

Standard 3 Utilization

This standard reflects the need for the ability to utilize instructional materials and tools appropriately. Throughout my master's classwork, I have evaluated materials to match learners with specific materials and activities for adult and student learning environments. I have prepared learners for interacting with those materials and provided scaffolding and accommodations for learner preferences within the materials. Utilization is a complex standard also including the need to assess the results, implement and institutionalize best practices, and provide policies for use.

For each benchmark, I have identified the artifacts and provided a brief description of how it applies.

3.1 Media Utilization

3.1.1 Identify key factors in selecting and using technologies appropriate for learning situations specified in the instructional design process.

[240:232](#) Part of the lesson uses scaffolding to help students learn to use multimeters and provides experience with both a hands-on multimeter and a simulated multimeter. I work to minimize the anxiety students might feel dealing with new equipment and concepts by supporting learning and providing different ways to use tools.

[240:131](#) Throughout this paper, I describe different ways to use Blackboard to assess students.

[240:139g](#) After finding that the traditional storyboard method of planning was not ideal for planning a website, I did some research into site design. I created a site template, which helped the group understand the layout and interconnectedness of the Wikispace and template better.

[240:240](#) For the Blackboard training site, I provided description and rationale of selection process for instructional strategies.

[240:245](#) We identified education, native language, and interest as key student motivation factors in selecting and using Prezi for the learning situation.

3.1.2 Use educational communications and instructional technology (SMETS) resources in a variety of learning contexts.

[240:232](#) This lesson incorporates materials from Common Sense Media.

[240:240](#) The professional development site uses Blackboard course management system to provide a structure for the training.

3.2 Diffusion of Innovations

3.2.1 Identify strategies for the diffusion, adoption, and dissemination of innovations in learning communities.

[240:131](#) This paper is about implementing Blackboard in a professional learning community.

[240:237](#) In our final product we identified how to communicate our strategies for diffusion, adoption, and dissemination of a 1:1 laptop program in professional learning communities

3.3 Implementation and Institutionalization

3.3.1 Use appropriate instructional materials and strategies in various learning contexts.

[240:153](#) Our teaching materials included podcasts, video and websites. These instructional materials are appropriate for a variety of learners because they appeal to the visual, auditory, and verbal learners.

[240:232](#) This lesson uses demonstrations, hands-on activities, simulations and presentations to facilitate learning about energy.

3.3.2 Identify and apply techniques for integrating SMETS innovations in various learning contexts.

[240:232](#) This lesson integrates various presentation applications, simulations, and hands-on tools.

[240:131](#) Throughout the paper, I describe various ways Blackboard is used to integrate technology in various learning contexts including the high school classroom and professional development.

[240:240](#) This project is about creating professional development tool to teach teachers how to use Blackboard course management system. It helps teachers determine if the system is right for them as they are learning how to use it. There are more features available than what is described in the tutorial.

3.3.3 Identify strategies to maintain use after initial adoption.

[240:131](#) Strategies to maintain use after initial adoption are implied by experiences mentioned. When Blackboard is implemented within the PLC framework, the support and results make maintenance painless.

3.4 Policies and Regulations

3.4.1 Identify and apply standards for the use of instructional technology.

[240:232](#) This lesson requires students to use electronics components safely and therefor includes a safety demonstration and lecture.

[240:240](#) The Blackboard training site has information about using the technology and advice about how to implement in the classroom using various homework, discussion board, and assessment policies.

3.4.2 Identify and apply policies, which incorporate professional ethics within practice.

[240:260](#) I created three interactive flash presentations with visual elements found using a creative commons search engine <http://search.creativecommons.org/>. I replaced many unattributed pictures from the original with better pictures with reliable sources.

3.4.3 Identify and apply copyright and fair use guidelines within practice.

[240:153](#) Our video does use some copyright materials. We provided credit for the clips on the site and the video is inaccessible without the link. We determined that is within fair use guidelines.

[240:139g](#) Most of the audio visual aids we used for the project were created by our team. We provided links and outside resources based on their own home pages.

[240:260](#) I created three interactive flash presentations with visual elements found using a creative commons search engine <http://search.creativecommons.org/>. I only used images which were under creative commons copyright and attributed the work to the artist.

3.4.4 Identify and implement effective policies related to the utilization, application, and integration of instructional technologies.

[240:131](#) This paper includes information about implementing effective policies related to course management systems.

[240:237](#) Our 1:1 laptop plan includes acceptable use policies and strategies for implementing and using laptops in classrooms.

3.4.5 Identify policies and regulations, which apply to the utilization, application, and integration of distance delivery technologies.

[240:237](#) Our 1:1 laptop plan includes acceptable use policies and strategies for implementing and using laptops in classrooms.

[Back to ECIT Page](#)

