STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Jonathan Sabo	Mentor/Title: Dustin Tench / Teacher	School/District: North Hall High School / Hall County Schools
Field Experience/Assignment: Multimedia Design Project	Course: ITEC 7455 Multimedia & Web Design	Professor/Semester:

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
9/10/2018	Completed Pre-Plan for WebQuest [3 hours]	PSC 2.6	ISTE 2f
9/16/2018	Found and became acquainted with a tool for developing the WebQuest. [3 hours]	PSC 3.6	ISTE 3f
11/16/2018	Gathered resources for implementing the WebQuest [5 hours]	PSC 3.6	ISTE 3f
11/19/2018	Developed the introduction, task, and process to completing the WebQuest [5 hours]	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.5, 4.1, 4.2	ISTE 2a, 2b, 2c, 2d, 2e, 2f, 3b, 3c, 3e, 5a, 5b
11/20/2018	Created a Rubric, conclusion, and teacher page for the WebQuest [3 hours]	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.5, 4.1, 4.2	ISTE 2a, 2b, 2c, 2d, 2e, 2f, 3b, 3c, 3e, 5a, 5b
11/28/2018	Improved features of the WebQuest based on feedback from peers. [3 hours]	PSC 6.2	ISTE 6c
	Total Hours: [22 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								
Black								x
Hispanic								x
Native American/Alaskan Native								
White								x
Multiracial								
Subgroups:								
Students with Disabilities								x
Limited English Proficiency								
Eligible for Free/Reduced Meals								x

Part II: Reflection

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 created a WebQuest for a Mathematics of Finance Course. The goal of this WebQuest is for students to gain a basic understanding of retirement planning. They are expected to create a plan for when they would like to retire and how to save enough money to reach their goal of retirement. I learned a lot about incorporating multimedia aspects and improving the design of a project. The benefits of using technology are endless. Technology provides opportunities to provide accommodations for learners with disabilities. Differentiation is also easier. Students are able to make choices of how they will learn the material and how they will demonstrate mastery of the material. These features make this WebQuest and other assignments more authentic and engaging for learners.

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 technology learner needs to have knowledge of tools that are available. Creating a WebQuest requires you to investigate a wide variety of technology tools. A technology leader should be able to locate effective tools that will improve any learning experience. This experience provides opportunities for practicing these skills. A good leader needs to be willing to try new things. I think that a technology leader should constantly be searching for and trying new things.

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

Anytime that I learn something new, I feel that all of these things are positively impacted. As I share this strategy with colleagues, faculty development is promoted. Students will benefit from the new strategies that as we implement them. With a faculty that is more aware of innovative technology resources and students that are learning from these resources school improvement will also benefit. The impact can be measured based on benchmark assessments, End of Course Tests, and by observing student engagement.