

## Field Experience Log & Reflection

### Instructional Technology Department

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|---|--|--|
| <b>Candidate:</b><br>Whitney Beem                                     | <b>Mentor/Title:</b><br>J. Hart/8 <sup>th</sup> AP | <b>School/District:</b><br>RTMS/Fulton                   |
| <b>Field Experience/Assignment:</b><br>Qualitative Interview Activity | <b>Course:</b><br>ITEC 7470                        | <b>Professor/Semester:</b><br>Dr. Herrington/Spring 2012 |

### Part I: Log

| Date(s)     | Activity  | PSC Standard, Element & BOR Strand, Element & NETS-A Standard, Element |
|-------------|---|--|
| Spring 2012 | Conducted a recorded interview with peer, transcribed the entire recorded interview, and coded the interview answers. [2 hours] | PSC 2.8, 6.3<br>NETS-A 4   |
|             |   |  |
|             | <b>Total Hours: [2 hours ]</b>  |  |

| <b>DIVERSITY</b>   |                           |     |     |      |                      |     |     |      |
|--|---------------------------|-----|-----|------|----------------------|-----|-----|------|
| (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.) |                           |     |     |      |                      |     |     |      |
| <b>Ethnicity</b>   | <b>P-12 Faculty/Staff</b> |     |     |      | <b>P-12 Students</b> |     |     |      |
|  | P-2                       | 3-5 | 6-8 | 9-12 | P-2                  | 3-5 | 6-8 | 9-12 |
| <b>Race/Ethnicity:</b>   |                           |     |     |      |                      |     |     |      |
| Asian  |                           |     |     |      |                      |     |     |      |
| Black  |                           |     |     |      |                      |     |     |      |
| Hispanic   |                           |     |     |      |                      |     |     |      |
| Native American/Alaskan Native   |                           |     |     |      |                      |     |     |      |
| White  |                           | X   |     |      |                      |     |     |      |
| Multiracial  |                           |     |     |      |                      |     |     |      |
| <b>Subgroups:</b>  |                           |     |     |      |                      |     |     |      |
| Students with Disabilities   |                           |     |     |      |                      |     |     |      |
| Limited English Proficiency  |                           |     |     |      |                      |     |     |      |
| Eligible for Free/Reduced Meals  |                           |     |     |      |                      |     |     |      |
| Asian  |                           |     |     |      |                      |     |     |      |

### Part II: Reflection

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| <p><b>CANDIDATE REFLECTIONS:</b><br/>(Minimum of 3-4 sentences per question)</p>   |
| <p><b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b></p> <p>This field experience was about how to conduct a proper interview, have the ability to transcribe the entirety of an interview, and create codes for the answers. For technology facilitation, I learned</p> |

how to conduct an interview. This is important, because as a technology facilitator, I might need to interview different principals and school employees to create a picture of how technology is being used in their school.

**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 field experience helped to build my knowledge in qualitative research techniques. My skills improved because I now have the ability to create codes for different answers, which is important if I need to conduct any qualitative research for a school. My disposition has changed because I now have a deeper understanding on the importance of qualitative research, which can help me have more tools for understanding the technology beliefs from different sources.

**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 impacted faculty development because it has given me the ability to use faculty surveys to create a deeper understanding from their answers and create a report that shows trends to the faculty. This impact can be assessed by reviewing the codes created and the report. Being able to show multiple answers in simple to read and understand forms like codes is important when you need to explain something to a faculty that has a limited attention span.