

Date	What I planned			What I tried	What I learned
	My learning	Student learning	Resources	Description of what happened	What I learned

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12/18-1/3/10	Explore online resources such as virtual classrooms to enhance the classroom experience.	Allow students to access certain parts of the classroom online such as information about units and classroom assignments from home.	www.teacherweb.com www.blackboard.com	I decided that the functionality of one of these sites would not be beneficial to my classes at present. As of now, passing out a hardcopy of a schedule of what is going on in the class has been very beneficial and by changing the format half way through the year would be counterproductive.	Sites like this can be very useful so that students have an online option to view a class schedule, fine class documents, and for other functions but should be incorporated at the beginning of a school for maximum potential. Moving forward as a teacher I would love to use one of these sites in a classroom setting, but I believe it is something that should be implemented when a class begins.

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1/3-1/17/10	Create a class project that allows students to use technology to present information to the class from the unit.	Students will take one section in the book and present it to the class as a group project. Students may use any medium to present this information to the class.	PowerPoint presentations Prezi Presentations Microsoft Word to create assignments. Presenting videos to the class.	Students made presentations in front of the class using various forms of technology and depending on their proficiency with these mediums met different levels of success.	Though you offer students the opportunity to use every technological advantage at their disposal they are often not as comfortable to use them. Therefore, moving forward I would attempt to maybe put more time aside to showing them how to use it.
2/18-3/7	Create a class assignment for my sociology class about creating budgets by using online resources.	Students will use websites such as real estate, car companies, insurance companies, and other commercial sites to create a monthly budget.	Various online websites used by the students to complete the project	Still on going, will add more when students turn in project.	Still on going, will add more when students turn in project.

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Moving forward (several dates)	Find an online forum to allow students to create a discussion about class outside the classroom.	Get students to discuss classroom topics in Sociology outside of a traditional classroom setting and using technology	www.blogger.com www.thoughts.com Ongoing Search	Still on going	Still on going

What do we mean by “informal log?” Please make entries soon after your actions, so that your impressions are fresh. This log then should follow this simple sequence: Here’s what I planned, here’s what I did, here’s how it worked out. Note that the log is primarily for your own use. It constitutes a running record of your efforts to try out some actions, your efforts to document the effects of those actions and what you learned from both. Your actions might unfold over a month or more, during which you make at least 4 log entries. How many you will make will depend on your project. However, you will probably learn the most from a project that occurs over at least two periods of action.

Your course instructor will determine in what kind of form you will post these logs.

Course instructors will determine how to share this work with fellow interns in your 803 section. This might involve, at various stages, small group discussions (on-line, in class); whole-class reports; pair-sharing, etc.

The logs will be graded on a √-,√,√+ basis. Logs that have only a few details about what you did and learned but lack specific evidence or “data” to support your assessments will earn a √-. Logs that contain basic details and provide some specific evidence to support your assessments will earn a √. Logs that are highly detailed and provide several data points or pieces of evidence to support your assessments will earn a √+.

I. This week/today here’s what I tried out: These are my goals expressed both in terms of what I hope to learn and in terms of how this action will benefit or contribute to what I intend my students to learn. Also, these are the resources I consulted in this work.

A. My learning: *provide a succinct and specific description of your own learning objectives*

B. Students' learning: *provide a succinct and specific account of how you intended your actions to lead to or improve learning and/or other outcomes for your students*

C. Resources used: *indicate here what knowledge, tips, advice, or guidance you used to inform your action plan.*

II. Here's what I did: *imagine that you could describe in detail what you did, listing specific tasks, questions, conversations you had. Some of this may be observation, and description, noting details that seem specially important to you.*

III. Here's how it worked out: *this part of the entry asks you to consider the extent to which your actions achieved your objectives, the evidence you are drawing on to support that assessment, why you think your actions worked out the way they did and what you learned through trying out and reflecting on your practice/intervention.*

A. What I achieved (in relation to my objectives)... The evidence I have that shows I achieved this is...

B. What might explain what happened...

C. What I learned...