Field Experience Log & Reflection Instructional Technology Department

Candidate:	Mentor/Title:	School/District:						
Angela Burgess	Ruth Allen / ITS	Lambert High School /						
		Forsyth County Schools						
Field	Course:	Professor/Semester:						
Experience/Assignment:	ITEC 7445	Jeffrey Morrison / Fall 2012						
Multimedia Design Project								

Part I: Log

Date(s)	Activity/Time	PSC Standard			
08/23/2012,	Meetings with ITS to develop technology	1.1, 2.1, 2.2, 2.6, 3.2, 3.6,			
08/24/2012,	idea and then learn how to use Edublogs. /	4.2, 5.1			
08/30/2012	4 hours				
08/31/2012,	Research individually to brainstorm project	1.1, 2.1, 2.2, 2.6, 3.2, 3.6,			
09/02/2012	idea incorporating the concept of a	4.2, 5.1			
	webquest with Edublogs / 3 hours				
09/06/2012,	Meetings with ITS to set up sample	1.1, 2.1, 2.2, 2.6, 3.2, 3.6,			
09/07/2012	accounts and try out the best approach for	4.2, 5.1			
	student set-up / 3 hours				
09/14/2012	Creation of Sample pages and webquest on	1.1, 2.1, 2.2, 2.6, 3.2, 3.6,			
	Angel / 3 hours	4.2, 5.1			
09/24/2012	Class implementation of webquest and	1.1, 2.1, 2.2, 2.6, 3.2, 3.6,			
_	online newspaper / 12 hours	4.2, 5.1			
09/28/2012					
	Total Hours: [25 hours]				

		DIVE	RSITY					
(Place an X in the box rep	resentin	g the ra	ce/ethn	icity and	l subgro	oups inv	olved in	ı this
field experience.)								
Ethnicity	Р	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								
White				X				X
Multiracial								X
Subgroups:								
Students with								X
Disabilities								
Limited English								X
Proficiency								
Eligible for								X
Free/Reduced Meals								

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 project is a summative, culminating project for 10th grade Litterature students upon completion of reading <u>12 Angry Men</u>. After reading the play, and studying the modes of rhetoric, as well as the basic journalistic pyramid, students will complete a webquest to research an event that happened in 1957, the death penalty, or the history of jury trials. They will then work with a group to create an online newspaper containing 2 factual articles and 2 editorials, plus other elements of a newspaper, as chosen by the group.

During the creation and implementation of this project, I learned a lot about how to find good projects and improve them and/or update them using technology. I also learned that the necessity of project set-up is not limited to the technological aspects, even when the project is extremely technology-heavy.

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.)

Working with my school ITS allowed me the opportunity to develop and implement a project that used technology in a way that promoted our school vision for technology use while sharing that idea with others from around the county, the state, and the nation. During my classroom implementation, our school was host to 150 visiting faculty and staff from schools around the nation researching ways that schools can successfully implement technology on a BYOT basis.

This project has gone through many incarnations throughout the design stage, the implementation stage, and the reflection stage. At this stage, the project successfully combines ELA content standards and NETS-S standards into one cohesive project. As a teacher and a technology leader, it is imperative that I know the standards for both to be able to design successful instruction that supports student learning and engagement, in a way in which I am confident and enthusiastic.

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

During the course of developing this project for student use, and its subsequent classroom implementation, students learned how to research, how to cite sources, how to avoid plagiarism, and how to evaluate peer writing. They also learned how to more effectively use the variety of productivity tools at their disposal. This learning can be assessed by the rubrics provided with the project and with student opinion surveys before beginning similar projects in the future.