

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Alena Zink	Mentor/Title: Tim Clark/Coordinator of Instructional Technology	School/District: Shiloh Point Elementary/ Forsyth County Schools
Field Experience/Assignment: Multimedia Design Project	Course: ITEC 7455 Multimedia & Web Design	Professor/Semester Dr. Bacon/Summer 2013

Part I: Log

Date(s)	Activity/Time	PSC Standard
June 17, 2013	Chose the subject area and focus standards for the webquest. Brainstormed ideas for the webquest. – 1 hour	2.1,2.6, 6.3
June 23, 2013	Determined the task and the final product for the lesson in the webquest. Evaluated every standard implemented in the webquest and brainstormed possible tasks. Began creating template of the webquest in Dreamweaver. – 3 hours	2.1, 2.2, 2.6, 3.2, 3.5, 6.1, 6.3
June 30, 2013	Developed the essential question for the lesson and steps of the process for the webquest. Created necessary graphic organizers, voice overs, videos, etc. Searched and evaluated appropriate online resources for students to use during their research step. – 6 hours	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5, 4.2, 6.1, 6.3
July 9, 2013	Continued working on creating the webquest in Dreamweaver. – 4 hours	2.6, 3.5, 6.1 , 6.3
July 12, 2013	Developed the rubric and continue working on the webquest creation in Dreamweaver. -3 hours	2.6,2.7, 3.5, 6.1 , 6.3
July 14, 2013	Reflected on the design principles, completed the webquest in Dreamweaver, and posted it online. – 1 hour	2.6, 3.5, 6.1, 6.2, 6.3
July 15, 2013	Tested the implementation of the webquest with a student. – 1 hour	3.1, 3.5, 4.2, 6.2, 6.3
June 16, 2013	Began evaluating and reflecting on the peers' webquests posted in the discussion board. – 1 hour	2.6, 2.7
	Total Hours: [20 hours]	

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						X		
White						X		
Multiracial						X		
Subgroups:								
Students with Disabilities						X		
Limited English Proficiency						X		
Eligible for Free/Reduced Meals						x		

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?

I think this field experience showed how important it is to develop patience and flexibility when working with different digital tools to create a product. I had to troubleshoot the software and figure out ways to integrate video clips and audio created on iPad into Windows Dreamweaver. It helped me appreciate and understand what goes “behind the scenes” when looking at the webquests created by others.

Creating the webquest also highlighted the importance of understanding the principles of good instructional design when planning technology integration. It is not about the tool – it is always about teaching and learning.

It was powerful and very insightful to watch my 5th grader going through the process of the webquest and talk about his perspective of the lesson. It made me think that teachers, technology coaches included, must seek feedback from their students to revise and improve lessons from year to year, instead of repeating them.

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.)

To be an instructional technology coach, we must be effective teachers first. It is our responsibility to know the effective research-based practices in instructional design to be able to develop digital tools and use resources to enhance learning and make it authentic and learner-centered. During this experience, I have also had multiple opportunities to practice my skills in troubleshooting software and selecting and evaluating digital tools to make them suitable and age appropriate for the chosen audience. I continuously grew in knowledge and skills in visual design and implementation of the ADD model. With every step in this experience, I evaluated and reflected on my own learning and professional growth.

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

I am planning to share my webquest and the knowledge I gained in this experience with our LAC ITS group which meets once a month to collaborate and develop digital content for teachers to use with their students. I hope together we can improve the webquest more and the share it with the teachers in every elementary school. I think the indicator of the impact can be the fact that the teachers will actually use the webquest, reflect on its implementation, and collaborate with the ITS on farther projects.