Project 1: Newman Smith Logons

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Author Note

Created for LTEC 5220 Instructional Design Systems

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Done with the Cooperation with the Carrollton Farmers Branch Independent School District

Parts of this document have been redacted to protect the login process

Newman Smith Logins Table of Contents

Newman Smith Login Analysis

Topic

With the world's growing cybersecurity threats, increased requirements for passwords are required. Unfortunately, creating passwords up to these standards can be difficult for students, even at the high school level. In Carrollton Farmers Branch Independent School District, passwords are reset at the beginning of every school year. Because students are unable to login in during the first week of schools, teachers have difficulties knowing when to introduce learning tools such as Canvas or Google classroom to the class. This project will attempt to facilitate the login process for new students. It is created in conjunction with Michael Arreola the Principal at Newman Smith High school and Carrie J. Gooch the Digital Learning Specialist.

Audience

Newman Smith has a very diverse population both ethnically and socioeconomically. As such there are a wide variety of computer skills within the student body at Newman Smith. Some students have been using computers all of their lives. Others, especially recent immigrants, have never touched a computer. Many students do not have a firm grasp of the English language or do not read at their grade level. Moreover, many students do not have access to a computer at home. While the majority of students know how to create a password, having other students or teachers help them create passwords is not a secure option.

Problem

Currently, there is no organized system to get students to log on for the first time. Teachers are informally told by other coworkers about how to help their students log on. There is often confusion to what exactly are the rules for what a proper password requires. When teachers allow students to log on for the first time, most of the class logs on quickly, while a sizable percentage of students cannot. The only way teachers can get outside help logging in is either to taking their students to the library, asking a digital learning specialist to visit their classes, or to call the help desk. As such, logging onto the computer remains a time-consuming process.

Some of the solutions that teachers have tried with these students have include: suggesting passwords, having the students write down proposed passwords to see if they are making a mistake, sending their students to the library, and having students call the help desk in the middle of the class. These methods take up valuable instructional time and have the potential of compromising the security of the student passwords.

Learning Expectations

The purpose of this instructional design is to facilitate the logon process for struggling students. Students shouldn't have to attempt to log on and create a password more than three times. This will require students to have a good understanding of the process of logging on, and the components of a good password.

Goals and Objectives

1. Students will create the proper elements of a CFBISD password
    1.1. [redacted] (Cognitive)
    1.2. [redacted](Cognitive)
    1.3. [redacted](Cognitive)
    1.4 [redacted] (Cognitive)
    1.5 [redacted]. (Cognitive)
    1.6 Alter their password should they not create a proper password the first time.
2. Students will be able to log on to a CFBISD computer without help
    2.1. Recall student ID number and input it into a Windows computer (Cognitive)
    2.2 Input their password developed in objective one twice (Psychomotor)
    2.3 Identify errors in their original password should that problem arise
    2.4 Demonstrate that they can log back onto the computer a second time.
    2.5 Recall their original password for future usage.

Timeline

The instructional material should be given to students the first week of school (August. 20-14, 2018), or student orientation week (August 13-17). Students transferring mid-year can be given a password when registering for classes.

The lesson should not take longer than 10 minutes to accomplish. Teachers who do not teach in a computer lab should be able to take their students to a lab during the first week of school.

Travel to lab and hand out worksheets	Discuss how to log on with class	Give students time to log on
5 mins max	5 mins max	5 mins max

Design Document

Topic

With the world's growing cybersecurity threats, increased requirements for passwords are required. Unfortunately, creating passwords up to these standards can be difficult for students, even at the high school level. In Carrollton Farmers Branch Independent School District, passwords are reset at the beginning of every school year. This makes it difficult for teachers at the beginning of the school year posting assignments on Canvas or Google classroom.

This project will attempt to facilitate the login process for new students. It is created in conjunction with Michael Arreola the Principal at Newman Smith High school and Carrie J. Gooch the Digital Learning Specialist. Stephen Teng, the creator of this project, is a Freshmen biology teacher and Newman Smith who teaches all levels of freshmen.

Audience

Newman Smith has a very diverse population both ethnically and socioeconomically. As such there are a wide variety of computer skills within the student body at Newman Smith. Some students have been using computers all of their lives. Others, especially recent immigrants, have never touched a computer. Many students do not have a firm grasp of the English language or do not read at their grade level. Moreover, many students do not have access to a computer at home. While the majority of students know how to create a password, having other students or teachers help them create passwords is not a secure option.

Problem

Currently, there is no organized system to get students to log on for the first time. Teachers are informally told by other coworkers about how to help their students log on. There is often confusion to what exactly are the rules for what a proper password requires. When teachers allow students to log on for the first time, most of the class logs on quickly, while a sizable percentage of students cannot. The only way teachers can get outside help logging in is either to taking their students to the library, asking a digital learning specialist to visit their classes, or to call the help desk. As such, logging onto the computer remains a time-consuming process.

Some of the solutions that teachers have tried with these students have include: suggesting passwords, having the students write down proposed passwords to see if they are making a mistake, sending their students to the library, and having students call the help desk in the middle of the class. These methods take up valuable instructional time and have the potential of compromising the security of the student passwords.

Learning Theory

This particular assignment uses an objectivist learning theory. Critical thinking is not required in this task. The success of the task is easily observed and measured.

Learning Expectations

The purpose of this instructional design is to facilitate the logon process for struggling students. Students shouldn't have to attempt to log on and create a password more than three times. This will require students to have a good understanding of the process of logging on, and the components of a good password.

Goals and Objectives

1. Students will create a proper CFBISD password
    - 1.1. [redacted] (Cognitive)
    - 1.2. [redacted](Cognitive)
    - 1.3. [redacted](Cognitive)
    - 1.4 [redacted] (Cognitive)
    - 1.5 [redacted]. (Cognitive)
    - 1.6 Alter their password should they not create a proper password the first time.
2. Students will be able to log on to a CFBISD computer without help
    - 2.1. Recall student ID number and input it into a Windows computer (Cognitive)
    - 2.2 Input their password developed in objective one twice (Psychomotor)
    - 2.3 Identify errors in their original password should that problem arise (Cognitive)
    - 2.4 Demonstrate that they can log back onto the computer a second time. (Cognitive)
    - 2.5 Recall their original password for future usage. (Cognitive)

Learning Activities

- User will be taken to a CFBISD computer lab with a Windows computer to log on to. (2.1)
- User will read their worksheet on how to log on (1.1, 1.2, 1.3, 1.4, 1.5, 1.6)
- User will listen to instructor about how to log on (1.1, 1.2, 1.3, 1.4, 1.5, 1.6)
- User will first type in their ID when attempting to log on to the network (2.1)
- User will create a password and input it into the computer twice (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3)
- User will write down password into their phone, or on a sheet of paper for safe keeping. (2.5)
- User will log out of computer once they have successfully changed their password, and attempt to log in a second time to make sure they can log on their own (2.4)

Timeline

The instructional material should be given to students the first week of school (August. 20-14, 2018), or student orientation week (August 13-17). Students transferring mid-year can be given a password when registering for classes.

The lesson should not take longer than 10 minutes to accomplish. Teachers who do not teach in a computer lab should be able to take their students to a lab during the first week of school.

Travel to lab and hand out worksheets	Discuss how to log on with class	Give students time to log on
5 mins max	5 mins max	5 mins max

I will use performance assessments and simulations throughout my instructional design to make sure the user understands each major concept as it is presented to them. At different points in the instructional design the users will have a task that they need to duplicate. The user can compare their version with the correct version so they can see if they are on the right track.

Assessment

Instructors can informally assess if students have learned their topic by counting the students that are unable to log on despite the instruction.

Evaluation

1. *How will you tell if the instructional design was successful? Who will determine this? Will there be an outside, unbiased observer? A satisfaction survey?*
   If the majority of the users can complete the tasks then I know my instructional design was successful. If most cannot complete a section, then I'll know what to focus on to improve my instructional design.

2. *Does your assessment relate to your evaluation? How?*
   My assessment directly relates to my evaluation. If the students can complete the tasks in the assessment, my evaluation will be positive. If the students fail, my evaluation will be negative and I will know they have not learned from my instructional design.

3. *How will you determine whether your outcomes relate back to your original needs analysis and goals/objectives to determine the effectiveness of your intervention/implementation?*
   My project is task based and my goals/objectives can be measured by completing tasks. If the outcome of my assessment and evaluation are positive, the students will have completed the tasks and I will know my intervention/implementation was effective.

Implementation and Evaluation

The implementation of this project will take place in two phases. The first will be during the first week of school. This lesson will be given to students in their science class on the second day of school, August 21, 2018. English classrooms have been chosen because most students in the school are enrolled in one because they are core classes. Most English classes are limited to 35 students. Most likely only one or two students a class will have problems logging on.

English teachers will be emailed a link to the Google slide presentation. Log in worksheets will be given to teachers in their school mailboxes before the first day of school. ESL (English as second language teachers) will also be given Spanish versions of the worksheet. Teachers will be assigned a computer lab to go to.

Links:

Google Slide Presentation

- [redacted]

Log in Worksheet:

- (English) - [redacted]
- (Spanish) - [redacted]

English teachers will be expected to take roll, and then go to their assigned computer lab. Students will be given the 5-minute presentation on how to log on to their computer. Teachers are advised not to give the worksheet out to students until after the presentation preventing students from working ahead.

Students will be given the log in worksheet as reference when attempting to log on for the first time. Most students are expected to log on the first time without difficulties. While this project is designed to minimize the number of students who are unable to log on for the first time, it is expected that some students will not be able to. Teachers will put up a proper internet usage video after most of the class has successfully logged on.

Safe Web Surfing: Top Tips for Kids and Teens Online

https://www.youtube.com/watch?v=yrln8nyVBLU

Students that are unable to log on will be asked to write down their password. Then they will be asked to look at the login worksheet to see if their password does not follow any of the guidelines of a proper CFBISD password. Students that still have problems logging in will be sent to the library to get additional help logging in.

Students that transfer into the school after this training will be given the login worksheet with their new student packet. They will be sent to the library right after they get their papers to attempt to log on for the first time.

Evaluation

Unfortunately, due to the time constraints of the project, the effectiveness of this lesson cannot truly be assessed. This evaluator will know that this lesson is effective by asking the librarian how many students have been sent down with password problems. Should the number be below twenty, this will be considered an effective lesson. Should thirty or more students need login help from the library, additional changes will be made to the presentation.

Peer review and feedback from different staff members has been mostly positive. Several test audiences have been asked. Damita Maclin from the CFBISD help desk, after giving many suggestions has stated that the final project was "AWESOME sauce!" and that she "love(s) the little student ID picture". Science teachers, that are co-workers have commented that they really like the project and they feel it will save them a lot of time next year. One of the district learning specialist, Carrie Gooch feels that "the layout of [the] click sheets are easy to follow and understand" and pointed out that the "examples and non-examples for choosing a password" was a useful tool. Not all feedback has been positive however. While one of the librarians likes what I have done, another one feels that a lot of the extra stuff added would take too much time, and that it would be easier to call the help desk. Her biggest concern was [redacted]

Conclusions

The implementation of logging onto the district network, should save a significant amount of instructional time. As mentioned above, creating a simpler temporary password should alleviate the concerns that have been brought against the project. Should this project be successful, additional worksheets on how to log onto a student email account, and how to log on to Canvas should be created.

Development Appendix

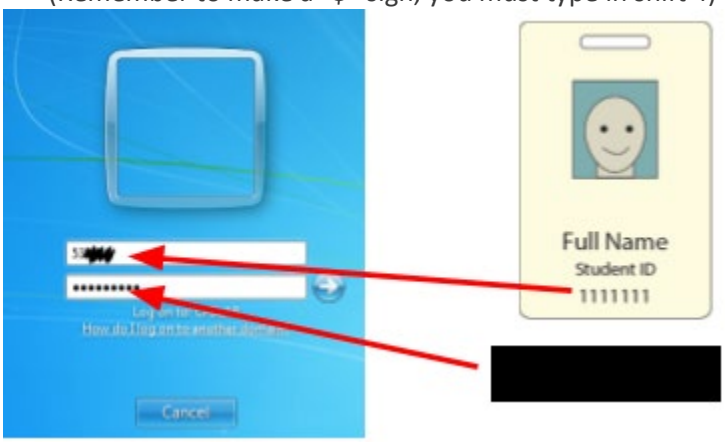
Table of Contents

How to Log on to a CFBISD Computer for the First Time (Students)

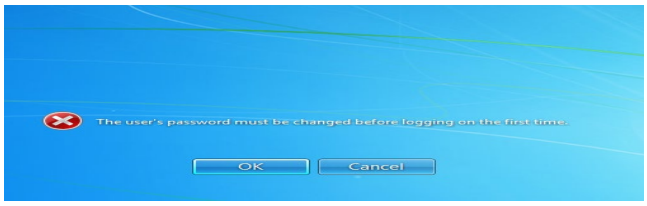
(Portions of this document have been redacted for security reasons)

1. When logging on for the first time, use a **CFBISD Windows desktop or laptop, not a Chromebook.**
2. Type in your **student ID number and the temporary password** [redacted]

(Remember to make a "$" sign, you must type in shift 4)



3. Once the you enter the temporary password, you will see this screen



4. Create a new and original password

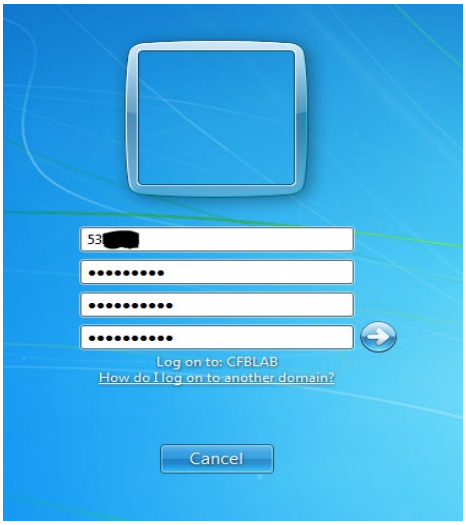
Passwords must

[redacted]

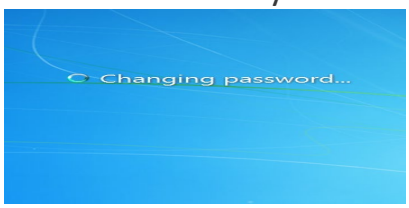
Additional Tips:

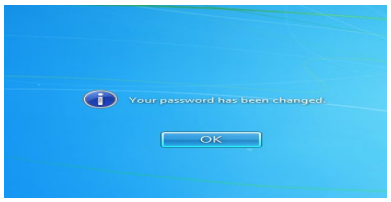
[redacted]

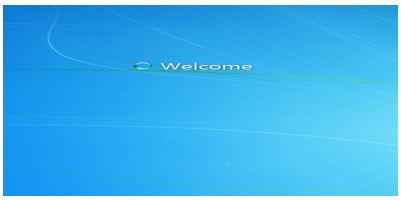
5. Type in new password in twice as shown below



6. Once entered you should see the following screens





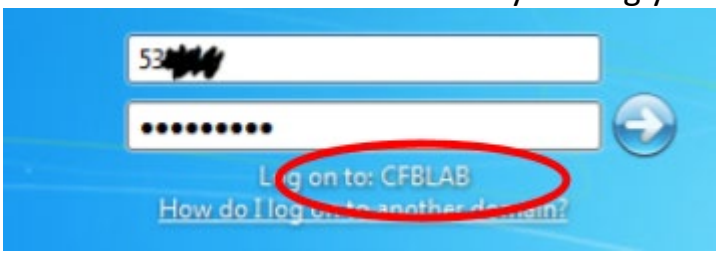


7. Remember to **save password or write it down in a secure place.**
8. Try logging out and logging back in to double check your login.

Troubleshooting

If the password does not work the first time:

- Check to see if Caps Lock is turned off
- Check to make sure password fits all of the rules
- Check to make sure you are typing the password the same both times. Try writing your new password down before typing it in.

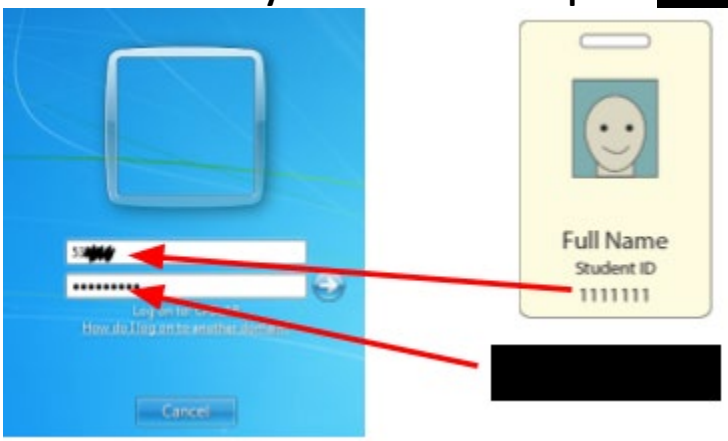


- Make sure you (students) are
- logging into a CFBLAB computer, not a staff (CFBISD) computer

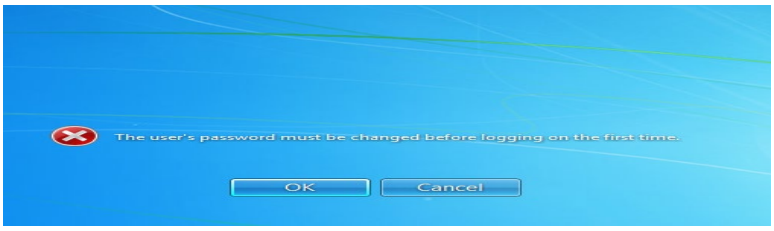
If all else fails ask your teacher or contact the **help desk at the following number** [redacted]

Cómo iniciar sesión en un computadora CFBISD por primera vez (Estudiantes)

1. Al iniciar la sesión por primera vez, utilizar una **computadora de escritorio o portátil CFBISD de Windows, no en un Chromebook.**
2. Escriba su **número de identificación y la contraseña temporal** [redacted]



3. Una vez que la introduce una contraseña temporal, se verá.



4. Crear un nuevo y original contraseña

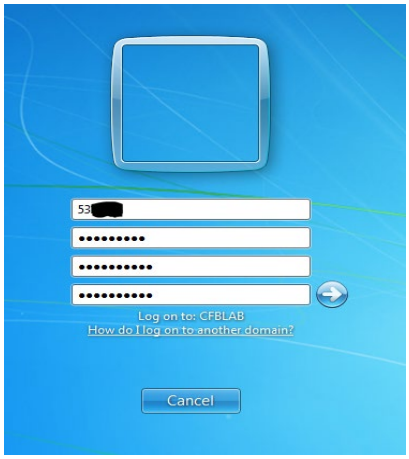
Las contraseñas deben

[redacted]

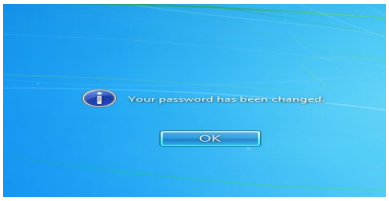
Consejos adicionales:

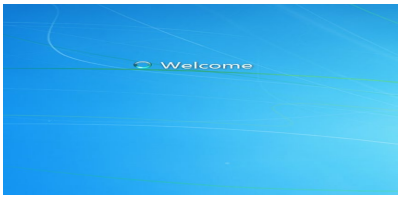
[redacted]

5. Pon tu nueva contraseña dos veces en la computadora



6. Una vez introducido, se debe ver las siguientes pantallas





7. Recuerde **guardar la contraseña o escribirlo en un lugar seguro.**
8. Trate de cerrar la sesión ya ingresar de nuevo que vuelva a comprobar sus datos de acceso.

Solución de problemas

Si la contraseña no funciona la primera vez:

- Compruebe si el bloqueo de mayúsculas está apagado
- Compruebe para asegurarse de que la contraseña se adapte a todas las reglas de
- verificación para asegurarse de que está escribiendo la contraseña de la misma en ambas ocasiones. Trate de escribir su nueva contraseña abajo antes de escribirlo.de

- Asegúrese que (los estudiantes) inicia sesión en un ordenador CFBLAB, no una computadora del staff (CFBISD)
- Si todo lo demás falla pregunte a su profesor para contactar con el **servicio de asistencia en el siguiente número** [redacted]

Job Aide

This lesson will help teachers at Newman Smith High School help their students log on for the first time of the year, within 1-3 attempts. Minimizing the time, it takes for students to log on for the first time will save instructional time and will allow teachers to use Canvas or Google Classroom as soon as possible. This job aide will cover both the logons for students who enroll at the beginning of the year, and for those who transfer in mid-year.

Traditional Approach at the Beginning of the Year

Materials needed:

- Copies of log in worksheet for each student. These are found at the following site:
  - English: [redacted]
  - Spanish: [redacted]

- A projector screen capable of showing a Google Slides presentation. The Google slides presentation is found here: [redacted]

Location:

- A CFBISD computer lab with Windows PCs or the library. Chromebooks will not work.

Introduction

Class will be brought to the computer lab with their class. Instructor will tell students "do not attempt to log on until all instructions are given." Instructor will go through Google Slides presentation (see links above). To prevent students from working ahead, teachers should not give the log in worksheet until after they are shown the Google Slides.

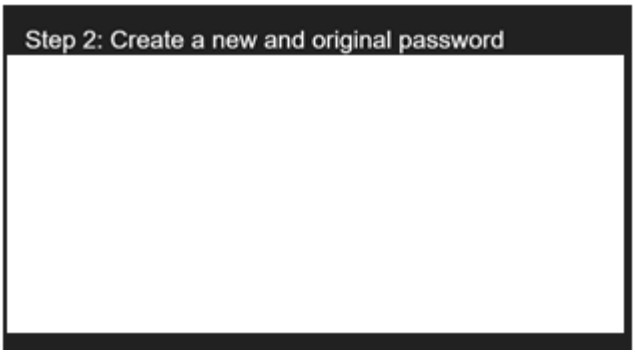
Google Slides Notes

Step 1

[redacted] Some students might not know their id number. The image on the left is the location of the student ID number on their ID batch.

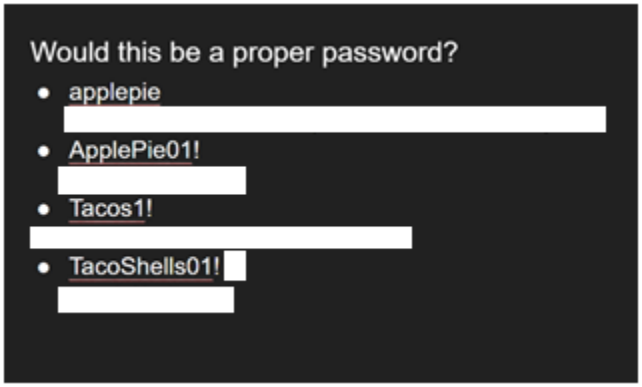
Step 2

This slide may be a little overwhelming to the student. The students unable to brainstorm a proper password can be told to type in their favorite food followed by the number of their favorite sports player.



Step 3

During these slides, students will be given examples both of proper and improper passwords. The instructor will show the student one password and ask students why a password is proper or why it isn't. Instructors should go through all the examples to make sure students understand what the proper password parts are.



Students attempt to log on

After the google slides are shown to the class, students will be given log in worksheet. Students will attempt to log in for the first time. Most students are expected to log on correctly the first time. The instructor will put up a video on the proper use of the internet.
https://www.youtube.com/watch?v=yrln8nyVBLU
While the video is playing, students that are unable to log on for the first time will be told to write down the password they attempted to use for the first time. Students will again try to log on. If the student still has difficulties with logging on, they may be sent to the library, or the student may call the CFBISD help desk at the extension number [redacted].

Approach for Transfer Students

Student will be given the worksheet the moment they transfer into the school along with the new student papers. Students will be sent to the library the moment they transfer into the school to get help from the librarian to log on the library computers. School counselors should be careful to make sure that student is in the CFBISD before having them log on for the first time.

How to Log on to a CFBISD Computer for the First Time

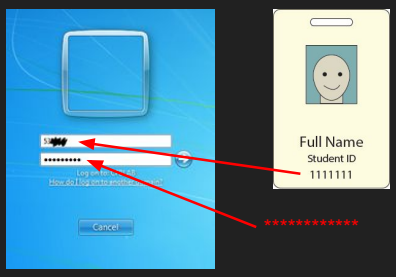
Students

Parts of this presentation have been redacted

- When logging on for the first time, use a CFBISD Windows desktop or laptop, not a Chromebook.

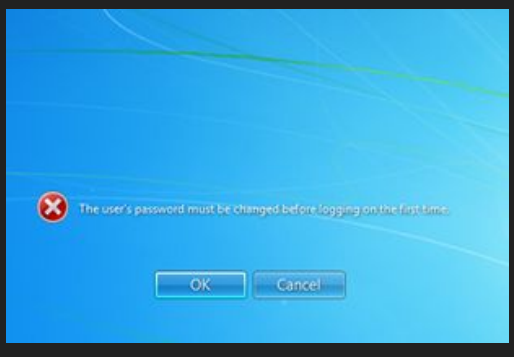
Step 1

- Type in your student ID number and the temporary password **********
  - Escriba su número de identificación y la contraseña temporal **********



(Note the temporary password changes often. Please check with the help desk before showing this to your students)

- Once the you enter the temporary password, you will see this screen
- Una vez que la introduce una contraseña temporal, se verá.



Step 2: Create a new and original password

Passwords must

Redacted

Las contraseñas deben

Redacted

Additional Password Tips

Redacted

Would this be a proper password?

Redacted

Would this be a proper password?

Redacted

Redacted

Would this be a proper password?

Redacted

Remember

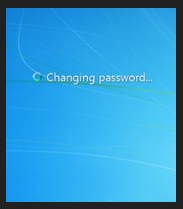
Save your password or write it down in a secure place

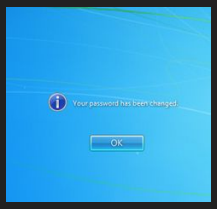
Guardar la contraseña o escribirlo en un lugar seguro

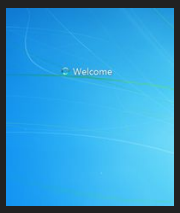
Step 3: Type in new password twice

Pon tu nueva contraseña dos veces en la computadora

Once entered you should see the following screens
Una vez introducido, se debe ver las siguientes pantallas







Questions

If you are having any difficulties logging in, raise your hand. Your teacher should be on their way.

Credits

- Created by Stephen Teng
- Created for UNT graduate class LTEC 5210: Instructional Systems Design
- Professor: Elizabeth Dolliver
- CFBISD contacts
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