**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Stuart Ogburn | **Mentor/Title:**  Lori Walker Union/  John Dalton -  Technology Coaches | **School/District:** Norton Park Elementary School / Cobb County Schools |
| **Course:** ITEC 7480 Introduction to Online Learning | | **Professor/Semester:**  Amy Vitala / Summer 2015 |

**Part I: Log**

**(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete one field experience totaling 5 hours!  
If you have fewer field experiences, just delete the extra rows. Thank you!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| September-October 2014 | Blended Online Module (5 hours) | PSC - 3.3, 4.3, 6.1, 6.2, 6.3  ISTE - 3c, 5c, 6a, 6b, | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  In this field experience I developed a blended online learning module. I learned how to facilitate technology to support the academic success of students served in an online environment. I will use the strategies I learned to help guide other teachers and schools on their endeavor to incorporate online/blended learning.  **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.)**  By completing this field experience I learned how to facilitate and support individual students in a virtual environment and how to best meet their needs. Developing the module has taught me how to differentiate learning for students in an online environment and how to choose the best learning objects to help meet student objectives. This experience has also deepened my understanding of how to use technology to support online students and will help me coach other teachers how to use and incorporate online/blended learning into their classrooms.    **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This field experience will impact not only the student’s learning but also the school in general. Through demonstrating how to use technology for online/blended learning classes, students and teachers will be exposed to the wonders that technology based learning can provide. The impact of this module can be assessed by observing the motivation and engagement that students will gain through completing assignments in a virtual environment. Observing the number of teachers who begin to incorporate online/blended learning into their classrooms can also assess the impact of this module. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  | X |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  |  |  |  | X |  |  | | Multiracial |  |  |  |  |  | X |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  | X |  |  | | Limited English Proficiency |  |  |  |  |  | X |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  | X |  |  | | | |