



## 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 allowed my class to go to our Class Eagle Blog to create a post for others to read and further comment on. The technologies that they will use are an Online Eagle Camera that is located in Colorado, they will create posts on a blog, they will also go to interactive animal websites to gather more information to post on the Eagle Blog for Extension activities.

After creating this blog for my class, I learned that even first graders can blog. I knew it would be a challenge and I may not get the quality of work that higher grade levels would get but they have figured the blogging out. They enjoy creating posts and responding to peers. They enjoy when I post pictures that they can comment about. They enjoy creating questions for their peers to come back and answer later. This whole experience has taken me to another level that I am excited to share with my peers. I feel that if I can do this blog with my first graders then no higher grade would be able to say that they can't try something like this with their students. They can!!! I've proved it and I'm proud to be able to go to my leadership and technology committees at my school to share this progress my students have made with this blog.

**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 technology activity provided an enhanced learning experience that was aligned with content standards and technology standards. It allowed for the use of digital tools with authentic learning experiences. This activity also provided for higher level thinking skills as the children had a decision to make as far as what type of post they would create on the blog. They were to create a question of interest to their peers that related to their post. It also provided for a formative assessment of the use of digital tools needed to login, go to the Online Eagle Cam, create a new post and submit it. Once finished, they could do the extension work by going to an interactive site to gather more information to post on the Eagle Blog. The online and blended learning showed how expanded opportunities were given to the students through this activity. Last, the students were able to communicate with peers locally through this blog. They utilized digital communication tools to do this type of communicating and thoroughly enjoyed it. Wow, what an opportunity for first graders, a first at Timber Ridge Elementary!

**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 example is going to go on to our technology committee as an example of what students can do. Our teachers need to believe in our students and give them chances. They need to go the extra mile to create these opportunities for our students to blog with others around the world instead of just within our own four walls. Since I was new to blogging, I tried it with only our classmates. Next, I want to try it with other students worldwide. I know that they will be enthusiastic about blogging with other students in other countries in addition to students here in America. This impact of me sharing this with the other teachers in our school will be assessed by the number of teachers who give blogging a try next year.