**STRUCTURED
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Nkenze Jones | **Mentor/Title:** Mr. Logan Evans/ITS | **School/District:** Westside Elementary/Coffee County Schools |
| **Field Experience/Assignment:**Multimedia Design Project | **Course:**ITEC 7445 Multimedia & Web Design  | **Professor/Semester:**Dr. William Beeland/Spring 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE StandardsPSC** | **NATIONAL StandardsISTE NETS-C** |
| 01/25/16 | Researched WebQuest examples for the Multimedia Design Project. [2 hours] | PSC 2.6 | ISTE 2f |
| 02/08/16 | Discussed project ideas with my mentor, read and selected standards for the Multimedia Design Project (MDPA). [2 hours] | PSC 2.1, 2.4, 2.6, 3.1, 3.3, 3.7, 3.6, 4.3 | ISTE 2a, 2b, 2e, 2f, ,3d, 3f, 5a |
| 02/22/16/-03/07/16 | Selected the topic (Oregon Trail) and researched more information (resources) on the topic and completed the assessment tool for the MDPA. [4 hours] | PSC 2.1, 2.3, 2.6, 3.6, 3.7, 4.2, 4.3 | ISTE 2a, 2c, 2f, 3f, 5b, 5c |
| 04/26/16 | Reflected on suggestions made by colleagues and began implementing changes to the MDPA. [6 hours] | PSC 2.1, 2.3,2.4, 2.6, 3.1, 3.3, 3.7, 6.1, 6.2 | ISTE 3c, , 6a, 6b, 6c |
| 05/02/16 | Revised the MDPA, added more graphics and screencast. [4 hours] | PSC 2.1, 2.3, 2.6, 3.1, 3.2, 4.1 | ISTE 3a, 3b, 3g, 5a |
| 05/03/16 | Pilot test for implementation of MDPA. [2 hours] | PSC 1.1, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.4 | ISTE 1a, 2a, 2b, 2c, 2f, 3a, 3b, 3d |
| 05/04/16 | Made final revisions, completed report, and submitted MDPA. [2 hours] | PSC 2.6, 6.3 | ISTE 2f  |
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|  | Total Hours: [ 22 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 |  |  |  |  |  | X |  |  |
|  Black |  |  |  |  |  | X |  |  |
|  Hispanic |  |  |  |  |  | X |  |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  |  |  |  |  | X |  |  |
|  Multiracial |  |  |  |  |  | X |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  | X |  |  |
|  Limited English Proficiency |  |  |  |  |  | X |  |  |
|  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 multimedia design project. The topic was on the Oregon Trail, I integrated English Language Arts and Social Studies.I learned how to make a student-centered activity that integrates the use of technology. I learned how to use technology to enhance student engagement.  |
| **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 modeled the design of technology-enhanced learning experiences aligned with student content standards and student technology standards. I modeled the effective use of research-based best practices in instructional design when designing my multimedia design project. I demonstrated continual growth in knowledge and skills of current and emerging technologies (Google and Weebly) and applied them to improve personal productivity and professional practice in Universal Design. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**The multimedia design project will help influence the school to improve student engagement in their learning. They can take a more constructivism learning approach by helping students become engaged learners. The impact can be assessed by the improvement in the academic achievement of the students. The impact on the teachers can also be assessed when they receive an evaluation score of a Level 3 or 4 on the TKES (teacher evaluation system) in the following standards: Performance Standard 1: Professional Knowledge, Performance Standard 2: Instructional Planning, Performance Standard 3: Instructional Strategies, Performance Standard 7: Positive Learning Environment, Performance Standard 8: Academically Challenging Environment, and Performance Standard 10: Communication. The impact on teachers can be assessed by their willingness to implement multimedia design projects into their instructional framework. |