UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department

Candidate: Ariel Flinn	Mentor/Title: Heather Rogers/Teacher	School/District: Findley Oaks Elementary/Fulton County
Course: ITEC 7410 – Instructional Technology Leadership		Professor/Semester: Dr. Fuller/Fall 2013

Part I: Log

Date(s)	1st Field Experience Activity/Time	PSC/ISTE Standard(s)
9/6/2013	Technology Team Planning Meeting [2 hours]	**ISTE:** 4a **PSC:** 5.1
9/20/2013	Technology Team research [2 hours]	**ISTE:** 3a, 3b, 3f, **PSC:** 3.1, 3.2, 3.6
10/11/2013, 10/25/2013, 11/15/2013, 11/29/2013	Technology Team: Podcasting Lesson [4 hours]	**ISTE:** 2a, 2b, 2c, 2f, 5c **PSC:** 2.1, 2.2, 2.3, 2.6, 4.3,
	Total: 8 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	X			X	X		
Black	X	X			X	X		
Hispanic	X	X			X	X		
Native American/Alaskan Native								
White	X	X			X	X		
Multiracial	X	X			X	X		
Subgroups:								
Students with Disabilities					X	X		
Limited English Proficiency					X	X		
Eligible for Free/Reduced Meals					X	X		

Reflection
(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?

This semester, I was part of a "Technology Team" that included myself, the School Technology Specialist, and the P.E. teacher. The school's schedule allowed for no Specials classes on Fridays, so the administration asked me and the P.E. teacher to collaborate with the STS to create a technology implementation team, in which the three of us would visit classrooms on Fridays and help implement technology during instruction. First, the three of us met to discuss the best way to implement these types of activities. We decided to each "specialize" in a different technology tool (I chose podcasting). We also researched and developed different age-appropriate digital literacy mini-lesson to go along with our technology. Then, we began going to classrooms. I helped students and teachers brainstorm uses for podcasting in their content areas, then showed them how to podcast using Audioboo. I learned about podcasting and Audioboo (which I had never used before) and I also learned how to model this type of technology use for the teachers so that they could learn how to use the technology themselves.

2. How did this learning relate to the knowledge, skills, and dispositions required of a technology facilitator or technology leader?

By researching this tool and developing the digital literacy mini-lessons, I learned how to support diverse student needs, enhance cultural understanding, and increase global awareness. I gained experience with managing digital tools and resources within the context of student learning experiences, and also selecting digital tools and resources for accuracy, suitability, and compatibility with content areas. Because this was a successful effort, I developed a positive outlook as a technology leader for coaching teachers in implementing technology in their content areas.

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

This experience impacted faculty development because the technology team was able to coach teachers in these new technology schools right during the school day, with hands-on experience implementing these tools with students. In turn, students became very excited to use the technology in the different content areas, which enhanced their learning in those areas. This could be assessed with student data to show student growth in their understanding of the content standards as well as technology standards.