

# STRUCTURED

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Lisa Mozer	<b>Mentor/Title:</b>	<b>School/District:</b> International Student Ctr/ Dekalb
<b>Field Experience/Assignment:</b> Extra Study	<b>Course:</b> ITEC 7430, Internet Tools In Classroom	<b>Professor/Semester:</b> Dr. Goetzel /Spring 2014

### Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
3/04/2014	Proposed project's, purpose, and justification to the school administrator and science department instructors (1/2 hour)	PSC 1.1, 1.2, 2.1,2.2, 2.3, 2.4, 2.5 3.7	ISTE 1a, 1b, 2a, 2b, 2c, 2d, 2e 3a
4/06/2014	Drafted an outline for a unit of instruction on Matter and the Period Table, listing support resources and required materials, booked computer lab an scheduled pre-test assessment, booked laptop computers for in-classroom technology	2.2, 2.3, 2.4, 2.5 3.3, 35, 3.6 5.1	2b, 2c, 2d, 2e 3c, 3b, 3c 4a
4/07/2014	Structured and collected materials targeting targeted learning objectives, bookmarked online resources, collected images for visuals and stored on Flickr.com, and made hardcopies of printed materials (2 hours)	2.2, 2.3, 2.4, 2.5 3.2 5.1, 5.2, 5.3 6.1, 6.2, 6.3	2b, 2c, 2d, 2e 3b 4a, 4b 6c, 6c
7/09/2014	Wrote lesson plan, for the first week of instruction, and implementation the coming (Monday), Reviewed materials and instructional strategies for content instruction (2 hours)	2.2, 2.3, 2.4, 2.5 3.3, 35 4.1, 5.1, 5.2, 5.3 6.1, 6.2, 6.3	2b, 2c, 2d, 2e 3c, 3b 4a, 4b 5a 6c, 6c
	Total Hours: [30 hours ]		



## 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?**

The content unit required a great deal of details compared to that of a more common lesson plan for class instruction. This project was structured in a meticulous manner to align scaffold learning activities with the learning objectives for my specific student population. Having a syllabus and a unit plan to encompass several lessons provided more opportunities for learning on several levels, such as application and exploratory tasks, along with repetition. The repetition provided additional leaning opportunities and reinforcement of learning.

This field experience was useful as a professional development task. I became familiar with feasible methods used to construct online content and the strategies and tasks needed to build an online learning experience for students. As a provider of virtual content, I will need on-going practice to keep up with online learning trends and to grow as online content developer and facilitator. The unit was demanding compared to some pervious units; The conversion of a face-to-face unit to a virtual unit takes time. The development process of course content is time consuming and scheduling time to work on large content projects interrupts other daily 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.)**

Technology integration and science content are components that enable real world problem solving skills, such as comprehension of how balance is achieved using forces for work components. So many Web tools available for student use allow students to apply concepts not merely observe them. Application is the task of doing and the constructivist element of learning science is suited for application tools.

This field experience covered development PSC standards and practices of what I must know, be able to do, and dispositions. In this field experience I became more familiar with copyright polices, education legislation, and technology resources. I found that online instruction requires planning and occasional assistance from technology technical support. Students tune into the virtual classroom and expect things to go as planned, and the use of older computers can be problematic.

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

This project advances students' familiarity and creativity with the use of navigation tools used in online leaning, and on higher learning levels this project provides learning experiences that further develop student interest and student directed experiences.

This project influenced efforts for school improvement by advancing and encouraging technology interaction using digital tools and online resources. The increase in technology use can be observed and its effectiveness can be as simple as comparing student log-ins to lesson grades.