**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Brandy Beavers | **Mentor/Title:** Casey Payne/ SPED | **School/District:** Walker County Schools |
| **Field Experience/Assignment:** Multimedia Design Project | **Course:** ITEC 7445 Multi-media and Web Design | **Professor/Semester:** Dr. Jordan Cameron/ Summer 18 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 6/19/18 | Created Pre-plan for WebQuest with team (2 hours) | PSC 2.6 | ISTE 2F |
| 6/22/18 | Completed Analysis for WebQuest (2.5 hours) | PSC 2.1, 2.5, 2.6, 4.3 | ISTE 2a, 2e, 2f, 5c |
| 7/5/19 | Designed activities for the WebQuest with group (3 hours) | PSC 2.1, 2.3, 2.4, 2.6, 3.6, 4.2, 4.3 | ISTE 2a, 2c, 2d, 2f, 3f, 5b, 5c |
| 7/7/18 | Developed WebQuest online with group (5 hours) | PSC 3.2, 3.3, 3.5, 3.6, 6.1 | ISTE 3b, 3c, 3e, 3f, 6a, 6b |
| 7/9/18 | Small Group Meeting to evaluate Idea and Edit for Draft (2.5 hours) | PSC 1.2, 2.1, 2.3, 2.4, 2.5, 2.6, 3.2,  6.1, 6.2, 6.3 | ISTE 1b, 1c, 2b, 2c |
| 7/16/18 | Creating Audio for MDP Project (.5 hours) | PSC 2.6 | ISTE 2F |
| 7/16/18 | Inputting Audio for MDP Project (3 hours) | PSC 2.1, 2.3, 2.4, 2.6, 3.6, 4.2, 4.3 | ISTE 2a, 2c, 2d, 2f, 3f, 5b, 5c |
| 7/17/18 | Creating Video for MDP Project (2 hours) | PSC 2.6 | ISTE 2F |
| 7/18/18 | Inputting Video for MDP Project (1 hour) | PSC 1.2, 2.1, 2.3, 2.4, 2.5, 2.6, 3.2,  6.1, 6.2, 6.3 | ISTE 2a, 2c, 2d, 2f, 3f, 5b, 5c |
| 7/18/18 | Testing WebQuest/ Updating broken links (2 hours) | PSC 3.3, 3.5, 6.1 | ISTE 1b, 1c, 2c |
|  | Total Hours: 18 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 |  |  |  |  |  | x |  |  |
| Black |  |  |  |  |  | x |  |  |
| Hispanic |  |  |  |  |  | x |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  | x |  |  |
| Multiracial |  |  |  |  |  | x |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  | x |  |  |
| Limited English Proficiency |  |  |  |  |  | x |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  | x |  |  |

**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?** *From this field experience, I was able to plan out, and complete this project for our fifth grade students. In this project, students will be able to complete a project with a group, with a chance to win a county-wide contest. The winner of this contest will have their presentation shown in a local history museum. Although I was unable to implement my multimedia design project due to summer break, I have made an effective plan for this project to be implemented this school year.*  *I was very excited to become more familiar with webquests, as I have heard many people talk about these when discussing educational today. I was able to learn how to add audio and video to a webquest as well.This will make my project more engaging for my students. I have learned more about the importance of technology integration in the classroom. I have become more focused on becoming a better leader in my classroom for my students with their technology.* |
| **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.)**  *Knowledge: I was able to get a better idea of all of the digital tools that are available for students to learn and use. I had to become a better learner in this course as well, because the new applications that we used were new to me as well.*    *Skills: To complete this field experience, I needed to become more familiar with the applications that I had to use. I had to learn how to create a webquest, an audio, a video, and embed all of these together on a project. In order to complete this project, the students should be able to research, create, and present their project as a group.*    *Dispositions: To be honest, during this field experience, I was feeling the stress. This was a big project that I had to complete, with new applications that I was not feeling confident in using. I was, however, excited to be able to use new applications that my students would be very excited about using. My belief is that this project will be a great collaboration tool for fifth grade students. It will also be a great way to involve our community and local history museum in our school events/activities.* |
| **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 our school in a positive way. This is also something that will bring our county closer together. By joining all fifth grade students in this contest, it will unify our fifth graders. I believe that the faculty and community will be excited to play a part in this contest, and it will be something that the students can look forward to from younger years up until the fifth grade. Student learning will also depend on student engagement. I always believe that students learn more when they are more interested. Therefore, with this project, I believe that the students will be able to be very engaged, and then they will be able to learn a lot. We can assess the impact by seeing the participation, effort levels, and using the rubrics for the grade and contest.* |