

**STRUCTURED**  
**Field Experience Log & Reflection**  
**Instructional Technology Department**

<b>Candidate:</b> Tiffany Gibson	<b>Mentor/Title:</b> Laurah Fannin/ Instructional Technology Specialist	<b>School/District:</b> Polk School District
<b>Field Experience/Assignment:</b> Multimedia Design Project	<b>Course:</b> ITEC 7445	<b>Professor/Semester:</b> Pearson/ Spring 2016

**Part I: Log**

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
1/26/16	MDP Idea- 30 min	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, 3.7, 4.1, 4.2, 4.3, 6.2, 6.3	2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 5a, 5b, 5c, 6c,
2/6/16	MDP Planning- 1 hour	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, 3.7, 4.1, 4.2, 4.3, 6.2, 6.3	2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 5a, 5b, 5c, 6c,
2/23/16	Searching for resources to use for MDP-4 hours	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, 3.7, 4.1, 4.2, 4.3, 6.2, 6.3	2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 5a, 5b, 5c, 6c,
2/28/16	Review resources chosen to see where they fit-2 hours	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, 3.7, 4.1, 4.2, 4.3, 6.2, 6.3	2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 5a, 5b, 5c, 6c,
3/1/16	Designing MDP on Weebly-1 hour	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, 3.7, 4.1, 4.2, 4.3, 6.2, 6.3	2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 5a, 5b, 5c, 6c,
3/14/16	Planning/Designing-3 hours	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, 3.7, 4.1, 4.2, 4.3, 6.2, 6.3	2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 5a, 5b, 5c, 6c,
3/27/16	Working on MDP-2 hours	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, 3.7, 4.1, 4.2, 4.3, 6.2, 6.3	2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 5a, 5b, 5c, 6c,
4/20/16	Working on MDP-3 hours	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, 3.7, 4.1, 4.2, 4.3, 6.2, 6.3	2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 5a, 5b, 5c, 6c,
4/25/16	Making Rubrics for MDP-2 hours	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, 3.7, 4.1, 4.2, 4.3, 6.2, 6.3	2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 5a, 5b, 5c, 6c,
4/26/16	Working on MDP-4 hours	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, 3.7, 4.1, 4.2, 4.3, 6.2, 6.3	2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 5a, 5b, 5c, 6c,
4/27/16	Make sure links work properly/proofread-2 hours	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, 3.7, 4.1, 4.2, 4.3, 6.2, 6.3	2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 5a, 5b, 5c, 6c,



## 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?**

The Multimedia Design Project gave me the opportunity to learn more about facilitating with WebQuests. I was able to build a WebQuest from scratch. This experience allowed me to see all aspects of planning, building, and designing an authentic, engaging learning experience. I have been able to lead by example among my colleagues. Many have come and asked about WebQuests and different activities and subjects that can be covered by them. This field experience has given me the opportunity to facilitate technology within the classroom in a way that I have not done in the past. I will continue to use and build WebQuests because of this experience.

**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.)**

As a technology coach, I must know how to implement technology-enhanced learning experiences that are aligned with content standards. The WebQuest I created directly teaches state science and language arts standards. I must be able to engage students in authentic learning, that requires higher order thinking skills, and can be differentiated based on learner characteristics, readiness levels, interests, or personal goals. The task and process of my WebQuest draw students into a task that is meaningful. They will create product that is differentiated. Technology leaders must also have attitudes and beliefs that support the implementation and facilitation of technology. They must model and facilitate effective classroom strategies using digital tools, manage digital tools and resources, support individual students learning through technology, and evaluate digital tools with an open mind. The multimedia design project allowed me to show my colleagues and administrators the attitudes and beliefs I have towards technology.

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

The biggest impact this field experience will have is on student learning. The project had me specifically design something to use and implement with my students. The impact can be assessed by looking at students test scores in the area of Georgia Habitats in third grade at the school I teach at. I co-teach in one third grade class. All third grade classes opted to completed the WebQuest.