Field Experience Log & Reflection
Instructional Technology Department

Candidate: Shari Amonett	Mentor/Title: Kit Carpenter/Math Coach	School/District: Dalton Middle School/Dalton Public Schools
Field Experience/Assignment: Multimedia Web Design WebQuest	Course: ITEC 7445 Multimedia Web Design	Professor/Semester: Dr. Moore/Summer 2015

Part I: Log

Date(s)	Activity/Time	PSC Standard	ISTE Standard
6/23/15	Drafted an idea for WebQuest revolving around classification of an unknown species. [2 hours]	2.1, 2.3, 2.6, 2.7, 3.6, 3.7, 4.2	2a, 2c, 2d, 2e
7/11/15	Created Weebly and began creating pages and navigation. [3 hours]	3.3, 3.5, 6.1	2a, 2b, 2c, 2d, 2e
7/13/15	Changed topic to focus on classification with Dichotomous Keys and began collecting resources. [3 hours]	2.1, 2.3, 2.6, 2.7, 3.6, 3.7, 4.2	2a, 2c, 2d, 2e
7/14/15	Created iMovie incorporating webcam video, narration, still images, and video clips for introduction page, uploaded to YouTube. Created audio file using Audacity and uploaded to Podomatic. Embedded audio and video clips in Weebly. [4 hours]	3.3, 3.5, 6.1, 6.3	3a, 3b, 3c, 3e
7/15-18/15	Created and added resources including video and images to WebQuest. [4 hours]	3.3, 3.5, 6.1, 6.3	3a, 3b, 3c, 3e
7/18/15	Created Teacher Resource page for WebQuest. [1 hour]	3.3, 3.5, 6.1, 6.3	3a, 3b, 3c, 3e
7/19/15	Shared WebQuest link with classmates and spouse for feedback and usability tests. [1 hour]	2.5, 2.6	2a, 2b, 2c, 2e, 3a, 3c, 3e, 6a-6c
7/19/15	Adjusted WebQuest based on feedback. [1 hour]	2.5, 2.6, 3.4	2a-2e, 3a-3e, 6a-6c
7/20/15	Completed the WebQuest Report. [4 hours]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 6.1, 6.3	2a, 2b, 2c, 3a, 3b, 3e, 6a-6c
	Total Hours: [23 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				X	
Multiracial							X	
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
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?

During this field experience I created a Multimedia WebQuest for my seventh grade life science students. I used the Universal Design principles as well as the ADDIE model to draft out and create the WebQuest. Weebly was used as the platform for the WebQuest and I embedded audio clips, video clips, images, and text. While the creation of a WebQuest was something new to me, I learned the proper structure and created what I felt would be engaging and motivating to the students. Through this experience I learned more and was able to use the design elements for structure as well visual appeal. As a technology facilitator and leader this experience reminded me to be cognizant of what I am expecting of those I am working with, whether it be a teacher or student. I anticipated the amount of work to be less than it was so I would want to be sure that I set them up for success by allowing ample time and providing the support needed.

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 allowed me the opportunity to select appropriate digital resources and build on my knowledge of using digital tools and resources to engage students in authentic learning experiences. I was able to model and facilitate the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards through the framework of a WebQuest integrating multimedia components. Through the development of an online learning experience I was able to model and facilitate the effective use of research-based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences. As a continual learner myself, this field experience provided me with an opportunity to increase my skills so that I am able to better relate with other teachers in my building who currently use this type of activity in their classroom or are interested in creating or implementing a WebQuest with their students.

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

The skill of creating WebQuests is one that I have acquired and am planning to share with my seventh grade science colleagues. This will impact not only my students as they complete the WebQuest, but also all of the other seventh grade students that have the opportunity to complete a WebQuest because I have shared it with their teachers. The impact will be assessed through pre- and post-tests to determine the growth of student achievement in units where WebQuests or other multimedia designs are utilized with the students. The eventual goal would be for the students to become so familiar with the structure of a WebQuest that they can design one for future students to use in my class.