

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Ariel Flinn	Mentor/Title: Heather Rogers/Teacher	School/District: Findley Oaks Elementary/Fulton County Schools
Field Experience/Assignment: Multimedia Design Project	Course: ITEC 7455 Multimedia & Web Design in Education	Professor/Semester: Dr. Moore/Fall 2013

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
9/2/2013	Completed the Analysis for the webquest [3 hours]	2.1, 2.5, 2.6, 3.4, 4.3, 6.1	2a, 2e, 2f, 3d, 5c, 6a
9/16/2013	Completed the Design for the webquest [3 hours]	2.1, 2.2, 2.3, 2.6, 3.6, 4.1, 4.2, 4.3, 6.1	2a, 2b, 2c, 2f, 3f, 5a, 5b, 5c, 6a
9/30/2013	Worked on the Development of the webquest [3 hours]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.3, 3.4, 3.5, 3.6, 4.2, 6.1	2a, 2b, 2c, 2d, 2e, 2f, 2g, 3c, 3d, 3e, 3f, 5b, 6a
10/7/2013	Worked on the Development of the webquest [3 hours]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.3, 3.4, 3.5, 3.6, 4.2, 6.1	2a, 2b, 2c, 2d, 2e, 2f, 2g, 3c, 3d, 3e, 3f, 5b, 6a
10/21/2013	Worked on the Development of the webquest [3 hours]	2.2, 2.4, 2.5, 2.6, 2.7, 3.3, 3.4, 3.5, 3.6, 4.2, 6.1	2a, 2b, 2c, 2d, 2e, 2f, 2g, 3c, 3d, 3e, 3f, 5b, 6a
11/16/2013	Completed the Development of the webquest [5 hours]	2.2, 2.4, 2.5, 2.6, 2.7, 3.3, 3.4, 3.5, 3.6, 4.2, 6.1	2a, 2b, 2c, 2d, 2e, 2f, 2g, 3c, 3d, 3e, 3f, 5b, 6a
11/21/2013	Completed the Implementation of the webquest with students [1 hour]	3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 6.1	3a, 3b, 3c, 3d, 3e, 5a, 5b, 6a
11/22/2013	Completed the Evaluation of the webquest [1 hour]	2.6, 2.7, 3.6, 6.1, 6.2	2f, 2g, 3f, 6a, 6b
Total: 22 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								
White						x		
Multiracial						x		
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
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?

During this field experience, I learned how to use the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) to create a webquest for an authentic, HOTS-centered, engaging learning activity for my students, as well as for other Music teachers to implement with their own students. This field experience helped me to learn about webquests themselves, as well as how to design, develop, implement, and evaluate the webquest. I now know how to facilitate a webquest for my students, and I also now have the ability to create an original webquest myself. From a leadership perspective, this field experience allowed me to practice the ADDIE model, which is a strong model process for building learning activities of many different types. Now that I am aware of how to go through the ADDIE process, I can help other teachers in analyzing, developing, designing, implementing, and evaluating technology-related learning activities for their own classrooms. This experience also allowed me to build various skills, such as audio editing, video production and editing, website design, visual design, etc., which will be valuable knowledge to share with other teachers as well.

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.

This experience allowed me to gain knowledge of technology-enhanced learning experiences (webquest) that addresses content standards and student technology standards that emphasize creativity, higher-order thinking skills and processes, and mental habits of mind. I was able to practice technology skills such as maintaining effective classroom management and collaborative learning strategies to maximize student use of digital tools and resources and access to technology-rich learning environments. I was able to evaluate my own opinion of webquests, which helped me improve and strengthen my ability to effectively model and facilitate technology-enhanced learning experiences to other teachers.

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

The benefits of this field experience are most closely tied to student learning and achievement. After conducting a usability test and post-implementation survey with a small group of students from the target audience (4th grade), I am confident that this will be a successful learning activity for all of my students. I am excited to implement my percussion webquest next semester to see how well it works! This student learning will be evaluated with the rubric that I created for the webquest. Additionally, I will now be able to share my knowledge of webquests with other teachers in my building and within the county's Music department, and I will recommend webquests to those teachers as an effective and engaging learning activity for students. After sharing this knowledge and recommendation, I can create a survey in a few months to see how many teachers have since implemented a webquest and to gauge their attitudes about the outcomes.