

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Jonathan Sabo	Mentor/Title: Dustin Tench/ Math Teacher	School/District: North Hall High School/ Hall County
Field Experience/Assignment: Syllabus for Online/Blended Course Blended/Online Unit Plan Blended/Online Module	Course: ITEC 7480 Introduction to Online Learning	Professor/Semester: Dr. Vitala/ Summer 2018

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
6/24/2018 – 7/1/2018	Designed a Syllabus for a blended course (6 hours)	2.1, 2.2, 3.3	2a, 2b, 2c
7/2/2018 – 7/8/2018	Designed a Blended Unit Plan (8 hours)	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3	2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 5a, 5b, 5c
7/9/2018 – 7/15/2018	Developed a module for a blended course (7 hours)	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3	2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 5a, 5b, 5c
Total Hours: [21 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 question)

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

The first part of this experience was designing a syllabus for a blended course. This portion of the experience allowed me to think about all of the necessary aspects of an effective syllabus. The syllabus is one of the first things that a student sees when beginning a course and needs to clearly explain everything about the course and all expectations throughout the year. The next part involved creating a blended unit plan. The template for the unit plan helped me to reflect on all of the essential parts of the plan such as the standards, characteristics of learners, technology requirements, prerequisite skills, and communication plan. In order to ensure that all technology aligns to the standards a teacher needs to reflect on these characteristics. The final part was an online module for a blended course. This module helped me reflect on the essential parts of an online learning experience. Everything needs to be included in order for students to be successful. These experiences were incredibly valuable in making more comfortable in creating blended learning opportunities.

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.)

A blended or online teacher must know how to create a clear syllabus, a detailed unit plan and effective modules in order to be an effective. In order to be an effective technology leader they also need to know about a variety of resources that can be used. They must be able to communicate clearly with students, parents, and colleagues. They also need to have the belief that all students are capable of learning if they are given the appropriate amount of time and resources.

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

Through this experience, I have become much more comfortable with creating a syllabus, unit plan and a module for an online or blended course. This will certainly impact my students immediately when they walk in the door and I am able to give them a much clearer syllabus that outlines learning goals and expectations. I have also become more comfortable with creating unit plans and modules that should give students a personal learning experience. As I become more proficient, I will be able to share this with other teachers. This will help with school improvement. This can be assessed through student achievement in several ways.

