**6.3 Field Experiences**

Candidates engage in appropriate field experience to synthesize and apply the content and professional knowledge, skills, and dispositions identified in these standards.

Reflection

The Program Evaluation assignment was completed to showcase my ability to engage in appropriate field experiences. I chose the ITEC 7400 Unstructured Field Experience. I attended the GAETF- State Tech Fair, where I was one of many judges. This artifact meets the International Society for Technology in Education’s (ISTE) Essential Conditions of Assessment and Evaluation- “Continuous assessment, both of learning and for learning, and evaluation of use of technology and digital resources” (Williamson and Redish, 2009, p.13).

Standard 6.3 Field Experiences outlines the criteria candidates need to engage in appropriate field experience to synthesize and apply the content and professional knowledge, skills, and dispositions identified in these standards. This artifact demonstrates my ability to not only engage in appropriate field experience, but it also highlights my ability to synthesize and apply professional knowledge, skills and dispositions. I attended the technology fair as a judge. I was engaged with students in the gaming category. There were two groups; grades 6-8 and grades 9-12. I was charged with applying a rubric to specific projects for the purpose of scoring. I was not required to know all of the PSC or ISTE standards, but I did need to synthesize the information contained in each rubric and apply them to each participant’s project. I did not know any of the participants I judge. Lucky for me, I teach elementary school, but I was assigned to the secondary school aged participants. I do recall that a student from my school had entered her photography project at the elementary level. I travelled from participant to participant and watched students demonstrate and explain their gaming projects. I was quite impressed. I remember thinking that even a low-quality project was still good because they had made it to the state fair and could come back again next year and compete. The talent that I observed was amazing. Witnessing how students used technology opened my eyes to the possibility of what students could do when someone is there to guide them along their journey.

Completing this assignment was fun. I enjoyed every minute of the 2014 State Technology Fair. The fair was held at Macon State College/ Middle Georgia College and University in Macon, Georgia. I enjoyed the drive, and even the weather was beautiful. I can only imagine how the participants many have felt showcasing their talents on a college campus. I suppose that if I had to do it again, I would request two different events. I might have chosen gaming and robotic for example. I do not recall all of the subcategories, but there were several that spanned elementary, middle, and high school.

That work that went into completing this field experience did not feel like work at all. I was learning as I judged. As the day progressed and the sessions changed, I started to learn some of the terminology. As the students explained their process, I began to incorporate what I had learned into my follow-up questions. The students were very impressive in their oral explanation as they were in their visual demonstrations. The implications for the school setting is having students engaging with technology and related digital tools at high levels of critical thinking. When students engage with technology at this level of competence, I would assume that to some degree, they will use those same higher order and critical thinking skills in the classroom. This level of learning would get assessed in student, parent, and teacher surveys. I would like to think that the more students interacting with technology in this way will bring some of those same skills into the classroom where their student achievement scores will increase.