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EDUC-766 Alignment

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Alignment Chart

When designing a course, the designer must be careful that the project does not go off the rails and deviate from the goals and objectives. If there are a lot of moving parts, it is easy to lose track and fall victim to scope creep. This is where an alignment chart shines.

An alignment chart is a good way to make sure a design stays within scope. It also connects specific activities to terminal and enabling objectives to make sure that every objective is addressed in the course. The best way to start with an alignment chart is to work backward, that is to say start with the assessment(s) and build out activities that provide the information needed to complete the assessment, which in turn should answer learning objectives.

After creating assessments in the alignment chart, activities are developed from Horton's framework: Absorb, Do, and Connect (2011). With careful planning, fleshing out these activities will ensure the course flows smoothly and makes sense to the learner. In this course, the Cyber Safety project portion featured in the alignment chart features the portion of the training focused on scams and passwords.

Terminal Objective 1: Given examples of web pages, emails and texts, learner will be able to recognize scams and fraudulent activity.				
Enabling Objectives	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
Identify unsafe or masked links, URLs, and email addresses.	Ungraded quiz with feedback after lesson	Presentation Combination of slides and video/software	Ungraded quiz with feedback after lesson	Ponder: Rhetorical Question

Given unsafe or masked links, identify a scam or fraudulent activity in a message or webpage.	<p>Using provided examples, identify unsafe or masked links, URLs and email addresses.</p> <p>Using provided examples, identify scams and fraudulent activity in messages and webpages.</p>	<p>demonstration screencast with voice over. First part of lesson shows how to hover over masked links and what to look for in an unsafe link.</p> <p>Second part of lesson shows what a scam or fraudulent activity would look like in a message or webpage.</p>	<p>Using provided examples, identify unsafe or masked links, URLs and email addresses.</p> <p>Using provided examples, identify scams and fraudulent activity in messages and webpages.</p>	<p>“Open your junk/spam folder in your email. (Do not click on any links inside emails!)</p> <p>How many unsafe links did you find?</p> <p>How many scams did you find?”</p>
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Terminal Objective 2:

Given recommended password criteria, learner will be able to construct a complex password and enable two-factor authentication.

Enabling Objectives	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
Given password criteria, construct Complex Passwords.	<p>Ungraded quiz/simulation with feedback after lesson</p> <p>Combination of simple review questions, a</p>	<p>Presentation</p> <p>Section 1 - Passwords</p> <p>Slides discussing passwords and</p>	<p>Ungraded quiz/simulation with feedback after lesson</p> <p>Combination of simple review questions, a</p>	<p>Job Aid :Reference Summary</p> <p>Password Tips & Tricks Quick Reference Guide</p>

Given examples of login screens, execute successful two-factor authentication.	simulation where learner constructs a password, and a graphic-based simulation where learner executes two-factor authentication.	<p>showing how to create a password.</p> <p>Section 2 – Authentication</p> <p>Combination of slides and video/software demonstration showing what two-factor authentication looks like with a graphical depiction of phone/browser interaction</p>	simulation where learner constructs a password, and a graphic-based simulation where learner executes two-factor authentication.	<p>Ponder: Rhetorical Question</p> <p>“What types of websites do you use that require Two-Factor Authentication? What argument would you make for this type of technology?”</p>
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References

Horton, W. (2011). *E-Learning by design*. John Wiley & Sons.