

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Caitlin Tucker	Mentor/Title: Mrs. Andrews / Media Specialist	School/District: Whitehead Road Elementary / Clarke County
Field Experience/Assignment: Blended Online Syllabus, Unit Plan and Module	Course: ITEC 7480 Introduction to Online Learning	Professor/Semester: Dr. Castile/Summer 2018

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
7/25/18	Began working on the blended online syllabus assignment by designing the course information, expected audience description, teacher communication information, and course description. [3 hours]	PSC 1.2, 3.1, 3.3 ad 3.7	ISTE 3a, 3b, 4d, 5a, 6a and 6c
7/26/18	Continued working on the syllabus by designing the learning outcomes, topics by week, student participation and communications expectations and finally the late work and grading policy. [3 hours]	PSC 1.2, 3.1, 3.3 and 3.7	ISTE 3a, 3b, 4c, 4d, 5a, 6a and 6c
7/30/18	Continued working on the syllabus by designing the Assessments, academic honesty and acceptable use policies, student right to privacy, technology requirements, copyright statements and plan for students with disabilities statement. [4 hours]	PSC 1.2, 1.3, 3.1, 3.5, 3.3, 3.7 and 4.2	ISTE 2b, 3b, 3d, 4c, 4d, 5a, 6a, 6c and 7b
7/7/18	Began working on the unit 4 plan for social studies "The Nation Expands". On this day, I designed the course goals, listed the standards, and included information about learner characteristics, technology requirements for the course, prerequisite skills, communication plan, universal design principles, module descriptions and module Padlet discussion questions for each week. [4 hours]	PSC 1.2, 2.4, 3.1, 3.3 and 3.7	ISTE 3b, 5a, 6a, 6c, 7a and 7b
7/8/18	Continued to work on the unit plan by designing 9 modules for the unit. Each module included objectives, assessments, a description of the learning activity, formative evaluation and feedback, physical and digital learning objects and plans for differentiation. [5 hours]	PSC 1.2, 2.1, 2.2, 2.4, 2.5, 3.3	ISTE 2b, 3a, 3b, 5a, 6a, 6c and 7a
7/9/18	Designed an online module using Google Sites. The site included information from the unit plan. Additional information such as listed objectives, rubrics and checklists for students were designed with the unit plan in mind. [5 hours]	PSC 1.2, 2.1, 2.2, 2.7, 3.3 and 3.7	ISTE 3a, 3b, 4c, 4d, 5a, 6a, 6c and 7a
	Total Hours: [24 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						x		
Native American/Alaskan Native								
White						x		
Multiracial						x		
Subgroups:								
Students with Disabilities						x		
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?

In this field experience, I have designed a syllabus for an online blended module, used this syllabus to create a unit plan and used the unit plan to design a module using Google Sites. The three assignments worked together and each assignment helped to build up the next.

When designing a unit, it is critical to think about all the various components that come into play when designing learning opportunities for young minds. This list of components includes but is not limited to standards, assessments, checklists, learning objectives and research based strategies to engage learners. There is a lot that goes into play when designing a unit. Not to mention creating a unit plan and module for a syllabus. Teaching online is very similar to teaching in a physical environment. It is imperative that you create an environment that empowers students, models clear expectations and where the instructor provides explicit feedback to students in the course.

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.)

As a technology leader, you must be able to take all the skills that were required in this field experience. You must have a clear understanding of a unit, know how to plan authentic learning tasks for students, have the technological skills to share these resources and facilitate a conversation about all the various components needed to make a blended online learning module possible for your students. It can seem overwhelming. It is important to keep an open mind and be willing to take a chance and learn alongside your students. Everything comes with practice.

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 is a plan for the upcoming year and my plan to seek the online teaching endorsement. This syllabus, unit plan and online module will be implemented with my students during the spring semester. I will share this with my grade level team and the skills I have acquired in this field experience will follow me in my future years in education. This impact can be assessed my student progress on the modules. Based on assessment data and student engagement, the syllabus, unit plan and module can all be adapted to meet my student's needs in the future. Great practice comes with experience, reflection and adaptations for the future.