**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Kathleen Landolt | **Mentor/Title:** Lena Adams/Media Specialist | **School/District:** Adairsville High School/Bartow County |
| **Field Experience/Assignment:** WebQuest | **Course:** ITEC 7445 Multimedia & Web Design | **Professor/Semester:** Prof. Roberts/Summer 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 6/29/14 | Decided on product and task for the WebQuest. [.5 hours] | PSC 2.1, 2.3 | ISTE 2a, 2c |
| 6/30/14 | Outlined the activities/process for the WebQuest [2 hours] | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 | ISTE 2a, 2b, 2c, 2d, 2e, 2f |
| 7/2/14 | Created the rubric to be used for the WebQuest [1.5 hours] | PSC 2.7 | ISTE 2g |
| 7/4/14 | Revised task, activities, and process of the WebQuest to incorporate peer reviews [1 hours] | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 | ISTE 2a, 2b, 2c, 2d, 2e, 2f, 2g |
| 7/6/14 | Opened a Weebly account, chose a template, and began designing the WebQuest [3 hours] | PSC 3.3, 3.6 | ISTE 3c, 3f |
| 7/7/14 | Searched for and evaluated resources and continued to add content to WebQuest [2 hours] | PSC 3.2, 3.3, 3.6, | ISTE 3b, 3c, 3f |
| 7/9/14 | Continued to add to the WebQuest, checked all links and files, and posted link to discussion board [2 hours] | PSC 3.2, 3.3, 3.5, 3.7 | ISTE 3b, 3c, 3e, 3g |
| 7/11/14 | Revised WebQuest based on feedback from colleagues [1 hour]  Created audio files in Audacity to be used in WebQuest [.5 hours] | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 3.3, 3.5, 3.6, 6.1, 6.2 | ISTE 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3b, 3c, 3e, 3f, 6a, 6b, 6c |
| 7/12/14 | Searched YouTube for videos that could be used to enhance WebQuest [2.5 hours] | PSC 3.6 | ISTE 3f |
| 7/15/14 | Used Windows Movie Make to create introductory video for WebQuest and added video to site [4 hours] | PSC 3.3, 4.2 | ISTE 3c, 5b |
| 7/16/14 | Checked published WebQuest for typos, missing graphics, broken links, etc. [.5 hours] | PSC 3.5 | ISTE 3e |
| 7/17/14 | Skyped with two different students about the WebQuest [1.75 hours]  Revised WebQuest based on feedback [.5 hours] | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 3.3, 3.5, 3.6, 3.7, 6.1, 6.2 | ISTE 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3b, 3c, 3e, 3f, 3g, 6a, 6b, 6c |
| 7/18/14 | Worked on Project Report [2 hours] | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 6.2, 6.3 | ISTE 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e, 3f, 5a, 5b, 6c |
| 7/19/14 | Completed Project Report and checked WebQuest one last time before turning in project [3 hours] | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 6.2, 6.3 | ISTE 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e, 3f, 5a, 5b, 6c |
|  | Total Hours: [27.75 hours ] |  |  |

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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 |  |  |  |  |  |  |  |  |
| Black |  |  |  |  |  |  |  | X |
| Hispanic |  |  |  |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  | X |  |  |  | X |
| Multiracial |  |  |  |  |  |  |  | X |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  |  | x |

**Part II: Reflection**

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| **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 designed a lesson using the WebQuest Model. Through the experiences of reviewing other teacher’s WebQuests and creating my own, I learned many skills that I will be able to use a technology coach. The WebQuest is another way that I can personally use and show others how to use to add technology to learning content standards. |
| **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.)**  Designing this WebQuest gave me the opportunity to create a technology-enhanced learning experience designed to be standards-based, student-centered, and authentic. The project is differentiated to meet the needs of various learners and promotes higher order thinking skills. This project also gave me the chance to evaluate different digital resources and select those resources most appropriate to help my students learn and grow. I was also able to troubleshoot my WebQuest and the students’ resources in order to effectively manage these with my students. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  The implementation of this WebQuest will impact student learning. To my knowledge, students have not been asked to complete WebQuests in any of their other courses, and I think that they will enjoy the experience of using technology to learn content. I am hoping, after a successful trial of this model, to share my experience with other teachers (which will also impact faculty development). The impact will be assessed both by the products the students create and by a student feedback form. |