UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

Candidate:	Mentor/Title:	School/District:		
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Course:	Professor/Semester:			
ITEC 7400: 21 st Century Teaching and	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)	1 st Field Experience Activity/Time							STE Star	ndard(s)	Reflection (Minimum of 3-4 sentences per question)
14 th 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		 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 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
(Place an	DIVERSITY (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								e.)	
Et	hnicity	P-12 Faculty/Staff				P-12 Students			computer experience, the interaction had	
Race/Ethnicity	:	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12	to be authentic and given that she has arthritis in her hands, it was important for her to walk through the process
Asian Black										rather than me just do it for her. Therefore, I played with the Kindle first,
Hispanic Native Ame	rican/Alaskan Native									figured out how to get it online and replicated the issue for her to practice.
White Multiracial			Х							She was able by the end of the vacation to get her online without my assistance.
Subgroups: Students w	ith Disabilities									3. While no direct impact on my school experience, my mom volunteers in a
	nglish Proficiency r Free/Reduced			X	X					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

			have no formal way of assessing that impact.
Date(s) July 8 th – 13 th	2 nd Field Experience Activity/Time	PSC/ISTE Standard(s) 2.2 Research-Based	Reflection (Minimum of 3-4 sentences per question) 1. 50 teachers instructed from 15
July 8 ^m – 13 ^m 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 	 S0 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. 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. 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) DIVERSITY									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!"
(Place an X in the box represen			-		volved in		-		
Ethnicity	P-12 Faculty/Staff P-12 Stude		tudents						
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12	
Race/Ethnicity:									
Asian			Х	Х					
Black			Х	х					
Hispanic			Х	х					
Native American/Alaskan Native									
White			Х	х					
Multiracial			Х	х					
Subgroups:									
Students with Disabilities									
Limited English Proficiency									
Eligible for Free/Reduced									
Meals									