**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Sarah Miller | **Mentor/Title:** Dr. Karla Carter, Media Specialist | **School/District:**  Brantley County Middle School |
| **Field Experience/Assignment:** Multimedia Design Project | **Course:** 7445Multimedia and Web Design | **Professor/Semester:** Pearson/ Summer 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| June 12, 2016 | 4 hours- Building “Shell” of WebQuest with all beginning elements | PSC 3.6, PSC 6.1 | ISTE-C 3.F  ISTE-C 6.A, 6.B |
| June 13, 2016 | ½ hour- Adding Supporting Resources | PSC 3.6 | ISTE-C 3.F |
| June 14, 2016 | 2 hours- Creating and Adding Supporting Resources | PSC 2.5, PSC 3.6 | ISTE-C 2.E  ISTE-C 3.F |
| June 16, 2016 | 3 ½ hours- Creating “Patient Files” & Modifying Quest | PSC 2.1, PSC 2.3, PSC 2.5 | ISTE-C 2.A  ISTE-C 2.C  ISTE-C 2.E |
| June 17, 2016 | 2 hours- Creating Patient Pedigrees & Guided Reading Questions | PSC 2.1, PSC 2.3, PSC 2.4 PSC 2.5 | ISTE-C 2.A  ISTE-C 2.C  ISTE-C 2.D  ISTE-C 2.E |
| June 18, 2016 | ½ hour- Creating and Adding Rubric | PSC 2.1 | ISTE-C 2.A |
| June 19, 2016 | 2 hours- Creating and Adding Audio File | PSC 2.5, PSC 6.1 | ISTE-C 2.E  ISTE-C 6.A, 6.B |
| July 9, 2016 | 4 hours- Creating, Editing, and Adding Video File | PSC 6.1 | ISTE-C 6.A, 6.B |
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|  | Total Hours: 18 ½ 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 |  |  |  |  |  |  | X |  |
| 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?**   I learned that I LOVE creating WebQuests! This is my first, but definitely will not be my last. They really can support the majority of our TKES evaluation standards. Next time, I would be more mindful of the time it takes to create all of the supporting material for the WebQuest when decided what options to include.  If I were coaching others on WebQuests, I would suggest to my colleagues to start small; don’t bite off more than you can chew! While I view myself as proficient in Weebly and project planning, this was daunting at times. To avoid “scaring off” teachers from developing a WebQuest, I would advise them to start content they know and can assess mastery easily. If coaching a teacher, I would begin by suggesting that he/she begin with a project they already have created and modify it into a WebQuest. Then, they will able to transition a little easier and test out the waters without such a task-heavy beginning.  Most importantly, enjoy it and enjoy your students enjoying it! |
| **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.)**  Developing this WebQuest allowed me to continue my growth in knowledge and skills of several different technologies. To create my audio and video files within my WebQuest, I had to familiarize myself with technology software that was new to me. I was able to continue my learning and apply it to my WebQuest, which will be used in my professional practice (classroom).  This WebQuest also allowed me to practice my skills in designing technology-enhanced learning experiences that aligns with state standards, provides authentic learning experiences, supports higher-order thinking skills, and adjusts based on learner characteristics. This practice stemmed from developing a task that directly and effectively measures mastery of state standard (S7L3: role of genetics in inheriting a specific trait). The task I developed in my WebQuest places students in the role of a Top Pediatric Geneticist who must analyze their patient files to determine the probability of a genetic disorder being inherited by their future children. To conclude this task, students must create a Google Slides presentation, supporting higher-order thinking skills. In addition to effectively measuring a standard, the process must have the ability to adjust based on learner characteristics and needs. My WebQuest provides audio support for directions to be read aloud to assist students with reading or attention deficits.  I learned about about effectively selecting and evaluating digital tools and resources when creating this project. I was forced to analyze the purpose of each multimedia element within my WebQuest (was it *really* serving a meaningful purpose or was it just there to add elements?). In conclusion, I had to be sure that my digital resources were suitable for my students to support their learning in this WebQuest. |
| **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 will impact student learning at my school because it’s a development of an engaging, standards-based WebQuest to be used in my 7th grade Life Science classroom. Students will now have a new take on this standard and will be led to the mastery of a typically difficult-to-grasp standard in a different way than before. This WebQuest will provide a more engaging and more efficient way to learn about the inheritance of specific genetic traits.  This field experience has the potential to also lead to faculty improvement because I will be able to share my new confidence in the development, management, and use of WebQuests with my colleagues, which will then lead to more student improvement. |