

Field Experience Log & Reflection

Instructional Technology Department

Candidate: <i>Angela B. Burgess</i>	Mentor/Title: <i>Ruth Allen</i>	School/District: <i>Lambert High School / Forsyth County Schools</i>
Field Experience/Assignment: <i>Mini-Module</i>	Course: <i>ITEC 7480</i>	Professor/Semester: <i>Dr. Moore / Summer 2012</i>

Part I: Log

Date(s)	Activity/Time	PSC Standard
June 2012	Collaborated with Foreign Language Dept Chair and FLES Coordinators to determine scope of mini-module / 2 hours	1.2, 2.3, 2.4
June 2012	Researched and chose GPS Standards for Modern Languages Level 1 for mini-module / 1 hour	2.1
June – July 2012	Created and collected activities for use with mini-module / 10 hours	1.6, 2.6, 3.1, 3.2, 3.3, 3.6
July 2012	Created lesson plan and instructions for use with mini-module / 3 hours	3.1, 3.2, 3.3, 3.5
July 2012	Created and recorded assessment to conclude mini-module / 2 hours	2.7
	Total Hours: [18 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						X
Native American/Alaskan Native								X
White				X				X
Multiracial	X							X
Subgroups:								
Students with Disabilities								X
Limited English Proficiency								X
Eligible for Free/Reduced Meals								X

Part II: Reflection

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?

When designing this mini-module, I met first with my Foreign Language department chair, as well as virtual collaboration with coordinators for FLES (Foreign Language in Elementary Schools) programs in Québec and Maine (both with immersion programs beginning in pre-K). We discussed both the needs of high school students and what is needed when first learning a language as an early-learner. These conversations helped to guide the focus of the mini-module.

After these collaboration sessions, I chose the standards that I wanted to address and began curating and creating activities to support instruction of these standards. Because I would like for this to be one of the first lessons of the year, it was important to be very specific with what I wanted students to know and be able to do. However, I found it to be a unique experience to create instructions that detailed for students that I have not met. I hope that as the program continues, I will become more comfortable with the process of technology facilitation for my students as I become both more knowledgeable about what is required and more aware of what is needed as an online student.

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.)

This field experience related to what a technology leader must know by requiring that I apply content and technology standards as well as best practices for blended learning environments. It also related to what I must be able to do by requiring that I create a lesson to be delivered either entirely online or in a hybrid module. Finally, it related to the disposition required of a technology facilitator by requiring that I be able relay my enthusiasm for and the importance I place on learning and speaking French across the Internet, something that can often be lost without facial expression or vocal tone.

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

This mini-module will impact student learning at my school next year by introducing Level 1 French students to true blended learning. While students in my district have been using a LMS for many years now, its use has been mostly for access to materials also delivered in class. Few teachers, myself included, have used Angel to instruct students on new material or to assess how well students understand material taught.