

# STRUCTURED

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Sarah Barnett	<b>Mentor/Title:</b> Kathy Thompson/Media Specialist	<b>School/District:</b> Woodland High/Henry County
<b>Field Experience/Assignment:</b> Engaged Learning Project	<b>Course:</b> ITEC 7400 21 <sup>st</sup> Century Teaching & Learning	<b>Professor/Semester:</b> Ms. Roberts/Summer 2013

### Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
7/1/13	Researched Internet for online publishing opportunities [2hrs]	PSC 2.1, 2.2, 2.3, 3.1, 3.2, 3.6, 6.1, 6.3	ISTE 2a, 2b, 2c, 3a, 3b, 3f, 6a, 6b
7/2/13	Created Engaged Learning Project Idea Proposal [4hrs]	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.6, 6.1, 6.3	ISTE 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3f, 6a, 6b
7/9/13	Read feedback from peers and instructor; revised Engaged Learning Project Draft to include process, hook, learning objectives, references [4hrs]	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.6, 6.1, 6.2, 6.3	ISTE 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3f, 6a, 6b, 6c
7/10/13	Located collaboration opportunities for project; incorporated into project [2hrs]	PSC 2.2, 2.3, 2.5, 3.1, 3.2, 3.6, 6.1, 6.3	ISTE 2b, 2c, 2e, 3a, 3b, 3f, 6a, 6b
7/16/13	Read feedback from peers and instructor; located online resources for teaching students interview skills and personal narrative writing process [3hrs]	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.6, 6.1, 6.2, 6.3	ISTE 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3f, 6a, 6b, 6c
7/17/13	Finalized Engaged Learning Project [2hrs]	PSC 2.1, 2.2, 2.3, 2.4, 2.4, 2.6, 2.7, 2.8, 3.1, 3.2, 3.6, 6.1, 6.3	I ISTE 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3f, 6a, 6b
	Total Hours: [17 hours ]		

<b>DIVERSITY</b>								
(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
<b>Race/Ethnicity:</b>								
Asian								X
Black								X
Hispanic								X
Native American/Alaskan Native								X
White								X
Multiracial								X
<b>Subgroups:</b>								
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?**

During this field experience, I created an engaged learning project that allowed students to assume the role of published authors. Students were given an opportunity to engage with a specific theme, to learn about others' experiences with this theme, to share their own personal experiences with this theme, and to receive feedback from local newspaper reporters, the teacher, and their peers in regards to their writing. The project was grounded in a school-wide competition to find a representative for a state-wide essay contest, yet students had many opportunities to have their work recognized and published or broadcast for their classmates and teachers to view. Technology was used to enhance the project and allowed students a different medium for expressing their personal experiences.

While exposed to many productivity tools and online publishing sites in completing this field experience, I learned how to narrow down a vast list of resources to those that would help students to accomplish the learning objectives. I was also reminded of the importance of relative advantage, or ensuring that technology selected provided students with some type of advantage over the traditional methods of completion. Likewise, I gained first hand experience with using technology to promote indicators of engaged learning, rather than using technology for technology's sake. In this project, technology allowed the learning to become student-centered, promoted collaboration, and ensured authenticity.

#### **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 technology coach I must know about various technology tools that can be integrated into the classroom at various levels and in various content areas. By reading and critiquing the work of my classmates, I gained that knowledge and now have an extensive repertoire of online projects, publishing sites, productivity tools, software, and mobile apps that can be used by teachers of all grade levels and content areas.

I also acquired knowledge of the Indicators of Engaged Learning and the Levels of Technology Implementation, which I think will be critical as I help teachers to assess their curriculum to ensure that technology is not only being implemented, but being implemented in a way that promotes student-centered, collaborative, standards-based, authentic learning experiences. Similarly, throughout this project, I developed skills related to instructional design with technology and managing a digital classroom. It is important to ensure that technology tools are being used to transform student learning, rather than merely mimicking traditional methods of instruction, and to understand technology's ability to help promote higher-order thinking skills and differentiation. Therefore, one of the most important skills I developed was the ability to employ technology to address research-based learning strategies that facilitate student learning.

A technology coach must be positive, yet critical, and during this field experience I learned how to critically evaluate a technology project with an emphasis on the Indicators of Engaged Learning and Levels of Technology Implementation, while still remaining positive and helpful. These dispositions will serve me greatly as I work with teachers who have varying levels of comfort with technology. The technology coach must be critical in her evaluation, to ensure that technology is being used in the most beneficial ways, while still remaining positive and encouraging. Likewise, I engaged in much reflection over the course of this project, reflecting on my previous methods of instruction and reflecting on how technology can address so many of the needs in my classroom.

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

This project will first impact student learning by providing students with an authentic and engaging learning experience that helps them to address the state reading and writing standards. The impact will be assessed not only in student performance and scores, but also in student attitudes toward writing. However, the project will also influence faculty development, and I hope that it will encourage others to explore similar opportunities for their students to use technology in authentic and meaningful ways to promote student learning.