

Lesson Title: What is Malware?

Created by: Jackie Allen, Rowan–Cabarrus Community College

Major Sections	Content
Lesson Overview	<p>Overall Purpose: The class can be divided into 6 groups of 3-4 students. Each group will pick one of the types of malware (key terms below), and write up a description of the type of malware chosen and any information on how to prevent getting the malware and present to the class. Office 2021 content is covered in the class, the students will use PowerPoint for their presentation. The students will create a type of game for review. The game can be in digital format or something the group manually creates.</p> <p>Estimated Timeframe: Students will have about 1 hour of class time so the group can delegate what each person will be responsible for. Students must submit a layout of the job duties and describe what type of review game they will create (for instructor approval). Students should exchange texts or email information so they can follow up with each other. Students should spend 1 to 1-1/2 hours to complete their portion of the presentation for review. Two to 2-1/2 hours total for presentation preparation.</p> <p>Day of the presentation –7-10 minutes for presentation, 10 minutes to fill out the survey.</p> <p>Courses for Implementation: CIS110 ENG111 COM110 COM120</p> <p>Format: Seated</p> <p>Key Terms: Virus, Trojan Horse, Worm, Ransomware and Phishing.</p> <p>Standards/Skills Addressed: Academic -- The students will be currently taking CIS110 and since PowerPoint is later in the class. English and Communications class should be taken during this time (if not before CIS110). This will give the students who are currently taking the above courses -a few months in those courses - so they will have most of the semester under their belt. This should allow them plenty of time to apply their knowledge of the 3 classes and apply everything on the presentation day.</p>

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	<p>Technical - : Students should use Office for the presentation and it will be recorded using Teams.</p> <p>21st Century/Employability Technology terminology and communication skills. In the presentation they will explain the terms and this will show they know how to communicate to explain how to see if you have a malware and what to do if you find that you have a type on your system.</p> <p>Learner Outcomes/Student Learning Objectives:</p> <ul style="list-style-type: none"> • Discuss computer safety and health risks • Use protective measures to safeguard computers and data <p>ADA</p> <ol style="list-style-type: none"> 1. If the student’s record any part of the presentation, they will need to ensure the Closed Captioning is included or they need to create a Word document that will have the transcript of the information spoken. 2. YouTube videos will need to be confirmed they have the CC available for students to click to activate while watching. 3. For the actual presentation, the student will likely already have someone who can sign, and we will meet up with the interpreter to ensure any special signing for the terminology. 4. Blind students: Translations of software https://braillo.com/duxbury-braille-translation-software/ that can be used to convert text into braille. This way anything printed could be converted. This is a link for free conversion software from Perkins school for the blind. https://www.perkins.org/resource/brailleblaster-free-braille-transcription-software/ <p>https://www.ada.gov/topics/intro-to-ada/ Website to review general ADA requirements.</p>
<p>Equipment/Materials</p>	<p>List of Materials/Equipment/Texts: Students can refer to their textbook and Internet. Instructor should have discussed how students can validate/trust websites in an earlier chapter using the CARS (Credibility, Accuracy, Reasonableness and Support) method. Instructor can help with supplies if needed.</p> <p>Student reference for CARS: https://sites.google.com/site/evaluateinformationsources/carschecklist</p> <p>Link for general games students can also use for their review game. https://ahaslides.com/blog/online-classroom-games-for-all-ages/</p>

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Discussion	<p>Industry/Real-world Scenario: Since COVID, several educational institutions have been hit with a type of Ransomware. The students will create a presentation to advise employees/students of items they need to be aware of in case they receive an odd email or download or if they notice a thumbdrive in their laptop or docking station. As a school, we will now be implementing Two factor authentication among other safety measures. This is to make employees and students aware of malware and how each of us need to what to do if you receive an email or something suspicious is occurring.</p>
Instructional Strategies	<p>Proposed Teaching Strategies:</p> <p>Bloom's: Create – Students will create a presentation by gathering the information they can research and what they have previously learned. Evaluate – Working in teams they will be able to review each person's section of the presentation and bring up questions to ensure the information is adequate for the presentation. Analyze – Students will draw the connections as they present the information to show why it is important for everyone to be aware of the risks involved with Malware. Apply – They will demonstrate their knowledge when the students ask questions whether it is to clarify a statement or better understand why the risks can be destructive. Understand – I think this is close to Apply, in when the students explain the topics or their reasoning for the importance of being aware of Malware. This will show that they have identified the crucial topics. Remember - This will come in the form of the review that the students will choose. Hopefully this will be a good reminder of the previous module as well as to emphasize the importance of Malware and allow the students to review the topics with the game that will be chosen.</p> <p>REACT: R -We discussed these terms in Module 1 and we are now in Module 3 (PPT). They will be revisiting the chapter where we discussed why the terminology is so important. Now they will learn how to apply it and present the information to a group a people. E – They will take the knowledge that they learned so they can now teach others. A – The malware material was discussed earlier in Module 1. This will give them the background of the malware types and why they need to create this presentation to make everyone aware of the dangers. C – They will be working in groups to decide what information should be presented and how they will present it. They can use video's and either use audio to work their way through it or record a certain part to play during the presentation. T – This will occur on the day of presentations. This will show how they have gathered the information and in explaining it to the groups will show us if they understand the content.</p>
Activities/Lesson Procedure	<p>Activity Preparation: Instructor</p> <ol style="list-style-type: none"> 1. Write up the list of items that need to be included in the presentation.

Major Sections	Content
	<p>2. Place the class into teams of 3-4 students</p> <p>3. Check in a few times to see how everyone is doing.</p> <p>4. Pick about 3-4 students for reviewing the presentations. These students will not have to be a part of the group presentation. They will have to research how to evaluate a presentation and how to act. I will have two students that would create a presentation to discuss with the class on the expectation of how to behave during a presentation. I have some links below the group can refer.</p> <p>Learner</p> <p>1. First step once they get into the group is to decide what program they will use, and which team member will complete which step(s).</p> <p>2. One student will be the contact point for me. I will receive the information on the team members, their part of the presentation and which one is the contact point for me. I am estimating at least 2 team members to gather the information, 1 to be responsible for the review game and 1 to receive the information and create the PPT.</p> <p>Activity Steps/Lesson Procedure:</p> <p>1. They will have 1 hour of class time to brainstorm on what and/or how to present the information to the class.</p> <p>2. Each student should expect to spend 1 -1/2 hours to research their part of the presentation and have it typed for the team member that is compiling everything into the PowerPoint.</p> <p>3. If the contact point needs me to make copies or have something ready that they need for the presentation. I have to receive notice within 24 hours of the presentation.</p> <p>4. Each group will have 20 minutes to quickly meet and make sure everything has been submitted into Blackboard and roughly review any last-minute questions. This way when the presentations begin no one is having to scramble to upload any of the work.</p> <p>Expected Results/Learner Products: (Observations, data collection, calculations, products, wrap-up/conclusions, etc.)</p> <p>1. Students will be allowed to ask questions during the presentation. I will have picked 3-4 students who will also evaluate each team's presentation.</p> <p>2. To gain social skills – The presentation group will have reviewed how to behave during presentations and what wrap up behavior the “audience” will do. For example, clapping hands at the end or be as quiet as you can so everyone can hear around you.</p> <p>Extension Options:</p> <p>1. Have a company IT person or the campus IT security employee oversee the presentation and give an evaluation in regard to the group's topic and communication skills.</p>

Major Sections	Content
Faculty Resources	<p>Background Material:</p> <p>Behavior during presentation – This will open as a PDF. https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwig0frO5KT-AhXrQTABHWlyATkQFnoECAoQAw&url=https%3A%2F%2Fasf.net%2Fwp-content%2Fuploads%2F2020%2F05%2Fhow-to-be-a-great-audience-member.pdf&usg=AOvVaw1eb_Y4yRwPlxBNwV0gVfH5</p> <p>Six tips to being a good audience member. https://ntelt.cikd.ca/six-habits-of-a-good-audience-member/</p> <p>Being a good audience member. -- https://www.youtube.com/watch?v=6THPTzLj81k</p> <p>Handouts and Supplemental Materials:</p> <p>The review game examples will be discussed for those who are not well acquainted with technology be creating a BINGO or crossword puzzle. Those students who are well- known with technology could be creating a Jeopardy game or Kahoot or another digital review game listed in link above.</p> <p>In CIS110 we will cover PowerPoint and how to incorporate audio. If a student is uneasy with presenting in front of the class, they can record their part of the presentation and insert it in the PowerPoint or the group can find a YouTube video to include.</p> <p>Answer Keys:</p> <p>These will be coming from the students. The jeopardy game will be available online for the students to play at any time. If the review game is a handout like the cross-word puzzle or the bingo game I will have made copies of the solution file and will post. Kahoot or any type of digital game the students will have access to the game at least through the end of the module.</p> <p>Suggested Website Links:</p> <p>A website that has about 15 different types of digital review games the students could choose is listed in the Equipment/Materials section above.</p>
Assessment	<p>How will students demonstrate what they have learned?</p> <p>The videos will be recorded and sent back to each team, and I would like for them to evaluate themselves.</p> <p>Learner Products/Assessment Tools or Processes:</p> <p>Create the following assessment tools, as appropriate:</p> <ul style="list-style-type: none"> • Performance task checklists – here is a screen shot to show what the students see (the first screen shot) and how I can gauge what to cover in class. You can copy and paste into a word processing software.

Major Sections

Content

Training Individual Performance

Thursday, April 13, 2023 06:56 PM

Student: ██████████ **Due Date:** 2/9/2023
Course: CIS-110-02H-2023SP **Assignment:** Module 1 Unit 5 Training
Section: CIS-110-02H-2023SP **Percent Complete:** 100%
Scheduling Instructor: Curlee, Anne **Total Time Spent (hh:mm:ss):** 00:27:59

Subject	Activity	Task (ID)	Intro Time Spent (hh:mm:ss)	Observe Time Spent (hh:mm:ss)	Practice Time Spent (hh:mm:ss)	Apply Complete	Apply Time Spent (hh:mm:ss)
Computer Concepts	Compare native apps and web apps.	Compare native apps and web apps. (10581)	N/A	N/A	N/A	2/7/2023 1:22:00 PM	00:01:13
Computer Concepts	Identify smartphones	Identify smartphones (10767)	N/A	N/A	N/A	2/7/2023 1:24:00 PM	00:01:50
Computer Concepts	Access online education.	Access online education. (10549)	N/A	N/A	N/A	2/7/2023 1:26:00 PM	00:00:35
Computer Concepts	Access online entertainment and media.	Access online entertainment and media. (10550)	N/A	N/A	N/A	2/7/2023 1:28:00 PM	00:00:14
Computer Concepts	Access online news and information.	Access online news and information. (10551)	N/A	N/A	N/A	2/7/2023 1:30:00 PM	00:00:16
Computer Concepts	Access videos on the web.	Access videos on the web. (10552)	N/A	N/A	N/A	2/7/2023 1:31:00 PM	00:00:10
Computer Concepts	Access web apps.	Access web apps. (10577)	N/A	N/A	N/A	2/7/2023 1:34:00 PM	00:02:11
Computer Concepts	Use app stores.	Use app stores. (10590)	N/A	N/A	N/A	2/7/2023 1:35:00 PM	00:00:07
Computer Concepts	Describe types of apps.	Describe types of apps. (10645)	N/A	N/A	N/A	2/7/2023 1:37:00 PM	00:00:17
Computer Concepts	Attend video conferences.	Attend video conferences. (10692)	N/A	N/A	N/A	2/7/2023 1:41:00 PM	00:02:59
Computer Concepts	Play sounds and music.	Play sounds and music. (10697)	N/A	N/A	N/A	2/7/2023 1:43:00 PM	00:00:19
Computer Concepts	Play video.	Play video. (10730)	N/A	N/A	N/A	2/7/2023 1:45:00 PM	00:01:34
Computer Concepts	Identify common features of apps.	Identify common features of apps. (10647)	N/A	N/A	N/A	2/7/2023 1:46:00 PM	00:00:17
Computer Concepts	Update apps.	Update apps. (10650)	N/A	N/A	N/A	2/7/2023 1:48:00 PM	00:00:36
Computer Concepts	Identify trends in app development	Identify trends in app development (10776)	N/A	N/A	N/A	2/7/2023 1:50:00 PM	00:00:27
Computer Concepts	Summarize current trends in app development.	Summarize current trends in app development. (10811)	N/A	N/A	N/A	2/7/2023 1:56:00 PM	00:01:54
Computer Concepts	Analyze spreadsheet data	Analyze spreadsheet data (10779)	N/A	N/A	N/A	2/7/2023 1:58:00 PM	00:02:11
Computer Concepts	Design effective presentations.	Design effective presentations. (10763)	N/A	N/A	N/A	2/7/2023 2:02:00 PM	00:02:39

This screen shot is what the students see, and it tells them which task they missed and if the student has questions, I can review this to know where the issue could be.

- Observations -- In the classroom they begin working on the textbook project and since I am located in the front it is easy to see their faces to know if they seem to be struggling with any part. I do walk around the room – I have found that some students do not have issues letting me know by raising their hand. Others are very intimidated and when I walk around, they tend to open up and get my attention.
- Discussion participation – Each student will be required to ask one of the groups at least 1 question.
- Quizzes, tests – Here is what the frequency results are from a test. I can see the average score, how many received full credit and how many on each task did not. These are the tasks to make sure I review in class. The students that miss if they are not sure what they did I can go to their individual grade, and it will show me a video of what they did so I can see what they did wrong and explain to the student to ensure they know how to do this for the Module test.

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Content

Projects Frequency Analysis by Project

Thursday, April 13, 2023 07:17 PM

Project: Shelly Cashman PowerPoint 2019 | Module 1: Textbook Project

Section(s): CIS-110-01H-2023SP

Average Score: 69%

Total Students: 8

Total Submissions: 15

Step Number	Instructions	Task Remediation	Full Credit	No Credit
1	Project: Presentation with a Bulleted List and Pictures		15	0
2	Starting and Using PowerPoint		15	0
3	Creating a Title Slide	• Enter text in a content placeholder.	11	4
4	Formatting Characters	• Change the font color. • Italicize text.	11	4
5	Adding a Slide with a Bulleted List	• Insert a new slide. • Bold text. • Underline text. • Enter text in a content placeholder. • Create a multilevel list.	8	9
6	Adding Slides, Changing Slide Layouts, and Changing the Theme	• Insert a new slide using a specified layout. • Apply a theme. • Change the font. • Enter text in a content placeholder.	9	6
7	Inserting, Resizing, and Moving Pictures	• Insert a picture from a file. • Insert an object using a content placeholder.	9	6
8	Resizing Photos and Illustrations	• Insert a picture from a file. • Move a slide in Normal view. • Rotate an object. • Resize an object nonproportionally. • Resize an object to exact dimensions. • Move an object using Smart Guides.	3	12
9	Making Changes to Slide Text Content	• Enter slide notes. • Change the theme colors. • Check spelling. • Correct a spelling mistake.	5	10
10	Saving and Printing Files		15	0
11	Using PowerPoint Help		15	0

- Class presentation -- They will be creating a presentation on a type of malware that is discussed in Ch. 5 of the textbook. They will be in groups of 3-4 students and will have some type of review at the end of the presentation for the students to complete.