UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

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Course: ITEC 7400: 21st Century Teaching and Learning		**Professor/Semester:** Dr. Julia Fuller

Part I: Log

(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete <u>one</u> field experience totaling 5 hours! If you have fewer field experiences, just delete the extra rows. Thank you!)

Date(s)	1st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
14th June 2013	Teaching older generation (70 year old) classroom assistant how to connect Kindle Fire to wireless and to download apps / 1 hour	**ISTE** 2.3: Authentic Learning (2c) 3.4: Adaptive and assistive technology (3b) **GPSC** 2.3: Authentic Learning 3.2: Managing Digital Tools and Resources	1. Mother needed to connect new Kindle Fire to different hotel networks while traveling on vacation. Also wanted to learn how to download some free game apps from the App Store 2. Related to knowledge in terms of knowing how the premise of a tablet works (familiar with connecting iPad to wireless) but having to learn the differing technique for this for a different piece of hardware on an android platform. Thus had to relate Therefore, in teaching my mom with no computer experience, the interaction had to be authentic and given that she has arthritis in her hands, it was important for her to walk through the process rather than me just do it for her. Therefore, I played with the Kindle first, figured out how to get it online and replicated the issue for her to practice. She was able by the end of the vacation to get her online without my assistance. 3. While no direct impact on my school experience, my mom volunteers in a reading program with students in Northern Ireland and therefore will be able to connect to the school system easily with her Kindle to participate. I

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								
Native American/Alaskan Native								
White		x						
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency			x	x				
Eligible for Free/Reduced Meals								

			have no formal way of assessing that impact.
Date(s)	**2nd Field Experience Activity/Time**	**PSC/ISTE Standard(s)**	**Reflection** (Minimum of 3-4 sentences per question)
July 8th – 13th 2013	Assisting Teachers to: • Download correct guides for work in the MYP Programme from the Online Curriculum Center • Save and access for appropriate participation in two back to back workshops in Austin, TX • Navigate and upload files to a Google Site • Use a "BackChannel" using "Today's Meet" / 4 hours	**2.2 Research-Based Learner-Centered Strategies** Candidates model and facilitate the use of research-based, learner-centered strategies addressing the diversity of all students. (PSC 2.2/ISTE 2b) **2.3 Authentic Learning** Candidates model and facilitate the use of digital tools and resources to engage students in authentic learning experiences. (PSC 2.3/ISTE 2c) **3. Digital Learning Environments** Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environment **3.5 Basic Troubleshooting** Candidates troubleshoot	1. 50 teachers instructed from 15 different states, Germany and British Virgin Is. Workshop was paperless and for many the first paperless workshop that they had ever done. During 6 hours of instruction daily, I facilitated a one hour slot for troubleshooting various technology issues from my workshop and others onsite, but in the main as described in activity section. 2. This required patience and ready listening skills. The participant (many of which were not friendly with technology or their school systems did not advocate it's use with students in the classroom), needed a little persuasion to engage with some of the activities – especially the online journals and "Back Channel". However, when I showed them samples of how this can be used in a classroom setting, this "sold" the concept. Thus Authentic Learning alongside Troubleshooting was necessary to allow the teachers to see the validity of their efforts. 3. This did not have an effect on school improvement but did have an effect on this annual conference, who are more confident in being completely paperless from here on in. There will be a survey sent out post conference that will assess

		basic software and hardware problems common in digital learning environments. (PSC 3.5/ISTE 3e)	the participant's thoughts to the paperless method that will be shared with the workshop leaders. In the workshop leader quality control assessment, the field officer described my approaches in using technology as: "effective in modeling inquiry strategies with her activities and technology integration using her Google site. Chris' energy ad enthusiasm for humanities and integrating technology is phenomenal!"

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Native American/Alaskan Native								
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Multiracial			x	x				
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								