**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Chris Carlisle | **Mentor/Title:** Tom Burks / ITS | **School/District:** Lakeside MS / Forsyth |
| **Course:**ITEC 7460 | **Professor/Semester:**Dr. James P. Chiavacci |

**Part I: Log**

**(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 rows. Thank you!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**(Minimum of 3-4 sentences per question) |
| **9/9/14 - present**10/22/14 | Initiated a process to be used by the 6th grade Social Studies to more easily locate and share content related videos in Delicious.com (approx.. 6 hours thus far)Introduced social bookmarking, tagging, and Delicious.comHelped my colleagues set up accounts. (1 hour) | ISTE NETS – C3b,3c, 3f, 3gISTE NETS – C3b,3c, 3f, 3g, 4b | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  In this ongoing field experience I visited the web location of every instructional video used by the four social studies teachers in my department and tagged them through the social bookmarking site Delicious. The reason I did this was to make locating these video and video clips easier to locate in the future for both teachers and students. **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.)** Technology coaches must be able to maintain and manage a variety of digital tools and resources. They must also be able to model the use of digital content to support student learning and enhance teaching.We social studies teachers have often lamented the difficulty of locating video resources that we have used in the past. Our two main sources – Discovery Education and Safari Montage – have extremely non-friendly interfaces to locate old or search for new video. I decided to use the power of “tagging” along with the social bookmarking site to make the process easier for us. I created a delicious account, saved the link to all the videos we have used thus far this year, and “tagged” these videos with as many specific, content related words I could think of. I then showed my colleagues how to set up a delicious account. This project is ongoing. As we discover new videos, each of my colleagues will now be in a position share and tag videos. Of course this has the potential to move beyond just videos. But, this simple step of using the tagging feature of delicious has made the entire process locating content quicker and easier. I feel that this type of activity – using digital tools (delicious.com in this case) to support teaching is perhaps the most important job of a coach. **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 has impacted school improvement in that my colleagues are now more readily able to find digital content. They have also learned about the power of social bookmarking and the tagging process. The impact will be known when I don’t get that phone call next year from Mr. James asking for the name of that one particular video clip from either Discovery or Safari (he can’t remember which one) that had that Churchill speech calling on the Brits to “never surrender.” Now, all he has to do is open up his delicious account, link to my network, and type in a few specific terms – “Churchill,” “speech,” and “surrender” should be enough to locate the exact link.  |
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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 |  |  |  |  |  |  | X |  |
|  White |  |  | X |  |  |  | X |  |
|  Multiracial |  |  |  |  |  |  | X |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  | X |  |
|  Limited English Proficiency |  |  |  |  |  |  | X |  |
|  Eligible for Free/Reduced Meals |  |  |  |  |  |  | X |  |

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