**Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:  Valerie Hyder** | **Mentor/Title:  Dr. Johnnie Coats/Teacher** | **School/District:  Adairsville Middle/Bartow** |
| **Field Experience/Assignment: Multimedia Design Project** | **Course: ITEC 7445 Multimedia & Web Design** | **Professor/Semester: Dr. Larkin/Summer 2016** |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| 6/28/16 | Planning Web Quest (3 hours)   * Deciding on standards * Host website - Weebly * Deciding on Web Quest situation/problem | PSC 2.1, 2.5, 2.6, 3.4 |
| 6/29/16 | Begin designing web quest (4 hours)   * Basic page layout * Finding videos, pictures, etc. * Deciding on flow of web quest | PSC 2.1, 2.6, 3.6, 4.2, 4.3 |
| 7/7/16 | Continue creating web quest (6 hours)   * Add content to specific pages * Embed videos and pictures * Attach required documents * Create rubric | PSC 3.3, 3.5 |
| 7/8/16 | Finalize/edit web quest (3 hours)   * Fix errors * Check for broken links * Fix layout * Make sure web quest flows * Add audio clips to web quest | PSC 3.3, 3.5, 6.1 |
| 7/12/16 | Evaluate/reflect on web quest (4 hours)   * Analyze student products * Reflect on usefulness of web quest * Reflect on quality of web quest * Write final report | PSC 2.6, 2.7 |
|  | Total Hours: [20 hours ] |  |

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| **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 |  |  |  | X |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  | X |  |

**Part II: Reflection**

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| **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 field experience, I created a web quest about the Great Depression and its influence on the citizens of the United States, particularly Georgia. I learned a great deal about being a technology facilitator during this experience. I learned that it is essential to think about equitable access so that each student gets a fair chance at finding success while using technology. I think my students will be very engaged while working through this assignment, so I feel that I will become more and more aware at what a positive impact technology can have on student engagement and their overall learning. |
| **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 web quest helped me learn how to ensure equitable access and create and implement technology related inquiry style lessons. Having specific skills as a technology facilitator is essential when helping students and other teachers within my building. During the creation of this lesson plan I had to troubleshoot when trying to find the correct type of HTML code to embed audio in my web quest. By working through this, I am now able to show other people how to troubleshoot and fix basic code on Weebly. As a technology facilitator I must also be able to facilitate meaningful lessons that include technology. I must be able to remain calm and help students who experience difficulty while using technology within the classroom. While the majority of my students will probably do well with this task, I am certain there will be a few who need guidance. Maintaining a positive attitude about technology not only helps students understand the importance, but allows other educators to see the importance of using it. |
| **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 impact school improvement by allowing my fellow teachers to see how easy and beneficial technology use is. By allowing my fellow teachers to use this web quest in their classes, they will be able to see how engaging projects like this are for students and how meaningful the outcomes can be. Some teachers may be hesitant to use it in their classes, but my job will be to help them become excited about it. Small steps are better than no steps toward technology integration, in my opinion. The impact can be assessed by reviewing student products from the web quest and by seeing fellow teachers finding success with implementation in their classes. |