STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Lisa Mozer	**Mentor/Title:**	**School/District:** International Student Ctr/ Dekalb
Field Experience/Assignment: Blended online and face2face Design Project	**Course:** Introduction to online Learning ITEC 7480	**Professor/Semester:** Dr. Vega/Summer 2014

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
6/18/14	Completed the Planning for the Unit Syllabus. [8 hours]	PSC 2.6	ISTE 2f
6/20/12	Developed the Unit Syllabus [4 hours]	PSC 2.1, 2.5, 2.6, 3.4, 4.3	ISTE 2a, 2e, 2f, 3d, 5c
6/22/12	Framed the activities and objectives for the Unit Plan [8 hours]	PSC 2.1, 2.3, 2.6, 3.6, 4.2, 4.3	ISTE 2a, 2c, 2f, 3f, 5b, 5c
6/18/14 to 6/25/12	Developed the online and simulated virtual activities [10 hours]	PSC 3.3, 3.5, 6.1	ISTE 3c, 3e, 6a, 6b
7/18/12	Implemented the blended module unit with students [0 hours]	PSC 3.1, 3.2, 3.5, 3.7, 4.1, 6.3	ISTE 3a, 3b, 3e, 3g, 5a
7/19/12	Evaluated the unit module [0 hours]	PSC 2.6, 2.7	2f, 2g
	Total Hours: [30 hours]		

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				X	
Hispanic			X				X	
Native American/Alaskan Native							X	
White							X	
Multiracial							X	
Subgroups:								
Students with Disabilities								
Limited English Proficiency							X	
Eligible for Free/Reduced Meals							X	

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 lesson planning required much more details compared to that of a common lesson plan for class instruction. This project is more complete with an alignment of the activities with the learning objectives for my specific student population. Having a syllabus and a unit plan to encompass several lessons provides more opportunities for learning on several levels, such as application and exploratory tasks, along with repetition. The repetition provides additional leaning opportunities and reinforcement of learning. This field experience was a 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 be an effective online facilitator. It is much more demanding to provide online facilitation then I had expected and this course helped me have a more pronounced virtual presents.
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 familiar with copyright polices, education legislation, and technology resources. I found that online instruction requires planning and technology support. Students tune into the virtual classroom and expect things to go as planned.
3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? It is a project that will advance students familiarity with the navigation tools used in online leaning and provide learning experiences that can be further developed with additional participation in online learning environments. This project influenced efforts for school improvement by advancing and encouraging technology interaction using digital tools and online resources. The increase higher learning and authentic student leaning reflects the impact of this learning experience.