

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 was an interesting field experience, as I had not come across this method of lesson development before. In terms of facilitation, I learned that it takes a great deal of research and work to put these kinds of webquests into place. Selling this to my colleagues might be pretty difficult given the involvement of the material and the methods of design.

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.)

I know now how to design and implement content to align with standards set on both a local and an international level (PSC2.1 / ISTE 2a). Looked at how differentiation could be incorporated into the work (PSC 2.5 / ISTE2e) to design an authentic learning experience for the students (PSC2.3 / ISTE 2c). I have a better understanding of acceptable use policy creating a holistic PowerPoint that will help with keeping us straight with academic honesty in the MYP in a safe, healthy and legal respect of ethical use (PSC4.2 / ISTE 5b)

PSC 3.2 and 3.5 pointed to implementing this kind of technology with students and get a more authentic feel for their learning through this medium.

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

Webquests were described, by one of the technology coaches at our school as dated – but I enjoyed the experience and the ideas behind this and now have a useful tool for this class. Modifications could certainly be made using TED Ed website and the visible thinking strategies that could be incorporated. Certainly would be a hard sell to an already overloaded faculty.