



## 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?**

Preparing students to participate in online learning required exposure to online content and use of digital tools. This project provided learning opportunities beyond language drills and gave students application learning tasks, such as posting comments and video sharing.

This field experience was useful as a professional development task. I became familiar with feasible methods that were offline but similar to online methods that established learning experiences for students.

The development of digital activities helped to build background knowledge for online interaction, and helped student become accustomed to group learning online. This was challenging but a useful project; it helped to get students working together. The digital activities allowed students to become accustomed to online tasks before their required participation, and this helped to emerge students into fully online coursework.

**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 focused on application tasks that followed the constructivist element of learning science. 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.