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EDUC-766 Assessment Strategy

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Assessment Strategy

The Intelligent Systems for Assessment of Aging Changes Study (ISAAC) did a study in 2011 to see if senior citizens could reduce their computer-related anxiety and self-efficacy with adequate computer training. Surveys taken before and one year after taking a computer training program showed that there was a significant decrease in both for most participants. (Wild et al., 2011).

Why is this survey mentioned here? Because it serves as an illustration of the very real anxiety that many seniors face when it comes to computers and internet. It proves a point that there is a digital divide when it comes to technology and though this training is meant to reduce what it can, there is still the concept that assessments create anxiety, and it needs to be mitigated as much as possible to give the learner the confidence to complete the course.

Because it is a confidence building course, the assessments will not be traditional. The intent is to make this as unintimidating as possible. So instead, there is an ungraded quiz, called a knowledge check to reduce anxiety, at the end of each terminal objective presentation. Instead of focusing on pass/fail, it is a formative assessment used as an additional learning opportunity with constructive feedback. Learners may also use the Password Tips & Tricks job aid to answer questions. The true assessment is not whether the learner got 80% of the answers correct, but whether they feel they can do these tasks. Therefore, an assessment score will not be used; instead, the learner's completion of the knowledge check will indicate successful reinforcement of learning.

For the sample activity there are six questions: a combination of multiple-choice, true or false, pick-one, and two composition simulation questions. Each question is simple, but not leading so they can build confidence without risk of self-efficacy. Additionally, as recommended by Horton, all correct and incorrect answers will seem plausible enough to make the learner take time to consider the best response (2011, p. 256). After submitting answered questions, learners will receive feedback that reinforces the lesson.

The two most important assessments are the simulations as they are what answers the enabling objective requirements of constructing a password and executing two-factor authentication. These are likely to be the most intimidating to complete, therefore if the learner does not feel confident enough to perform them alone, there will be a guided example they can follow, a way to work alongside the instructor to find the right answer. This in

intended to be the on-demand equivalent of raising your hand to ask for help. Again, the purpose is not to pass or fail, it's to do the work and receive feedback that will build confidence.

Sample Questions

1. Using your password quick reference guide, determine which answer is the strongest password.

    a. PASSWORD123 Incorrect – Any password containing the word password is not secure.

    b. admin2021! Incorrect - While it's tempting to use the default password given to you from a technology manufacturer, it also makes it very easy to guess. It's also a dictionary word.

    c. 2wL@pw&m Correct – This password is at least 8 characters, and has a combination of uppercase/lowercase letters, numbers and symbols.

    d. July151945 Incorrect – This password has a specific date, possibly a birthdate. This is the type of additional information you don't want hackers to have!

2. True or False: Passwords should be written down and placed where you can find them easily.
    a. True Incorrect - Writing down passwords is not recommended, but if you *need* to write down passwords, they should be stored securely.
    b. False Correct - Hand-written passwords placed where you can find them are also where other people may find them. Secure handwritten passwords or use a password manager.

3. Simulation 1
    a. The first simulation is a recreation of a password creation screen as it looks on a typical web page. The learner will be given access to a Password Tips & Tricks Quick Reference Guide (QRG) and be asked to use its guidelines to create a password and submit it. The learner will be given feedback whether successful or unsuccessful. They may try as many times as they want or use a guide to answer the question.

4. Simulation 2
    a. The second simulation question will be a graphical depiction of a smartphone with a text message on the screen containing a passcode for two-factor authentication. To answer the question correctly the learner must type in the passcode into a text verification box on the screen. Again, the learner will be given feedback and the option to try again or use guide to answer.

References

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

Wild, K. V., Mattek, N. C., Maxwell, S. A., Dodge, H. H., Jimison, H. B., & Kaye, J. A. (2012). Computer-related self-efficacy and anxiety in older adults with and without mild cognitive impairment. Alzheimer's & dementia : the journal of the Alzheimer's Association, 8(6), 544–552. https://doi.org/10.1016/j.jalz.2011.12.008