UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department

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Course: ITEC 7400 21st Century Teaching and Learning		Professor/Semester: Ms. Jane Roberts/Fall 2014

Part I: Log
(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete <u>one</u> field experience totaling 5 hours! If you have fewer field experiences, just delete the extra rows. Thank you!)

Date(s)	1st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
9/1/14 10/9/14	Developing an online course to introduce students and teachers to our Learning Management System, Canvas. [10 hours] Presenting the course to interested teachers during staff development training. [2 hours]	PSC 1.1, 1.2, 2.1, 3.3, 3.7, 5.2, 6.2 ISTE 1a, 1b, 2a, 3c, 3g, 4b, 6c	**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?** During the development of this introductory course I was forced to think about how to present the information in a way that would be meaningful to the students as well as other teachers who had not been introduced to the LMS previously. In the course I created videos and tutorials that taught the user how to do basic things such as submit assignments and navigate through the course as well as some more in-depth things for the teachers such as assessment creation and analysis. I learned that all learners, regardless of age, need multiple ways to interact with the information such as videos, written explanations, and assignments that must be physically completed. **2. How did this learning relate to the knowledge (what must you know),**

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

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.)

In this field experience I was able to utilize the knowledge, skills, and disposition needed for that of a technology facilitator. The knowledge and skills required to build the course modules and assignments exemplifies those that a technology facilitator uses each day, the understanding of how the LMS works, the understanding of how individuals learn and take in new knowledge, and the understanding of how to put all of this information together as stated in the TPACK framework. Reflection was required to constantly keep the intended users in mind and tweak the course as needed. This also fits in with the strategic planning and design that is necessary before and during the process. I was also challenged professionally to create things for other adults, not just my students.

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

We have been working hard in our school to broaden the scope of teachers that feel comfortable using our LMS, Canvas. By creating this user friendly course and spending time working with some of the teachers not currently using it, the school is increasing its capacity to use technology throughout more classrooms. The impact of this development and presentation can be assessed by the number of new teachers choosing to implement the LMS in their classroom as well as the performance of

	students using it in my classroom as I originally created the course for them.