

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Jamey Bearden	Mentor/Title: Neil Harrison/ITS	School/District: Dawson County High School / Dawson County
Field Experience/Assignment: Myths and Legends Multimedia Project	Course: ITEC 7400 21 st Century Teaching & Learning	Professor/Semester: Professor Kate Matthews / Spring 2015

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
3/3/15	Preparation of Lesson Plan Idea for the Myths and Legends Multimedia Unit. [2 hours]	PSC 1.2	ISTE 1b
3/5/15	Completed Lesson Plan Idea for the M & L Unit. [2 hours]	PSC 1.2	ISTE 1b
3/17/15	Designed the activities for the Unit Plan. [2 hours]	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.2, 4.3	ISTE 2a, 2b, 2e, 2d, 2e, 2f, 3f, 5b, 5c
3/22/15	Developed the online rubrics, Weebly page, and lesson plan draft. [2 hours]	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.6, 4.2, 4.3	ISTE 2a, 2b, 2e, 2d, 2e, 2f, 2g, 3f, 5b, 5c
3/25/15	Introduced and implemented the unit and project with students. [1.5 hours]	PSC 3.1, 3.2, 3.3, 3.5, 3.7, 4.2, 4.3, 6.1	ISTE 3a, 3b, 3c, 3e, 3g, 5b, 5c, 6a, 6b
3/26/15 through 4/22/15	Continued unit with students. Presented info about myths and legends. Students participated in online discussions. Students research various myths and legends. Students used class weebly page, blog and Schoology to take various assessments and complete the unit's tasks. (Week of 4/4 – 4/11 Spring Break) [22.5 hours]	PSC 3.1, 3.2, 3.3, 3.5, 3.7, 4.2, 4.3, 6.1	ISTE 3a, 3b, 3c, 3e, 3g, 5b, 5c, 6a, 6b
4/23/15 & 4/24/15	Evaluated Projects completed by students [2 hours]	PSC 2.7, 5.3	ISTE 2g, 4c
Total Hours: [34 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								
Black								
Hispanic								
Native American/Alaskan Native								
White								X
Multiracial								
Subgroups:								
Students with Disabilities								X
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?

The field experience was really fun. I thought that students would be hesitant at first and make many excuses as to why they had to “go to these websites” and complete certain tasks. However, I was pleasantly surprised that they dived in and really did not complain or give any excuses about why they could not do something. They were all very eager to complete the learning tasks and seemed to work efficiently. They liked keeping their own pace (with a little guidance) and enjoyed being able to use technology that fit seamlessly into the lesson. Because I have utilized the forms of technology that I used in the lesson quite often, it was easy for me to help students if they had a “user error” and the unit just flowed. Because I was guiding students through the process, it was nice to see that all of my hard work in preparing this unit paid off. The leadership role I assumed was more of a facilitator and mentor of what to do as I observed students discover the content in a meaningful way.

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 learning related to the knowledge of a required technology facilitator/leader because I had to facilitate the design, development, implementation, communication and evaluation of technology-infused strategic plans (PSC 1.2/ISTE 1b). I also demonstrated knowledge, skills and dispositions to effectively integrate the technology used in this unit into my own teaching practices (PSC 2, ISTE 2)

This learning related to the skills and disposition of a technology facilitator because I demonstrated the necessary skills to effectively integrate the technology used in this unit into my own teaching practices (PSC 2, ISTE 2). I did this through using research-based, learner-centered strategies addressing the needs and diversity of all of my students (PSC 2.2/ISTE 2b).

I also modeled and facilitated the use of digital tools and resources to engage students in authentic learning experiences (PSC 2.3/ISTE 2c). I modeled and facilitated the effective use of digital tools and resources to support and enhance higher ordered thinking skills, processes, and mental habits of mind (PSC 2.4/ISTE 2e). I also implemented the necessary skills to facilitate appropriate instructional design and assessment (PSC 2.6, 2.7/ISTE 2f, 2g)

Through examples in above descriptions and also through demonstrating the knowledge, skills, and dispositions to model and promote digital citizenship and responsibility in this field experience, I believe that this field experience was successful in allowing me to become a technology facilitator.

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

This experience greatly impacted student learning at DCHS because it provided a medium and environment that students use on a daily basis, but for learning. Students were comfortable and at ease and the lesson could be differentiated to meet students’ individual needs through the teacher’s role as a facilitator of learning. I believe that students learned more from this type of delivery and follow through in the lesson than in previous similar units because of this.

