

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

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Course: ITEC 7500		Professor/Semester: Stephen Rahn

Part I: Log

(This log contains space for up to 5 different field experiences for your 10 hours. You may only need one! If you have fewer field experiences, just delete the extra rows. If you have more than 5 field experiences, please copy and paste additional rows. Thank you!)

Date(s)	1 st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
2/12/15 - 3/31/15	Activity: Mini-BioBlitz / 7 hr.		<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</p> <p>The media specialist at Burnt Hickory Elementary School put me in touch with a 1st grade teacher who was willing to collaborate with me on my field experience. We corresponded through email over the month of February, originally planning to do something with ants which they would be studying in early March. I pitched the idea of incorporating The Great Nature Project which she liked. As I planned the lesson, I came across an activity called a Bioblitz which I found exciting. I pitched it to Ms. Weaver who loved it, and we put the project off to the end of March in</p>

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hopes of better weather. In our Mini BioBlitz, students spent time in the schoolyard taking pictures of plants & animals. We then returned to the classroom and projected the pictures and discussed the identification and characteristics of the animal and plant biodiversity in the schoolyard. Finally, we uploaded our pictures to The Great Nature Project to share with the world.

I really enjoyed this field experience and so did the collaborating teacher and students. I learned to adapt a technology-rich project intended for an older student population to meet the needs of younger learners with great success. I also learned to plan with a teacher who was a perfect stranger in a way that made the incorporation of this project seamless with her classroom plans.

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								
Black					x			
Hispanic					x			
Native American/Alaskan Native								
White	x				x			
Multiracial								
Subgroups:								
Students with Disabilities					x			
Limited English Proficiency								
Eligible for Free/Reduced Meals								

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.)

This experience required me to know how to inspire and lead. In this field experience, I used my skills for building a partnership with the teacher whom I had never met. Working together to design a lesson incorporating technology into her classroom's science curriculum, we went through several ideas before finding something that excited both of us. I used my knowledge of the science content standards she was addressing in the classroom and my knowledge of working with young learners to create an authentic learning experience incorporating higher order thinking skills and utilizing learner-centered strategies. I used my skills with digital learning tools to facilitate the use of digital tools and contribute to a global information website. I used my disposition toward professional growth to engage with teachers and students in a field experience that helped synthesize my content and professional knowledge, skills, and dispositions.

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 had a positive impact on the collaborating 1st grade teacher at Burnt Hickory Elementary School and on myself. I gained confidence in designing activities that would incorporate technology and make a real-world contribution. I also gained confidence in working with a younger age group. Success can be assessed by the fact that the

	<p>collaborating teacher made numerous positive comments and exhibited enthusiasm for the entire project. The field experience also positively impacted the students in the class as evidenced by their high degree of engagement in the activities and their display of higher order thinking skills as they reflected on the plants and animals they found and worked to identify their names.</p>
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