# Structured Field Experience Log & Reflection
## Instructional Technology Department

| Candidate:<br>Chris Stephenson | Mentor/Title:<br>Mr. Alan Preis | School/District:<br>Atlanta International School |
|---|---|---|
| Field Experience/Assignment:<br>Lesson Plan | Course: ITEC 7430 – Internet Tools in the Classroom | Professor/Semester:<br>Dr. T Frazier |

## Part I: Log

| Date(s) | Activity/Time | PSC Standard |
|---|---|---|
| **03/04/2014**<br>**03/24/2014**<br>**04/04/2014**<br>**(3 hours)** | Collaborative Team Meetings: Discuss MDG Unit of Inquiry and Technology Integration across four language teams | PSC 2.1/ISTE 2a<br>PSC 2.2/ISTE 2b<br>PSC 3.2/ISTE 3b<br>PSC 3.3/ISTE 3c<br>PSC 5.3/ISTE 4c<br>PSC ? /ISTE 4d*<br>PSC 6.1/ISTE 6b |
| **04/14/2014**<br>**(1 hour)** | Testing of various parts of classroom set up and discussion with librarians about locations for students to perform their screen casting / Audacity recordings – equipment required. | PSC 2.3/ISTE 2c<br>PSC 4.3/ISTE 3c<br>PSC 6.1/ISTE 6b |
| **04/25/2014**<br>**Lesson Set Up**<br>**in classroom**<br>**(shared space)**<br>**(1 Hour)** | Arrangement of tables, insuring wireless strength for the load test – checking out equipment (flip cam / USB headsets, microphones) | PSC 6.1/ISTE 6b |
| 04/28/2014<br>04/29/2014<br>04/30/2014<br>(missed class – PD Day)<br>05/02.2014<br>05/05/2014<br>05/08/2014<br>05/09/2014<br>05/12/2014<br>05/13/2014<br>05/15/2014<br>**(10 Hours)** | Taught classes (losing one because of mandatory PD training) | PSC 2.1/ISTE 2a<br>PSC 2.2/ISTE 2b<br>PSC 3.2/ISTE 3b<br>PSC 3.3/ISTE 3c<br>PSC 5.3/ISTE 4c<br>PSC ? /ISTE 4d*<br>PSC 6.1/ISTE 6b<br><br>*Using new ISTE Standards for Students – there is no PSC for this match. |
| | **Total Hours: 15 hours** | |

| DIVERSITY<br>(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 | | | | | | | | |
| Limited English Proficiency | | | X | | | | | |
| Eligible for Free/Reduced Meals | | | | | | | | |

# 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?**
This field experience was to complete a lesson plan to utilize the internet tools that had been demonstrated during this course in an authentic, learning classroom setting. From this field experience, I learned that getting the whole team on board with this kind of technology integration is tricky and required a lot of collaboration before implementation of the plan. Many were keen to just let me do the lesson plan and them feedback afterwards; but in the interests of pulling some of my colleagues on board with technology integration, I sat down with a couple to demonstrate putting together a Google site for the students and used our collaboration meetings as a way of getting them to try out some of the technology that I was using in the overall lesson plan. While these are small steps, they can be further built upon next year.

**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.)**

**Communication and Collaboration (**PSC 2.1/ISTE 2a /PSC 2.2/ISTE 2b)
Fostering the knowledge, skills and disposition of how students can work collaboratively using Google Presentation in a real-time setting but also for their homework so that they could complete their slide of information for class presentation. This exercise helped them gather initial information on the subject of the Millennium Development Goals (MDG's) but also allowed them to use this knowledge in individual work later and contribute to the learning of others that fosters quality in their disposition. Screencasting assisted the students to articulate their ideas.
**Research and Information Literacy (**PSC 3.2/ISTE 3b / PSC 3.3/ISTE 3c)
Students used various tools to gather, evaluate and use information. Students were directed to a media website (www.guardian.com) for initial knowledge for their research. Gathering knowledge was placed on a Google Document for independent use but was shared with me so that I could check in formatively. This promoted the skill of continuous documentation and organization but careful dissemination of further resources used outside of the ring-fence of the initial website offered by the teacher. Students have to carefully document their work using MLA format – most use Noodle Tools for this but recent Google Ad On have provided free access to Easy Bib, which many of the students using Google Docs now prefer.
**Critical Thinking, Problem Solving and Decision Making (**PSC 5.3/ISTE 4c PSC ? /ISTE 4d*)
Students had to pose a question about the content offered and then communicate their ideas from research and informed knowledge and reliable reading to an audience of their peers. This involved the skills of using new technologies to record (Google Sites). This requires the skills of modeling a clear class website that the students can use as a template but also allows the students to wrestle with getting things to look the way that they one them too visually.
**Technology Operations and Concepts (PSC 6.1/ISTE 6b)**

Students were invited to evaluated more than one blogging tool in order to supplement their website and allow them to continually demonstrate their knowledge through this medium.  This is a disposition in itself – getting the students to sit down and journal ideas in this kind of consistent manner given a rather eclectic schedule.  The skills of writing a quality blog post are highlighted in the formative rubric.

**3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**
I have shared the progress (and there is more to go in terms of time on this Unit of Inquiry) with my 8th Grade team and they are interested at least in utilizing the ideas behind blogging and screencasting.  However, timing was not on our side this year and even implementing this having lost six weather days has been a sizable challenge.  The students are really enjoying the unit – and I cannot help but think that their skills would be rather more enhanced if all teachers were approaching learning in this way.  However, I am confident that the final outcomes, when showcased to faculty during a shared practice PD day will raise awareness and interest in pursuing this type of technology integrations into unit planning.