

Texas Business Education

Help Desk

Independent Study Module

TEACHER RESOURCE GUIDE

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Independent Study Module: Help Desk Course Specifications and Description

Course Specifications:

Course Number: 120.64

PEIMS Code: 12031300

Grade Placement: 10-12

Credits: ½-3

Prerequisites: BCIS I

Course Description:

In this course module, students learn how to create and staff a help desk. While there are some technical components, the focus of the module is on students developing the skill needed to interact with an audience in need of technical support. Analysis and problem solving expertise is emphasized.

Course Objective:

This course provides support for students mastering these skills:

- Understand the procedures involved in creating a help desk
- Explore problem-solving techniques
- Create a knowledge base
- Maintain problem/caller logs
- Demonstrate rapport and courtesy with callers
- Analyze problems
- Direct callers to solutions
- Evaluate effectiveness of a help desk

Independent Study Module: Help Desk Texas Essential Knowledge and Skills

Business Computer Information Systems II

1B The student is expected to identify a business problem, determine alternative solutions, and defend a recommendation.

2A The student is expected to exhibit productive work habits and attitudes.

2B The student is expected to prioritize work to fulfill responsibilities and meet deadlines.

2C The student is expected to demonstrate characteristics for successful working relationships, for example, give and receive criticism, and exercise self-control.

3A The student is expected to plan projects considering time and resource management utilizing current and emerging technologies.

3C The student is expected to identify tasks necessary to complete a job.

6A The student is expected to select and apply appropriate technology as tools to address business needs.

6B The student is expected to research emerging information systems tools.

6C The student is expected to perform specific tasks using appropriate specialized hardware and software.

6E The student is expected to research and develop a business project incorporating data imported from various sources.

10A The student is expected to exhibit correct telecommunications ethics and etiquette;

10B The student is expected to develop guidelines for using on-line services.

10C The student is expected to research world-wide information via telecommunications, including cyberpals, global surveys; and research.

12A The student is expected to select operating systems, environments, and utilities appropriate to specific hardware and software.

12B The student is expected to apply operating systems commands.

12D The student is expected to research emerging operating systems.

13A The student is expected to research options for connecting one computer to another.

13B The student is expected to access data storage and output devices using a network.

14A The student is expected to research controls for information systems facilities, data, communications, and applications appropriate to specific risks.

14C The student is expected to apply procedures used to restart and recover from situations such as system failure and computer virus.

Source: Source: <http://www.tea.state.tx.us/rules/tac/ch120.html>

Independent Study Module: Help Desk
TAKS Objectives Crosswalk with TEKS

Language Arts

Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.

(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.

(7) Reading/comprehension. The student comprehends selections using a variety of strategies.

(8) Reading/variety of texts. The student reads extensively and intensively for different purposes and in varied sources, including American literature.

Objective 3: The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.

(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.

(7) Reading/comprehension. The student comprehends selections using a variety of strategies.

(10) Reading/literary response. The student expresses and supports responses to various types of texts.

(12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources.

Objective 4: The student will, within a given context, produce an effective composition for a specific purpose.

(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.

(2) Writing/writing processes. The student uses recursive writing processes when appropriate.

(5) Writing/evaluation. The student evaluates his/her own writing and the writings of others.

Objective 5: The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.

(2) Writing/writing processes. The student uses recursive writing processes when appropriate.

(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.

(5) Writing/evaluation. The student evaluates his/her own writing and the writings of others.

Objective 6: The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.

(2) Writing/writing processes. The student uses recursive writing processes when appropriate.

(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.

(5) Writing/evaluation. The student evaluates his/her own writing and the writings of others.

Source: <http://www.tea.state.tx.us/student.assessment/taks/booklets/reading/gr11.pdf>

ISM: Help Desk
6 Week Scope and Sequence

TEXAS MARKETING EDUCATION SCOPE & SEQUENCE FORM Travel and Tourism Marketing Independent Study GRADE LEVEL 10-12	
OBJECTIVES (Skill/Concept)	<i>Time</i>
– Help Desk TEKS – 1B, 2A, 2B, 2C, 3A, 3C, 6A, 6B, 6C, 6E, 10A, 10B, 10C, 12A, 12B, 12D, 13A, 14A, 14C TAKS – LA1, LA3, LA4, LA5, LA6	6 weeks
Lesson 1—Help Desk Development OBJECTIVES: 1. The student will develop an understanding of the components involved in creating an online help desk.	1 week
Lesson 2—Problem Solving OBJECTIVES: 1. The student will learn to solve problems on a help desk.	1 week
Lesson 3—Knowledge Base OBJECTIVES: 1. The student will create a knowledge base to use as a component of the help desk.	1 week
Lesson 4—Caller Interaction OBJECTIVES: 1. The student will learn how to work with synchronous help desk calls.	1 week
Lesson 5—Evaluation OBJECTIVES: 1. The student will learn to evaluate your help desk to improve its usefulness.	1 week
Lesson 6—Capstone OBJECTIVES: 1. The student will demonstrate knowledge of the design and components of a help desk	1 week

If you use this module in a 9-week course, place the lessons within the 9 weeks. Consider giving extra time for Lessons 3 and 6.

Independent Study Module Help Desk

Behavioral Objectives:

This module helps students master these skills:

- Understand how to create an online help desk
- Explore problem-solving techniques
- Create a knowledge base
- Maintain problem/caller logs
- Demonstrate rapport and courtesy with callers
- Analyze problems
- Direct callers to solutions
- Evaluate effectiveness of a help desk

BCIS II TEKS:

1B, 2A, 2B, 2C, 3A, 3C, 6A, 6B, 6C, 6E, 10A, 10B, 10C, 12A, 12B, 12D, 13A, 14A, 14C

TAKS:

Language Arts Objectives 1, 3, 4, 5, 6

Module Overview:

An independent study module (ISM) is designed to allow students to develop knowledge and expertise at their own pace and with minimal supervision. You are a facilitator rather someone who delivers direct instruction. The materials included in this ISM are directed to the student and are intended for their use. The rubrics and instructions provide the information both you and the students need to evaluate the completeness and depth of the experience.

Help desks are becoming one answer to computer users' need to solve their technology problems and get answer to their questions. They come in two "flavors." One is synchronous, which is generally in the form of a phone answering system. The other is asynchronous and consists of FAQs and tutorials along with email. Each has its advantages and disadvantages. Students who can understand the workings of both systems are highly valued in the IT world.

Students who elect to complete the Help Desk ISM have the opportunity to gain advanced computer skills particularly related to the Internet and technology terms.

Independent Study Module Help Desk Assessment Summary

Students submit these deliverables for your review. The rubrics for each question or activity are included in the Student Guide as part of each activity. Since each item is worth 100 points, you can average the individual grades for a module grade.

#	Points	Question or Activity
1.	100	Online Help Desk Site Reviews
2.	100	Components And Design Of Online Help Desk Report
3.	100	Survey
4.	100	Statement Of Choices
5.	100	Problem Solving List
6.	100	Revised Problem Solving List
7.	100	Flow Chart
8.	100	Problem Solving Answers I
9.	100	Problem Solving Answers I
10.	100	Knowledge Base Report
11.	100	Knowledge Base Resources
12.	100	FAQs
13.	100	Knowledge Base Tutorial
14.	100	Call Etiquette
15.	100	Phone Log
16.	100	Completed Phone Log
17.	100	Etiquette Evaluation
18.	100	Revised Log
19.	100	Spreadsheet
20.	100	Chart
21.	100	Report
22.	100	Satisfaction Survey
23.	100	Online Help Survey
24.	100	Online Help Desk Site

Lesson 1: Help Desk Development

Lesson Purpose:

The student develops an understanding of the components involved in creating an online help desk.

TEKS:

1B, 2A, 2B, 2C, 3A, 3C, 6A, 6B, 6C, 6E, 10C, 14A

TAKS:

LA1, LA3, LA4, LA5, LA6

Behavioral Objectives:

This module helps students master the skill to discuss the design of a help desk

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Online help desk site reviews	100	
Components and design of online help desk report	100	
Survey	100	
Statement of Choices	100	
Lesson Total	400	
Normalized Lesson Total	100	

Activity 1.1: Online Help Desks

Activity Purpose:

The student uses web sites to learn about the setup of online help desks.

TEKS:

2A, 2B, 3C, 6B, 6C, 10C, 14A

TAKS:

LA1, LA3, LA4, LA5, LA6

Link to Facilitator Resources

None

Facilitation Tips

This assignment is quite long and might intimidate students as the first activity. Encourage them not to get discouraged and assure them that not all assignments will be as long.

Assessment Deliverables:

Students submit the following:

- Online help desk site reviews
- Components and design of online help desk report

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity 1.2: Support Areas

Activity Purpose:

The student chooses areas of support for an online help desk.

TEKS:

1B, 2A, 2B, 2C, 3A, 3C, 6A, 6C, 6E

TAKS:

LA4, LA5, LA6

Link to Facilitator Resources

None

Facilitation Tips

Students might not understand the difference between this activity and the previous one. Help them understand that the first activity was a survey of what others have done. This activity lets them choose what they think is essential, based on a variety of resources.

Assessment Deliverables:

Students submit the following:

- Survey
- Statement of Choices

Assessment Rubric

Please refer to the student materials for the assessment rubric.

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Lesson 2: Problem Solving

Lesson Purpose:

The student learns to solve problems on a help desk.

TEKS:

1B, 2A, 2B, 2C, 3A, 3C, 6A, 6B, 6C, 10B, 10C, 12B, 14C

TAKS:

LA1, LA3, LA4, LA5, LA6

Behavioral Objectives:

This module helps students master the skill of solving a technology problem

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Problem solving list	100	
Revised problem solving list	100	
Flow chart	100	
Problem Solving Answers I	100	
Problem Solving Answers I	100	
Lesson Total	500	
Normalized Lesson Total	100	

Activity 2.1: Problem-Solving Steps

Activity Purpose:

The student develops a series of steps to problem solve IT questions.

TEKS:

2A, 2B, 2C, 3C, 6A, 6B, 6C, 10B, 10C

TAKS:

LA1, LA3, LA4, LA5, LA6

Link to Facilitator Resources

None

Facilitation Tips

It might be necessary to provide some instruction in good questioning techniques particularly encouraging students to think of ways to elicit something other than “yes” or “no” responses.

Assessment Deliverables:

Students submit the following:

- Problem solving list
- Revised problem solving list

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity 2.2: Problem Solving Flow Chart

Activity Purpose:

The student creates a flow chart to problem solve.

TEKS:

1B, 2A, 2B, 3A, 3C, 6A, 6B, 6C

TAKS:

None

Link to Facilitator Resources

None

Facilitation Tips

Students might not be familiar with the concept of a flow chart. You might need to demonstrate ways to attach each box using arrows. If you can find examples of other flow charts to mount in your classroom, this will also help.

Assessment Deliverables:

Students submit the following their Flow Chart

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity 2.3: Problem-Solving Questions

Activity Purpose:

The student uses problem-solving questions to gather information.

TEKS:

1B, 2A, 2B, 2C, 3C, 6A, 6B, 6C, 12B, 14C

TAKS:

None

Link to Facilitator Resources

None

Facilitation Tips

If there is a problem that has come up in class previously, you can use it as a good example of a problem solving example.

Assessment Deliverables:

Students submit the following:

- Problem Solving Answers I
- Problem Solving Answers II

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Lesson 3: Knowledge Base

Lesson Purpose:

The student creates a knowledge base to use as a component of the help desk.

TEKS:

2A, 2B, 2C, 3A, 3C, 6A, 6B, 6C, 6E, 10C, 12A, 12D, 13A, 14A, 14C

TAKS:

LA1, LA3, LA4, LA5, LA6

Behavioral Objectives:

This module helps students master the skill of adding information to a knowledge base

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Knowledge base report	100	
Knowledge base resources	100	
FAQ	100	
Knowledge base tutorial	100	
Lesson Total	400	
Normalized Lesson Total	100	

Activity 3.1: Knowledge Base Survey

Activity Purpose:

The student surveys knowledge bases to develop help desk expectations.

TEKS:

2A, 2B, 3C, 6B, 6C, 6E, 10C, 12D, 13A, 14A

TAKS:

LA1, LA3, LA4, LA5, LA6

Link to Facilitator Resources

None

Facilitation Tips

You need to provide students with an acceptable means of recording web site sources. Some schools require extensive information; others only ask for the web address.

Assessment Deliverables:

Students submit their knowledge base report

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity 3.2: Knowledge Base Resources

Activity Purpose:

The student creates a knowledge base resource list.

TEKS:

1B, 2A, 2B, 3C, 6A, 6B, 6C, 6E, 10C, 12D, 13A

TAKS:

LA1, LA3, LA4, LA5, LA6

Link to Facilitator Resources

None

Facilitation Tips

If your school already has a knowledge base in place, you can use this as a starting place for students.

Assessment Deliverables:

Students submit their Knowledge Base Resources

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity 3.3: Frequently Asked Questions

Activity Purpose:

The student demonstrates knowledge of FAQs.

TEKS:

1B, 2A, 2B, 2C, 3C, 6A, 6B, 6C, 6E, 10C, 12D, 13A, 14A, 14C

TAKS:

LA4, LA5, LA6

Link to Facilitator Resources

None

Facilitation Tips

It will be very difficult for students to avoid copying information from other sites. You might set criteria that say that no more than two or three words can be duplicated unless they are technical terms. Demonstrate the ease of finding examples of plagiarism using a search engine.

Assessment Deliverables:

Students submit their FAQs

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity 3.4: Knowledge Base Tutorial

Activity Purpose:

The student creates a knowledge base tutorial.

TEKS:

1B, 2A, 2B, 2C, 3A, 3C, 6A, 6B, 6C, 6E, 12A

TAKS:

LA4, LA5, LA6

Link to Facilitator Resources

None

Facilitation Tips

This activity might be quite time consuming for students. Allow plenty of time for them to complete it. If students have Web experience, encourage them to use it since PowerPoint presentations can require long download times for the users.

Assessment Deliverables:

Students submit their Knowledge Base Tutorial

Assessment Rubric

Please refer to the student materials for the assessment rubric.

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Lesson 4: Caller Interaction

Lesson Purpose:

The student learns how to work with synchronous help desk calls.

TEKS:

1B, 2A, 2B, 2C, 3A, 3C, 6A, 6B, 6C, 6E, 10A, 10B, 10C

TAKS:

LA1, LA3, LA4, LA5, LA6

Behavioral Objectives:

This module helps students master the skill of responding effectively to help desk callers

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Call etiquette	100	
Phone log	100	
Completed phone log	100	
Etiquette evaluation	100	
Revised log	100	
Lesson Total	500	
Normalized Lesson Total	100	

Activity 4.1: Call Recording

Activity Purpose:

The student learns to develop information used in responding to a call to the help desk.

TEKS:

1B, 2A, 2B, 2C, 3C, 6B, 6C, 6E, 10A, 10B, 10C

TAKS:

LA1, LA3, LA4, LA5, LA6

Link to Facilitator Resources

None

Facilitation Tips

An extension to this activity would be to set up email guidelines for the help desk.

Assessment Deliverables:

Students submit the following:

- Call etiquette
- Phone log

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity 4.2: Help Desk Practice

Activity Purpose:

The student learns to answer help desk calls.

TEKS:

1B, 2A, 2B, 2C, 3C, 6A, 6C, 10A

TAKS:

None

Link to Facilitator Resources

None

Facilitation Tips

Students might find it helpful to use a tape recorder or the sound recorder on their computer to listen to and evaluate their responses.

Assessment Deliverables:

Students submit the following:

- Completed phone log
- Etiquette evaluation

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity 4.3: Revised Log

Activity Purpose:

The student revises their phone log based on their experience.

TEKS:

1B, 2A, 2B, 2C, 3A, 3C, 6A, 6C, 6E, 10B

TAKS:

None

Link to Facilitator Resources

None

Facilitation Tips

Students might resist “editing” their logs feeling they did good work initially. It might take some encouraging to help them see that all work (even good work) can be improved.

Assessment Deliverables:

Students submit their Revised Log

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Lesson 5: Evaluation

Lesson Purpose:

The student learns to evaluate their help desk to improve its usefulness.

TEKS:

1B, 2A, 2B, 3A, 3C, 6A, 6B, 6C, 6E, 10A, 10B, 10C

TAKS:

LA1, LA3, LA4, LA5, LA6

Behavioral Objectives:

This module helps students master the skill of evaluating a help desk.

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Spreadsheet	100	
Chart	100	
Report	100	
Satisfaction survey	100	
Online Help Survey	100	
Lesson Total	500	
Normalized Lesson Total	100	

Activity 5.1: Call Tracking

Activity Purpose:

The student learns to measure help desk calls.

TEKS:

1B, 2A, 2B, 3A, 3C, 6C, 6E,

TAKS:

LA4, LA5, LA6

Link to Facilitator Resources

None

Facilitation Tips

This activity requires students to use a variety of skills they should have learned in other classes. If students have “forgotten” or are unfamiliar with spreadsheets options, you might need to do a brief tutorial.

Assessment Deliverables:

Students submit the following:

- Spreadsheet
- Chart
- Report

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity 5.2: Satisfaction Survey

Activity Purpose:

The student learns to create a satisfaction survey.

TEKS:

1B, 2A, 2B, 3A, 3C, 6A, 6B, 6C, 6E, 10B, 10C,

TAKS:

LA1, LA3

Link to Facilitator Resources

None

Facilitation Tips

If students have the skills, let them create a functioning online survey they can incorporate in the capstone.

Assessment Deliverables:

Students submit their Satisfaction Survey

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity 5.3: Online Help Evaluations

Activity Purpose:

The student develops a means of measuring the effectiveness of online help.

TEKS:

1B, 2A, 2B, 3A, 3C, 6A, 6B, 6C, 6E, 10A, 10B, 10C

TAKS:

LA1, LA3

Link to Facilitator Resources

None

Facilitation Tips

This activity encourages students to use a creative approach to solving a problem. It might be helpful to have a brainstorming session once students have completed their survey of sites.

Assessment Deliverables:

Students submit their Online Help Survey

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Lesson 6: Capstone

Lesson Purpose:

The student demonstrates knowledge of the design and components of a help desk

TEKS:

1B, 2A, 2B, 3A, 3C, 6A, 6C, 10A, 10B, 12A,

TAKS:

LA4, LA5, LA6

Behavioral Objectives:

This module helps students master the skill of Design a help desk

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Online help desk site	100	
Lesson Total	100	
Normalized Lesson Total	100	

Activity 6.1: Online Help Desk Design

Activity Purpose:

The student creates an online help desk.

TEKS:

1B, 2A, 2B, 3A, 3C, 6A, 6C, 10A, 10B, 12A

TAKS:

LA4, LA5, LA6

Link to Facilitator Resources

None

Facilitation Tips

Students who have no experience designing their own sites might need help from those with such skills. It might be necessary to let a “resource person” do the design at the direction of the online designer.

Allow enough time for students to complete this activity.

Assessment Deliverables:

Students submit their Online Help Desk Site

Assessment Rubric

Please refer to the student materials for the assessment rubric.