STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Christian Stephenson	Mentor/Title: Mr. Alan Preis	School/District: Atlanta International School
Field Experience/Assignment: Online unit plan and example module	**Course:** ITEC 7480 Introduction to Online Learning	**Professor/Semester:** Dr. A. Loki-Vega / Summer 2014

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
06/29/2014 – 7/7/2014	Development of an online K12 classroom syllabus with unit plan for an online unit of instruction for a K12 classroom	PSC 2.2 /ISTE 2b PSC 3.1 / ISTE 3A PSC 3.2 / ISTE 3B	
7/8/2014 – 7/18/2014	Create one online learning module publically available on the web using Google Sites		
	Total Hours: 20 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							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								

Part II: Reflection

1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?

Technology Facilitation: By completing these two components, two reflective ideas came to mind. Firstly, that there is has to be clear and explicit direction when writing a course syllabus so that all the stakeholders (students and parents) will be able to understand the course and the objectives for learning but also, should another teacher be involved, that they fully understand and are able to carry out the learning outcomes. This rides a lot on a clear LMS (which is still really in the early stages with Google Classroom only really starting up in beta in August 2014) and careful thought as to how the syllabus as written looks as a taught and assessed modular curriculum. Secondly, piecing together this kind of syllabus and desired unit plan for learning is a time hogging and detail oriented task. While front loaded (ideally, this becomes a resource that can be used year to year with tweaks), there is still a vast amount of facilitation that needs to be put into place.

Technology Leadership: Given this might be a position that a technology integrationist may be placed into in a school setting (getting teachers to create their own blended or online learning modules for courses), there needs to a sensitivity to the latter two issues. Choosing a teacher friendly LMS (being a Google Apps for Schools Site helps in my context as many of the teachers are savvy in the use of Google Sites and will, (hopefully), become early adopters of Classroom when it manifests later in the year. Giving collaborative time to finalize syllabus, create the unit for learning and the online modules also is necessary to deliver a concise final product that can be used with tweaks again and again as a solid teacher resource.

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.)**

PSC 2.2 /ISTE 2b Modeling the use of research-based, learner-centered strategies addressing diversity of all students: A useful component of this course was setting the context for the iNACOL National Standards for Quality Online Courses. This knowledge helped to scope some the skills in terms of syllabus content, organization and delivery that would be required for this kind of learning. Use of the bench marking standards from that document is a useful start to assess the attitudes of faculty that wish to embark on this process in school and to align their beliefs to their skills prior before design and delivery. It's this very kind of research that helps to hone quality online learning tools in their creation that will effectively deliver what is needed to diverse student populations.

PSC 3.1 / ISTE 3A Modeling and facilitating effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources: As a Google Apps for Education (GAFE) school, it is necessary to use and deploy the core applications around this so it's essential for the technology facilitator or leader to be at least knowledgeable in this context. I grew in my knowledge of Google Sites for this purpose and am looking forward ot Classroom for the organizational end. While there are applications like Doctopus and Flubaroo that help both deliver and "grade" some of the formative work in the unit,

it will be delightful to have this all pulled together into one LMS. Google Sites is still clumsy in this respect. Thus to get faculty on board, having access to these tools and confident proficiency to teach, support and help will be vital to online courses being adopted, planned, designed and eventually delivered to our students.

PSC 3.2 / ISTE 3B Effectively managing digital tools and resources within the context of student learning experiences: Speaking to the previous point, having GAFE knowledge will be key but also seeking to see the student learning experience through feedback will also be key in insuring that online learning is beneficial for our students. Thus, the layout of the modular form and the management of all the components (from discussion forums to turning in formative and summative work for grading and feedback) needs to be carefully manifested by a confident and supportive teacher that is future adaptive – which is certainly one of the main roles of the attitude of the technology facilitator in that context.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

Our school, while rich in resources and ability to use 1:1 Laptop has little collaborative time to explore this kind of learning at the moment – it is not the focus of the core of school improvement right now. However, there are some faculty who have shown interest in developing blended learning and, especially after last January's "Snow-cation" where the school was out for a full week, there is raised interest in having many resources or a module online so that learning does not just halt just because the students and the faculty cannot be physically face to face. The impact of the latter could only be assessed should the worst happen – but there are more faculty that recognize that having their very wide curriculum available as a blended model might help calm the pressure around examination times with reviews and resources available for students to guide their study as well. The module that I developed was crafted with the idea that students would still continue with their course in the classroom while this would be a module that would augment their learning and their assessment outside the set core hours. This appeals to teachers as our schedule does not allow for set classroom instruction hours per week – this method would become a constant in a rather dynamic and complicated schedule system for an 8th Grader.