

## Capstone Log

### Instructional Technology Department

<b>Candidate:</b> Wayne Langford	<b>Mentor/Title:</b> Bechy Mathews/eClass Specialist GCPS	<b>School/District:</b> McConnell Middle School/GCPS
<b>Capstone Title:</b> Capturing and Managing Knowledge		

**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.**

<b>Date</b>	<b>Activity/Amount of Time</b> (Please total the time after the last entry.)	<b>PSC/ISTE Standards</b>
8/9/2015 - 8/10/2015	Identified potential team members based on areas and make initial contact/ <b>6 hours</b>	PSC 1.1/ ISTE 1a, PSC 1.2/ ISTE 1b, PSC 1.4/ISTE 1d
<b>Reflection:</b> I looked over my allotment and curriculum groups for the coming year to identify faculty and staff members who would be both representative and influential as stakeholders in this initiative. Composed initial contact emails detailing the nature and expectations for participation and sent copies to each potential stakeholder.		
8/10/2015- 9/11/2015	Began research and evaluation of various knowledge management systems and databases and answered questions from potential team members/ <b>26 hours</b>	PSC 5.1/ ISTE 4a, PSC 5.2/ ISTE 4b, PSC 2.5/ ISTE 2e, PSC 6.1/ ISTE 6a, 6b
<b>Reflection:</b> As I began fielding questions from interested staff on the nature of the project I also began researching and evaluating a number of turn-key knowledge management systems. I downloaded and tried two product demos. The research and results of all of this were disappointing as most of the systems were out of reach financially or just too complex to get up and running in a reasonable amount of time. By the end of the August I had decided to turn my attention to the databases already available to us rather than dedicated knowledge management systems.		
8/27/2015	Meet with stakeholder group/ <b>1 hour</b>	PSC 1.1/ ISTE 1a, PSC 1.2/ ISTE 1b, PSC 1.4/ISTE 1d
<b>Reflection:</b> This meeting was aimed at giving the stakeholders a rationale for what we would be doing as well as find out what currently caused them the most pain with regards to technology at our school and how they felt that pain would be best addressed. It was a productive meeting and helped me regain a positive attitude.		
9/14/2015-	Database idea abandoned and intranet site idea adopted and initial mockup designed and built/ <b>10 hours</b>	PSC 6.2/ ISTE 6c, PSC 2.6/ ISTE 2f

9/19/2015		
<p>Reflection:</p> <p>I determined that database-backed solutions would be too complicated to allow me to efficiently build the sort of interactivity that my stakeholder group was telling me would be crucial to an effective tool. I was beginning to feel the pressure to have a mockup of my concept to show my stakeholders and I felt I needed to start moving on content. I settled on the idea of an intranet website where I could place all support materials. I designed and built a website and began creating content to link there.</p>		
9/21/2015	Met with stakeholders by grade level during planning to show the mockup of the website and get feedback/ <b>3 Hours</b>	PSC 1.1/ ISTE 1a, PSC 1.4/ ISTE 1d, PSC 3.7/ ISTE 3f
<p>Reflection:</p> <p>I scheduled a meeting with stakeholders around their schedules and showed the initial website design. For the most part the response was not terribly enthusiastic. In retrospect, it was not a good time or a good reason to insist on a face-to-face meeting. The website did not address some of the key issues the group had already raised and, as many team members were in the middle of SPG testing, they were not in a constructive feedback sort of mood. This will not be a mistake I will make again.</p>		
9/30/2015 - 10/9/2015	Continued developing content for troubleshooting and training/ <b>10 hours</b>	PSC 1.1/ ISTE 1a, PSC 1.2/ ISTE 1b, PSC 1.4/ ISTE 1d, PSC 2.8/ ISTE 3e 3f
<p>Reflection:</p> <p>I looked at trouble-ticket numbers separated into categories from last year to determine the common problems that could be incorporated into training materials. I began creating training documents to address those troubleshooting those issues. I took a couple of requests from my staff for training videos to produce.</p>		
10/16/15	Created and released Google Form for formative feedback on intranet site now that more content was available/ <b>2 hours</b>	PSC 2.7/ ISTE 2h, PSC 2.8/ ISTE 2h, PSC 3.6/ ISTE 3f
<p>Reflection:</p> <p>I created a brief survey delivered as a Google Form to get stakeholder's opinions on the intranet site now that there was a wider variety of documents, videos and resources available. The results are not encouraging. Most stakeholders don't feel the new site aids in quickly locating materials and interactivity is still largely through email as the forum is not conducive to quick communication.</p>		
10/21/15 - 11/30/15	I have thrown myself into content creation mode. I can see no other delivery medium so I have decided to stock the site with enough content to silence the critics. Since I am one of the chief critics, this will probably not work/ <b>38 hours</b>	PSC 5.2/ ISTE 4b, PSC 6.2/ ISTE 6c, PSC 2.6/ ISTE 2f
<p>Reflection:</p> <p>Work has grown hectic and depression over my project has set in. I am unhappy with the website format for managing knowledge and I am spending too much time doing extra research on creating an informal KM application with the tools we have available. I am also spending a good bit of time reading research on knowledge culture. I still think that there may be a way to salvage the website idea. I create dozens of training videos and documents in an attempt to reach some sort of critical mass of content. The problem is</p>		

<p>that the more the catalog of content grows, the less friendly the site becomes to use. I moved the discussion with my stakeholders from focusing on the tool to tackling the search problem. I figure that I can embed key terms in the documents and video descriptions that match the terms teachers are most likely to use. I did discover some techniques that would be a great help once the final move is determined.</p>		
12/3/201 5 - 12/8/201 5	Create Survey on terminology/ <b>6 hours</b>	PSC 1.2/ ISTE 1b, PSC 1.4/ ISTE 1d
<p>Reflection: I have created another Google Form with a handful of familiar scenarios taken directly from last year's trouble tickets. I used the various terms that staff had used when filling out the trouble tickets along with the correct terminology and then asked stakeholders to select the terms that made the most sense to them in describing each technical problem. I would later map the results against the correct terms to build my "teacher-speak" translator. This was a much-needed step in the right direction which was a good thing since testing would occupy my time for the rest of the year.</p>		
1/6/2016 - 1/26/201 6	More content creation and tag transcriptions begin/ <b>26 hours</b>	PSC 1.1/ ISTE 1a, PSC 1.2/ ISTE 1b, PSC 1.4/ ISTE 1d
<p>Reflection: I got back to content creation focusing on videos for D2L, student password management as well as other troubleshooting topics from the previous survey. I also began the slow process of going back in and adding "teacher-speak" terms to documents and videos wherever their matching correct terms appeared. While this process was slow, it would prove to be invaluable later.</p>		
1/26/201 6	Met with stakeholders to demonstrate increased search efficacy/ <b>3 hours</b>	PSC 1.1/ ISTE 1a, PSC 2.7/ ISTE 2g, PSC 2.8/ ISTE 2h, PSC 5.2/ ISTE 4b
<p>Reflection: I booked meetings with groups of stakeholders around their schedules to demonstrate the new search abilities based on the terms they had supplied in the last survey. Only about half showed up to the meetings and the general consensus was that it was nice to be able to search in "plain English", however, because the documents were still separated from the videos, you still had to go to two separate places and logging into the intranet site was also getting on some people's nerves. Not a great day.</p>		
2/5/2016 - 2/14/201 6	Tweak the intranet site and add more content/ <b>10 hours</b>	PSC 1.1/ISTE 1a, PSC 1.2/ISTE 1b, PSC 1.4/ISTE 1d, PSC 2.8/ ISTE 2e, PSC 6.2/ ISTE 6c
<p>Reflection: I have now created enough content that it is driving traffic to the website. In response to staff who dislike having to login to the website, I have made the site public and set page-level permissions to allow staff to edit some content. In my heart I know that this is not going to work and it is becoming very depressing. However, if the site is getting used and at least that proves that the initial vision does identify a real need.</p>		

2/15/2016	Create a Wiki and begin moving content/ <b>4 hours</b>	PSC 1.1/ISTE 1a, PSC 1.2/ISTE 1b, PSC 1.4/ISTE 1d, PSC 3.2/ISTE 3b, PSC 3.6/ISTE 3f, PSC 3.7/ ISTE 3g, PSC 6.2/ISTE 6c
<p>Reflection:</p> <p>Hold the phone. An innocent assignment in ITEC 7445 has made me feel like an idiot. We have been told to explore a bunch of Wikis which at first strikes me as a silly way to spend my time. However, I was only on the second wiki when I suddenly realized that the platform for hosting my content was staring me right in the face. I immediately started a Wiki and began customizing it to allow the interaction my staff desired and tried loading a single piece of content in a couple of different ways to try and determine the sweet spot in searchability and access. This is the best I have felt about this project in six months.</p>		
2/16/2016-2/29/2016	Begin moving all existing content to Wiki/ <b>22 hours</b>	PSC 1.2/ ISTE 1b, PSC 1.4, ISTE 1d, PSC 3.3, ISTE 3c
<p>Reflection:</p> <p>I am thrilled to have finally found a home for this content. After experimenting with just linking or embedding the existing materials where it currently resides, I have determined that the interactivity and the opportunity to make these all living documents is worth the time and effort to move them fully into the Wiki format. I establish a rhythm where I move the content, images and tag up each page and after a week more than one hundred documents have been moved. It's the end of February but I am finally where I have been hoping to be since last summer. This was a nice way to move into interim testing season.</p>		
3/18/2016-5/25/2016	Continue moving and tagging content/ <b>22 hours</b>	PSC 1.2/ ISTE 1b, PSC 1.4, ISTE 1d, PSC 3.3, ISTE 3c
<p>Reflection:</p> <p>The backlog of existing content waiting to be moved continues to shrink and more and I am finally getting back to generating fresh content. One surprise is that other schools in our district are beginning to use this tool as well. I may need to begin thinking about the logistics or turning this into a district-wide resource. I can't really see a downside and the collective wisdom of the entire district housed in a single Wiki would be a great legacy.</p>		
8/12/2016 - 8/19/2016	Train stakeholders to edit content and codify formatting standards for entries/ <b>6 hours</b>	PSC 1.1/ ISTE 1a, PSC 1.4, ISTE 1d, PSC 3.2, ISTE 3c, PSC 5.2/ ISTE 4b, ISTE 6.2/, ISTE 6c, PSC 6.3
<p>Reflection:</p> <p>Over the course of a week I met with small groups of stakeholders to train them on editing content, making suggestions and building buy-in for a standard format to follow for suggestions and additions. The staff members seem to be starting to understand the benefits of not only having knowledge collected but also in identifying tacit knowledge and turning it into explicit knowledge. There seems to be a glimmer of a knowledge currency beginning to take shape within the building.</p>		

8/31/2016 - 11/1/2016	Create and release final survey to the staff and collect and analyze all data./13 hours	PSC 1.1/ ISTE 1a, PSC 1.2, ISTE 1b, 1c, PSC 1.4, ISTE 1d, PSC 2.7, ISTE 2d, PSC 2.8/ ISTE 2e, 2h, PSC 3.2/ISTE 3c, 3d, PSC 3.6/ ISTE 3f, PSC 6.2/ISTE 6c
<p>Reflection:</p> <p>I rolled out the Wiki officially to the entire school and began referring staff member there for answers rather than the old resources. I allowed two full months for an adjustment period to get my staff weaned away from the old way of doing things. I replied to all inquires to pre-existing training documents by linking to the appropriate materials in the Wiki and I trained new staff to use the Wiki almost exclusively for support documents. Then in November I create a short, two-question survey and sent it to the staff to determine how useful they felt the new tool was. I combined the results from that survey with the trouble ticket numbers relative to last year at this time and the usage statistics from the Wiki server. The results are very encouraging and are particularly sweet in light of the many times I felt as though I was sinking time into a project that might never prove itself.</p>		
<b>208 hours total</b>		

<b>DIVERSITY</b>								
(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
<b>Race/Ethnicity:</b>								
Asian							x	
Black			x				x	
Hispanic			x				x	
Native American/Alaskan Native							x	
White			x				x	
Multiracial							x	
<b>Subgroups:</b>								
Students with Disabilities							x	
Limited English Proficiency							x	
Eligible for Free/Reduced Meals							x	