

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Jena Parish	Mentor/Title: Cynthia Coker/Media Specialist	School/District: Austell Intermediate/Cobb County
Field Experience/Assignment: Course Syllabus	Course: ITEC 7480 Introduction to Online Learning	Professor/Semester: Dr. Moore/Summer 2012

Part I: Log

Date(s)	Activity/Time	PSC Standard
6-24-12	Developed OLE Planning Grid that correlates with the course that will be featured in the syllabus [6 Hours]	2.1, 2.3, 2.5, 2.6, 2.7, 3.3, 3.5, 3.7, 4.1, 4.2
6-28-12	Read and researched about communication, discussion posts, emailing, and netiquette in regards to online learning [4 Hours]	
7-5-12	Read and researched about accessibility, accommodations, acceptable use policies, academic honesty policies, student privacy rules, and copyright guidelines [4 Hours]	
7-8-12	Developed course syllabus based on previous readings and research [3 Hours]	
Total: 17 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 purpose of this field experience was to develop a syllabus for a 4 to 6 week online learning experience that could be implemented with students. The syllabus needed to include the following information: course information, forms of communication, learning outcomes, schedule, participation requirements, late work policy, grading policy, online testing procedures, academic honesty policies, acceptable use policy, student privacy statement, communication guidelines, technology requirements, copyright statement, and an ADA statement. This was my first time creating a course syllabus as they are not usually required for my 4th grade students. Before this assignment, I didn't realize how much work and information went into creating a course syllabus. I had to research my own district's policies as well as develop my own policies for the online learning environment. This field experience provides leadership experience, because, as far as I know, there are no other teachers who have created and implemented an online learning course with their students at my school. I could provide an example for other teachers for modeling and facilitating online learning with the inclusion of creating a syllabus.

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.)

To complete the Course Syllabus, I had to apply my knowledge about instructional design to develop the course and create a schedule. I also had to use my own technology skills of Microsoft Word and implementing good design to develop an organized, easy-to-read syllabus. The language and message of my syllabus needed to sound educated, researched, and professional to show the disposition of a technology leader. The development of the online learning course included standards-based, learner-centered activities that will allow my students to engage in authentic learning and apply higher order thinking skills. Ultimately, the syllabus serves as a collaboration and communication tool to communicate with students and parents.

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

The syllabus I developed impacts student learning because it will provide a resource to students and their parents about the online learning course I plan to implement in my class. When all of the requirements and policies are clearly communicated through a syllabus, students are more likely to understand the course and its steps and procedures; therefore, the student learning will be improved. The impact of the course syllabus could be assessed by surveying the students. I have never given my students a course syllabus before so I would be able to compare their previous performances with their performance in the course that implemented the syllabus. From the survey and these comparisons, I would be able to tell exactly how the course syllabus impacted the students.