**Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Julia Hotchkiss | **Mentor/Title:** Mrs. Craven/ 5th Grade | **School/District:** TCMS/Thomas County |
| **Field Experience/Assignment:**Multimedia Design Project | **Course:**ITEC 7445 Multimedia & Web Design | **Professor/Semester:**Dr. Bacon/Spring 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE StandardsPSC** | **NATIONAL StandardsISTE NETS-C** |
| 4/4/16 | Completed the Pre-Plan for the WebQuest. [5 hours] | PSC 2.6 | ISTE 2f |
| 4/11/16 | Completed the Analysis for the WebQuest [3 hours] | PSC 2.5, 2.6, 3.4 | ISTE 2a, 2e, 2f, 3d, 5c |
| 4/12/16 | Designed the activities for the WebQuest. [8 hours] | PSC 2.1, 2.3, 2.6, 3.6, 4.2 | ISTE 2a, 2c, 2f, 3f, 5b, 5c |
| 5/4/16 | Developed the WebQuest online. [7 hours] | PSC 3.3, 3.5, 6.1 | ISTE 3c, 3e, 6a, 6b |
| 5/5/16 | Evaluated the WebQuest [3 hours] | PSC 2.6, 2.7, 6.2 | 2f, 2g |
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|  | Total Hours: [24 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 |  |  |
|  Multiracial |  |  |  |  |  | x |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  | x |  |  |
|  Limited English Proficiency |  |  |  |  |  | x |  |  |
|  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?**For my Webquest, my students are to research different landforms to create a mystery project to present to the class. They are also held accountable with a task sheet as they complete the steps in the process. I learned that technology facilitation can incorporate many aspects at the same time and can be frustrating. Using many different resources and facets of technology in this project helped me come more confident in making things in the future.  |
| **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 teacher or a technology coach, I find that willingness to learn and correct your mistakes helps your knowledge greater than reading information telling you how to do anything. I now know how to easily embed and edit HTML, make and use Google Forms, and create a Webquest to help guide students’ learning. Continuing to learn and enjoying it is something that will help me in years to come.  |
| **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 impacted student learning by finding a new way to teach them about landforms.My students had a task sheet to hold them accountable during the Process, that listed what steps they had completed and had “Quick Qs” to assess their knowledge during the assignment. They also had a pre and post-test along with a rubric to assess their presentations at the end of the assignment.  |