Field Experience Log & Reflection

Instructional Technology Department

Candidate: Natalie Crosby	**Mentor/Title:** Tanya Dexter/SPED Teacher	**School/District:** LCHS9/Lee
Field Experience/Assignment: Lesson Plan Project	**Course:** ITEC7430	**Professor/Semester:** Dr. Frazier/Spring 2014

Part I: Log

Date(s)	Activity/Time	PSC Standard
3/24/14 – 3/26/14	Brainstorming ideas for lesson plan project (standards needing to be assessed, timeline for getting lesson completed) (2 hours)	(PSC 2.1/ISTE 2a) (PSC 2.6/ISTE 2f)
3/26/14 – 3/28/14	Researching digital tools to incorporate in project that reinforced critical thinking skills, creativity, and web-based publishing that enhance student mastery of content (3 hours)	(PSC 2.1/ISTE 2a) (PSC 2.2/ISTE 2b) (PSC 2.4/ISTE 2d) (PSC 2.5/ISTE 2e) (PSC 2.6/ISTE 2f) (PSC 3.2/ISTE 3b) (PSC 3.6/ISTE 3f)
4/7/14 – 4/9/14	Development of project guidelines, including safety and ethical guidelines and providing tutorials to students on use of various web tools used in the project (mostly the proper use of the blog tool) (6 hours)	(PSC 2.1/ISTE 2a) (PSC 2.2/ISTE 2b) (PSC 2.4/ISTE 2d) (PSC 2.5/ISTE 2e) (PSC 2.6/ISTE 2f) (PSC 3.2/ISTE 3b) (PSC 3.5/ISTE 3e) (PSC 3.6/ISTE 3f) (PSC 3.7/ISTE 3g) (PSC 4.2/ISTE 5b)
4/10/14 – 5/7/14	Project implementation (includes assisting students as needed, troubleshooting various issues, organizing and promoting collaboration among peers and worldwide, assigning peer tutors, and class time spent completing project) (.75 hr per class x 5 classes = 3.75 hours x 10 class days = 37.50 hours)	(PSC 2.1/ISTE 2a) (PSC 2.2/ISTE 2b) (PSC 2.3/ISTE 2c) (PSC 2.4/ISTE 2d) (PSC 2.5/ISTE 2e) (PSC 2.6/ISTE 2f) (PSC 2.7/ISTE 2g) (PSC 3.1/ISTE 3a) (PSC 3.2/ISTE 3b) (PSC 3.5/ISTE 3e) (PSC 3.6/ISTE 3f) (PSC 3.7/ISTE 3g) (PSC 4.1/ISTE 5a) (PSC 4.2/ISTE 5b) (PSC 4.3/ISTE 5c)
	Total Hours: [48.5 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				X
Hispanic								X
Native American/Alaskan Native								
White				X				X
Multiracial								X
Subgroups:								
Students with Disabilities								X
Limited English Proficiency								X
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?

For this experience, I asked students to create a blog for each of the various terrestrial and aquatic biomes around the world. Students were to research the characteristics of each biome and share their information on the blog. As students gained confidence with their blogs, they were to add multimedia of their choice to enhance their written information. In addition, students were asked to provide critiques on one another's blogs, link to their information if they found something interesting, and were often assigned peer tutors to aid in editing the posts. I promoted the project on the Science Community board on Edmodo so that other teachers and students could read and comment on the blogs. I believe the most important lesson I learned about technology facilitation is that it actually doesn't take but an small addition of technology to pique student interest in an assignment – I have given a similar assignment in the past, only written minus the collaboration and I noted that this change (adding the blog aspect to the assignment) completely escalated student interest. I also found that other teachers were very interested in how I was incorporating the blogs into my lessons and I will be providing tutorials and suggestions to many of my colleagues.

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.)**

I must be able to design a lesson that is aligned with both the content and technology standards that promotes higher order thinking skills, in this case creativity (PSC 2.1, 2.4, 2.6, 3.2, 3.6). I must know which technologies promote the qualities of the assignment and how the tools selected will address the diverse needs of my students (PSC 2.3, 2.5, 2.6, 3.2, 4.3). I must be able to facilitate collaboration among peers and among classmates worldwide (PSC 3.1, 3.7). Finally, I must believe that the assignment meets the needs of all students and believe that it is worthwhile for all students to complete (PSC 2.3, 2.6). This was actually a large part of this experience for me as I was challenged by some parents about the assignment. I had to show that what we were doing was promoting the learning experience in such a way that provided a unique and authentic learning experience for my students.

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

As stated above, student interest in a normally mundane assignment significantly increased. Students who normally wouldn't bother to lift a pencil in class began to show interest in their work and what their peers thought of their work. I had students respond to a poll on Edmodo throughout our time working on the blogs to assess their engagement in the project as we went. Student engagement increased the longer we spent time on the blogs. I also saw an improvement in the quality of most students' blogs throughout the process. In addition, my colleagues showed much interest in the implementation of blogs into the class environment and are interested in learning more about how to utilize this tool into their own classes.