

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Amber Genzink	<b>Mentor/Title:</b> Elsa Cheng / Media Specialist	<b>School/District:</b> LaBelle Ele. / Cobb County
<b>Field Experience/Assignment:</b> Lesson Plan Development & Implementation	<b>Course:</b> ITEC 7430 Internet Tools for the Classroom	<b>Professor/Semester:</b> Dr. Tricia Frazier / Fall 2013

### Part I: Log

Date(s)	Activity/Time	PSC Standard
10/18/13	Reserached Resources for Lesson. [2 hours]	PSC 2.6
10/25/13	Completed the Lesson Plan [2 hours]	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.4, 4.3,
10/26/13	Developed the Support Resources. [3 hours]	PSC 2.2, 2.5, 2.7, 3.3, 3.5, 6.1
10/28/13, 10/29/13, 10/30/13, 10/31/13, 11/1/13, 11/4/13, 11/5/13, 11/6/13, 11/7/13, 11/8/13, 11/11/13, 11/12/13, 11/14/13, 11/15/13	Implemented lesson with students [20 hours]	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 3.7, 4.1, 6.3
11/18/19, 11/19/13	Assessed student learning [3 hours]	2.7
11/20/13	Evaluated the Lesson [1 hour]	PSC 2.7, 6.2
	Total Hours: [31 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								
Black						X		
Hispanic						X		
Native American/Alaskan Native								
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?**

This lesson plan project integrated several types of technology (Edmodo, screencasts, GoogleDocs, and blogs) into a meaningful and collaborative writing project for students. The students were introduced to GoogleDocs and collaborated to write their stories, which allowed for a technology enhanced learning experience aligned to content standards and technology standards (PSC 2.1/ISTE 2a). I noticed that the collaborative nature of the project, along with the feedback I provided students using GoogleDocs' virtual sticky notes, increased the level of thinking required by the students. The students had to collaborate with their partner to problem-solve, make decisions, think creatively, and reflect upon their work (PSC 2.4/ISTE 2d). Finally, the virtual sticky notes allowed me to communicate with the students, and allowed the students to collaborate with one another (PSC 3.7/ISTE 3g). All of this collaboration raised the level of writing I had seen up to this point in the school year. I learned that allowing students to collaborate with one another, and maintaining open communication with the students throughout the writing process, improves their overall writing ability.

#### **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 project gave me experience in using several new types of technology with students. Edmodo and GoogleDocs allowed me to create a blended learning experience in my classroom, and the how-to screencasts that I created for students extended their learning opportunities beyond what simply could have been accomplished without technology (PSC. 3.3/ISTE 3c). I also gained skills in more effectively managing digital tools and resources within the context of student learning experiences (PSC 3.2/ISTE 3b). I am now even more skilled in efficiently managing students as they work online. I was blown away with my students' improved writing when they were allowed opportunities to collaborate with their peers (PSC 3.7/ISTE 3g). Through this experience, my belief that students should be allowed to work through new learning together and collaborate on a daily basis was strengthened.

#### **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 most definitely impacted the student learning at my school. I assessed the level of achievement of each student in the areas of writing skills, speaking/listening skills, and technology skills. Nearly all students surpassed their previous levels of performance in these areas. In addition, the Assistant Principal of our school observed my students using GoogleDocs and has since been promoting its classroom use on our morning announcements and weekly staff newsletter. This tool is certain to quickly gain popularity as teachers in our building become more familiar with its capabilities. The impact of improved collaboration through GoogleDocs can be measured by comparing writing scores of my students prior to the collaboration and after they collaborate on a regular basis. I am excited to see how my students improve by the end of the year!

