

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Hillary Johnson	Mentor/Title: Kathy Vinyard/Media Specialist	School/District: Lassiter High School/Cobb County
Field Experience/Assignment: Engaged Learning Project	Course: ITEC 7400	Professor/Semester: Jo Williamson/Summer 2015

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
7/1/15	Completed the Idea for the Engaged Learning Project [3 hrs]	PSC 1.1, 1.4, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.5, 3.6, 4.2, 4.3	ISTE 1a, 2d, 2e, 3a, 3b, 3e, 3g, 5b, 5c
7/9/15	Completed the Engaged Learning Project Draft [3 hrs]	PSC 1.1, 1.4, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.5, 3.6, 4.2, 4.3	ISTE 1a, 2d, 2e, 3a, 3b, 3e, 3g, 5b, 5c
	Total Hours: [6 hours]		

DIVERSITY								
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
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
Hispanic								X
Native American/Alaskan Native								
White								X
Multiracial								X
Subgroups:								
Students with Disabilities								X
Limited English Proficiency								X
Eligible for Free/Reduced Meals								x

Part II: Reflection

CANDIDATE REFLECTIONS:

(Minimum of 3-4 sentences per question)

1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?

This field experience required a final product that can be used in our classrooms. The experience consisted of creating an idea template followed by a rough draft and final draft. I had to create a project idea that used the “Indicators of Engaged Learning” and the “LoTi Levels” to maximize the benefits of the project to students. I learned about all the different ways I can incorporate community members by using everyday technology (Skype, Gmail, Drive, etc.) and create a meaningful experience for students by have the final product be worthy of worldwide publishing. I also learned the importance of authenticity to any student product and how to keep students engaged with technology use.

2. How did this learning relate to the knowledge (what must you know), skills (what must you be able to do) and dispositions (attitudes, beliefs, enthusiasm) required of a technology facilitator or technology leader? (Refer to the standards you selected in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

Knowledge – *I had to know the content standards and student technology standards to apply the project to all learners (PSC 2.1). I also had to know which strategies would best address the diversity of all my students (PSC 2.2). In addition, I had to know which tools would enhance the higher order thinking skills of my students (PSC 2.4).*

Skills – *I had to be able to effectively use research-based best practices to determine the appropriate technology-enhanced learning experiences (PSC 2.6). I also had to be able to predict the appropriate way to manage my classroom to ensure the maximum use of digital tools by my students (PSC 3.1). In addition, I had to be able to be familiar enough with the technologies I was implementing to be able to troubleshoot any issues my students may have during the project (PSC 3.5).*

Dispositions – *I had to communicate my beliefs about ethical use of technology by ensuring that students are using the technology in the appropriate manner (PSC 4.2). I also had to ensure that all students had a fair opportunity to use the technology to enhance understanding and global awareness (PSC 4.3). Also, my beliefs of a shared vision for technology in the classroom is a huge component as to why I chose to do such a technology-heavy project (PSC 1.1).*

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

This field experience will significantly impact student learning in my classroom and hopefully in my school too. By having students participate in an authentic project that directly relates to their lives, they will ultimately have more ownership in the final product. It is my hope that after doing this project, the students will think twice before doing things that can significantly impact the environment by increasing their carbon footprint. In addition, perhaps a few more students would be inclined to carpool, walk to school, or ride the bus. The impact will be assessed through the student body response to the PSA’s created by the students and could even go as far as taking data on the number of parking passes purchased each semester. Students could further assess the impact by also recording the amount of cars that drop off students each day and seeing if this number decreases after completion of the project.