

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Carole G. Bevis	Mentor/Title: Robin Shaver/Asst. Principal	School/District: Hand in Hand Primary/ Thomas County Schools
Field Experience/Assignment: Multimedia Design Project	Course: ITEC 7430 Internet in the Classrooms	Professor/Semester: Dr. Frazier/Fall 2013

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
SAMPLE 10/27/13	SAMPLE Completed the Pre-Plan for the Power Point. [5 hours]	SAMPLE PSC 2.6	SAMPLE ISTE 2f
11/6/13	Completed the Analysis for the Power Point and added Glogster. [5 hours]	PSC 2.1, 2.5, 2.6, 3.4, 4.3	ISTE 2a, 2e, 2f, 3d, 5c
11/7/13	Created Lesson Plan [4 hours]	PSC 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.3, 3.4, 3.6, 3.7, 4.1, 6.1, 6.2, 6.3	ISTE 1a, 1b, 2a, 2b, 2c
11/8/13	Designed the activities for the Power Point and Glogster. [8 hours]	PSC 2.1, 2.3, 2.6, 3.6, 4.2, 4.3	ISTE 2a, 2c, 2f, 3f, 5b, 5c
11/9-10/13	Developed the Power Point and Glogster. [16 hours]	PSC 3.3, 3.5, 6.1	ISTE 3c, 3e, 6a, 6b
11/12/13	Implemented the Power Point and Glogster with students [7hours]	PSC 3.1, 3.2, 3.5, 3.7, 4.1, 6.3	ISTE 3a, 3b, 3e, 3g, 5a
11/21/13	Evaluated the Power Point and Glogster [2 hours]	PSC 2.6, 2.7	2f, 2g
11/22/13	Created & evaluated Window Movie Maker and YouTube video [2 hours]	PSC 1.2, 6.2	ISTE 1b,
11/25/13	Created and posted screencast [2 hours]	3.2, 3.7, 6.1, 6.2, 6.3	ISTE 3a, 3b, 3d, 3e, 3g, 4c, 6a, 6c
	Total Hours: [43 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		
Hispanic								
Native American/Alaskan Native								
White	x					x		
Multiracial								
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?

This field experience was to develop a Library science unit for 23 kindergarten students. The students worked in small groups discussing and drawing maps of the library. They were to illustrate the types of texts that are housed in the library and label the section. The students also illustrated the difference between our librarian Mrs. Lucy and the fictional librarian Mrs. Beamster in The Librarian from the Black Lagoon. They then chose which piece of work they wanted to narrate into audacity.

I learned that what you don't know can kill time. I decided to put half of the students' work in a power point and the other half in a Glogster. However, next time I would not choose power point as it is not portable in the sense of being able to share the audio feature. Therefore, I started over and created a movie using Windows Movie Maker, the children's art work and their audio clips. Movie Maker was much easier to navigate and then convert to a YouTube video which could be embedded into different sites. There were no struggles embedding the YouTube video into the school website, my Wikki and my portfolio.

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.)

The students were engaged throughout the lesson I believe because it was an authentic experience (2.3). We began the lesson by watching a YouTube video of a children's library tour. The librarian was engaging and used the gorilla from Goodnight Gorilla as a prop for informing students of the different components of the library. We followed up with the Discovery Education video of Goodnight Gorilla. Without prompting the students wanted to include the gorilla in their maps. Additionally, the gorilla was a great prompt to get them to repeat the library vocabulary terms they had learned into the audacity audio clip (3.7). As seen in their artwork they are using not only library terms but the math positional words to describe where Bobo is hiding. In the end they were very eager to create their audio clip and say, rather than write, what they knew about the library (1b). As a coach I know I need to know how to proficiently use the software from this lesson if I am going to encourage other teachers to use it, because it can be so time consuming (2b). To be successful with this lesson, I would encourage a teacher to do this with a small group the first time and not the entire class (5.2).

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

As we share this lesson with parents, faculty and with our dear sweet librarian I believe students and faculty will see how easy it is to broaden the classroom. We hope to Skype with our librarian who is in the hospital for several months. I felt communicating with someone we already knew, was a logical and easy way to begin communicating outside of the school. If Mrs. Lucy does not feel up to Skyping with the class, she has agreed to at least exchange emails back and forth.