**STRUCTURED
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Neal Austin Smith III | **Mentor/Title:** Jonathan Tanner, Assistant Principal | **School/District:** Simpson Middle School/Cobb County |
| **Field Experience/Assignment:**Multimedia Design Project | **Course:**ITEC 7455 Multimedia & Web Design | **Professor/Semester:**Jane Roberts, Summer 2014  |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE StandardsPSC** | **NATIONAL StandardsISTE NETS-C** |
| 6/29/14 | Brainstorming topics for WebQuest (1 hour) | 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 3.2, 3.3, 3.6 | **1a, 1b, 2a, 2b, 2d, 3a, 3d, 4a** |
| 6/30/14 | Researching possible webquest topics (2 hours) | 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 3.2, 3.3, 3.6 | **1a, 1b, 2a, 2b, 2d, 3a, 3d, 4a** |
| 7/1/14 | Pulling together information from prior Legal Cannonball Run for use in webquest (2 hours) | 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 3.2, 3.3, 3.6 | **1a, 1b, 2a, 2b, 2d, 3a, 3d, 4a** |
| 7/2/14 | Initial set up of the website to host the webquest (2 hours) | 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 3.2, 3.3, 3.6 | **1a, 1b, 2a, 2b, 2d, 3a, 3d, 4a** |
| 7/3/14 | Write up of Teacher resources page to help me stay on track in designing the rest of the project and alignment of standards to planned activities (1 hour) | 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 3.2, 3.3, 3.6 | **1a, 1b, 2a, 2b, 2d, 3a, 3b, 3c, 3d, 4a** |
| 7/7/14 | Setup of Introduction, Task, Evaluation, and Conclusion pages of website including finding outside resources to be linked (2 hours) | 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 3.2, 3.3, 3.6 | **1a, 1b, 2a, 2b, 2d, 3a, 3d, 4a** |
| 7/8/14 | Brainstorming, planning and executing the vehicle choice section of the Process including choosing the four vehicle choices and finding appropriate videos (2 hors) | 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 3.2, 3.3, 3.6 | **1a, 1b, 2a, 2b, 2d, 3a, 3d, 4a** |
| 7/9/14 | Creation of self-made introduction and conclusion videos for the Task and Conclusion pages including brainstorming, writing, filming, and editing (3 hours) | 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 3.2, 3.3, 3.6 | **1a, 1b, 2a, 2b, 2d, 3a, 3d, 4a** |
| 7/10/14 | Recreation of Vehicle Choice Log, Stop Schedule, and Budget and posting to Website (2 hours) | 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 3.2, 3.3, 3.6 | **1a, 1b, 2a, 2b, 2d, 3a, 3d, 4a** |
| 7/11/14 | Writing directions for the Process section of the webquest (1 hour) | 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 3.2, 3.3, 3.6 | **1a, 1b, 2a, 2b, 2d, 3a, 3d, 4a** |
| 7/14/14 | Creation and posting of rubrics to the evaluation of the website (2 hours) | 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 3.2, 3.3, 3.6 | **1a, 1b, 2a, 2b, 2d, 3a, 3d, 4a** |
| 7/15/14 | Examination of website by students and peers at school, making changes to website based on suggestions of students and peers (3 hours) | 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2,  | **1a, 1b, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a** |
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|  | Total Hours: [30 hours ] |  |  |

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| **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 |  |  |  |  |  |  |  |  |
|  White |  |  |  |  |  |  | X |  |
|  Multiracial |  |  |  |  |  |  | X |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  | X |  |
|  Limited English Proficiency |  |  |  |  |  |  | X |  |
|  Eligible for Free/Reduced Meals |  |  |  |  |  |  | X |  |

**Part II: Reflection**

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| **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 field experience, I researched, planned, designed and created a webquest in which students planned a legal cannonball run across the United States from New York to Los Angeles. From this experience, I learned about some of the challenges of integrating technology into my class through the use of web-based projects such as webquests. One such challenge is the restrictions that can be placed on a web-based project based on the technical restriction of the school network. I also learned the importance of having a student test the project before finalizing to ensure usability and a lack of mistakes.  |
| **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.)**This experience related to a lot of technical knowledge about the use and planning of websites and about the structure of webquests. It also related to my content knowledge based on the seventh grade mathematics standards. I also had to use technology skills to create the videos and resources involved in the lesson and to encourage students to use higher order critical and creative thinking skills. The experience also related to my dispositions in my attitude that students are capable of being self-directed learners, my belief that students learn better through inquiry and problem solving, and my enthusiasm for using technology to encourage and facilitate those skills and outcomes.  |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**This experience related directly to student earning at my school and in my math class. It will have an indirect impact on faculty development in that I will redeliver the skills and concepts that I used in creating my webquest to other teachers in the school so that they can use the same skills, tools, and resources to create similar projects and learning experiences in their own classrooms. I also plan to make my own webquest available for use by other teachers in the school. If other teachers do begin to use those skills to create technology-enabled lessons, it could impact school improvement by allowing for improvement in higher order thinking skills. The number of teachers who facilitate similar projects in their classes and improved learning outcomes for students based on state standardized test scoring will assess the impact of the experience.  |