

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 field experience centered on the design and building of a WebQuest for use with my AP Psychology students. What I learned about technology facilitation was mainly how difficult it really is to plan and design an entire web-based learning experience. Although I was mainly updating an existing project for use online instead, it was still an almost overwhelming amount of work! In terms of leadership, I now know a great deal more about how to incorporate audio and video into my teaching, and I am excited to demonstrate this to my colleagues!

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 definitely learned a great deal about designing an effective authentic learning environment through this field experience. I know much more about basic troubleshooting, and I am already starting to feel more confident in my own use of technology. I am looking forward to continuing to build websites using Weebly and utilizing these in my own teaching and coaching as well as demonstrating this to my colleagues in my department.

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

This field experience will definitely impact student learning at my school. My AP Psychology students will now have a great deal of information available to them online via the WebQuest that was scattered among many different handouts before. This impact will be assessed through increased student performance on summative assessments and observed class discussions.