Task-Based Activity Development

Developing Task-based, Authentic Learning Activities for OALCF Paths

Parts A & B

February 2014
1:00 – 3:00 pm

Facilitated by:
Anne Ramsay & Jane Tuer

Partnership of:
QUILL LN & PRLN
# Webinar Agenda*

**Part A:**
- Tasks & task sets
- Tasks vs. Skill building
- Theoretical basis
- Introduction to complexity

**1st Webinar**
- Parts A & B

**Part B:**
- Characteristics of a good document
- Level the task not the document
- How to find documents for specific paths

**2nd Webinar**
- Part C

**Part C:**
- Complexity scale
- Task Checklist

**3rd Webinar**
- Review & Samples

**Part D:**
- Complexity in-depth
- Review
- Final Assignment

---

*Adapted from 'Developing Work-Related Learning Materials'. SkillPlan BC 2007 Essential Skills Workshop”, Jane Tuer and Through the Worker’s Eyes, 2009
Goals & Outcomes

Goal:
• Train 100 practitioners across Ontario
• Create 100 Tasks sets for inclusion on the Portal
  
  http://taskbasedactivitiesforlbs.ca/

Outcomes:
By the end of the webinar series, practitioners will have:
• Enhanced ability to recognize and acquire good quality authentic documents
• Increased capacity to create task sets
• Enhanced understanding of how tasks are different from skill building activities
• Increased ability to create high-quality, task-based learning activities
• Increased understanding of how to dissect tasks into OALCF competencies
• Increased capability to understand and assign complexity levels to their tasks
Expectations

• You are **knowledgeable practitioners**
• You have a range of experience and time in the field
• Some of this will be new and some of this will be a review
• Please ask questions – this is a specific approach
• We are going to slow down to speed up
• You must attend all 3 webinars in the session (no substitutes)
• To get the most out of this webinar: read **Practitioner Guide**, do the activities & the homework
Part A Agenda

- What is a task?
- Tasks vs. skill building activities
- Theoretical backbone
- 3 Steps to creating a task
- 3 parts of a task
- Matching tasks to goal paths
- Introduction to Complexity
- Using existing tasks & creating more

Adapted from ‘Developing Work-Related Learning Materials’. SkillPlan BC 2007 Essential Skills Workshop”, Jane Tuer and Through the Worker’s Eyes, 2009
What is a task?*

A task-based learning activity or task set is a set of questions that replicate an authentic experience that the learner will have in any one of five paths: employment, secondary credits, independence, post-secondary and apprenticeship.

The emphasis is on authenticity (situation, conditions and document) and the use of integrated skills to accomplish the task set. It is similar to a demonstration of learning – an integrated opportunity to demonstrate learning progress.

*Refer to Page 5 of Practitioner Guide
We will use the term “task set” throughout this webinar session.

Task Sets:
3 + questions associated with the same authentic document.
• Each question or “task” is independent of one another
• One answer does not affect the others
• Begins with the easiest question and builds in complexity
• Scaffolds or bridges learners from less complexity to more, therefore building their confidence, skills and application of learning
“Pretend you are . . .”

Just to be clear . . .

Authentically-based tasks do not involve pretending or artificial situations.

It is a conscious effort to replicate a realistic context for a learning activity.
Tasks focus on the application of integrated skills to answer the questions. It is an opportunity to demonstrate learning in an authentic way.

E.g. Questions based on replicating tasks on the job using authentic workplace documents - “Room rates are net charges. What additional charges are there?”

Skills development activities focus on discreet skills and are usually not based on authentic situations. It allows for skill practice and enhancement.

E.g. Spelling tests or tables of multiplication questions

*Refer to Page 5 of Practitioner Guide
Level the Task!

Key Rule of Thumb: Level the Task not the document

Tasks have levels and competencies and skill domains ascribed to them.

Authentic documents do not.
Spiral of Learning

Skills
Curriculum

Task Sets
Individual Needs

Skills
Curriculum

Task Sets
Individual Needs
Bloom’s Taxonomy

6 Levels: Things learners can do. Types of cognitive processing.
Mosenthal Taxonomy - Periodic Table of Learning

What info is learner looking for?

What does the learner have to do to get the answer?

What info is given to help learner find the answer?

Refer to handout: “Mosenthal Taxonomy”
TORI - Type of Requested Information: What info is learner looking for?

TOP - Type of Processing: What does the learner have to do to get the answer?

TOM - Type of Match: What info is given to help learner find the answer?
What Makes a Task Complex?

Overview of Literacy Tasks Complexity Factors

Structural Complexity (Materials)
• Readability of Prose
• Document complexity
  a. Number of labels
  b. Number of specific items

Complexity of Process (Strategies)
• Prose and Document
  a. Type of information requested
  b. Type of match
  c. Plausibility of distractors
What Makes a Task Complex?

Overview of Numeracy Tasks Complexity Factors

Quantitative

a. Operation specificity
b. Type of calculation

Type of arithmetic operation in order of complexity:
• Single addition (easiest)
• Single subtraction
• Single multiplication
• Single division
• Combination of two or more operations
Essential Skills and OALCF

- Reading Text
- Document Use
- Writing
- Numeracy or Math
- Thinking Skills
- Oral Communications
- Working With Others
- Computer Use
- Continuous Learning
- Find and Use Information
- Communicate Ideas and Information
- Understand and Use Numbers
- Use Digital Technology
- Manage Learning
- Engage with Others

Ramsay/Tuer et al 2014
More OALCF Info

Refer to the teal document:

*Ontario Adult Literacy Curriculum Framework*
*Curriculum Framework*

Ontario Ministry of Training, Colleges and Universities
March 2011
Three Step Process

Step 1: Collect Documents

Step 2: Develop Focused Learning Activities

Step 3: Control Instructional Focus, Complexity
5 Pathways in LBS

- Independence
- Academic
- Work-related
- Secondary school credits
- Apprenticeship
- Post-secondary
- Employment
What is a employment task?

At the workplace, a worker’s job is to complete a series of tasks. The worker may enter information on a form, locate information in a manual or check dates and times on as schedule. The tasks you develop should replicate these kinds of worker tasks.

To check if your task has a worker focus, ask yourself:

Does the worker do this on the job?

Source: Developing Work-related Learning Materials by SkillPlan, BC
Why use work-related activities for those in the Employment/Apprenticeship Pathway?

- Workers usually have a purpose for reading on the job
- Workers do activities throughout the day and often use materials/documents to complete them
- Work-related activities in a learning program simulate tasks that workers do on the job
- Allow learners to build and practice skills
What are academic tasks?

Academic tasks more closely resemble skills-based learning activities since the setting is the development of specific, academic skills. They are like the assignments and tests given in classroom situations.

Tasks that replicate post-secondary and secondary school credit (SSC) assignments and learning activities.

Post-secondary education (PSE) usually has a mix of traditional academic learning activities and employment tasks. PSE prepares people for specific jobs or industry sectors.

SSC involves mostly academic learning activities for the accomplishment of curriculum outcomes for specific credit courses.
What are independence tasks?

Tasks taken from “real life” situations and relevant to the variety of roles that an individual has in their life. E.g. parent, caregiver, community volunteer, patient, coach, mentor, religious community member, etc.

A wide range of possibilities involving various authentic documents. E.g. rental agreement, medical forms, school newsletters, newspapers, agency brochures, travel documents, etc.
Three Steps to take for developing pathway-focused learning activities

1. Collect documents related to pathway
2. Develop pathway-focused learning activities
3. Decide on an instructional focus
Three Parts of a Learning Activity

1. Tasks or questions
2. Document - Authentic Work-Related Materials
3. Instructional Focus – purpose for learning

Adapted from ‘Developing Work-Related Learning Materials’. SkillPlan BC 2007 Essential Skills Workshop”, Jane Tuer and Through the Worker’s Eyes, 2009
Task:
Circle the hand signal for STOP.

Level One - locate
Task: Which levels of apprenticeship are considered probationary?

Level Two - cycle
Task:
What is the similarity between the tail length of a standard 6 to 8 strand wire rope and a Rotation Resistant wire rope?

Assembly Safety
- Use only with standard 6 to 8 strand wire rope of designated size. For intermediate size rope, use next larger size socket. For example: When using 9/16” diameter wire rope use a 5/8” size Wedge Socket Assembly. Welding of the tail on standard wire rope is not recommended. The tail length of the dead end should be a minimum of 6 rope diameters but not less than 6”. (See Figure 1)
- To use with Rotation Resistant wire rope (special wire rope constructions with 8 or more outer strands) ensure that the dead end is welded, brazed or seized before inserting the wire rope into the wedge socket to prevent core slippage or loss of rope lay. The tail length of the dead end should be a minimum of 20 rope diameters but not less than 6”. (See Figure 1)

Assembly Safety
- Use only with standard 6 to 8 strand wire rope of designated size. For intermediate size rope, use next larger size socket. For example: When using 9/16” diameter wire rope use a 5/8” size Wedge Socket Assembly. Welding of the tail on standard wire rope is not recommended. The tail length of the dead end should be a minimum of 6 rope diameters but not less than 6”.
- Align live end of rope, with center line or pin. (See Figure 1)
- Secure dead end section of rope. (See Figure 1)
- DO NOT ATTACH DEAD END TO LIVE END. (See Figure 2)
- Use hammer to seat Wedge and Rope as deep into socket as possible before applying first load.

Operating Safety
- Apply first load to fully seat the Wedge and Wire Rope in the socket. This load should be of equal or greater weight than loads expected in use.
- Efficiency rating of the Wedge Socket termination is based upon the catalog breaking strength of Wire Rope. The efficiency of properly assembled Wedge Socket is 80%.
- During use, do not strike the dead end section with any other elements of the rigging (Called two-blocking).
<table>
<thead>
<tr>
<th>Action required</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate</td>
<td>Find the info requested in the activity (OALCF 1)</td>
<td>What is the price of one bag of oranges or <strong>locate the ace of spades</strong>?</td>
</tr>
<tr>
<td>Cycle</td>
<td>Repeat the same search or a similar search several times (OALCF 2)</td>
<td>List the names and file numbers of customers who paid by credit card or <strong>locate 4 aces</strong>.</td>
</tr>
<tr>
<td>Integrate</td>
<td>Compare and contrast info from 2 or more different sources (OALCF 3)</td>
<td>Compare the 2 lists. Which type of brush is better for painting on metal surfaces or <strong>locate and order all the hearts from Ace to King</strong>?</td>
</tr>
<tr>
<td>Generate</td>
<td>Take info from 2 or more sources, including background info or inference</td>
<td>Explain why sales have decreased since the beginning of the month or <strong>locate the highest 3 hands for most popular card games</strong>.</td>
</tr>
</tbody>
</table>

Ramsay/Tuer et al 2014
Using what you’ve got

Time for a webinar poll and your questions/comments.

1. Do you already have documents, learning activities and demonstrations that you are using that fit the “task set” structure?

2. If not or you are not sure, do you have some that you can adapt?

3. How many of you have looked at the QUILL Task Portal?
Part B Agenda

- Characteristics of a good document
- Level the task not the document
- What’s good?
- How to find documents for specific paths

Adapted from ‘Developing Work-Related Learning Materials’. SkillPlan BC 2007 Essential Skills Workshop”, Jane Tuer and Through the Worker’s Eyes, 2009
Three Step Process

Step 1: Collect Documents

Step 2: Develop Focused Learning Activities

Step 3: Control Instructional Focus, Complexity

Ramsay/Tuer et al 2014
Step 1: Collect Documents
Step 1

- Talk to people
- Go to different workplaces, schools, websites, etc
- Set up an interview
- Explain the purpose of collecting documents
- Review Essential Skills Profiles to get some ideas

*Refer to Practitioner Guide pages 12-15*
Characteristics of Good Documents*

1. Authentic
2. Well-written and well-designed
3. Visually interesting
4. Useful for replicating several real-life tasks
5. Typically used in real-life (generic)

*Refer to Practitioner Guide pages 12-15
Good Documents:

- Address the skill, job or learning outcome being worked on
- Expand on general knowledge
- Don’t require context or background about the workplace for the learner to complete the task
- Integrate different Essential Skills/OALCF competencies
Good documents also:

- Reflect typical tasks workers do frequently on the job or in class
- Comply with current standards (i.e. First Aid)
Avoid documents that are:

- Too technical - choose only if typical to the job or typically used in the pathway
- Several pages long - choose specific sections equal to one page
- Gender or culturally biased
- Bilingual on the same page - this adds level of difficulty for learner
Document Checklist*

- Information is displayed in typical format
- Satisfies the instructional purpose
- Is visually interesting, Canadian content
- Contains enough info to allow someone not familiar with the job to use it

*Refer to pdf “Document Checklist”
Document Checklist continued

☑ Has potential for reading, writing, document use and/or numeracy tasks

☑ Is authentic

☑ Has minor errors such as misspelling corrected

☑ Permission received by employer to use; approval given/names changed if needed
Webinar Exercise:
Is this a good document?

As a group, let’s review the strengths and weaknesses of each document (A, B, C).

These documents are all from SkillPlan BC.

Take a few minutes to review the documents and complete the Exercise 1: Choosing Workplace Documents Worksheet.
Items for purchase each month:

* lined paper, 12 packs
* 10 binders
* pack of pencils
* pack of black or blue ink pens
* 4 packs of coloured copy paper - green, blue, yellow, purple, pink
* file folders, legal
* pack of dry erase markers (gray with white end)

On the last Thursday of each month, check the supplies. May change the amount ordered each month as needed.
Sales over the past decade

COMPARISON OF MODEL 453 AND MODEL A12

Model A12, launched in 1998, is showing increased popularity over our classic Model 453.
EMPLOYEE HANDBOOK
EVENING OFFICE SHUT DOWN PROCEDURE

NOTE: THIS PROCEDURE MUST BE PERFORMED EVERY EVENING
AFTER THE LAST EMPLOYEE LEAVES THE OFFICE FOR THE
DAY. THERE HAVE BEEN SEVERAL RECENT BREAK-INS IN THE
BUILDING, SO LOCKING UP IS EXTREMELY CRUCIAL.

Doors and windows. Before leaving, check that the back
doors and windows are properly closed and locked. Take
special care with the top lock on the front door. TURN ON
THE SECURITY ALARM.

Equipment. Turn off the photocopier and the computers. You
may log off the computer during the weekday but computers
must be shut off during long weekends and holidays.

Temperature. Check temperature settings before leaving.
Turn off the air conditioner or heater at the end of the day.

Mail. Check that the outgoing mail has the correct amount
of postage before drop off at the post office.

SET THE ANSWERING MACHINE. Ensure that the evening tape
is in the machine, and the lunch tape is placed in the case.
ON FRIDAYS, use the weekend tape.

If there are concerns, leave an email with the supervisor
of the FOLLOWING WORK DAY, or leave a memo on
the message board in the staff kitchen area. Concerns
include messenger parcel pick up, maintenance follow up
for problems such as burnt out lights, or general Client Call
Back. For other types of follow up, please see the
Handbook section on shift exchange, vacation and sick leave.

WORKING IN THE EVENINGS OR ON THE WEEKENDS

NOTE FOR NEW EMPLOYEES

Employees who work past 6:00 in the evenings or during the
day on the weekends must inform the front desk. Be aware
that building security will be checking in at regular
intervals and may ask for employee identity cards, even if
Finding Authentic Documents

Where have you found authentic documents for any of the pathways?

Name the source & pathway.

Live webinar participants:
Please use “question” window.
Part A & B Quiz

Using the Polling feature and comment box for your responses:

1. Which is the correct list of types of processing?
   a) Identify, narrate, list, persuade
   b) Sort, define, summarize, justify
   c) Identify, define, explain correspond

2. What does TORI stand for?
   a) Type of required information
   b) Type of recorded information
   c) Type of requested information

3. Good documents require background knowledge or experience to read or use them. True or False

4. LCIG = Locate, Cycle, ?????, Generate – Please type in your answer.
Your Homework

1. **Read the Practitioner Guide, if you haven’t already.**
2. Gather 1 – 2 authentic documents – review them based on document checklist
3. Gather 1 – 2 current demonstrations or learning activities you have already
4. Revise your learning activities based on what you learned today