

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 conference notified the workshop leaders two months before the July 9th start that we would not have traditional printed workbooks for the participants to engage with. We were allowed to choose the electronic method by which we could provide the resources that the participants needed over their 15 hours of training to work with. I choose a Google Site, as our school is moving to Google Apps this summer and thought it to be the best why to learn adeptly about this tool that will become common in my daily work-life experience.

I designed the site with a Google Form for the participants to fill in before they got onsite to have an idea of their tech savvy and their degree of experience in the content that I was going to teach to allow for differentiation to be built into the teaching and learning.

I learned that not everyone that participates in a “blended” learning experience reads email! I had emailed all of my participants a week before the workshop. 60% of my total participant number did not reply to the Google Form or did not download the documents onto their machine or device before arrival onsite. This meant that time had to be taken to facilitate this, which also put a load onto the wireless access at the school. Deep breaths were required when many participants who had arrived by plane complained that they could not access the wireless, only to find that their device was on airplane mode. Some participants were very new to touch technology and found it difficult to type on their iPads or Androids or did not have the appropriate “app for that”.

Therefore, in terms of leadership, patient listening to the problem was employed and a solution that would facilitate learning and participation in the class was essential.

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.)

In reference to PSC 2.3, I wanted to engage the teachers in a tool that would be authentic in their learning but also could be taken back to their classroom and used with ease with their students. They were delighted to see the ease at which I could upload some of their website resources and productivity from the workshop onto the website for all to share. Many commented that this would be great for their class websites. This was met with enthusiasm, as my disposition was sunny and positive – even though there were many educators in that room that faced technology lock-down from their district and school in terms of using this kind of technology in the classroom.

In reference to PSC 2.6, I worked through the design cycle in order to best create a website that the teachers could use as a tool after their participation onsite. Therefore I had a form that gauged their tech savvy and background in content, planned and created the site and working PowerPoint to lead the participants forward. There was enhancement of learning experience as the more tech savvy in the room were able to use some of the activities to engage technology for other participants to try (e.g. the use of “Go Animate”) and these resources were reflected on in the Back Channel and posted on a resource page.

In reference to PSC 3.3, part of this workshop was remote where participants had to engage with the material before coming onsite in Austin. The website will remain open for the next few

weeks, along with the Back Channel so that collaborative links made in person can continue.

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

This will have certainly affected the faculty development of many teachers across a diverse IB population. IB assesses this impact per workshop leader by survey post conference and the results shared with the workshop leader, generally eight weeks after the conclusion of the conference. There is also observation and feedback from an onsite field representative for IB who logged the following:

Strengths

Chris's energy and enthusiasm for humanities and integrating technology is phenomenal. She effectively modeled inquiry strategies with her activities and technology integration with her Google site. Chris consistently reminded participants of next chapter information already in the humanities guide to calm their nerves about the upcoming year and future next chapter changes.

Suggestion

On the PowerPoint, list the page of the e document and hard copy to help participants find the necessary information quickly.

Other comments on your behalf :-)

Chris had a very difficult group of participants. Throughout the workshop they refused to move desks and groups. The group also was not apt use technology to access resources, which was difficult for Chris in this paperless workshop.