

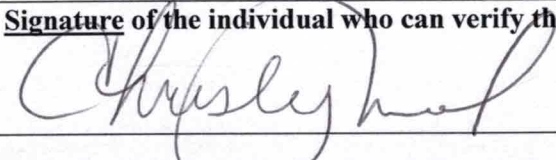
UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – Updated Summer 2015

Candidate: Alyssa Sills	Mentor/Title: Christy Neal/LSTC	School/District: Taylor Elementary/Gwinnett County
Course: ITEC 7460- Professional Learning and Technology Innovation		Professor/Semester: Dr. Bacon/Spring 2018

(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete one field experience totaling 5 hours! If you have fewer field experiences, just delete the extra pages. Thank you!)

Date(s)	1 st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
4/2/2018	3 Hours- Creating LMS “How to” videos for teacher training	PSC 2.1 PSC 2.3	ISTE 2a ISTE 2c
4/7/2018	2 Hours and 30 Minutes- Finished Creating LMS “How to” videos	PSC 3.3 PSC 5.1	ISTE 3c ISTE 4a
4/25/2018	1 Hour- Posted videos on the LMS course page for teachers to use	PSC 5.2	ISTE 4b

First Name/Last Name/Title of an individual who can verify this experience: <i>Christy Neal / LSTC</i>	Signature of the individual who can verify this experience: 
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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	x						
Black	x	x						
Hispanic	x	x						
Native American/Alaskan Native	x	x						
White	x	x						
Multiracial	x	x						
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

Reflection

(Minimum of 3-4 sentences per question)

1. Briefly describe the field experience. What did you learn about technology coaching and technology leadership from completing this field experience?

This semester for my structured field experience, I conducted a technology workshop that taught teachers at Taylor Elementary how to copy/import content from one LMS course page to another. During the technology workshop, I surveyed what other LMS (Learning Management System) tools teachers needed help on and wanted to learn about. The five main topics were how to create discussions, how to add lessons and videos, how to use Dropbox, how to create classroom assessments, and how to do assessments on the LMS by embedding other web 2.0 tools. After talking with the principal and realizing that, we did not have a lot of time to conduct more workshops before the end of the year, we decided that I would make tutorial videos for teachers to use and learn about our LMS course pages. I used Screencast-O-Matic to create the series of five videos for teachers to review and use. I also placed them on the Taylor Tech webpage that I created for my workshop as well as on the Taylor Training LMS page for future access.

When creating the videos, I used the same format for all of them. I started with introducing the topic and then I would give them an example of how that function was used in my class. I wanted the teachers to see how the tool could be used in an actual classroom setting so that it seemed less daunting for them to use in their classes. I then moved on to show teachers how to make their discussion, lesson, etc. so that they would be able to follow the video and use these functions in their class.

This field experience helped me learn about technology coaching and leadership because I realized that these are fundamental functions on the LMS and many teachers did not know how they worked. I saw that just because I know how to use them and feel like they are simple does not mean that others feel that same. I also have learned that teachers feel more comfortable when they have an example of how they can use it in their class. I got a lot of feedback saying that they liked the example because they saw how they could use the tool. I feel that as a technology leader, you have to be able to see what the teachers need in their point of view and make them feel comfortable and these videos gave me a glimpse of that. I also got a lot more practice with the LMS and how it works so that I could help others in the future. I want to be as knowledgeable as possible, so I can be someone that teachers feel comfortable asking, and I want to be a reliable source of information for them.

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 above. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

Knowledge – To do this field experience and be a technology facilitator, I had to know the students content standards as well as how to engage students in authentic learning experiences. In each of the videos, I gave an example of how the LMS tools can be used in the classroom so that the teachers watching would have a good idea of how they can incorporate them into their room. Before making the videos, I had to make sure that the ideas and lessons I did were related to the content and were proper learning tools so that the other teachers would realistically be able to use these tools in their classroom using the examples they saw in the videos. I also had to know how to work with adult learners with different learning types. I wanted to make sure that I explained the content well. I also wanted to be sure I had good visuals that would help them see where to go to find the content.

Skills – The skills I needed for this field experience were that I must be able to create a needs assessment and analyze the information gained from it. To create this professional learning I needed to look for the overall strengths and weaknesses as well as the needs assessment and decide what the five most important pieces of content would be for the videos. I also have to be able to use best practices to one do a technology workshop and then use that information to create a piece of professional learning that was worth the time for the teachers.

Dispositions - As a technology leader I feel that to connect with the teachers you have to show them that you are confident that the professional learning is worth their time, that you are knowledgeable on what you are teaching, and you are trying to make things easier for them. As a technology leader, I needed to show teachers how I use these tools in my classroom to extend student learning, and that I am enthusiastic about helping them do the same for their

classroom. Since I was able to show them how the content helped my students, I feel they are more willing to listen and try out what I am teaching them. Another disposition that a technology leader needs to have is respect and understanding. By making videos instead of doing more workshops, I told teachers that I understood that we were all busy so I made the videos so that they could explore them at their own pace. I feel that teachers felt that this was an excellent way to learn and they felt like I was on their team instead of making them come to a workshop. There are many benefits of going to workshops, but the videos were beneficial to the teachers at this point in the year.

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

This field experience impacted school improvement, faculty development, and student learning because one of our goals in Gwinnett County is to increase LMS usage in classrooms so that students are more familiar with the tools and in turn have a blended learning environment. We are also just starting digital learning days. When students are more familiar with the LMS in their everyday classroom, they can navigate on a digital learning day, and there will be fewer problems. These are the reasons we are pushing for more LMS usage during the school day. Students also benefit from using technology because there are many online tools that can help them learn the content that is required. If teachers know how to use the simple functions on the LMS course pages that are described in the videos, they will be able to make better and easier lessons for the students to do as well as create better digital learning day activities. This impact can be assessed by seeing if the LMS usage increases at the school and seeing if digital learning days run more smoothly in the future.