

# 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> Multimedia Design Project	<b>Course:</b> ITEC 7455 Multimedia & Web Design	<b>Professor/Semester:</b> Booker/Summer 2013

### Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
7/8/13, 7/9/13	Completed the Pre-Plan for the WebQuest in Microsoft Word; gathered relevant Internet sources for evaluation; crafted a storyline/script [6 hours]	PSC 2.1, 2.6, 3.6	ISTE 2a, 2f, 3f
7/12/13	Completed the Analysis for the WebQuest; evaluated resources for specific learners [4 hours]	PSC 2.1, 2.3, 2.5, 2.6, 3.4, 3.6, 4.3	ISTE 2a, 2c, 2e, 2f, 3d, 3f, 5c
7/15/13, 7/16/13, 7/17/13	Designed the sequences of activities including resources, quizzes, and original products for the WebQuest; created the student worksheet to accompany to WebQuest. [10 hours]	PSC 2.1, 2.2, 2.3, 2.4, 2.6, 3.6, 4.2, 4.3	ISTE 2a, 2b, 2c, 2d, 2f, 3f, 5b, 5c
7/17/13, 7/18/13, 7/19/13	Developed the WebQuest online using Weebly free edition; created video and audio components of the WebQuest. [10 hours]	PSC 3.2, 3.3, 3.4, 3.5, 6.1	ISTE 3b, 3c, 3e, 6a, 6b
7/20/13	Implemented the WebQuest with test students for usability; made revisions based on student-feedback [3 hours]	PSC 3.1, 3.2, 3.4, 3.5, 3.7, 4.1, 6.3	ISTE 3a, 3b, 3d, 3e, 3g, 5a
7/21/13, 7/22/13	Evaluated the WebQuest; completed project report; compiled references [3 hours]	PSC 2.6, 2.7, 3.4, 6.1, 6.2	2f, 2g, 3d, 6a, 6b, 6c
Total Hours: [36 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 employed the ADDIE model of design (analysis, design, development, implementation, evaluation) to create a webquest on plagiarism for high school students. I learned how to evaluate various online resources, including videos, articles, and tutorials, for specific purposes, and created my own resources when needed; specifically, I used I-movie to create a movie using video and still images, and created audio tracks using Audacity. I also learned about the importance of universal design for learning and adapted and revised my project so that as many people could access it as possible. Finally, because of new knowledge concerning copyright and fair use in the classroom, I was careful to use only royalty free music in my WebQuest, thus exposing me to new online resources for this purpose.

### **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.)**

Technology leaders must not only know about good design principles (visual design principles and universal design principles), but must also be able to employ those principles to design products when already existing alternatives do not accomplish the learning objectives. During this project, I successfully added a host of knowledge concerning visual design principles—proximity, contrast, typography, etc.—and universal design for learning principles to my understanding, but I also learned how to employ this knowledge to design a visually pleasing and accessible WebQuest, as well as how to use technology to create specific components of the WebQuest, including audio and video.

Additionally, a strong understanding of copyright and fair use is important for a technology coach who must implement these policies when designing any multimedia tool, but also who must ensure that teachers are following these policies when creating their own resources or having students create products. In this specific project, I had to ensure that the music and photographs I used constituted fair use. Therefore, I chose no more than 5 photographs from the same photographer, giving proper credit and links to the original sites on the reference page, and in the video, I used royalty free music I downloaded from the website Incompetech. Fair use states that 10% or 30 seconds is the maximum amount of copyrighted music that can be used in a multimedia project; since my movie was over three minutes in length, I needed to find royalty free music.

The dispositions of persistence and patience were critical in developing this WebQuest, particularly because of my new experience with Audacity and I-Movie. Both of these tools, while useful, definitely involved multiple attempts and subsequent frustration, yet the end result and the knowledge and skills gained made these worthwhile. Still, I think it is important that technology coaches not only be able to locate online resources and manage their implementation in the classroom, but also be able to design resources when the right fit is not already available. Accordingly, a working knowledge of website design and audio/video tools is important, and can easily be transferred to other projects on which the technology coach may participate.

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

I am most excited about the impact that this specific Plagiarism WebQuest can have on student learning. I hope that it helps to address the problem of plagiarism I currently see in many of my English classes, especially upper level English classes, by defining plagiarism and teaching students how to prevent it. I will assess the impact of the WebQuest first in the digital posters that students create, but also in their dispositions toward plagiarism and in the work they turn in for future written assignments. Additionally, other teachers on my department-team will be implementing the WebQuest with their students so their involvement with technology will be enhanced and they may in turn choose to create additional WebQuests for future units of study.