**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:  Elizabeth Tara Whittington** | **Mentor/Title:  Kerry Burross** | **School/District:  Villa Rica HS/Carroll Co** |
| **Course:** ITEC 7445 | | **Professor/Semester: Jeff Morrison** |

**Part I: Log**

**(This log contains space for up to 5 different field experiences for your 10 hours. You may only need one! If you have fewer field  
experiences, just delete the extra rows. If you have more than 5 field experiences, please copy and paste additional rows. Thank you!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| 8/13/2012, 8/14/2012, 8/15/2012, 8/16/2012, 8/17/2012 | Worked with student on using her iPad to help her enlarge class materials because of her poor eyesight. | PSC 3.4  PSC 3.5  PSC 6.1  PSC 6.2  PSC 6.3 | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  I worked with my student who has limited eyesight on utilizing her ipad in order to blow up anything that she is given in class so that she can see it better. She learned how to use the camera feature in order to take photos. She could then use either the photo features of the ipad or an app to blow up the photo she just took to a size that she could easily read.  **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.)**  This learning related to what I must know because I must constantly be aware of new and emerging technologies. I must also be able to facilitate the use of adaptive and assistive technologies like using an ipad to help a student who has limited vision. A technology leader must have a positive attitude about new technologies and patience to teach someone how to use them, in this case a reluctant student who didn’t want to seem different from other students.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This learning experience directly impacted the student learning of my student with the vision problems. By utilizing the technology she is now able to correctly see the materials from class. The impact of this technology can be assessed by her grades in the class, they should be better than her grades from last year when she didn’t use the assistive technology. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | Hispanic |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White | X | X | X | X |  |  |  | X | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  | X | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  | X | | | |