

Asian						x		
Black						x		
Hispanic						x		
Native American/Alaskan Native								
White		x				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?

This lesson involves a project-based learning activity that requires students to complete a Google Tour of various art museums, and then collaborate with classmates to create a brochure for a museum of their choice. In addition to the Google Tour, students will be conducting online research to discover more about the location of the museum, the types of artwork on display, and reasons why people would choose to visit that museum. Students will present their brochure to their classmates via a screencast, in which they will describe their research that determined their decisions about what to include. The screencasts will also be shared with various classes, teachers, and administration, and the school will vote upon which museum they would most like to visit.

Through facilitating this field experience, I learned how to implement four types of technology with students, including Google Tour, OneNote, Canva, and Screencast-o-matic. Although I previously understood how to use these Web 2.0 tools for instructional purposes, I had not use them specifically with groups of students, nor for project-based learning. In doing so, I realized that I needed to put myself in the students' place to truly understand what was necessary to ensure a seamless experience. Although many had previously used OneNote, they had not yet used it collaboratively. Additionally, Canva had been used to create flyers, but not brochures. As a technology facilitator, I cannot assume that because students have worked with a program in one capacity means that they are proficient, and would need to develop further training for students prior to implementing current technology in a new way.

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.)

Knowledge: In order to complete this lesson plan project, it was necessary to align content standards with student technology standards, in creating an authentic learning experience.

Use of higher order thinking skills was implemented by developing a project that encouraged collaboration and communication through creating and presenting.

Skills: Skills were developed in choosing and implementing specific Web 2.0 tools for designing the brochure and creating the screencast. Troubleshooting was necessary in making certain students could access Office 365 and OneNote, and that ELL/lower level learners could properly use add-ins and extensions. Classroom management for successful collaborative learning was also put into place through implementing use of digital resources within groups.

Dispositions: In developing the lesson plan project, I became more confident in my abilities to choose and implement technology for student learning, specifically higher order thinking, communication, and collaboration. I also became more proficient in using assistive technology with ELL and lower level learners in the form of extensions and add-ins, as I had not used these with students during an actual lesson. I'm eager to share this lesson with my colleagues within my school, as well as during my visual arts meeting, as it will further develop my skills and knowledge as a technology leader.

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

The implementation of this lesson plan supports development of higher order thinking skills as it requires students to collaborate, communicate, think critically, and use creativity. It also gives students multiple opportunities to use technology for research, recording information, and presentation. In using this lesson as a teaching tool for other educators, I could demonstrate the specific technology uses for teaching content standards, which would impact school improvement according to our Strategic Technology Plan. Student presentations will be shared with the school to determine which museum we would most like to visit, and this will also expose teachers and students to the benefits of these technologies for student engagement and achievement.