

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

Candidate: Caitlin Tucker	Mentor/Title: Mrs. Andrews (Media Specialist) Observer: Benton Ravenell (4th Grade Team Leader)	School/District: Whitehead Road Elementary Clarke County
Field Experience/Assignment: Native Americans Ms. Tucker US Geographic Features Ms. Tucker	Course: ITEC 7400 21st Century Teaching & Learning	Professor/Semester: Dr. Kathi Vanderbilt /Fall 2017

Date(s)	1 st Field Experience Activity/Time	PSC/ISTE Standard(s)
9/19/17	Created google tour to represent the Geographic Features covered in 4th grade curriculum. Standard SS4G1a Locate major physical features of the United States; include the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Great Basin, Death Valley, the Gulf of Mexico, the St. Lawrence River, and the Great Lakes. The map includes videos and information about each feature. Students record what they learn in a graphic organizer. Implemented Week 10/2-6/17 ~2.5 hours	PSC: 2.1, 2.8, 3.1 and 3.7 ISTE-C: 2b, 4a, 5a, 5c, 6a and 6b
9/24/17	Created google tour to represent the Native American Regions covered in 4th grade curriculum. Standard SS4H1a Locate where Native Americans settled with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee), and Southeast (Seminole). Implemented Week 10/9-13/17 ~2 hours	PSC: 2.1, 2.3 2.7 and 6.1 ISTE-C: 3f, 4a, 4b, 5a, 5c, 6a and 6b
9/25-26/17	Shared and improved google toured while discussing this technology with 4th grade team. Discussed how to implement and assess on these learning objectives and Map Skills. ~1 hour	PSC: 1.1, 1.2 2.1, 2.2, 2.7, 3.1 and 6.2 ISTE C: 3f, 4a, 4b, 5a, 5c, 6a and 6b
10/18/17	Reflected on data from map skills assessment form both Native Americans and Geographic Features. Concluded that students were applying what they learned to a new and foreign map. ~30 mins	PSC: 6.2 ISTE C: 6a, 6b and 6c

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

Reflection:

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

This field experience was logged to reveal rich content delivery through google tour creations. Students were able to navigate and apply map skills while discovering information about geographic features in the United States and about Native Americans that inhabited this country long before we arrived. As students explored each map they were able to choose what videos and information to view. Students were also able to log this information and apply it to readings during our ELA scheduled block. I enjoyed seeing students explore this creation and ask questions about how to navigate. It was a great set of lessons. After the lessons students desired to explore google tour and maps independently. It was a great discovery and inquiry lesson set. I observed how clear directions must be. Students need lots of time to explore and figure out how to maneuver through. I also learned that less is more. While students navigated they ended up becoming researchers themselves. The assessment portion called for applying this knowledge and exploration to a "non-virtual map". It was a great exercise for our students.

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 goal of this project was to develop and implement a technology infused lesson with a focus on map skills and social studies content. Each lesson, The Native American locations and Geographic Features lessons were designed with information, location and visual representations to meet the needs of various learning styles. Students were expected to navigate through the technology with ease to acquire new information. The content in the google tours was not only aligned with common core standards but provided rich opportunities for students to wonder and promoted individual research and questioning from students based on personal interests and perspectives. Students were expected to come away with knowledge about how Native Americans lived based on their location, what geographical features are present in the United States and how they divide and express themselves based on location and promote a deep understanding that these people and features have populated and been around before we came to this county.

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

I think one important skill we are trying to build is reading a map. Students were expected to not only navigate but acquire information about specific topics on their journey. Allowing teachers and myself to explore this tool opened up our eyes to the endless possibilities that technology can supply in a classroom environment. We strive to ensure our students are challenged. There was definitely a challenge when students were assessed. They had to apply this knowledge to a different map. This is a common struggle for our students. The ability to take what they learned from the google tours and apply this to a new and foreign map was a lesson within itself. Constructing and applying knowledge based on what you already know and have learned can be very difficult. If we continue to challenge our students in this way it will benefit how they interpret and manipulate what they have learned in the future allowing them to think critically in new situations.

Observer Signature: Benton R. M. M.

Date: 11/28/17