

# Annotated Portfolio

## Course Syllabus Security Training Policies



**COURSE DESCRIPTION**

The Security ONE training program is a blended new hire training program designed to familiarize new hires with the Security division and is the prerequisite course for all Security Division skill and technical training programs completed by new hire employees. The information in this course has been divided into modules designed as a checklist that will provide any resources needed to ensure employees complete all necessary new hire action steps and are provided with appropriate resources for their new job role to ensure a great start at Navy Federal. This course includes a module for the synchronous Security Basic Training Session that provides an overview of the Security Division.

Click [here](#) to get a PDF version of the course syllabus.

- Trainer Information
- Learning Objectives:
- Course Materials:
- Course Completion:
- Participant Responsibilities:
- Attendance Expectations:
- Security Training Policies:
- Security Code of Conduct:
- Technology Requirements:
- Canvas Support and Accessibility:

**Title:** Security Division One – New Hire Onboarding Syllabus

**Modality:** Online Asynchronous, self-paced

**Links:**

[Security Division Onboarding Syllabus PDF](#)

[Security Division Onboarding Syllabus Doc](#)

**Annotation:** The Security Division ONE syllabus provides employees with a comprehensive overview of the course and the resources and expectations for successfully reaching the learning objectives. The syllabus is accessible in multiple locations and formats for learners.

## Syllabus Discussion

The Security Division ONE training program is a blended new hire training program designed to familiarize new hires with the Security division and is the prerequisite course for all Security Division skill and technical training programs completed by new hire employees. The course syllabus serves as a fundamental element, particularly in online education, for students. It offers a detailed framework of the course, clarifying students' responsibilities and the methods of their participation in the learning process as described by “Grunert-O'Brien et al. (2008) who capture the vital role of an effective syllabus.

**SECURITY STRATEGY & TRAINING**

*Security Division ONE – New Hire Onboarding*

Welcome to the NFCU Security Division. We're excited to have you on our team. You're joining a diverse group of team members all dedicated to a common goal — prepare, prevent, and protect our members and organization from fraud. Our members are the mission. As those who serve our members, you are our mission.

Onboarding at a new organization can be quite a busy time. This Onboarding Journey is automatically assigned to new team members and their leaders in the My HR System. This task list provides important information when it's needed, throughout your first week of employment.

As a new team member, you'll get a list of tasks that need to be completed including everything from reviewing the department handbook and becoming familiar with your job role responsibilities to understanding the Security Division's holistic operation. The system is intuitive enough to know what information is needed for your job role.

All components of the "Security ONE" are included in the specialization within Navy Federal University and should be completed within the first week of onboarding to the Security Division. Specific completion guidelines are included on individual components as applicable.

**Note:** It is important to follow the due dates in your journey to meet Navy Federal requirements and state laws, ensure that you are properly onboarded, and grow a successful career at Navy Federal!

**REQUIRED PREREQUISITES:** NFCU ONE - New Hire Onboarding ILT  
All employees are required to complete this course prior to beginning the Security Onboarding program.

- ESSENTIAL CONTACT INFORMATION
- SECURITY ONE TRAINING COURSE INFORMATION
- SECURITY ONE: COURSE ELEMENT DESCRIPTIONS
- TECHNOLOGY REQUIREMENTS
- SECURITY TRAINING EXPECTATIONS AND POLICIES
- ATTENDANCE POLICIES
- SECURITY TRAINING CODE OF CONDUCT

Your syllabus represents a significant point of interaction, often the first, between you and your students... When carefully designed, your syllabus provides students with essential information and resources that can help them become effective learners by actively shaping their own learning. It will minimize misunderstandings by providing you and your students with a common plan and set of references (p. xiv)” (Ganu et al., 2024).

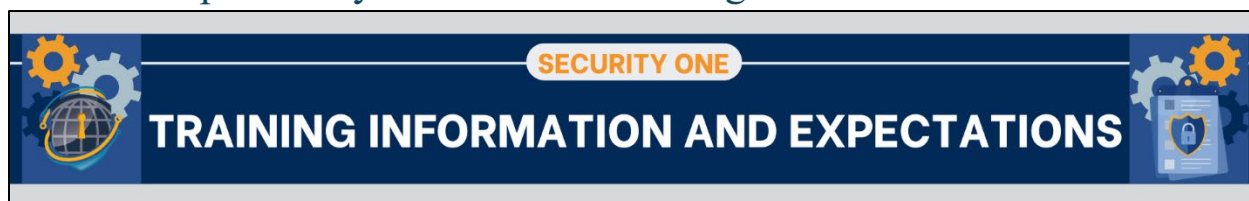
With this central aim, the syllabus for this course was designed to provide learners with crucial information required to attain the desired educational objectives. Therefore, the syllabus is provided to participants in multiple formats and was made accessible in various locations for participants. The Security Training course policies are outlined and included in the syllabus as well as the employee handbook provided in the first module of the course. This document is made available for download in both a PDF and Word document format.

*“Employees participating in Security Training classes are expected to adhere to the Security Training Expectations and policies outlined below.”*

These policies encompass a comprehensive outline for communication expectations, attendance requirements, participation guidelines, webcam usage, procedures for power or internet outages, and expectations regarding technical issues. Establishing these clear guidelines, the policies aim to foster transparency among trainees, trainers, and leadership, thereby aligning with the overarching mission of the organization. These policies are designed to promote consistency to allow for a smooth transition for new hires as they move from their probationary training phase into their designated job roles.

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## LMS Set Up Security Division Onboarding



**Title:** Security Division Onboarding

**Modality:** Canvas Learning Management System

**Links:**

[Canvas Course Link](#)

[Welcome Video](#)

[Pictorial Course Overview](#)

**Annotation:** This course is designed for New Hire Security Division employees. The LMS setup features a Start Here, and two example modules consisting of both synchronous and asynchronous activities.

## LMS Discussion

The development and design of the LMS course shell was an iterative process using the ADDIE and SAM models. These are the two models LSAs are expected to primarily use when designing training curriculum for the Security Division. In addition to this, the QM Quality Assurance System for Continuing & Professional Ed was used to help inform the LMS set up, navigational features, as well as the instructions provided to learners for assignments and activities required for course completion.

“Keeping learners engaged is different in online courses. Getting them past the “packaging”— the mechanics of the course — so they can focus on content and learning objectives can be a challenge” (*Quality Matters*, n.d). As the course LMS was developed, focus was placed on the general standards outlined in the QM Rubric, particularly emphasizing Standard One, which ensures that the course design is clearly communicated to learners. This is reflected in the Welcome Announcement as well as the Getting Started module required before course modules are made accessible.



*“Start Module One. After completing the Getting Started module, you will have access to Module 1. Note: It is important to complete the modules assigned in your journeys to ensure you complete all the Navy Federal requirements and regulations. All components of the “Security ONE” are included in the specialization within Navy Federal University and should be completed within the first week of onboarding to the Security Division. Specific completion guidelines are included on individual components as applicable. Completing this course will also assist in making sure you have a smooth onboarding experience for a successful career at Navy Federal!”*

**Annotation:** Welcome Announcement providing learners explicit instructions for starting and helping navigate the LMS setup.

Providing learners with explicit instructions on how to navigate the Learning Management System (LMS) and course materials, along with various access methods, enables them to overcome the technological aspects of the course. This support allows learners to concentrate on the core objectives of the educational content.

*“Click the link above or select the Syllabus option from the left-side menu to review the course overview and policies.”*

Additionally, Standard Four underlines the importance of instructional materials in helping learners meet defined learning objectives or competencies, while Standard Five details the role of course activities in promoting learner interaction and engagement. These standards are evident throughout the course with “learning activities provide opportunities for interaction that support active learning” which is highlighted in the synchronous and asynchronous discussions.

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## Synchronous Lesson: Security Basics



### MODULE DESCRIPTION

This is a six-hour synchronous training session that provides new hire security employees with an overview of the Security division and how we prepare, prevent, and protect from fraud. Participants will engage in different discussions and activities to gain a thorough understanding of the common fraud scam trends.

**Note:** The Security Basic Training course will be scheduled by the designated security trainer for all new hire employees. This course is typically trained at the start of any new hire course; however, it can be facilitated as a stand-alone course. This module is required for course completion.

### MODULE LEARNING OBJECTIVES

After this module participants will be able to:

1. Recognize strategies that scammers use to access and steal private information
2. Discuss fraud scam scenarios
3. Identify how to distinguish the different types of fraud based on the victim's activity
4. Explain the best practices for fraud prevention

### MODULE MATERIALS

**Required Reading Materials:**  
All materials needed will be provided by the trainer at the beginning of the session.

**Optional Reading Materials:**  
Explore the following websites for more information on fraud scams and mitigation practices.

- [Fraud and Scams | Consumer Financial Protection Bureau](#)
- [Report Fraud - Criminal Division](#)
- [Fraud Prevention and Reporting - SSA](#)
- [FBI Scams and Safety](#)
- [FTC Report Fraud](#)
- [Ohio Fraud Prevention](#)
- [Report Fraud - Criminal Division](#)

### MODULE ASSIGNMENTS & DUE DATES

For this module you will need to complete the following assignments/activities:

- Security Basics Training Session

**Modality:** Synchronous Session, Zoom

**Links:**

[Synchronous Lesson Plan](#)

[Annotated Synchronous Lesson Doc](#)

[Security Basics Training Recording](#)

[Synchronous Lesson Design Reflection](#)

**Annotation:** The objective of this session is to provide a high-level overview of the division's departmental structure and highlight the significance of grasping Fraud Scam life cycles in connection with various job functions. Engaging discussions and activities were designed to provide learners diverse viewpoints to enhance interpersonal connections.

## Synchronous Lesson Discussion

This lesson emphasized the importance of fostering a collaborative learning environment. As stated by (Nevid et al., 2022) “Instructors may attempt to meet the challenge of engaging students and maintaining their attention in online classes through various instructional means, such as introducing relevant personal examples, telling teachable stories, employing attention-grabbing exercises and demonstrations, showing relevant videos and movie clips, and so on.” Therefore, one of the objectives for this lesson was to encourage learners to collaborate with one another about their past experiences, enhancing their understanding by linking existing knowledge to the insights and viewpoints of their peers.



### FACILITATOR NOTES:

Animated slide: center of gear will populate with slide.

**SAY:** In the meeting chat, name some of the different types of Fraud Scams that you know or have heard about.

**DO:** Allow a few seconds for participants to respond. Call out some of the responses provided.

Click the slide six times to reveal each of the scam types as you identify them for participants.

**ASK:** Raise your hand if you, a friend, or a family member have ever been a victim of a scam.

**DO:** Allow a few seconds for participants to raise a virtual hand.

**ASK:** Would any like to share a quick story of their or their family or friends experience?

**DO:** Call on volunteer. Allow them to share their experience.

**Note:** If no volunteer: Share a story or scenario.

**Annotation:** Example slide with facilitator notes examining one of the asynchronous discussion activities.

As stated in my synchronous design reflection, “the engagement strategies used were selected due to the time constraint of the sessions to help maintain control over the activities while preserving collaborative elements. Utilizing the chat feature allowed learners to recall or reflect on prior knowledge, while alleviating the pressure of feeling the need to provide an immediate response or potentially none if they have no prior experience or knowledge of the subject matter. This strategy was also used to minimize instances of participants interrupting or talking over one another which can create a chaotic learning environment or leave learners feeling as though their contributions may not matter as much as others.”

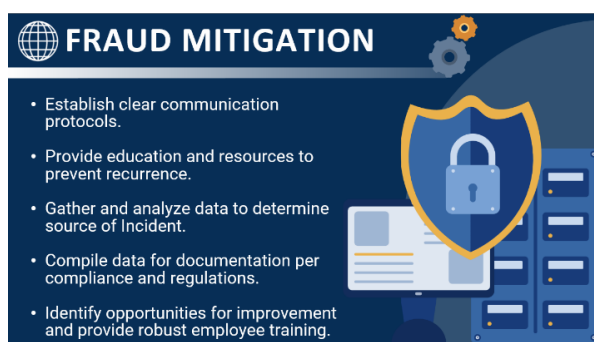
The second objective was to offer a preliminary high-level overview of the different departments within the division to prompt learners to expound upon this knowledge throughout the remainder of the course by correlating how different job roles and perspective responsibilities fit into the division's fraud prevention strategies.

#### FACILITATOR NOTES:

**SAY:** As you can see the division is comprised of different departments that worked closely together to help mitigate fraud.

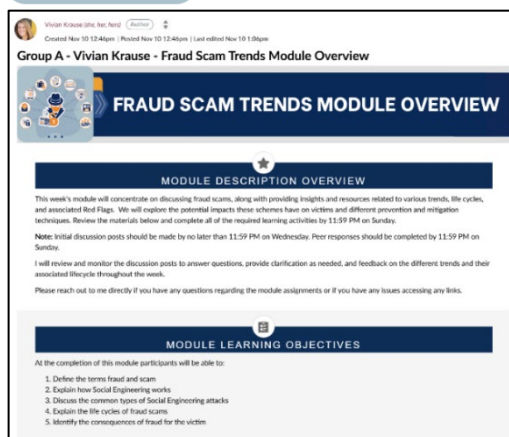
**Do:** Restate the main responsibilities for each department outlined on the slide.

**Say:** Looking at the list provided, think about job role and responsibility. Where does your role fit within your department and how does it help contribute to other departments procedures to achieve the divisions mission.



**Annotation:** Final slide of the session where facilitator prompts learners to continue to expand existing knowledge.

## Asynchronous Lesson: Fraud Scam Trends



**Modality:** Canvas LMS Discussion Board

**Links:**

[Discussion Module Lesson Plan](#)

[Pictorial Overview PDF](#)

[Fraud Scam Module Graphic Pg.1](#)

[Fraud Scam Module Graphic Pg.2](#)

**Annotation:** This module serves as a prerequisite for the Security Basics Synchronous session. The objective is to enhance learners' awareness of different fraud scam trends. This foundational information will be used to help them understand how their roles contribute

to fraud mitigation efforts within the division during the synchronous session.

## Asynchronous Lesson Discussion

Developing asynchronous lessons that are engaging and interactive are imperative for active learning. “The Principles of Association leads you to design active learning exercises with the same reasoning: Start with the materials that is closest to the overarching learning objective, the central facts and concepts that will help the students to tie together (i.e., associate) much of what follows” (Kosslyn, 2021).

Equipping learners with essential knowledge serves as a basis for further development “by associating new information to what is already known.” One effective method to accomplish this is through the implementation of spaced practice exercises. For example, in module 6, learners create a mind map of existing knowledge. Then, in the discussion for module 7, they are prompted to recall their map to reflect on ideas that may have changed. In addition to this, learners engage and interact with one another's posts by providing necessary peer feedback.



### Title: Module 6 Fraud Scam Mind Map Activity

**Annotation:** “Create a mind map for fraud scams. See the example map below. Your map can be created digitally or on a piece of paper. Your mindmap can be as simple or elaborate as you’d like – use the design/colors/approach/layout that best aligns with your mental model Fraud and Scams. Include all your thoughts related to fraud and scams right now. Remember, there’s no correct or incorrect way to express your views on Fraud Scams as long as it genuinely reflects your perspective.”

### Title: Module 7 Discussion

**Annotation:** “Review the mind map you shared in the last module. Reflect on any ideas that might have changed since you’ve completed the fraud basics and Security Basics sessions. What if any new ideas have you learned about issues relating to fraud and social engineering? Update or add these ideas to the first version of your first mind map...”

The screenshot shows the 'Module 7 | Fraud Scam Discussion' activity. It includes the author's name 'Vivian Krause (she, her, hers)' and the role 'AUTHOR | TEACHER'. The instructions state: 'This discussion activity requires two parts: 1) Make your initial post to the discussion board answering the questions/prompts below; 2) a peer response to at least ONE of your peers.'

The discussion questions are:

1. Share something particularly interesting or that came as a surprise to you from the lesson or optional readings.
2. Click the link below and retake the phishing quiz. Share the FTC Phishing quiz's results (this module and the last module). What did you like or dislike about the questions or example scenarios? Did your score align with what you anticipated to get both times? Do you believe this is an effective educational resource for raising awareness about phishing? why or why not?  
[Phishing Quiz | Federal Trade Commission \(ftc.gov\)](#)
3. Review the mind map you shared in the last module. Reflect on any ideas that might have changed since you've completed the fraud basics and Security Basics sessions. What if any new ideas have you learned about issues relating to fraud and social engineering? Update or add these ideas to the first version of your first mind map. Take a photo or save a copy of your mind map. Be sure to share the image in the post. Please do not submit it as an attachment.

The process of deepening knowledge through interaction, especially among peers, is a fundamental aspect of any learning activity. In alignment with QM standard 5, the mind map activity was integrated into the discussion component of module 7. This integration provides opportunities for peers to engage with one another, facilitating the recognition of both shared and differing perspectives on essential concepts related to the course topic.

## Online Teaching Philosophies

### Course Design Philosophy

My design philosophy is rooted in a systematic backward design approach that prioritizes learner's needs. This method is guided by principles of the ARCS Keller model, Fosters a Community of Learning (FCL), as well as learning theories like Social Constructivism, Scaffolding, and Bloom's Revised Taxonomy. Together, these frameworks help create a foundation for developing online courses that are not only engaging and inclusive but also effectively customized to meet the unique needs of learners based on the context of the learning materials.

A key objective for my approach for the design of online professional or corporate skills training, such as this course, is to strengthen learners' self-efficacy that extends beyond coursework. My approach aims to achieve the design of learning experiences that are both challenging and encouraging while still promoting autonomy. The first step for achieving this is to conduct a comprehensive learner analysis of the target audience. This is used to craft learning objectives that align with learners' needs, experiences, and goals as well as the diverse technical skills learners will need to interact with the course. This involves choosing suitable technologies and providing instructional materials that help learners effectively use the selected tools, enhancing the learning experience while reducing potential disruptions.

Another core component of my design philosophy draws from scaffolding methods embodies in Fostering a Community of Learners (FCL) where learners can strengthen interpersonal relationships with one another. Research on distance education consistently highlights the importance of fostering a learning community, especially through collaborative activities. "According to Workman and Stenard (1996), key needs for online learners include clear communication about program policies, opportunities for social interaction, and access to academic support. Learners also benefit from developing strong interpersonal relationships with peers, faculty, and staff, and from feeling a sense of belonging to the institution rather than an outsider" (Moore, 2018). To address these needs, I prioritize the integration of various collaborative activities such as the Padlet introduction activity completed in the getting started module, group activities during synchronous sessions, as well as the asynchronous discussion activity. These activities provide learners with autonomy and flexibility, allowing them to work at their own pace while still fostering a sense of community and teamwork. This approach not only encourages networking but also helps build deeper relationships among participants, promoting a collaborative and supportive learning environment.

To implement these principles effectively, the design of learning materials should be scaffolded in an organized, easy to navigate, inclusive, and accessible to provide "just-in-time" support for all learners. "Scaffolding must be flexible enough to engage the learner at his/her present level of understanding and to diminish once improved performance is achieved. An example may be the use of an online chat tool to support socialization of learners new to online learning, with the tool being adaptable to group size, learning styles, pedagogy and task" (McLoughlin, 2002).

## Facilitation Philosophy

My approach to facilitation aligns closely with the principles of my design philosophy and that of servant leadership, prioritizing empathy and the well-being of learners. I position myself alongside learners to cultivate supportive relationships that transcend conventional educational boundaries and the limitations of the course. Where “social learning represents complete autonomy and independence of participants” (Akhmetova et al., 2017). This approach is essential for fostering their self-efficacy and significantly contributes to their professional growth, particularly within the training programs I conduct.

I primarily design and facilitate corporate skills and fraud mitigation systems training courses tailored for adult learners. New hires come from various backgrounds but work within the same department and often the same team. The roles within the Security Division operate in a fast-paced and high-pressure environment, which can be overwhelming for new employees, whether they are internal or external hires. To mitigate this issue, I adapt my facilitation techniques to foster genuine collaboration through a variety of activities that encourage participants to uncover insights and solutions through guided discussions and interactive exercises, rather than relying solely on traditional lectures. This includes ensuring “open access with the ability of content addition as well as for arrangement of arising questions and information exchange” (Akhmetova et al., 2017).

As previously stated, my facilitation methods, like my design philosophy, are rooted in the principles of flexibility and adaptability tailored to the needs of the learners or the group. The capacity to adjust between various classes or to alter facilitation strategies for learning activities, particularly in real-time, is essential for success. For example, carefully evaluating the class size during the planning of group or discussion activities is crucial, as effectively managing these discussions can pose a considerable challenge in the facilitation process. As Pilkington highlights, steering conversations can be tricky, especially online, where participants can't easily see or hear each other. This often leads to interruptions (Herring, 1999). It is also important to prepare multiple activity options, enabling responsiveness to learners as the course unfolds, especially in synchronous environments.

Personally, I feel that one's course design and facilitation philosophy should compliment and expound upon one another. Overall, my objective is to cultivate learning experiences that stimulate critical thinking, promote effective group dynamics, and ensure that every participant engages meaningfully in a manner that is both authentic and inclusive.



(Navy Federal Cybersecurity Graphic, n.d)

## Reflection and Extension

The process of designing a course for a corporate training environment is quite different from that in formal, particularly higher, education settings. One key challenge I encountered was using a Learning Management System (LMS) to design and deliver the course. My organization does not currently utilize an LMS or any comparable application for training, which meant I was navigating unfamiliar territory. In this sense, I felt "light years behind" some of my peers who had more experience with various pedagogical practices and educational tools. That said, this course has provided a wealth of resources that have enriched my understanding of online course design. I've gained valuable insights into the techniques and considerations necessary for both synchronous and asynchronous learning environments. This experience allowed me to explore some of the varying pedagogical strategies and design considerations necessary for shifting from in-person training to an online or hybrid format to determine what works or doesn't given the context of the course.

One of the most valuable aspects of this course was the opportunity to both give and receive peer feedback, particularly in relation to the LMS setup. The feedback received highlighted the wide range of learner experiences and their varying abilities to navigate course structures. Personally, this reinforced the importance of realigning my philosophies to incorporate more Universal Design of Learning (UDL) practices. Particularly focusing attention to detail in course design—both pedagogical and technological—to minimize potential disruptions to learning. For example, navigational features throughout modules, multiple formats for resources, providing explicit instructions, and most importantly ensuring accessibility to documents. This feedback shows how even the smallest oversight could create challenges for learners, so careful consideration of every aspect of the course is vital to ensuring a smooth and effective learning experience.

Beyond the technical setup of the LMS, the course has emphasized the importance of certain considerations for the design of learning materials. One example is the structure of group or engagement activities. Both synchronous and asynchronous activities require thoughtful planning to foster meaningful interaction and engagement. Clear guidelines are essential to help learners understand how to participate effectively in these activities. However, it's also critical to plan for various unexpected scenarios, as learners or even the facilitator may interpret instructions or encounter technological issues in unpredictable ways.

This reflection prompted additional considerations beyond the scope of this assignment. I found myself evaluating the limitations or restriction of resources within my organization to support training initiatives due to security concerns. Although I have learned about many valuable resources throughout this course that could greatly enhance our training programs, my organization currently prohibits or restricts most of these options. This led to further questions on how these restrictions and technologies like LMS' truly impact pedagogical design choices on learning outcomes.

This course has been an invaluable learning opportunity. It has expanded my knowledge and provided me with practical tools and strategies to apply in my work. I am now better equipped to design effective online learning experiences and to anticipate and address the various considerations that impact learner success.

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