I knew I had to make the navigation easier for teachers to find tools. After some research, I discovered how to add tags to pages and topics so that they could be grouped in collapsible categories on the navigation tool. Each time a new tool was added thereafter I would be sure to include a tag to describe that tool as either a web tool, app, software application, or tech resource.		
3/25/2015 4/7/2015 4/21/2015	Researched and experimented with unfamiliar web tools for page development (8 hours)	PSC 3.2/ISTE 3b PSC 3.5/ISTE 3e PSC 3.6/ISTE 3f PSC 6.1/ISTE 6a, 6b PSC 6.2/ISTE 6c PSC 6.3
<b>Reflection:</b> I decided that the project should include tools with which I was previously unfamiliar because I knew the process of researching and learning about a new tool would be helpful in understanding how to best explain a new tool to someone else (i.e., music teachers) and also because I did not want to limit the wiki to only the tools with which I did have prior experience. This research phase included spending time on the developers' websites, looking up YouTube videos both from the developers themselves as well as from users of the tools, downloading the apps where applicable, and testing them out myself. This process was helpful for understanding both <i>how</i> to use each tool as well as imagining <i>ways</i> to use the tool in music class.		

4/26/2015 5/3/2015 5/4/2015 5/5/2015 5/7/2015 5/9/2015 5/11/2015 5/12/2015 5/13/2015 5/16/2015 5/18/2015 5/20/2015 5/24/2015 5/25/2015 5/26/2015 5/28/2015 6/1/2015 6/2/2015 6/3/2015 6/4/2015 6/5/2015 6/6/2015 6/7/2015 6/9/2015 6/10/2015 6/14/2015	Page development ( <a href="#">click here</a> or view <a href="#">wiki changes</a> for detailed log) (88 hours)	PSC 2.1/ISTE 2a PSC 2.2/ISTE 2b PSC 2.3/ISTE 2c PSC 2.4/ISTE 2d PSC 2.5/ISTE 2e PSC 2.6/ISTE 2f PSC 2.7/ISTE 2g PSC 2.8/ISTE 2h 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 PSC 3.6/ISTE 3f PSC 3.7/ISTE 3g PSC 4.1/ISTE 5a PSC 4.2/ISTE 5b PSC 5.2/ISTE 4b PSC 6.1/ISTE 6a, 6b PSC 6.2/ISTE 6c PSC 6.3
<b>Reflection:</b> This phase of the capstone project represented a great majority of the work that went into the project. Depending on the complexity of and my former experience with the tool in question, each page took between 45 minutes to several hours to complete. During this process, I created introductory descriptions of each tool, searched for and embedded descriptive videos, developed a users guide to describe the basics of how to interact with the tool, formulated examples of how to incorporate each tool into the pedagogy and content of an elementary music class, created exemplars, developed descriptive screencasts, and researched additional resources to include that would be helpful for new and advanced users alike.		
5/27/2015	Developed and distributed Fulton Music Ed Tech Wiki survey (1 hour)	PSC 3.7/ISTE 3g PSC 5.1/ISTE 4a
6/8/2015 6/9/2015	Created lesson plans (8 hours)	PSC 2.1/ISTE 2a PSC 2.2/ISTE 2b PSC 2.3/ISTE 2c PSC 2.4/ISTE 2d PSC 2.5/ISTE 2e PSC 2.6/ISTE 2f PSC 2.7/ISTE 2g PSC 2.8/ISTE 2h PSC 3.1/ISTE 3a PSC 4.1/ISTE 5a

**Reflection:** During this phase of the development process, I applied the knowledge I had gained about the many tools that I included in the wiki to specific content- and pedagogy-related lesson plan examples. I created a total of twelve lesson plans for teachers to use to incorporate technology into their elementary music classrooms. These twelve lessons include one for each of the grade level pairs (K-1<sup>st</sup>, 2<sup>nd</sup>-3<sup>rd</sup>, and 4<sup>th</sup>-5<sup>th</sup>) for each of the four Fulton County Schools elementary music instructional units (Beat and Rhythm, Melody and Harmony, Expression and Movement, and Timbre and Form). I endeavored to include a variety of tools rather than repeating a small number of tools throughout the collection so that teachers could see how the tools could be applied pedagogically so that the teachers could then apply the tools to other topics within the curriculum. Each of these lesson plans also represents high student engagement, student-directed learning and technology use, and technology use to encourage higher order thinking skills.

**Total: 110 hours**

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