

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – Updated Summer 2015

Candidate: Juan Batista	Mentor/Title: Faye Wood/Media Center Specialist	School/District: Paulding County Schools North Paulding HS
Course: OTE Course #1 – ITEC 7480 Introduction to Online Learning		Professor/Semester: Dr. Castile / Summer 2021

(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 pages. Thank you!)

Date(s)	1 st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
06/23/2021	Create Modules for Blended Learning and Online Learning – Created on CANVAS the county LMS [5hrs]	PSC 3.6	ISTE 3f

First Name/Last Name/Title of an individual who can verify this experience: Faye Wood	Signature of the individual who can verify this experience: <i>Faye Wood</i>
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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				x
Native American/Alaskan Native								x
White								x
Multiracial								x
Subgroups:								
Students with Disabilities								x
Limited English Proficiency								x
Eligible for Free/Reduced Meals								x

Reflection

(Minimum of 3-4 sentences per question)

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

I learned how to properly create learning Modules for Blended Learning/Online Learning for my content area. I used the concepts learned in class on how to develop online modules and lessons with high levels of student engagement based on the iNACOL rubrics and standards. I kept in mind the importance of meaningful interaction in an online course, the role of varied communication tools in supporting interaction. My modules became more student-centered by adding tasks that are Authentic/Meaningful to students with Multidisciplinary tasks in mind. I continue to assess the level of the use of effective learning strategies data for an individual student. I now formulate detail-specific changes in future instruction, based on assessment results and research study (data-driven and research-based). I am able to evaluate instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts.

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 above. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

Knowledge – I created these modules with the knowledge that is appropriate to develop student-centered Blended Learning/Online Learning modules and lessons, and to maximize the use of productivity tools. I must know how to implement high levels of technology with my lessons by following the indicators we studied. Additionally, I was able to employ ways for students to effectively evaluate and assess their own readiness for course content and method of delivery, collaborate with others and develop their critical thinking skills.

Skills – I now possess the skills necessary to develop and help develop lessons with my colleagues that are data driven and how data is used to modify the content, instruction, and assessment to meet student needs. I am able to use observational data to monitor course progress and effectiveness. I am able to develop specific Learning Objectives that focus on the relationships between the assignments, assessments, and standards-based learning goals. I am able to develop, research, and organize the assignments and assessments, and align curricular content with associated and standards-based learning goals in a Blended Learning/Online Learning course and module.

Dispositions – I believe that this new Module on my class will assist and influence positively to my students as well as members of the faculty who will share this Modules with me. I am enthusiastic that I have learned the skills to coach other teachers to achieve the same goals I am trying to achieve. With this development of the Module I incorporated the elements of instructional design to improve alignment of objectives, instruction, and assessments.

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

By utilizing the elements of instructional design I have achieved the knowledge to collaborate with my colleagues and assist in the development, implementation and delivery of Blended and Online lessons that are meaningful and student-centered. The impact will be assessed by collecting and examining student data to be used to modify the content, instruction, and assessment to meet student needs. This data will be used to formulate detail-specific changes in future instruction.