STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Rebekah Yoder	**Mentor/Title: Teri Curlew/LSTC**	**School/District: Alcova Elementary/Gwinnett**
Field Experience/Assignment: Multimedia Design Project	**Course: ITEC 7445: Multimedia and Web Design**	**Professor/Semester: Roberts/Spring 2016**

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
1/31/16 – 4/4/16	Planned out the WebQuest/bounced ideas off of classmates/found my research sources for the WebQuest – 5 hours	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.6, 4.3, 5.3, 6.1, 6.2, 6.3	2a, 2b, 2d, 2e, 2g, 3b,
4/2/16 – 4/4/16	Created and/or compiled the videos and audio segments for this WebQuest – 6 hours	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.6, 4.3, 5.3, 6.1, 6.2, 6.3	2a, 2b, 2d, 2e, 2g, 3b,
4/4/16 – 4/10/16	Built and designed all parts of this WebQuest. Added the multimedia elements to the WebQuest – 13 hours	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.6, 4.3, 5.3, 6.1, 6.2, 6.3	2a, 2b, 2d, 2e, 2g, 3b,
4/25/16 – 4/29/16	Partially implemented this WebQuest with a 4th grade class. Conducted a usability test with 6 of these 4th grade - 4 hours	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.6, 4.3, 5.3, 6.1, 6.2, 6.3	2a, 2b, 2d, 2e, 2g, 3b,
5/1/16 – 5/4/16	Wrote up Multimedia Design Project report analysis – 2 hours	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.6, 4.3, 5.3, 6.1, 6.2, 6.3	2a, 2b, 2d, 2e, 2g, 3b,
	Total Hours: [30 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								
Black						x		
Hispanic						x		
Native American/Alaskan Native								
White		x				x		
Multiracial								
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?
I created a multimedia design project in the form of a WebQuest. This project was designed for 4th grade students learning language arts and social studies content. I learned the importance of planning and collaboration when it comes to technology facilitation. These types of projects (WebQuests) would be great for teachers to utilize in their classrooms, but a lot of time and effort goes in to creating one. As a result, as a technology facilitator in my school, I would work with teachers to create a plan so that a group of teachers could work together to create activities like this. That way, everyone can contribute without getting overwhelmed.

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.)**

This learning related to the knowledge required of a technology facilitator and technology leader because it required me to focus on teaching, learning, and assessment. I had to have a solid knowledge of all the programs that I integrated together in order to create this multimedia design project. I also had to have knowledge of the content standards and the ISTE standards in order to effectively put this project together. This learning also related to the skills required of a technology facilitator and technology leader. I had to be skilled in the various programs that I used to create this WebQuest. In addition, I had to be skilled in creating activities that involved a large amount of higher-order thinking skills and differentiation. Finally, this learning related to the dispositions required of a technology facilitator and technology leader because as I reflected on everything I had created, I was able to change some of my attitudes and beliefs. Reflection on this project showed me how great activities like these are for students to complete, and I am now very enthusiastic about helping other people create WebQuests similar to this one.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?
I tested this WebQuest out with one teacher and then showed it to my principal and one of my assistant principals – they were all blown away at how engaging it was and how much students could learn from it. As we talked about it, we realized that projects like this can impact both faculty development and student learning. It can impact faculty development by giving them the opportunity to use their resources, creativity, and technology knowledge to create projects similar to my WebQuest. Grade levels can even work together to create these types of projects. The impact on the faculty can be assessed by having conversations with them to determine if these types of projects enhance their teaching. Finally, this can impact student learning because of the engagement that it creates. Students who just began to implement my WebQuest seemed to already learn a lot from it, and they enjoyed working through the activities. The impact that this WebQuest and any WebQuest has on student learning can be assessed by looking at the final products the students are required to make through these projects. Chances are, that will give a good indication of how much the students learned as a result of the WebQuest.