UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

Candidate:	Mentor/Title:	School/District:
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Course:	Professor/Semester:	
ITEC-7400 21st Century Teach	Jo Williamson, Ph.D.	
		Summer 2014

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						SC/ISTE	Standar	d(s)	Reflection (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? A wealth of free tech tools exists on the internet and via mobile apps. During my exploration of and play with some of these tools and apps, I realized that there is also a wealth of low-brow,			
 Studied available technology to determine options with available mind-mapping apps and differences between wikis, virtual binder systems, and blogs – I hour Selected and pre-formatted mind-mapping app for iPhones and new binder for SAT/ACT prep student using www.LiveBinders.com – 30 minutes 						3.6: Sele Dig	ine & Ble ecting & E ital Tools d Experie	Evaluating & Resour	J				
DIVERSITY (Place an X in the box representing the race/ethnicity and subgroups in							nyolved in this field experience.)			lackluster tools as well. Thus, sending students into the internet wilds searching for useful tools and apps to support their learning, I realized, is not an effective approach. www.LiveBinders.com is a useful tool in that respect. Teachers can create binders of resources categorized into folders and subfolders and share those binders			
	Ethnicity P-12 Faculty/Staff						P-12 S	tudents		with students. Likewise, students can create their			
Daga/Eth	Race/Ethnicity:		3-5	6-8	9-12	P-2 3-5 6-8			9-12	own Live Binders to document research, maintain resources from classes, etc. Sammy, my student,			
Asiar										and I will update and maintain this Binder			
Black	-									collaboratively.			
Hispa													
	e American/Alaskan Native												
White	White x		X			X	2. How did this learning relate to the knowledge						
Mult	iracial									(what must you know), skills (what must you be able to do) and dispositions (attitudes, beliefs,			
Subgroup	ps:									enthusiasm) required of a technology facilitator or			

Cr. 1	74. Di1. 117.		1			11	technology leaden? (Defen to the stands1
	vith Disabilities		+			 	technology leader? (Refer to the standards you selected in Part I. Use the language of the PSC
	nglish Proficiency r Free/Reduced					 	standards in your answer and reflect on all 3—
U	r Free/Reduced						knowledge, skills, and dispositions.)
Meals							Knowledge This field experience afforded me the opportunity to explore some of the free technology tools available online and via mobile apps to use in a blended learning environment with a student I recently began tutoring. Continued exploration of and familiarization with these tools is paramount to "improving digital-age learning". Skills Through this field experience, I practiced evaluating digital tools for suitable use in a collaborative blended learning environment. In order to evaluate the tool effectively, I practiced synthesizing and applying knowledge gleaned from my study of the research on 21st century learning. Dispositions My goal during this field experience was to extend my student's learning beyond out one-on-one tutor sessions by developing this wealth of technology resources for her and providing her a platform upon which to find and add more resources. By creating this platform, I modeled organization of internet resources and personal ideas in an ever-accessible location and thoughtful structure. 3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? I plan to share the Live Binder with other teachers and students. Thus, not only will they be able to utilize the collected resources; they will also be able to further develop the binder by adding resources they find. The impact can be assessed using a survey that asks teachers to rate the usability, credibility, and applicability of the tools.
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Date(s)	2 Field Experi	ence Activity/Time		F5C/151	E Standard	u(S)	(Minimum of 3-4 sentences per question)

7/3/2014	 Met with student to determine needs for SAT/ACT preparation and to share access to the tools created in the previous session – 1 hour Prepared materials suited to her needs via www.LiveBinders.com – 2 hours
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value to her -30 min

• Video-conferenced with student to discuss tool usability and

7/10/2014

2.5: Differentiation

3.5: Online & Blended Learning

3.6: Selecting & Evaluating Digital Tools & Resources

3.7: Communication & Collaboration

6.3: Field Experiences

DIVERSITY

(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)

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

1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?

During this field experience, I met with Sammy, a new student that I will tutor for the foreseeable future in order to help her attain the skills she needs to perform well on the SAT. We discussed her understanding of her strengths and weaknesses, her PSAT test results, and her interests. I used this information as a basis for the development of her Live Binder, populating her Live Binder with links and information that is tailored to her needs. I also used this information to help her set up and populate a Schematic Mind mind-mapping app on her phone. We created a mind-map entitled 'SAT Prep', subdivided it into 'Writing', 'Reading', and 'Language', then subdivided those into 'Strengths to Refine' and 'Weaknesses to Strengthen'. As we work together, we will populate those subdivisions with specific skillsets and notes. Follow-up conferencing with Sammy revealed her sustained interest in Live Binders as a tool for our purposes specifically and for usage in future classes.

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.)

Knowledge

After being contacted by my employer about Sammy and discussing the need to differentiate her instruction based on her needs, I knew that approaching her instruction from multiple angles, including a blended learning approach, and helping her to organize her thinking would be critical to her success. The communication and collaboration tools I employed for this purpose have proved successful thus far, based on my evaluation of her improved ability to talk about her learning in metacognitive terms.

Skills

Actually putting the research into practice by

populating the Live Binder and monitoring Sammy's input into the Schematic Mind mind-map we built has impacted my technical skill as well as provided me with skill practice in terms of actual implementation with students. **Dispositions** The development and implementation of these tools is evidence of my ability to "produce resources...that assist others in engaging in continuous learning". 3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? Sammy reported engagement with the materials provided in her Live Binder and related the usefulness of the tool itself. Likewise, Sammy reported an increase in active thinking because of the mind-mapping app Schematic Mind. The visual mapping allows her continued ability to visualize the connections between what she is learning and its application, and this visualization helps her remain motivated. Her (hopefully improved) SAT score will provide evidence as to the effectiveness of the implementation of these tools in conjunction with our private tutoring sessions.