

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Ke'Ondra Clark	Mentor/Title: Dr. Tameika Grizzle/STEM Teacher	School/District: Harmony-Leland Elementary/Cobb County
Field Experience/Assignment: Multimedia Design Project	Course: Multimedia & Web Design in ED ITEC 7445	Professor/Semester: Dr. Tricia Frazier

Part I: Log

Date(s)	Activity/Time	PSC Standard
6/24/19	Pre-Plan for WebQuest (5 hours)	PSC 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 6.1, 6.2
6/27/19	Developed Pages, Standards, and Rubric for WebQuest (6 hours)	PSC 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 6.1, 6.2
7/5/19	Continued developing WebQuest (7 hours)	PSC 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 6.1, 6.2
7/9/19	Researched and gathered activities for WebQuest (5 hours)	PSC 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 6.1, 6.2
7/12/19	Embedded videos and materials to WebQuest (4 hours)	PSC 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 6.1, 6.2
7/16/19	Reviewed and edit WebQuest (3 hour)	PSC 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 6.1, 6.2
7/18/19	Completed Usability Test and reflected on feedback (2 hour)	PSC 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 6.1, 6.2
7/19/19	Final revisions and reflection post (2 hour)	PSC 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 6.1, 6.2
	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						X		
Black						X		
Hispanic						X		
Native American/Alaskan Native						X		
White						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?

During the field experience I designed a fun and engaging WebQuest for students. The WebQuest introduced students to solving two-step word problems using several technology tools such as Padlet, Kahoot, and Brain Pop Jr. In the experience, students were able to learn how to effectively solve word problems using addition and subtraction and also learned about math terms to support their problem-solving skills. As a technology leader I learned the importance of reevaluating my thoughts, ideas, and lessons when integrating technology.

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 need to have knowledge of the best tools to support their students. There are several ways to enhance learning and adapt lessons for students who may need accommodations. The more familiar a technology facilitator is with different tools, the better they will be at assisting students of all learning levels. Having the skills to model, instruct, and reflect are best for implementing field experiences for blended learning. I believe that educators must know the background of the students they work with to effectively support their learning needs. Exploring resources and identifying how they can impact classroom instruction is a great strategy to connecting and building higher order thinking skills in the learning environment.

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

This field experience impacted student learning by allowing them to do something that is typically not done in the classroom. They get to explore a WebQuest that heightens their imagination all while building their problem-solving skills. Their learning can be assessed by the presentation that is designed within their groups. Students are able to choose a technology tool and creatively share what they have learned with their classmates during their presentations.