**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Chad DeWolf | **Mentor/Title:** Doug Wood / Assistant Principle | **School/District:** Madison County Middle School  Madison County School District |
| **Field Experience/Assignment:** 7445 Multimedia Design Project | **Course:**  ITEC 7445 Multimedia & Web Design | **Professor/Semester:** Dr. James Chiavacci (Summer) |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 06/27/15 | WebQuest – Planning and research  [ 3 Hours ] | PSC 2.6 | ISTE 2f |
| 06/28/15 | WebQuest – Designed website skeleton section in Weebly for the activity.  [ 3.5 Hours ] | PSC 2.1, 2.3, 2.6, 3.6, 4.2, 4.3 | ISTE 2a, 2c, 2f, 3c, 3e, 3f, 5b, 5c, 6a, 6b |
| 06/29/15 | WebQuest – Created the activities and organized resources for the activity.  [ 6 Hours ] | PSC 2.1, 2.3, 2.6, 3.6, 4.2, 4.3 | ISTE 2a, 2c, 2f, 3c, 3e, 3f, 5b, 5c, 6a, 6b |
| 07/05/15 | WebQuest – Created the activities and organized resources for the activity.  [ 7 Hours ] | PSC 2.1, 2.3, 2.6, 3.6, 4.2, 4.3 | ISTE 2a, 2c, 2f, 3c, 3e, 3f, 5b, 5c, 6a, 6b |
| 07/10/15 | WebQuest – Completed the additional requirements from the rubric to end the creation of the activity.  [ 7.5 Hours ] | PSC 2.1, 2.3, 2.6, 3.6, 4.2, 4.3 | ISTE 2a, 2c, 2f, 3c, 3e, 3f, 5b, 5c, 6a, 6b |
| 07/11/15 | WebQuest – Evaluated the overall activity and made it available online. Minor edits also.  [ 3 Hours ] | PSC 2.6, 2.7 | ISTE 2f, 2g |
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|  | Total Hours: [30 hours ] |  |  |

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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 |  |
| Black |  |  |  |  |  |  | X |  |
| Hispanic |  |  |  |  |  |  | X |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  | X |  |  |  | X |  |
| Multiracial |  |  |  |  |  |  | X |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  | X |  |
| Limited English Proficiency |  |  |  |  |  |  | X |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  | X |  |

**Part II: Reflection**

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| **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?**  Briefly, the field experience was great! I enjoy web design and the content of Georgia Studies and was able to combine those two interests into one project. Through the use of my Weebly classroom website, I created a WebQuest for my 8th grade students on SS8H1. It took longer than I thought it would but well worth it. I now have an action plan and am ready to start creating more in the near future. I suggested to my colleagues in Georgia Studies that they offer some input over the summer break for my project and I heard back from one. It is better if “we” have something to present the students, at least more so than what I have to present the students. Now, another teacher contributed (just an idea) and the others know what is coming. |
| **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 in every way to the knowledge, skills, and dispositions required of a technology leader. As a teacher that utilizes technology in his class daily, it was important that the content knowledge was present first and foremost so that I could choose the appropriate technology for the WebQuest. All aspects of planning through implementation and evaluation needed to be accounted for if the final product was going to occur. Without a complete understanding of the standards, technology standards, and the process in which to create a WebQuest, it would not be possible. Having a road map to assist teachers is essential so that success can be achieved throughout the entire process – not all or nothing. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  With this field experience, student learning just became more hands on and more project based learning. Sure, one could simply present the information in the lesson in lecture style, which I have most certainly done in the past, but now, the students can explore, create, and collaborate with the content knowledge they need to acquire. The impact can be assessed through student survey of the WebQuest and we are able to see growth through the pre to post test scores for this standard. |