**3.5 Basic Troubleshooting**

Candidates troubleshoot basic software and hardware problems common in digital learning environments.

Reflection

The Basic Troubleshooting artifact was completed to highlight my ability to provide assistance in the area of basic troubleshooting of software and hardware problems. The Unstructured Field Experience working with the Media Specialist and students in the Technology Club after school demonstrates the International Society for Technology in Education’s (ISTE) Essential Condition of Technical Support- “Consistent and reliable assistance for maintaining, renewing, and using technology” (Williamson and Redish, 2009, p.13).

Standard 3.5 Basic Troubleshooting outlines the criteria for candidates to troubleshoot basic software and hardware problems common in digital learning environments. The artifact I chose is the ITEC 7460 Unstructured Field Experience Log. Although required to log only five hours of unstructured field experience, my log shows I spent more than twelve hours of volunteering with the Media Specialist assisting students in the Technology Club. We met routinely on Mondays from 2:45 p.m. until 4:30 p.m. I would assist on days when I did not have an IEP or Faculty meeting. I was there merely to assist Mr. Henry and to provide support to students. I would distribute and collect Chromebooks, retrieve passwords, assist students with logging in, and investigate problems that were often basic troubleshooting issues. I answered questions, provided hands on assistance or step-by-step instruction for late arrivals or for those who missed the instructions all together. When Mr. Henry entered several fourth and fifth grade students into the 2018 Georgia State Media Festival, I transcribed their handwritten application into the digital format.

Completing tasks that led to the completion of this artifact was valuable for me because I gained experience working with students without disabilities in the role as facilitator and coach. Although I did provide some basic troubleshooting tasks- rebooting the Chromebook, spitting screen with two windows, connecting to the internet, adjusting the sound, removing caps lock, entering passwords for students who did not spell well among other basic tasks. The students taught me how to play a coding game at Code.org, I learned how to create a PowToons presentation in addition to a few other activities. If I had it to do again, I would ask Mr. Henry to start Technology Club earlier in the year so students will have additional time to learn the skills required to enter the Medial Festival. I would spend more time outside of Tech Club practicing skills so that my troubleshooting skills will increase.

The work that went into creating this artifact was fun and informative. I would count this experience as faculty development for myself because I learned from Mr. Henry and from the students. When students interact with technology after school hours it gives them a sense of feeling special and of extra accountability because they learn to respect the tools and to not take them for granted perhaps like the other students might during the instructional day. The impact of attending Technology Club will show up in increased student achievement and school improvement. Student, parents, and teacher surveys can assess the impact of attending Technology Club. Student’s test scores may increase as a result of learning to use additional digital resources for recreational purposes.