

Course #1:

Subject: Identity Finder and Policies Related to the Storage of Personal Information

Level: Adult Learners / Faculty and Staff

Outcome:

- Learners will understand how to use Identity Finder software to scan files and messages for personally protected information including social security numbers, credit card numbers, driver's license numbers, etc.
- Learners will understand how to shred files containing protected information or redact specific data elements from existing files.
- Learners will understand existing organizational policies and operational guidelines pertaining to the storage and handling of protected information.
- Learners will understand their individual responsibilities, including how to properly locate protected information, remove information that is unnecessary, seek approval to retain information, encrypt information that must be retained, and report findings to immediate supervisors.

Current Educational Process:

Organizations may request instructor-led training courses or may refer to a web site developed to offer support and training for Identity Finder. Related policies, guidelines, and individual responsibilities are also described on the site. Online learning objects include a PowerPoint presentation, Quick Reference Guides, and instructional videos.

Classification, Explanation, and Use:

Active Entry - Identity Finder training has been developed using conventional tools that the instructor has selected. Learners complete the self-paced training in a prescribed sequence. Students have access to only those technologies provided via the web site.

Take It Up A Notch:

Goal Directed Entry – It is suggested that all training elements be migrated to a learning management system, with learning modules scaffolding content and instructors monitoring progress as learners advance through the course. It is also recommended that coursework be modified to allow the student to perform learning activities that are unique to their personal employment circumstances. Instructors can monitor progress and a certification quiz at the conclusion of the course allows for the measurement of course goals. Student to student and student to teacher interaction via discussion boards and instant messenger chat sessions become core components of the course.

How these Modifications Change the Learning Process:

- Learning goals and objectives are clearly defined.
- Instructors have the ability to monitor learner progress.
- Student and instructor interaction is now a component of learning.
- “Real world” assignments and activities are now an element of the course, making what is learned more applicable.
- Learning goals are now measured.

Course #2:

Subject: Procurement Card Training

Level: Adult Learners / Faculty and Staff

Outcome:

At the conclusion of the course, learners will:

- Know how to purchase goods
- Know how to apply for a new procurement card
- Know how to change information associated with an existing procurement card
- Know how to cancel a procurement card
- Know how and when to request monthly or individual transaction limits
- Gain an understanding and appreciation for individual cardholder responsibilities
- Be able to identify cardholder activities that could lead to disciplinary action
- Know how to locate and recognize preferred vendors and contracts
- Be able to differentiate between eligible and ineligible / unauthorized charges
- Possess the skills required to reconcile monthly statements
- Understand how to properly secure procurement cards and numbers
- Comprehend payment card industry guidelines and security requirements

Current Educational Process:

Procurement card training is currently available via an online learning management system. Faculty and staff who have been provided with a procurement card must complete this training course on an annual basis and successfully demonstrate understanding by completing a certification quiz. Materials are organized into modules and information is delivered using a variety of technologies including text, video, and audio.

Classification, Explanation, and Use:

Active Adaptation – The online presentation of materials allows learners to work independently. Learners understand how to use the variety of tools that the course designer has selected for use (i.e., podcasts, video, etc.). Instructors monitor student progress and facilitate learning as learners have questions or encounter issues. The training is available at all times and learners may refer back to specific modules as circumstance dictates.

Take It Up A Notch:

Collaborative Adaptation – The current learning environment does not allow learners to collaborate with colleagues as learning occurs. To include this element of learning in the course, it is suggested that students be paired with a colleague having similar job responsibilities. Each pair is asked to use a video conferencing collaborative online tool (i.e., Adobe Connect) to evaluate specific procurement card charges for appropriateness and to reconcile monthly procurement statements. Pairs are asked to audit each other's work for accuracy and appropriateness. After reviewing individual charges, pairs work as a team to reconcile monthly statements.

How these Modifications Change the Learning Process:

- Collaboration has been introduced into the learning process.
- Personal learning networks are extended.
- Supports the constructivism view of learning.
- New online collaborative tools are learned.

Course #3:

Subject: Crowd Management Training

Level: Adult Learners / Faculty and Staff

Outcome:

At the conclusion of this course, learners will:

- Understand what defines a public assembly.
- Recognize the relationship between historical fires/events and occupancies.
- Be familiar with factors affecting evacuation.
- Be able to identify factors that reduce fire hazards.
- Define the role of a Crowd Manager.

Current Educational Process:

Online, self-paced training is offered to all staff managing public events. Training is offered via a learning management system in modules with text, images, audio, and video all used to present content. At the conclusion of the course, learners must pass a certification quiz scoring 100%, with a maximum of three attempts offered.

Classification, Explanation, and Use:

Active Adoption – The instructor and course designer have pre-selected conventional technologies for use by learners. The self-paced online course is completed in sequence using the same tools in each module. Learning takes place independently with instructors primarily reviewing certification scores and not necessarily participating directly in the learning process.

Take It Up A Notch:

Collaborative Adoption – Introduce collaborative elements into the course, resulting in interaction between learners, as well as the instructor. Augment the course by including venue-specific information and scenarios that learners must work together to resolve. For example, form groups that are asked to resolve how best to manage an evacuation due to an on-stage fire taking place during a concert at a specific venue. Using collaborative technologies, students must work together to diagram exit locations and identify the steps event staff must take to effectively and safely evacuate patrons. The instructor is available to provide guidance and monitors progress. Student groups prepare and deliver an electronic presentation of their work to the class.

How these Modifications Change the Learning Process:

- Collaboration has been introduced into the learning process.
- Student to student and student to instructor interaction is now a component of learning.
- “Real world” assignments and activities are now an element of the course, making what is learned more applicable.
- New online, collaborative tools are used and understood.

Course #4:

Subject: Security 401: SANS Security Essentials Bootcamp Style
<http://www.sans.org/vlive/details.php?nid=26484>

Level: Adult Learners

Outcome:

At the conclusion of this course, learners will:

- Learn the language and underlying theory of computer security.
- Learn the essential, up-to-the-minute knowledge and skills required for effective performance if you are given the responsibility for securing systems and/or organizations.
- Gain up-to-the-minute knowledge you can put into practice immediately.

Current Educational Process:

The SANS Institute offers webcast technology to deliver the SANS conference experience online and live. These online courses are scheduled and delivered by trained security experts. The tools used allow learners to share ideas, resources, and experiences with the instructor and other students in live online classroom sessions. Classes are archived for six months, allowing students to review material and discussions at a later date. Courses are taught over several weeks to allow the student time to absorb and apply material presented in class.

Classification, Explanation, and Use:

Authentic Transformation – Students participate in highly interactive online courses using a variety of tools and communication methods. Students are engaged and work collaboratively with other students, as well as the instructor, further building their learning community. Instructors encourage students to innovatively use and understand technology and how it can be applied to learning, as well as the course content (security). Students participate in learning activities that are applied outside of the course.

Course #5:

Subject: Blogger via Lynda.com

Level: Adult Learners

Outcome:

At the conclusion of this course, learners will:

- Understand what a Blog is
- Know how to setup an account
- Know how to personalize a Blogger account
- Understand comments and how to establish limits
- Understand syndication and email features
- Know how to post, edit, and modify posts
- Understand how to format posts (i.e., fonts, images, colors, etc.)
- Establish a news feed
- Configure audioblogging

Current Educational Process:

Using the Lynda.com service, learners sign in with a personal account and launch the online training course. Learning objectives are described during an introductory video. Materials are presented in sequential modules in support of scaffolding. All material is presented via video with examples used to explain concepts. Learning is self-paced and information can be repeated as necessary.

Classification, Explanation, and Use:

Active Adaptation – This online course delivers information using conventional technology. Content is pre-recorded and learners can move through modules sequentially or return to the course to refresh knowledge in a particular area. While the instructor facilitates learning via recorded lessons, learning takes place independently with no access to the instructor.