**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:**  **Laura Gary-Michel** | **Mentor/Title:  Buckalew** | **School/District:  Marietta City Schools** |
| **Field Experience/Assignment: Multimedia Design Project** | **Course: ITEC 7445 Multimedia & Web Design** | **Professor/Semester: Moore/ Summer 2013** |

**Part I: Log**

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| Date(s) | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 6/20/13 | Worked with J. Santi to discuss and formulate our lesson and end product (3 hours) | 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3, 3.6, 3.7 | 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3f, 3g |
| 6/23/13 | Research presentation tools for MDP (2 hours) | 2.6, 3.1, 3.2, 3.3, 3.6, 3.7, 4.1 | 3a, 3b, 3c, 3d, 3e, 4a |
| 6/25/13 | Worked on creating Weebly design with J. Santi ( 2.5 hours) | 2.6, 3.1, 3.2, 3.3, 3.6, 3.7, 4.1 | 3a, 3b, 3c, 3d, 3e, 4a |
| 6/29/13 | Researched Ethic projects to help with resources for this project (2 hours) | 2.1, 2.2, 2.3, 2.4, 2.5, 2.7 | 2a, 2b, 2c, 2d, 2e, 2f |
| 7/10/13 | Worked with J. Santi in writing and creating Weebly pages (3 hours) | 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3, 3.6, 3.7 | 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3f, 3g |
| 7/18/13 | Added resources and information to Weebly page (3 hours) | 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3, 3.6, 3.7 | 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3f, 3g |
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|  | Total Hours: [30 hours ] |  |  |

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| **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 |  |  |  |  |  |  |  |  |
| Black |  |  |  |  |  |  |  |  |
| Hispanic |  |  |  |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  |  |
| Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| 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?**  During this field experience I worked in collaboration with a classroom teacher to create multimedia design project. I learned a great deal about using the ADDIE model to create an authentic lesson that incorporated research based best practices in instructional design and modeling the effective use of technology to enhance student learning. I also learned a great deal about selecting and evaluating online tools to create an effective blended learning experience that supported the content being taught. |
| **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.)**  This learning related to the knowledge, skills, and disposition that are required of a technology leader specifically as it relates to ISTE-C standard 3, digital learning environments. As a technology leader standard 3 state that we are to create and support effective digital learning environments to maximize the learning of all students, this field experience demonstrates exactly that. I worked with a peer teacher to create a blended learning lesson that included effective classroom management and the use of a variety of tools to create a technology rich learning environment that supported student learning for the content taught. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This field experience impacted student learning in this class. The impact can be assessed both by observation of the lesson as the students’ progress through it and in the end product that will be graded with the rubric included in the design of the project. |