**STRUCTURED
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Chris Carlisle | **Mentor/Title:** Tom Burks/ITS | **School/District:** Lakeside Middle School/Forsyth County |
| **Field Experience/Assignment:**Development of an Online Learning Experience | **Course:**ITEC 7481 Designing and Developing Online Learning | **Professor/Semester:**Dr. Fuller/Fall 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE StandardsPSC** | **NATIONAL StandardsISTE NETS-C** |
| 9/6-7/14 | Set-up the course shell and basic folder structure for modules and other required components. Developed a welcome Statement and Site Navigation Instructions (3 hours) | GA PSC Instructional Technology Standards2.6,3.2 | ISTE NETS – C Standards2e, 3b |
| 9/13-14/14 | Began familiarizing myself with my chosen LMS Added a quiz and a feedback activity to my online course. (2 hours) | GA PSC Instructional Technology Standards2.1,2.2,2.3,2.4,2.5,2.6,2.73.2, 3.3, 3.6, 4.2 | ISTE NETS – C Standards2a, 2b, 2c, 2d, 2e, 2f, 2g3b, 3c, 3f, 4b |
| 9/20-21/14 | Continued to familiarize myself with Its Learning. I added one module to the online course. I also added content blocks related to course communication and site navigation (7 hours) | GA PSC Instructional Technology Standards2.1,2.2,2.3,2.4,2.5,2.6,2.73.2, 3.3, 3.6, 4.2 | ISTE NETS – C Standards2a, 2b, 2c, 2d, 2e, 2f, 2g3b, 3c, 3f, 4b |
| 9/27-28/14 | For this module I added an entire week (module) to my LMS. I included an assignment checklist and a Learning Outcomes page to the module and added links to websites students will need to become familiar with as they complete their wiki project. I discovered a presentation on slideshare.net that is an upgrade to the presentation I’d been using over the last couple of years. I downloaded the new presentation from slideshare.net and made some small revisions. I then converted it to Google slides and embedded it as media in module 2. (6 hours) | GA PSC Instructional Technology Standards2.1,2.2,2.3,2.4,2.5,2.6,2.73.2, 3.3, 3.6, 4.2 | ISTE NETS – C Standards2a, 2b, 2c, 2d, 2e, 2f, 2g3b, 3c, 3f, 4b |
| 10/18-19/14 | I updated and added content related to the following:-ADA compliance statement-Netiquette and Acceptable Use-Technical Requirements and Access-Technical Skills (4 hours) | GA PSC Instructional Technology Standards2.1,2.2,2.3,2.4,2.5,2.6,2.73.2, 3.3, 3.6, 4.2 | ISTE NETS – C Standards2a, 2b, 2c, 2d, 2e, 2f, 2g3b, 3c, 3f, 4b |
| 11/1-2/14 | Added a Dyad Debate thread to my class discussion board. Added two more modules to the online unit. (8 hours) | GA PSC Instructional Technology Standards2.1,2.2,2.3,2.4,2.5,2.6,2.73.2, 3.3, 3.6, 4.2 | ISTE NETS – C Standards2a, 2b, 2c, 2d, 2e, 2f, 2g3b, 3c, 3f, 4b |
| 11/15-16/14 | Added final module to online unit (4 hours) | GA PSC Instructional Technology Standards2.1,2.2,2.3,2.4,2.5,2.6,2.73.2, 3.3, 3.6, 4.2 | ISTE NETS – C Standards2a, 2b, 2c, 2d, 2e, 2f, 2g3b, 3c, 3f, 4b |
|  | Total Hours: [34 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:** |  |  | X |  |  |  |  |  |
|  Asian |  |  | x |  |  | x |  |  |
|  Black |  |  | x |  |  | x |  |  |
|  Hispanic |  |  | x |  |  | x |  |  |
|  Native American/Alaskan Native |  |  | x |  |  |  |  |  |
|  White |  |  | x |  |  | x |  |  |
|  Multiracial |  |  | x |  |  | x |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  | x |  |  | x |  |  |
|  Limited English Proficiency |  |  | x |  |  | x |  |  |
|  Eligible for Free/Reduced Meals |  |  | x |  |  | 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?**I developed six week unit of study to be implemented in a sixth grade social studies classroom. Through this process I have learning the many technical aspects involved in creating and managing an online course on the Its Learning LMS. This experience taught me how to select and create content that meets the needs of all learners based on their preferred learning style. I also learning how to select and implement assignments and assessments specifically designed for a digital environment. |
| **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 should demonstrate the knowledge and skills effectively integrate technology into their own teaching practice. This field experience required me to design a learning experience which:-incorporated content standards- used research based learner centered strategies-made learning authentic-was differentiated to meet the needs of all learners-encouraged students to use higher order thinking skill-effectively implemented the use of formative and summative assessment to measure student learningAlong with a sincere belief in the efficacy of technology integration in the classroom effective technology coaches need each of these skills to be an effective technology leader. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**Through this field experience I was able to improve my knowledge and skills related to our district wide LMS. I was able to take much of what was being done in my classroom and convert it in a way that is suitable in a blended or online environment. By moving toward this more flexible instructional deliver model, our school will be more ultimately be more effective. As in the past, we are still able to meet the needs of students in attendance. The “know how” gained from the development of an online unit will help us further our reach – to kids who are not in school. The impact can be assessed when the course is implemented.  |