

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Amber Genzink	Mentor/Title: Mrs. Cheng/ Media Specialist	School/District: LaBelle Elementary/ Cobb County
Field Experience/Assignment: Multimedia Design Project	Course: ITEC 7445 Multimedia & Web Design	Professor/Semester: Dr. Moore/Summer 2013

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
6/17/13	Planned project and emailed ideas to the instructor. [1.5 hours]	PSC 2.6	ISTE 2f
6/18/13	Completed the Pre-Plan for the WebQuest. [3 hours]	PSC 2.6	ISTE 2f
6/20/13	Completed the Analysis for the WebQuest [1 hours]	PSC 2.1, 2.5, 2.6, 3.4, 4.3	ISTE 2a, 2e, 2f, 3d, 5c
6/21/13	Designed the activities for the WebQuest. [4 hours]	PSC 2.1, 2.3, 2.5, 2.6, 3.6, 4.2, 4.3	ISTE 2a, 2c, 2e, 2f, 3f, 5b, 5c
6/24/13	Designed the activities for the WebQuest. [3 hours]	PSC 2.1, 2.3, 2.5, 2.6, 3.6, 4.2, 4.3	ISTE 2a, 2c, 2e, 2f, 3f, 5b, 5c
6/25/13	Developed the WebQuest online using Weebly. [3 hours]	PSC 3.3, 3.5, 6.1	ISTE 3c, 3e, 6a, 6b
7/2/13	Developed the WebQuest online using Weebly. [7 hours]	PSC 3.3, 3.5, 6.1	ISTE 3c, 3e, 6a, 6b
7/10/13	Evaluated the WebQuest with students [1 hour] Reflected on and evaluated the WebQuest [1 hours]	PSC 2.6, 2.7, 6.2	2f, 2g, 6a, 6b
7/15/13, 7/16/13, 7/17/13	Revised and Polished WebQuest [5 hours]	PSC 3.3, 3.5, 6.1	ISTE 2e, 3c, 3e, 6a, 6b
Total Hours: [31.5 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								
Black								
Hispanic						X	X	
Native American/Alaskan Native								
White								
Multiracial								
Subgroups:								
Students with Disabilities								
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 planned and designed a web quest for fifth grade students on *Weebly*. The web quest challenges students to become authors of their own autobiography through a series of topical chapters using a variety of online technology.

This project gave me experience in integrating the ADDIE principals of design into a meaningful project. As I continually evaluated my project and attempted to make it as user friendly as possible, I learned that technology facilitation varies greatly depending on the technology user's individual needs and level of experience in using the technology. I knew some of my students would need scaffolding to be successful, which made me consider additional types of UDL to make it more accessible.

Through this project, I was reminded of how time consuming it is to create new technology infused projects for students, which taught me that as a technology leader, I will need to provide extensive support, technical knowledge, and encouragement to my peers who are trying to integrate technology into their classrooms.

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 learning directly relates the ISTE's NETS-C. Specifically this learning will help me to model the design of technology-enhanced learning experiences (as discussed in Standard 2a* and 2e**) for other staff members wishing to employ more technology in their classrooms. My web quest will serve as a model of integrating content and technology standards into a meaningful learning project. In addition, it will allow me to show my peers concrete examples of how to differentiate by adjusting content, process, product, learning styles, and student interests.

*2a. Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards

**2e. Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals

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 student learning at my school when I implement it in the fall. My fifth grade students will complete the web quest as part of our ELA class. The web quest asks students to create a variety of products to demonstrate their understanding of a selection of Writing standards. These standards will be graded using the qualitative and quantitative rubric found at the end of the web quest. This rubric will measure the impact of the web quest on student achievement. I plan to share this project with the other fifth grade ELA teacher, so this project has the potential to impact another classrooms' learning as well.