

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Daniel Hoeh	Mentor/Title: Tracey Borrup/TTIS	School/District: Cobb County School District
Field Experience/Assignment: Engaged Learning Project: Report Card of the Middle East	Course: ITEC 7400: 21st Century Teaching & Learning	Professor/Semester: Jo Williamson, Ph.D/Fall 2015

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
10/6/15	Engaged Learning Idea Synchronous Session (1 hours)	2.1, 2.2, 2.4, 3.1, 3.7	2a, 2b,
10/12/15	Engaged Learning Project Idea (3 hours)	2.1, 2.5, 2.6, 3.1, 3.4, 4.3	2a,2b,2d,
10/24/15	Engaged Learning Project Idea Coaching (1 hour)	3.1, 3.7, 5.2	2a, 2b
10/27/15	Engaged Learning Idea Synchronous Session Coaching and Revisions (2 hours)	3.1, 3.7, 5.2	2a, 2b
11/9/15	Engaged Learning Draft (2 hours)	2.1, 2.5, 2.6, 3.1, 3.4, 4.3	2a, 2b, 2c, 3c, 3e, 6a, 6b
11/9/15	Engaged learning Draft Coaching (1 hour)	PSC 3.1, 3.2, 3.5, 3.7, 4.1, 6.3	3a, 3b, 3e, 3g, 5a, 5c
11/9/15	Engaged learning Draft Revisions (2 hours)	2.1, 2.5, 2.6, 3.1, 3.4, 4.3, 6.2	2f, 2g
11/17/15	Engaged Learning Project Coaching (1 hour)	5c, 6.2	2a, 2b, 2c, 2d,
11/17/15	Engaged Learning Project Synchronous Session Coaching & Revisions (1 hour)	2.1, 2.5, 2.6, 3.1, 3.4, 4.3, 6.2	2a, 2b
11/17/15	Engaged Learning Project Submission (1 hour)	2.5, 2.7, 4.1, 6.1	2c, 6a, 6b, 6c
	Total Hours: [15 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							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

CANDIDATE REFLECTIONS:

(Minimum of 3-4 sentences per quest

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

The field experience is constructed around the development of my Engaged Learning project entitled Report Card of the Middle East, a one week authentic constructivist project that utilizes various technology tools and collaborative aspects along with an ongoing component. The project has students taking on the role of an investment researcher for Moody's Analytics. The creation of this project, feedback from peers, and my coaching of others has helped me realize the importance of creating a truly engaged learning project that is ongoing and constructivist in nature. I learned that technology lessons are more than just webquests and role of the teacher is more than just the dispenser of knowledge.

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.)

Knowledge:

This field experience helped me gain a greater understanding of how technology can be used create a truly engaged learning project. Utilizing research-based constructivist learner-centered activities allow for a truly immersive experience. This experienced helped me to understand all of the collaborative tools available to learners and how they can be used to overcome geographic and physical limitations.

Skills:

The Engaged Learning Project helped me align and integrate technology into course standards in a meaningful way utilizing solid research based practices. This project also taught me how to mentor others and help them to properly utilize technology in a true 21st century classroom. I learned how to create lessons that incorporated higher-order thinking skills and collaboration into a lesson that reached beyond the classroom.

Disposition:

This project helped me to view technology as more than a teacher centered or student sit and get learning experience. After developing this project I was able to see how technology could be used to create a lesson that engaged students in a true authentic collaborative learning experience.

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

I plan to use this experience to help coach other teachers to utilize the technology they have available to them. I will hold small workshops and work with teacher one on one to display how to create a true 21st century experience for their students.

