**Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Adam Rich | **Mentor/Title:** Ben Corley / AP | **School/District:  Chestatee HS / Hall Cty** |
| **Field Experience/Assignment:** Online Interactive Textbook via Wiki | **Course:** 21st Century Teaching & Learning | **Professor/Semester:** Matthews / Spring 2015 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| 1/20 | Creating On-line Wiki (2hr) | 1.2, 1.4 |
| 1/26 | Introduce wiki and assignment to class (2 hr) | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3 |
| 1/27 | Work with students on Wiki assignment / research (2hr) | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3 |
| 1/28 | Work with students on Wiki assignment / Format (2hr) | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3 |
| 1/29 | Work with students on Wiki assignment / Clarifications (2hr) | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3 |
| 1/30 | Provide feedback of drafts (2hr) | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3 |
| 2/2 | Grade and provide feedback on Wiki (2hr) | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3 |
| 2/3 | Review and discuss in class pros and cons (2hr) | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3 |
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|  | Total Hours: [30 hours ] | 16hrs |

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

**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?**   My field experience consisted of having my students create an on-line textbook using Wikispaces.com. Each of my classes were divided into groups and those groups collaborated with groups from each of my other classes. The students collaborated using Google Docs, Wikispaces blog feature and Skype. Each group had to include multimedia to support their theme and it was the group’s choice what were the important details to teach the topic to the class.   I learned about technology facilitation through the learning the ins and outs of Wikispaces.com and how it worked, so could share with my students the best possible ways to achieve the most desirable outcome. I also had to learn how to lead and facilitate collaboration of groups who weren’t in the same class. Being able to decide how best for the students to work together and still create a quality project required constant leadership from me by guiding the groups and their leaders to get their best work. |
| **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.)**  In this project I had to have the content knowledge of WWII in order to ensure that the information the students were putting on the website is correct. I then had to have the technology skills to allow for the students to collaborate via skype, google docs and the blog feature of wikispaces. I also needed to differentiate the lesson by having groups based on achievement level with high students with low students so they could help guide them toward the correct answer. I needed to be able to be a technology facilitator and leader to help guide the students through the new technology as well as how to use safe, healthy, legal and ethical use of the internet, to be sure they were putting only appropriate comments and information on the website. Finally I needed to guide the students through a shared vision of how the project would look and use reflection afterwards to be sure the students understood what corrections they would need to make for their project hit all the standards. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  My field experience will help with our school improvement plan goal 3.1 which states: Improve Student Performance in EOCT Courses. It would do this by provident depth and breadth of the current topic, while giving the student ownership of the content and finally giving the students a resource to look back through and review throughout the year. This experience would also help in student learning as it provides a resource for current and future students to use to help better understand the topic. I have also shared this and given a small workshop on how to use Wikispaces.com and the uses that it can provide, such as my on-line textbook. |