**9-12 Grade-Specific Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:  Tracy Efaw** | **Mentor/Title:  Randall Schlanger** | **School/District:  Cobb County School District** |
| **Course:** | | **Professor/Semester:** |

**Part I: Log**

**(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete one field experience totaling 5 hours!  
If you have fewer field experiences, just delete the extra rows. Thank you!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** |
| **January 20 & 27th, 2013** | **Presented how to create wikis and embed glogsters and other technology into the wikis for high school Sunday class to share their ideas about themselves and their cultures with Palestinians and Israelis abroad through an organization called Kids 4 Peace.** | **PSC 1.1, 2.3, 2.4,** |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  | X | | Multiracial |  |  |  |  |  |  |  | X | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |   **Reflection:**   1. **Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?** This was a great experience for me. My priest has been involved in an organization to bring together Palestinian, Israeli, and American children together for Peace for many years. I thought it would be a great experience for our kids to team up and share about themselves and their own cultures by creating and embedding videos into Glogsters, interacting with each other using voicethread, and other technologies. Then putting all the information they create into a wiki to send to friends abroad from different cultures. My job was to go in and facilitate teaching them about the technologies that they could use to accomplish this. It was fun working with a different audience than the Title I students with whom I am accustomed to working, and we learned a lot about ourselves together. 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.** I feel this field experience speaks to element 1.1, because I am asking students from my church to look to see what their shared vision would be to bring about peace in the middle east. We discussed how sharing a part of ourselves is one way to make a contribution. I also feel that students were exposed to a highly authentic learning experience as they prepared their videos and other technology to share with their friends abroad. Of course critical thinking skills are inherent in a task like this one, and it was surprising how well these students worked together to problem solve, think creatively, and reflect on their messages. 3. **Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** I believe an experience like this impacts student learning because it is so authentic and unforgettable for these kids. The things they are creating might must make a real difference in the way Jews and Palestinians feel about themselves and the roles they are playing to either perpetuate the problems in the Middle East or rectify them. Students have a vested interest in doing their work because it’s meaningful and could actually effect change. I was a privilege to work in this capacity with my church, and I hope to do more work like this in the future. | | |