# STRUCTURED
# Field Experience Log & Reflection
## Instructional Technology Department

| Candidate: Alyssa Sills | Mentor/Title: Christy Neal/Local School Technology Coordinator | School/District: Taylor Elementary School/Gwinnett County Public Schools |
|---|---|---|
| Field Experience/Assignment: Introduction to Online Learning/Creating a Module | Course: ITEC 7480 Introduction to Online Learning | Professor/Semester: Dr. Castile/Summer 2018 |

## Part I: Log

| Date(s) | Activity/Time | STATE Standards PSC | NATIONAL Standards ISTE NETS-C |
|---|---|---|---|
| SAMPLE 7/17/2018 | SAMPLE Started creating Weebly and components of Weebly for module. [3 hours] | SAMPLE PSC 1.2, 2.3, 2.4, 3.3 | SAMPLE ISTE 1b, 2c, 2d, 3c |
| 7/18/2018 | Created half of module content [4 hours] | PSC 2.1, 2.2, 2.3, 2.4, 3.3 | ISTE 2a, 2b, 2c, 2d, 3c |
| 7/20/2018 | Created the rest of the module content. [4 hours] | PSC 2.1, 2.2, 2.3, 2.4, 2.7, 3.3 | ISTE 2a, 2b, 2c, 2d, 2g, 3c |
| 7/15/2018 | Completed design of module/checklist/assessment on wizer.me [5 hours] | PSC 2.1, 2.2, 2.3, 2.4, 2.7, 3.3, 6.2 | ISTE 2a, 2b, 2c, 2d, 2g, 3c, 6c |
| | Total Hours: [16 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 | | | | | | | | |
| White | | | | | | x | | |
| Multiracial | | | | | | x | | |
| Subgroups: | | | | | | | | |
| Students with Disabilities | | | | | | x | | |
| Limited English Proficiency | | | | | | x | | |
| Eligible for Free/Reduced Meals | | | | | | x | | |

# Part II: Reflection

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

In this field experience I was able to take what I learned about online and blended learning and create an online module using Weebly that students could complete. I used the content standards for third grade and created a module about Heat. This was a weeklong module that students would complete all online and they would be able to learn about the standard as well as discuss their learning with classmates, collaborate with the teacher about their learning, and participate in formative and summative assessments. I learned that creating an online unit is all about making sure that students collaborate with each other and are able to easily and quickly communicate with the teacher for help. Everything needs to be easily accessible and organized so that the students feel comfortable with the online learning. I also learned that formative and summative assessments are important to online learning because you cannot observe the student like you can in a regular classroom setting. As a facilitator and a leader you have to be sure to build in opportunities to assess how the students are doing and if they are learning the content that matches the standards.

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 learning related to knowledge, what I must know, because as a technology leader I have to be able to create experiences that align with the content standards and student technology standards. This module was a way to completely integrate technology into learning. This also relates to skills or what I will be able to do because it took a lot of thought to make sure the entire module enhanced students higher order thinking skills, processes, and mental habits of mind. The entire module had to make students think and use problem solving skills. It is easy in an online module to have thoughtless lessons for students to do so it helped me a lot to really think through the process. This also related to dispositions or attitudes, beliefs, and enthusiasm because how much effort you put into the module is evident. When making the module I had to think about my audience and have a belief that the harder I worked on making the module organized and presentable the more it helped students learn.

3. **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 impacts faculty development at my school because it helped me learn new ways to help teachers who want to create their own webpages for students to access and it helped me learn to troubleshoot. We have a technology meeting for teachers who want to learn about new technology and I feel Weebly is a simple tool to teach other teachers so it would be good to talk about in a meeting. This can be assessed by checking if the teachers attending the meeting feel it is a valuable tool for their classrooms.