UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

Candidate: Lisa Mozer	**Mentor/Title:** Dr. Billings/Climatologist Ms. Cameron/ Instructor	**School/District:** International Student Center
Course: ITEC 7400		**Professor/Semester:** Summer 2013

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)
06/26 -6/28	An all-day (8 hours) 3-day workshop (24 hours) A collaborative professional learning experience Use of remote sensors, hand-held measurement instruments, and online graphing tools along with real-world on-site observation and data collection for spreadsheet products My contribution to instruction and exploration targeted current atmospheric conditions, with the goal of integrating technology in classroom differentiated content instruction	PSC 2.1, 2.3, 2.6, 3.6, 4.2, 4.3 ISTE 3c, 3e, 6a, 6b	**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?** After locating geographic locations using Google Maps, and identifying stages of developed vegetation via use of thermal sensor-graphs, teacher participation required documenting data comparisons using photograph images from 10 years ago. Hands –on lab and on-site location made this field experience real world research in my subject area. We visited 2 research sites (Coweta, NC) and made real time observations for online input, technology-and-in-person tasks alongside UGA scientists (authentic interest in the subject). The use of technology, expert instruction, and on-site observation was not

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 (1)				X (1)			
Black	X (1)					X (3)		
Hispanic								
Native American/Alaskan Native								
White		X (3)						X (11)
Multiracial								
Subgroups:								
Students with Disabilities								none
Limited English Proficiency								none
Eligible for Free/Reduced								none

Meals								

overwhelming, but the work was rigorous. Teachers worked in groups and group talents made it possible to complete project tasks.

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 experience furthered my content pedagogy and technology integration uses. Since this experience I increased the use of online application models and I provide more online opportunities for students to experience student directed tasks. Students have more opportunities to build on application skills and advance their learning levels to meet learning objectives. More tasks reflect real world tasks such as archiving information, publishing information, and the observation of events.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? Content pedagogy requires instructors in dynamic subject areas to obtain on-going learning to better their area of expertise. I am a Science teacher/meteorologist and I continue to learn and practice Science/meteorology with my students' learning experiences. I

	can measure how I am growing as a teacher by measuring how much my students are able to accomplish.