

Capstone Report Part 1

My capstone proposal achieved the ultimate goal, but it did have one significant shift within the project. My project was to put a school through the Common Sense Media digital citizenship certification process, and I did do it. It was just not with the first school I proposed the project with. I felt to see the project through; I needed to assist a school that I was already working with.

When I first proposed the project, I proposed the project be done with Mountain View Elementary in Cobb County. I am not a school employee working for KSU Iteach, so I suggested that my capstone be done with the school that my children attend. As I began that process with the school, Cobb County schools asked for it to go through the research process, and I decided that I just simply did not have time to do that on top of my other responsibilities.

To continue the process without completely rewriting my capstone process, I decided to move my project to a school I was already working with, Roswell High School in Fulton County. In many ways, the makeup of the populations is very similar, but there was the obvious change from elementary school to high school. Thankfully Common Sense Media's process is very analogous to all levels of students. It's just the content that was different.

To start the process, I partnered with Roswell's instructional technology coach, Megan Huss, to design a plan of implementation, pick lessons, and provide professional development to their staff regarding implementation. We also felt that we needed to go above and beyond Common Sense Media requirements, so we designed a plan to implement other aspects of the curriculum.

Parental support for digital citizenship curriculum is also a must. With that in mind, we developed resources and guides for parents to help their children be successful online.

Finally, I helped the school complete the application process. Thankfully, Common Sense Media saw the schools success and awarded them with certification.

Follow up with Roswell at this point is difficult considering I am no longer assigned to that school. However, we did do some follow up before I left. We took surveys of staff on what they saw as the successful aspects of the project, and from that Roswell staff will craft their plan for next year to get re-certified.

Capstone Report Part 2

The Capstone experience was a learning experience. Developing a plan and helping to implement a curriculum plays right into the role of a technology facilitator. The fact that this project revolved around teaching digital citizenship makes the connections to the PSC standards obvious. If I was a school based technology coach, getting schools certified with Common Sense Media's digital citizenship curriculum would be an every year goal.

The most obvious PSC standard that this project plays into is Standard 3 requiring candidates to demonstrate the knowledge, skills, and disposition to model and promote digital citizenship and responsibility. From a standpoint of knowledge, I always learn about the necessary skills and topics that need to be covered in digital citizenship from Common Sense Media's curriculum. Their curriculum encompasses all needed topics, and it is split up effectively by grade level. Basically, as a facilitator we gain knowledge just like the students do.

From a skills standpoint, this project gave me skills in navigating and developing a school wide instructional initiative. To get school certified Common Sense Media requires you to put a certain number of students through the curriculum, and because Roswell saw the importance of Digital Citizenship instruction they decided to implement the curriculum school wide. That took developing a plan for both type of delivery as well as one that would take the least amount of instructional time. Developing that plan with the aid of Roswell's instructional staff is a skill that will be very helpful in the future.

From a disposition standpoint, it comes down to the valuable experience I got from the project in dealing with both student and teachers attitudes as we rolled this curriculum out to them. High school teachers are always reluctant to give up instructional time, so we had to convince them of the value of digital citizenship instruction. From a student perspective, we have to take time to convince them that the instruction is valuable as well. Many High School students feel that they know what to do to be safe online when many times they don't. This project gave me practice in the disposition needed to create relationships.

This project also gave me skills in developing Online and Blended Learning (Standard 3.3) and developing safe, legal, and ethical use (Standard 4.2). From an online and blended learning standpoint my focus was developing a way for the curriculum to be implemented in a blended format, and that is a skill that can carry over to other areas as an instructional technology coach. By promoting digital citizenship we are also promoting safe, healthy, legal, and ethical use, and from that I gained skills, knowledge, and dispositions in the same way that I did for the digital citizenship standard.

This project taught me a good deal. It taught me about instructional design as I had to develop a program and follow up on it. I think for the most part our program was effective, but in future years we need to address continued digital citizenship education once the certification process is done. It was part of our plan, but it was not effectively implemented. I think in order to accomplish this, we need to continue to address teachers attitudes. We need to ensure that teachers see digital citizenship education as necessary.

The project was a valuable experience that added to my experience with instructional technology change. In the future, I will be more effective in helping schools develop school wide initiatives. This is also a program that is valuable to any school, so I will be able to help other schools implement as needed.

References

GASPSC Instructional Technology Standards. (2010). doi:10.4324/9781315060248

Scope & Sequence: Common Sense K-12 Digital Citizenship Curriculum. (n.d.). Retrieved February 5, 2017, from <https://www.common Sense media.org/educators/scope-and-sequence>