UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

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

Part I: Log

(This log contains space for up to 5 different field experiences for your 10 hours. You may only need one! If you have fewer field experiences, just delete the extra rows. If you have more than 5 field experiences, please copy and paste additional rows. Thank you!)

Date(s)	1st Field Experience Activity/Time						PSC Standard(s)			Reflection (Minimum of 3-4 sentences per question)	
Summer 2012	Actively communicating with cohort group on assignments pertaining to summer course work. Proof reading peers' reflections, papers, and presentations prior to submission. Providing additional technology resources for help with assignments.						1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 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. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? This semester, our cohort spent a lot of time online within a Facebook	
		10 hrs.							message thread. We used this space to collaborate on assignments, get clarification, let each other know		
(Place an	X in the box represent	ting the ra	DIVE I ce/ethnici		bgroups in	volved in	this field	experienc	e.)	when reflections /assignments were ready for proofing, and providing feedback after proofing. We also	
Ethnicity		P-12 Faculty/Staff				P-12 Students			were able to provide web links and sample documents that others might		
		P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12	be interested in using for such	
Race/Ethnicity	7:									activities as the OLE Grid,	
Asian										Communication Guide, and	
Black										Syllabus. Facebook made it possible	
Hispanic	erican/Alaskan Native									for us to feel like we were in class	
White	erican/Araskan Nauve					X	X	X	X	together. It was a very positive use	
Multiracia	1					Λ	Λ	Λ	Λ	of technology to foster the online	
Subgroups:	1									learning environment, which was	
	vith Disabilities									extremely appropriate for this class.	
	nglish Proficiency										
	r Free/Reduced									2. How did this learning relate to the knowledge (what must you know),	
2.10410				1	1			I	<u> </u>	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.) Through this learning, we used our shared vision of technology along with our content standards and technology standards to create diverse assignments and presentations that reflected higherorder thinking activities, as well as authentic learning and assessment tools. We researched and determined the best web resources and tools to use while modeling best practices, adaptive technology, and safe and legal practices. Our communication was key and ongoing throughout the course and was used to develop a supportive online blended learning environment. Having this support through the Facebook message thread has proven that this type of online learning can be beneficial and useful and it is a tool that we could provide as a resource for other teachers and students. 3. Describe how this field experience impacted school improvement, faculty development or student learning at vour school. How can the impact be assessed? This field experience impacted the student/teacher learning within our cohort by providing support and assistance in an online environment that was not of a traditional sense, but that could work for other students and teachers in a variety of ways. An example where this could impact student/teacher learning is by using a Facebook message thread to collaborate with teachers over the summer. Everyone does not have to be online at the same time to contribute so it lends to an asynchronous learning experience. This could have been an excellent tool used when we were out of school for the week of snow a couple years ago, too.

Students could use this tool for
collaboration and clarifications for
assignments as well (except the
elementary age group). The impact can
be assessed through the quality of the
assignments submitted. There might
also have to be some informal
assessment through teacher questioning.