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Program (IT or SLM): IT

Field Experience/ Impact on Learning Environment & Student Achievement Log

Identify at least five technology related projects that you created and implemented in the field (i.e., your teaching/work environment or another professional arena) as a result of something you learned in the Ed.S. program. These could be projects that you did specifically for an Ed.S. course you have taken, or they could be projects that you did independently (not as part of a course) that required you to use skills that you acquired or improved through your work in the Ed.S. program. Complete the following table based on these projects. An in-progress example is provided on pages 2-3.

Project Name & Link <i>(hyperlink the name to the project itself)</i>	MEDT Connection <i>(course that you did this for or that gave you the idea/tools to do the project)</i>	Project Date	Project Description <i>(WHO the project was done with or for, WHAT the project was, WHERE it was done, WHY the project was done, and HOW you did it)</i>	Project Impact <i>(What was the outcome of the project? How did you measure or assess this? If this was an instructional project, be sure to include learner impact.)</i>
Classworks – In the Works...	MEDT 7461	Spring 2010	<p>This project was created in conjunction with Ashley Bailey as a resource for our school, Winder-Barrow Middle School. In order to help combat the struggles within the school in regards to <i>Classworks</i>, a math and language arts remediation program, we created a Wikispace to serve as an online training opportunity for teachers.</p> <p>This project required ongoing collaboration to complete, and we worked on it throughout the semester.</p>	<p>Ashley Bailey and I have provided this Wikispace training opportunity to our administration. They are discussing the possibility of utilizing this as an online training option for the faculty for the 2011-2012 school year.</p> <p>Additionally, Dr. Baylen discussed utilizing this Wikispace as an example of an effective online training tool.</p>
Blogging for Learning	MEDT 7464	Fall 2009	<p>This was an ongoing project for Dr. Baylen where we incorporated all of our learning for the semester into creation of a blog. We used this blog as a place for reflective thinking about the required readings and as a place to link our assignments.</p> <p>Within this blog, we utilized many different</p>	<p>Throughout this class, we were exposed to many different technologies that could easily be implemented in the middle school classroom. Additionally, as reflective thinking is a major component to lifelong learning, this blog gave us a venue to explore our thinking in a public forum. I have been able to revisit this blog as a tool for myself and my</p>

			<p>technologies to create multiple projects – Using Comic Life to teach a lesson, project based learning, and digital storytelling to name a few. These projects each had individual components created within an online community. Each online community discussed matters through GoogleDocs to create the projects.</p>	<p>students.</p>
<p>Georgia Authors Slideshow</p>	<p>MEDT 7468</p>	<p>Summer 2010</p>	<p>This project was created as a resource for us to use in our classroom. We were asked to create a looping PowerPoint presentation that would help to present information to our students in a creative and interesting way. Within this slideshow, I utilized transitions, MovieMaker, audio, etc.</p> <p>I created this project as a resource for eighth grade language arts teachers to use in order to cover a standard that is often glossed over – “ELA8R4: The student acquires knowledge of Georgia authors and significant text created by them.” Even though I no longer teach ELA this year, I felt that this was a resource that the eighth grade teachers could utilize in preparing their students for the CRCT.</p>	<p>I shared this slideshow with the eighth grade language arts teachers after it was created and then reshared it with them as we neared the CRCT. At least one teacher chose to show it in her classroom as a way of reviewing three influential Georgia authors.</p> <p>The students were given the chance to view the slideshow and discuss what they learned with their teacher.</p>
<p>“WBMS Detention” GoogleDocs Training</p>	<p>MEDT 7461 MEDT 7464 MEDT 7468 MEDT 7467</p>	<p>Spring 2010 - Present</p>	<p>The 2010-2011 school year brought a lot of changes to my school. One of these changes was the implementation of GoogleDocs as a resource for teachers to use for file sharing. Another use of GoogleDocs is the ability for everyone to fill in components of a document without having to pass it around – athletic grade reports, ELL forms, detention, etc.</p> <p>When the administration was discussing how we would be assigning after school detention, the possibility of utilizing GoogleDocs immediately occurred to me. I</p>	<p>This slideshow was sent to the faculty with the instructions to view it and familiarize themselves with the use of GoogleDocs. The presentation was a success – the teachers who were not as familiar with GoogleDocs (or technology, in general) were able to keep this as a tool for later use. I received a lot of positive feedback from teachers regarding the usability of the presentation. Each grade level within the school uses GoogleDocs for various purposes.</p>

			spoke with my administration about GoogleDocs. Their concern was with teacher comfort, so I created a training PowerPoint presentation. I utilized the information that I had learned throughout the semesters about GoogleDocs and what I had learned in MEDT 7468 about multimedia. This slideshow was shared with the faculty.	
GoogleDocs Example: PowderPuff Football Game Information	MEDT 7461 MEDT 7464 MEDT 7468 MEDT 7467	Spring 2010 - Present	<p>Throughout my courses with Dr. Baylen, we have learned a lot about GoogleDocs. Before I started this Specialist's Program, I had never heard of GoogleDocs before – much less utilized them as a collaborative learning tool. In MEDT 7464, we were required to use a GoogleDoc as a method of communication with our group. Dr. Baylen could then view this document as evidence of our collaboration. Even after this initial requirement, I have continued to utilize GoogleDocs as a communication tool throughout other courses with group members or individual students as a collaborative resource.</p> <p>This year, we have started implementing many GoogleDocs into our school as a way for file-sharing and a communication of information. This field experience artifact shows just one example of how GoogleDocs have been used in my school. This document was one that was sent out to communicate field locations for a school-wide PowderPuff football game.</p>	<p>The use of GoogleDocs within my school has been rampant. We use GoogleDocs to record detention, reward day information, ELL documents, surveys, student data and information, and any other files that are still a work in progress that can be shared with the faculty – like this PowderPuff information.</p> <p>GoogleDocs has been a way to ease some of the more reluctant faculty members into the technologies available for their use. They've been able to see how easy-to-use and accessible GoogleDocs are and the benefits to using GoogleDocs as opposed to the previous way that things were handled.</p> <p>Additionally, our school utilizes Google Calendars for different grade-level and school wide information, so it has been a natural segue for them into the use of GoogleDocs.</p>
"M7G3: Similarity and Congruence" Website	MEDT 7467	Fall 2010	In Dr. Bray's Web Design course, we were taught the ins and outs of web design. This website was created as a final project for MEDT 7467. Through this project, we showed what we had learned about the creation of icons, banners, links, imbedded tables, and many other skills necessary for	This website is a resource that can be utilized in the 7 th grade math classroom to enrich the material and content learned through traditional teaching methods. I hope to be able to use it next year in the computer lab with my students.

			creating a website.	
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