**Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Adam Rich | **Mentor/Title:** Ben Corley / AP | **School/District:** Chestatee H.S. / Hall |
| **Field Experience/Assignment:** Blended Online Module  Cold War Unit | **Course:** Introduction to Online Learning | **Professor/Semester:** Dr. Vega |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| **2/16** | Design Cold War Lesson Plan / 2 hours | 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 6.1, 6.2 |
| 2/12 | Design Cold War Lesson Plan / 2 hours | 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 6.1, 6.2 |
| 2/18 | Begin Cold War Unit / 11 hours | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 6.2, 6.3 |
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|  | Total Hours: [30 hours ] | 15 hours |

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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 |  |  |  |  |  |  |  | X |
| Limited English Proficiency |  |  |  |  |  |  |  | X |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  |  | X |

**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?**  This lesson would a unit lesson of the events of the cold war. To start we would review how WWII ended and the political fallout. Then I would have the students create a foldable note in which they would start a paper time line and record the various events of the cold war. Then throughout the lesson they would go to timeglider.com and create a timeline with a brief synopsis of every event and pictures, due at the end of the unit. I would also lecture using Microsoft power point which has bulleted information about the cold war and images I have used from my google searches. I would then using Youtube.com show the History of the U.S. (portion on the cold war), Crash Course U.S. History (Cold War), and a short video on History.com (Cuban Missile Crisis and Bay of Pigs). Following the video on Cuban Missile Crisis I would have the students to go Edmodo.com and put a blog post discussing whether or not they would have invaded Cuba finding an article to support their research. We would also have a blog post discussing whether or not they would’ve taken the troops out of Vietnam and or left them in, they would use the articles that I highlighted and noted using Diigo.com to support their views. In both blog post they would need to reply to 2 other students post using proper netiquette and providing proper feedback. Finally we would use plickers.com and usatestprep.com to prepare for the test on the unit.  I learned about technology facilitation through the variety of uses I had in teaching this unit. To be able to perform this lesson perfectly I had to guide the students through traditional lessons and mix it with a variety of technologies to help solidify the content to the students. We had to have access to computers throughout the lesson so students could work on their timelines using timeglider.com and to work on their blog if they didn’t have access at their home. I also had to be sure to have the videos cued at the correct point to have most educational portion prepared. Finally I had to guide the students through appropriate blogging etiquette and be sure they were providing responses supported by scholarly articles. Finally I had to get the students feedback on the lesson and find ways I can improve on the implementation of this unit. |
| **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.)**  First students would have to understand how the events at the end of WWII had a direct effect on the Cold War. They also would need to be able to explain how various events throughout the Cold War had a direct impact on each other and future U.S. History Events. Finally they will need to explain what caused the end of the Cold War, and the pros and cons of Socialism / Communism vs. Democracy / Free Enterprise.  Students will also need to have the skills to make an on-line timeline of the events of the cold war and how to blog using educational resources to support their opinions. In order to have a good blog they would have to embrace researching various scholarly websites and using these sources as a support for their opinion. They would then need to read and reply to various blogs and provide feedback using historical reference and appropriate netiquette.  Finally as a technology facilitator I would need to have a working understanding of all of the current technology I am using and be willing to transition from both traditional and technological lessons seamlessly. I would also need to be dedicated to review blog posts and provide good educational feedback to promote the debate as well as to encourage appropriate and scholarly posts. |
| **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 timeglider.com and edomodo.com and the uses that it can provide, such as my classroom blogs and the timelines. This helps in the impact the school improvement plan directly by expanding on PLU opportunities as stated in our goals, to help find ways for teachers to improve. |