

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: Multimedia Project	Course: ITEC 7445, Multimedia and Web Design	Professor/Semester: Jane Roberts/Summer 2014

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
7/10/2014	<ul style="list-style-type: none"> • Browsed Web 2.0 tools looking for area of interest. 1.5 hr • Selected topic, wrote analysis, identified standards. 4 hr. 	2.5, 2.6, 3.4	2e, 2f, 3d
7/12/2014	<ul style="list-style-type: none"> • Created objectives • Created Wiki site • Created supporting .pdfs to illustrate procedures • Created rubrics • 11 hrs. 	2.1, 2.3, 2.6, 2.7, 3.3, 3.5, 3.6, 4.2, 6.1	2a, 2c, 2f, 2g, 3c, 3e, 3f, 4b, 6a
7/13/2014	<ul style="list-style-type: none"> • Continued working on Wiki site, making adjustments based on my daughter's feedback • Worked on my project report • Made adjustments based on feedback from a 16 year old student • 5.75 hr. 	2.1, 2.3, 2.6, 2.7, 3.3, 3.5, 3.6, 4.2, 6.1, 6.3	2a, 2c, 2f, 2g, 3c, 3e, 3f, 4b, 6a, 6c
7/14/2014	<ul style="list-style-type: none"> • Edited website and posted link to my site to D2L for peer feedback • 1.5 hr. 	2.1, 2.3, 2.6, 2.7, 3.3, 3.5, 3.6, 4.2, 6.1, 6.3	2a, 2c, 2f, 2g, 3c, 3e, 3f, 4b, 6a, 6c
7/15/2014	<ul style="list-style-type: none"> • Moved my entire project from Wikispaces to Weebly in order to be able to incorporate more elements of effective web design • 2 hr. 	2.1, 2.3, 2.6, 2.7, 3.3, 3.5, 3.6, 4.2, 6.1, 6.3	2a, 2c, 2f, 2g, 3c, 3e, 3f, 4b, 6a, 6c
7/17/2014	<ul style="list-style-type: none"> • Tested my WebQuest with Student 1 & made minor revisions to the website • 1 hr. 	2.1, 2.3, 2.6, 2.7, 3.3, 3.5, 3.6, 4.2, 6.1, 6.3	2a, 2c, 2f, 2g, 3c, 3e, 3f, 4b, 6a, 6c
7/18/2014	<ul style="list-style-type: none"> • Tested my WebQuest with Student 2. No revisions necessary • 1 hr. 	2.1, 2.3, 2.6, 2.7, 3.3, 3.5, 3.6, 4.2, 6.1, 6.3	2a, 2c, 2f, 2g, 3c, 3e, 3f, 4b, 6a, 6c
	Total Hours: [27.75 hours]		

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?

In this project, I created a WebQuest for 11th and 12th grade math or business students to simulate a real life budget. Students were paired to simulate a 2 income family. They drew from a hat their career/income, number of children, and credit rating. They had to calculate taxes, research average costs of essential living expenses, buy a home, buy and house, and keep it all within their budgets. Once their budgets were in place, each couple had to draw a “wild card” from the hat which gave them an unexpected life event for good or ill. Students then had to revise their budgets based on this new situation. The WebQuest is designed as a collaborative lesson between the media specialist and math or business teacher. While designing this WebQuest I learned that I can create an authentic math experience for students that teachers will adopt. Collaboration between students and between teachers is built into the project. I learned to design a project that is more than just a fact-seeking mission, but requires students to explore new tools, evaluate and re-evaluate their strategies and apply their new knowledge to a simulated real life experience that will help guide them in making their own life choices. I also learned to apply the elements of Universal Design Principles in order to provide equal access for all.

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 WebQuest helped me gain knowledge in the Georgia financial mathematics standards and integrate them with the PSC standards for technology. It helped me create an authentic learning experience that required students to apply the content standards to a real-life simulation. I learned to think about differentiation as relates to web design and instructional design, making adaptations to incorporate elements of Universal Design Principles. I created formative and summative assessments that measure student learning and technology literacy. I gained skill in designing an online blended learning experience that supported and extended student learning. I expanded my knowledge of evaluating digital resources for collaborative, student-driven projects. This project helped me grow professionally and evaluate and reflect upon my learning in order to become a better instructional technology coach.

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

It being summer semester, I was unable to carry out this field experience with a full class. I was only able to find 2 teenagers willing to test the site for me. However, I have 3 teachers I am confident will be interested in implementing this WebQuest in the coming year. After implementation I plan to share our experiences with the rest of the faculty either as part of a staff meeting or in a professional learning day, whichever my principal will grant me. This project is a good example of how to create a project-based, student-center lesson which can be adapted and reapplied in a number of contexts. The impact can be assessed by keeping a log as an instructional technology coach of the number of teachers who express interest in and collaborate on similar projects in their classrooms.

