

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Valerie Hyder	Mentor/Title: Dr. Johnnie Coats/Teacher	School/District: Adairsville Middle/Bartow County
Field Experience/Assignment: Blended/Online Learning Assignments	Course: ITEC 7480 Introduction to Online Learning	Professor/Semester: Dr. Anissa Vega/Summer 2017

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
6/25/17	Designed a syllabus for a blended/online classroom - reviewed example, developed content, completed self-evaluation. (8 hours)	PSC 3.3, 4.3, 6.1, 6.2, 6.3	ISTE 3c, 5c, 6a, 6b, 6c
7/3/17	Completed the Blended/Online Unit Plan – completed module, outlined plan based on standards, completed the unit plan and self-evaluation. (10 hours)	PSC 3.3, 4.3, 6.1, 6.2, 6.3	ISTE 3c, 5c, 6a, 6b, 6c
7/6/17	Designed the activities for an Online Learning Module – reviewed module and examples, updated a previous online assignment and restructured it as a learning module, completed self-evaluation. (8 hours)	PSC 3.3, 4.3, 6.1, 6.2, 6.3	ISTE 3c, 5c, 6a, 6b, 6c
Total Hours: 26 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								
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)

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

During this field experience, I created a syllabus for a blended learning classroom, developed a unit plan for teaching The Great Depression and The New Deal, and then designed a fully online learning module about The Great Depression, which aligns with the new Georgia Standards of Excellence. I gained a deeper understanding of developing content for online learning, and know how important it is to stay organized while developing this content. I have learned the importance of being very explicit in the instructions provided for students. As I have progressed through the ITEC program, I have been able to put myself in the students' shoes and see from their perspective what it is like to participate in an online classroom environment.

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 must know how to create effective lessons and online activities that meet a set of criteria. I know that I must adhere to the iNACOL rubrics in order to develop high quality online learning opportunities for my students. I know the importance of staying up-to-date on the best resources and methods of delivery to ensure my students are as successful as possible in meeting the standards.

Skills: I must be able to create meaningful, authentic, and engaging tasks and modules that allow my students to represent their knowledge in a variety of ways. It is important that I be able to manage online tools effectively and to provide timely and relevant feedback to students, so that they may be as successful as possible.

Dispositions: By providing my students with fun, exciting, and engaging online learning opportunities, I am doing my best to ensure that my diverse student population is given a positive learning experience. By continuing to think like a student, I can continue to design content that I feel would be engaging and authentic for them.

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

Creating this syllabus, unit plan, and online learning module allowed me the opportunity to see how classes can be blended (or fully online) without the addition of many extra resources. This course has improved my knowledge of online learning, which will in turn help to improve my students' ability to be successful 21st century learners. Being in a 1:1 school, students have a tendency to become complacent with technology. I am hopeful that as I continue to develop online learning modules I will be able to create more excitement about learning. Sharing my experiences with other faculty members will be helpful to them as they continue to learning how to implement blended learning into their classrooms.