

# STRUCTURED

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Ke'Ondra Clark	<b>Mentor/Title:</b> Dr. Tameika Grizzle/STEM Teacher	<b>School/District:</b> Harmony-Leland Elementary/Cobb
<b>Field Experience/Assignment:</b> Blended/Online Learning Module	<b>Course:</b> ITEC 7480 Introduction to Online Learning	<b>Professor/Semester:</b> Dr. Ingle Larkin/Summer 2019

### Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
6/27/19	Blended/Online Class Syllabus - 7 hours	PSC 2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.3, 3.5, 3.7,4.1, 4.2, 4.3	ISTE 2a, 2c, 2d, 2e, 2f, 3a, 3c, 3e, 3g, 5a, 5b, 5c
7/5/19	Blended/Online Unit Plan - 6 hours	PSC 2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.3, 3.5, 3.7,4.1, 4.2, 4.3	ISTE 2a, 2c, 2d, 2e, 2f, 3a, 3c, 3e, 3g, 5a, 5b, 5c
7/8/19	Online Learning Module - 5 hours	PSC 2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.3, 3.5, 3.7,4.1, 4.2, 4.3	ISTE 2a, 2c, 2d, 2e, 2f, 3a, 3c, 3e, 3g, 5a, 5b, 5c
Total Hours: [18 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				X		
Hispanic						X		
Native American/Alaskan Native						X		
White		X				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?**

With this field experience I had to create a blended/online syllabus, unit plan, and learning module for an online/blended class. Designing the syllabus allowed me to see how critical it is to properly communicate expectations, address key factors (description of materials, communication with peers and teacher, policies, etc.), and understand what it takes to produce an effective learning module that is student-centered. Creating the unit plan was very similar to planning for face-to-face instruction being that you have to clearly think through your objectives and assessment and make sure that they properly align all while ensuring that students of all levels needs are met. I found the iNACOL checklist to be very helpful. Using it helped me to ensure that the learning activities aligned with the provided standards, objectives, and assessments designed for the unit. Connecting these three assignments provided me the opportunity to experience what it's really like to create and prepare for a blended learning module and gave me a sense of skills needed for technology leadership.

**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 an educator, it is imperative to understand the building a learning module takes much time and consideration due to the many different learning styles and accommodating students who may face learning challenges. I had to put a lot of thought into how I would facilitate a unit that would be authentic and meaningful while at the same time engaging to my students. A technology facilitator must have the skills of flexibility, preparing resources and technology tools and being able to properly use them, trouble shooting strategies, and great communication. I believe that utilizing these skills will prepare teachers to design lessons that are relevant, interactive, and support student success.

**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 will impact school improvement by giving students and teachers the exposure to interact with blended online learning. The impact can be assessed through the evaluation and observation of student learning and academic increase using this learning strategy. Students are sure to be more engaged as they get to explore the many technology tools tied into the learning module. Teachers can express their creativity and structure planning using the collected materials that will enhance the learning experience for all students. I enjoyed this field experience because it enabled me to see how it would be like to prepare for an online/blended learning class. I can appreciate gaining new knowledge and I hope to share much of what I have learned with my colleagues.

