STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Edith Wood	Mentor/Title: Naomi Schapley/English Teacher	School/District: Paulding County Schools
Field Experience/Assignment: Engaged Learning Project (ELP)	Course: ITEC 7400 21st Century Teaching and Learning	Professor/Semester: Dr. Jo Williamson/Summer 2014

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
6/24/2014	Researched ideas for engaged learning project 1.75 hr.	2.1,2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.6	2a, 2b, 2c, 2d, 2e, 3a, 3b, 3f
6/25/2014	Wrote up and submitted 2 project ideas my professor for feedback 0.75 hr.	2.1,2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.6	2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3f
6/27/2014	Contacted math teacher at my school about the project and sent supporting documents. Identified extension services contacts at SPSC and KSU to contact regarding cooperative project. 2 hrs.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6	2a, 2b, 2c, 2d, 2e, 2f
7/1/2014	Created rough draft of project idea to share with peer group. 5.5 hr	2.1,2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.6	2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3f
7/2/2014	Polished the idea, emailed it to potential participant for review. 3 hr.	2.1,2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.6	2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3f
7/8/2014	Researched "hook" activities for ELP. Decided on technologies that would be used. Constructed objectives and processes for the ELP. Created assessment rubric. 6.25 hr.	2.1,2.2, 2.3, 2.4, 2.5, 2.7, 2.8 3.1, 3.2, 3.6	2a, 2b, 2c, 2d, 2e, 2f, 3a, 2g, 3b, 3f
7/9/2014	Made modifications to ELP based on peer feedback. Refined process. Identified technology to be integrated. Documented references and supporting materials. 2 hr.	6.1, 6.2	6a, 6b
7/14/2014	Made modifications to ELP based on 2nd round of peer feedback. Refined abstract and make other minor improvements. 0.5 hr.	6.1, 6.2	6a, 6b
	Total Hours: [21.75 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				x
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								x

Part II: Reflection

CANDIDATE REFLECTIONS:
(Minimum of 3-4 sentences per question)

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

In this field experience, I created a mathematics lesson, striving to include as many indicators of engaged learning as possible while also integrating technology at the highest LoTI level I could achieve. This experience was very useful in helping me see beyond the use of classroom technology and Web 2.0 to creating authentic learning experiences. I learned how look at the many indicators of engagement and the LoTI levels separately and then combine them with the T-PACK for, what I think is an effective, challenging, student-driven Engaged Learning Project. I'm not sure I will ever be satisfied with lesser projects again.

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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.)**

As a media specialist without a classroom, this project was challenging in a number of ways. I decided to pursue a math lesson because this subject tends to be a bit isolated. My math teachers never reserve computer time unless it is for test prep. My goal was to design a project that would excite the teachers and engage students by expanding their learning beyond their classroom walls. I wanted to create a unit that would connect with local institutions, letting students assume the authentic, adult role of researcher (2b, 2c). This Engaged Learning Project required the knowledge to find the technology to fit the project, then to know how to teach this technology in conjunction with the content standards (2c). It required the skills to troubleshoot problems and change course if necessary without abandoning the project. It required determination, creativity, and enthusiasm to have the will to achieve the vision despite the enormous time requirement and the challenge of finding collaborators (3c). This was definitely a partner-building experience which was difficult to carry out in the summer months when people are on vacations or just not checking their emails. All I have to say is – thank goodness for Facebook! That is how I was able to find a teacher interested in collaborating on this project with me (3f).

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

This Engaged Learning Project should become a showcase for technology integration in my school district. I will definitely share it with my faculty at the school level, but will also send a report to the district level to put in the system newsletter. Last, as a member of the Paulding County School District Technology Committee, I will showcase this project to them and offer to lead a workshop on how to put together a project of this nature.