Field Experience Log & Reflection
Instructional Technology Department

Candidate: Yvonne Bates	Mentor/Title: Leslie Mansfield, Principal	School/District: Teasley Elementary, Cobb Co.
Field Experience/Assignment: Course Syllabus	Course: ITEC 7480	Professor/Semester: Dr. Moore, Summer 2012

Part I: Log

Date(s)	Activity/Time	PSC Standard
7/1/12	Researched Netiquette websites and information to use in the Online Communication Guide; completed the guide as a newsletter, determined and included rubric for email and discussion. **5 hrs.**	2.1, 2.3, 2.5, 2.6, 2.7, 3.3, 3.5, 3.7, 4.1, 4.2
7/2/12	Research of information and websites that pertain to the Conduct and Academic Honesty Policies, Acceptable Use Policy, Students Right to Privacy Statement, and Copyright info. **5 hrs.**	
7/5/12	Continued work on Course Syllabus **3 hrs.**	
	Total Hours: [**13 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					X			
White					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)
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1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?
I learned that there is always a ton of information needed to make sure everything within a course syllabus is covered. I have read through many course syllabi through my school career and have never fully read for information like I did for this assignment. I understand why each part is important, and while the students will find information about projects, grades, and due dates important it is necessary to put in the information/guidelines about academic honesty, acceptable use, student privacy acts, and copyright information to make sure that it is addressed in case you find that you have a situation where something in those areas has been violated. I also wanted to note, I began thinking about our ESOL population and how they would get this information. I found a site (http://www.microsofttranslator.com/) that the syllabus information could be copied into for translation. Using this as a starting point, it also provided the ability to be read aloud to parents and students. This is a way to make sure all the parents and students had access to the information.

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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 order to put information together in this syllabus format, I studied the student content and technology standards, I included information that shows modeling of the digital tools I included information regarding diversity within the ADA statement, I researched information about best practices in the use of technology, and provided some information about assessment. When addressing online learning, I made sure that information was included about some of the requirements and specifications for participating in the online learning course, I provided troubleshooting information, and provided numerous statements regarding how parents/students could contact me in case there were any problems. Digital equity information was broken down in the technology table in the syllabus. Safety, health, and ethical use was provided in great detail in the sections of that dealt with policies and regulations.

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3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?
There are not many teachers at my school who have had to write/design for an online class. I can see how knowing this information and participating in this assignment could definitely be something that I will look back to in the future if technology continues to head in the direction of online learning for not just college students, but for portions of our public school students, as well. I know that the students in my class would get excited about doing part of their learning/assignments online, so this could definitely be a way to provide more engaged learning experiences with them. The syllabus can be assessed based on student/parent understanding and feedback, along with the products that are submitted through the online course.

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