

# STRUCTURED

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Juan Batista	<b>Mentor/Title:</b> Mrs. Wood	<b>School/District:</b> North Paulding HS/Paulding County
<b>Field Experience/Assignment:</b> Blended/Online Course Syllabus	<b>Course:</b> OTE Course #1 – ITEC 7480 Introduction to Online Learning	<b>Professor/Semester:</b> Dr. Castile/Summer 2021

### Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
<b>SAMPLE</b> 6/14/21	Completed the Pre-Plan for the Syllabus. [5 hours]	PSC 2.6	ISTE 2f
6/22/21	Completed the writing of the policies for the Syllabus [5 hours]	PSC 2.1, 2.5, 2.6, 3.4, 4.3	ISTE 2a, 2e, 2f, 3d, 5c
6/28/21	Write assignment descriptions in the syllabus and outline grading structure [5 hours]	PSC 3.1, 3.2, 3.5, 3.7, 4.1, 6.3	ISTE 3a, 3b, 3e, 3g, 5a
	Total Hours: [15 hours ]		

<b>DIVERSITY</b>								
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
<b>Ethnicity</b>	<b>P-12 Faculty/Staff</b>				<b>P-12 Students</b>			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
<b>Race/Ethnicity:</b>								
Asian								X
Black								X
Hispanic								X
Native American/Alaskan Native								
White								X
Multiracial								X
<b>Subgroups:</b>								
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?**

During the course of this field experience, I learned how to pre-plan, plan, research, and develop a Syllabus with the rubric of the iNACOL institute, beginning with the course information and a clear set of learning objectives to facilitate understanding of the online learner and whomever was aiding the learner in a setting other than the classroom in order for the students to be successful. Also, how to plan a lesson that is aligned with the standards from the PSC and the technology standards. This development will allow me to implement high levels of online learning in my classroom and facilitate coaching for other teachers who are interested in this high level of technology tasks. This field experience will increase the students' knowledge of how to work in a digital environment, while collaborating with other students. This syllabus will help me better engage students and teach them how to become better digital citizens. These ideas will be implemented in my classroom freeing up time in class for more discussion, collaboration, and leadership in the part of the students. I will collaborate with teachers and coach them through similar tasks, influenced by what I learned in this field experience.

**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.)**

I gained a lot of knowledge on how to develop an online course from the beginning stages by creating a Syllabus, developing an online content related unit and an online module. By doing this, I now know and understand the effectiveness of the teaching profession, as well as to my online school and community. I also gained the knowledge and understanding of the importance of meaningful interaction in an online course, the role of varied communication tools in supporting interaction, and the need for clear expectations on both the instructor and the student. I am able to use communication technologies in a variety of mediums and contexts for teaching and learning.

During the course of this Field Experience I became well versed in the techniques and applications of online instructional strategies such as Blended Learning, Flipped Classroom and Modules development and implementation. Another part of the experience helped me develop student-centered strategies that include but are not limited to inquiry-based activities, discussion groups, peer-based learning, collaborative learning, self-directed learning, case studies, small group work, and guided design. I have the experience to model and facilitate the effective use of research-based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences (PSC 2.6). I designed my Field Experience by making appropriate use of differentiation, adjusting content, process, product, and learning environment based upon an analysis of students' characteristics, including readiness levels, interests, and personal goals (PSC 2.5).

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

Faculty development will be improved through my involvement in Professional Learning, since we collaborate as a school I will bring the knowledge I acquired to improve my department and my school. I will also regularly evaluate and reflect on my professional practice and dispositions to improve and strengthen my ability to effectively model and facilitate technology-enhanced learning experiences (PSC 6.2)

It is my goal to promote what I have learned through this FE into as many classrooms as possible, promoting students to become self-directed learners, collaborative learners developing lessons that are both seamless and ongoing. It is my goal to become more of a facilitator in class and allow the students to take ownership of their education by bringing lessons to the classroom that are meaningful/authentic.