

Part II: Reflection

CANDIDATE REFLECTIONS:

1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?

My cohorts and I were able to stay in constant communication with each other by using Facebook. We created a thread that all cohort members could view and comment on. We came here to ask questions, get clarification, ask for peer reviews and shared online resources. I also created a Google Document for the cohort to use while we organized our artifacts for our portfolio. We used these available resources to get our work done for both summer courses. Technology facilitators must be able to use what is available to assist teachers and students in the classroom.

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?

Technology facilitators must be flexible and knowledgeable of emerging technologies for teachers and students to utilize. Knowing these emerging tools can make communication easier and tasks more engaging. Modeling and facilitating digital tools will give teachers and students more ideas of how to implement in their classroom.

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

These field experiences impacts student development as we worked together online to communicate, share information, peer review academic work and give advice to improve content for online portfolio. The impact can be assessed by viewing online portfolios for adequate requirements.