

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: Online Course Syllabus AND Online Learning Module	Course: ITEC 7480 Introduction to Online Learning	Professor/Semester: Dr. Vega/Summer 2014

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
June 25-27, 2014	Completed the Online Course Syllabus and iNACOL-referenced self-check [10 hours]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3	2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3c, 3e, 3f, 3g, 5a, 5b, 5c, 6a, 6b, 6c
July 17-18	Completed the Online Learning Module and iNACOL-referenced self-check [6 hours]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3	2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3c, 3e, 3f, 3g, 4a, 5b, 5c, 6a, 6b, 6c
	Total Hours: [16 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						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?

In this field experience, I use templates, checklists, and iNACOL standards for quality online teaching and quality online courses do develop a sample course syllabus for an online class as well as a sample online learning module. I learned so much about practical skills in developing an online course, some of which are technology-specific skills such as developing a website or thinking of ways to foster online communication and collaboration. However, many of the practical skills that were put in place during this field experience were skills that can easily translate to traditional brick-and-mortar classrooms, such as practicing sound instructional design and developing measurable objectives for students to accomplish.

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?

This field experience helped prepare me to be a technology facilitator and/or coach in that it gave me experience with learning the iNACOL standards, which help ensure quality online and blended learning, digital content, and learning networks that support and extend student learning and expand opportunities and choices for professional learning for teachers and administrators. It gave me an opportunity to practice skills such as effectively managing digital tools and resources within the context of student learning experiences, specifically when designing the online learning module. It also gave me an opportunity evaluate and reflect on my professional practice and dispositions to improve and strengthen my ability to effectively model and facilitate technology-enhanced learning experiences (specifically, online learning), as I had never had experience teaching online before. Thus, this field experience gave me an opportunity to reflect on what I already know about quality teaching and what I now know about online teaching in order to combine knowledge of best practices in order to enhance the quality of both.

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

As far as I know, there are not any teachers at my school who currently possess the knowledge or skills to implement online learning. Even the idea of blended learning is somewhat foreign to the vast majority of teachers at my school. From this field experience, I now have the knowledge and skills not only to implement blended and online learning myself, but to help other teachers in implementing this type of teaching as well. The impact may be measured through a series of surveys to faculty about their growth in knowledge and skills about online and blended learning. It may also be measured by reflecting on data from student achievement to show if online and/or blended learning has any positive impact on student learning.