

Multimedia Project Field Experience Log & Reflection

Instructional Technology Department

Candidate: Jennifer Burke	Mentor/Title: Karin Searls/teacher	School/District: Centennial Place Elementary School/Atlanta Public Schools
Field Experience/Assignment: Multimedia Design Project	Course: ITEC 7455 Multimedia & Web Design	Professor/Semester: Sherri Booker/Summer 2013

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
7-8-13	Started developing pre-plan for the webquest with Karin Searls (5th grade teacher) and Erika Hall (Special Education teacher) [2 hours]	PSC 1.1, 2	ISTE NETS-C 2, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3d,
7-10-13	Completed the Pre-Plan for the Fabulous Field Day WebQuest. [5 hours].	PSC 1.1, 2	ISTE NETS-C 2, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3d, 3f
7-13-13	Completed the analysis for the Fabulous Field Day WebQuest [3 hours] Decided webquest would help students apply economic decision-making skills.	PSC 2, 2.1	ISTE NETS-C 2, 2a, 2b
7-18-13	Designed the activities for the Fabulous Field Day WebQuest. [6 hours]. Located appropriate resources and pictures, created audio and video files for webquest.	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.4, 3.6, 4.2,	ISTE NETS-C 2d, 2e, 2f, 5b
7-19-13	Developed the Fabulous Field Day WebQuest online. [12 hours]. Created pages, uploaded files, created links between pages.	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.4, 3.6, 4.2,	ISTE NETS-C 2a, 2b, 2c, 2d, 2e, 3d, 6a, 6b
7-22-13	Tested implementation of the Fabulous Field Day WebQuest with students [1 hours]	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.4, 3.6, 4.2,	ISTE NETS-C 2a, 2b, 2c, 2d, 2e,
7-22-13	Evaluated the test implementation Fabulous Field Day WebQuest [1 hours]	PSC 2.7	ISTE NETS-C 2g
	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						x		
Black		X				x		
Hispanic						x		
Native American/Alaskan Native								
White		X				x		
Multiracial		X				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 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 developed a webquest based on Georgia economics standards to supplement and reinforce 5th grade classroom instruction. The premise of the webquest is that students will plan for a Fabulous Field Day and present their proposal to the field day committee and the school principal. The project was developed in collaboration with our 5th grade social studies teacher. Building this webquest was the most challenging task I have completed either as a teacher or as a student, but it allowed me the opportunity to build expertise in the webquest, and in doing so model this task to other teachers. I learned that I can be a technology leader by modeling successful learning activities, thus encouraging other teachers to take on similar tasks.

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.)

In order to effectively model the design and implementation of technology-enhanced learning experiences and digital tools, I first must learn how to use the tools necessary to create these experiences. Then I must enthusiastically embrace these technology tools and take risks with them to model the use of digital tools to promote higher order thinking skills. Becoming a technology-proficient evangelist of instruction in digital environment will enable me to effectively coach my colleagues.

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

This field experience should directly impact student achievement after implementation, as students complete the tasks required in the webquest and apply their economic understanding. This webquest will help facilitate our school's taking a big step from consuming technology-facilitated instruction to creating it, as other teachers begin to experiment with webquest technology. I will be better able to assist teachers, having developed my own webquest. Impact can be assessed from teachers' increased innovations with technology in classroom instruction.