

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – *Updated Summer 2015*

Candidate: Alyssa Sills	Mentor/Title: Christy Neal/Local School Technology Coordinator	School/District: Taylor Elementary School/Gwinnett County Public Schools
Course: ITEC 7480- Introduction to Online Learning		Professor/Semester: Dr. Castile

(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)
7/6/2018	Created blog for 2018-2019 school year and posted it on the LMS 2 Hours	PSC 3.2 & 3.6	ISTE 3b & 3f
7/17/2018	Created a lesson plan to introduce digital citizenship and blog posting to students- 3 Hours	PSC 1.2 & 4.2	ISTE 1b & 5b

First Name/Last Name/Title of an individual who can verify this experience:

Christy Neal

Signature of the individual who can verify this experience:

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		X						
White		X						
Multiracial		X						
Subgroups:								
Students with Disabilities		X						
Limited English Proficiency		X						
Eligible for Free/Reduced Meals		X						

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?

In this field experience I decided to create a blog for my students to use throughout the school year. I wanted my students to be able to practice their grammar, typing skills, digital citizenship, and ability to inform an audience. This blog will be for parents, other classes, and community members to look at and read about the fun activities in our classroom. Students will be chosen once a week to do a blog post and submit it to the classroom blog so the students will have responsibility of the blog. I started with researching the best education blog sites and I ended up finding that Edublogs was the most user friendly and most private so that others were not able to access too much class information. I then created a blog and an initial posting to welcome students to the page. After, created a lesson plan to introduce the students to the blog and how to use it. I made sure to talk about digital citizenship and your digital footprint when posting online. In the lesson plan after students learn about the blog I have students write a practice blog post on the discussion board on the Learning Management System (LMS) for Gwinnett County so that they will be ready to create their own blog post when it is their turn. After they type their own blog post, students will comment on a classmates posts to practice digital citizenship. This taught me about technology coaching and leadership because I was able to look into many blog sites and make a decision on what site would best fit my classroom. I also had to think through all components and consider digital components for students and digital citizenship.

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 – This learning related to knowledge or what I must know because I need to know about digital citizenship and how to create a safe, healthy and legal environment for my students. I needed to be sure that I was knowledgeable enough to teach students about the environment in a way that they would

understand and I will have to monitor their behavior online. I also need to know how to evaluate a digital site for accuracy, suitability and compatibility with the school technology infrastructure. By evaluating different education blogs and picking one I was able to accomplish this.

Skills – This learning related to skills or what I must be able to do because I have to be able to manage digital tools in the classroom. I have to be knowledgeable of the tool we are using and be able to manage any technical issues as well as posts that students complete online. I also need to know how to teach students how to create the blog. This blog will also foster learning and leadership. I need to be able to show students how to write a correct blog post and for them to be leaders in the classroom and online.

Dispositions –This learning related to dispositions- attitudes beliefs and enthusiasm because I have to be prepared to use the blog in the classroom. It is not just about creating the blog and teaching students how to use it but it is about following through and being enthusiastic about having students complete it each week. I want to make sure that I keep up with the blog and give students the responsibility to show them that they can create something for our classroom that means something.

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 school improvement because this year we are trying to focus on STEM and doing STEM Fridays. Not only will students be able to use technology more often which is a part of STEM but they will probably write about the STEM Friday activities a lot. Students will have fun doing the STEM Friday work and the blog is all about writing about something you enjoyed that week. This will raise awareness with parents and community members to help out and become aware of this initiative. This impact can be assessed by the amount of visitors that visit the blog each week and read about what we are doing. If parents are reading about the STEM activities that means they are becoming more aware of its usefulness in the classroom and will eventually support the effort.