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:
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Partnership of:
QUILL LN & PRLN

Webinar Agenda*

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

**1rst 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

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

**3rd Webinar
Review & Samples**

*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

Task Set

We will use the term "task set" through out 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 vs Skills Development

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
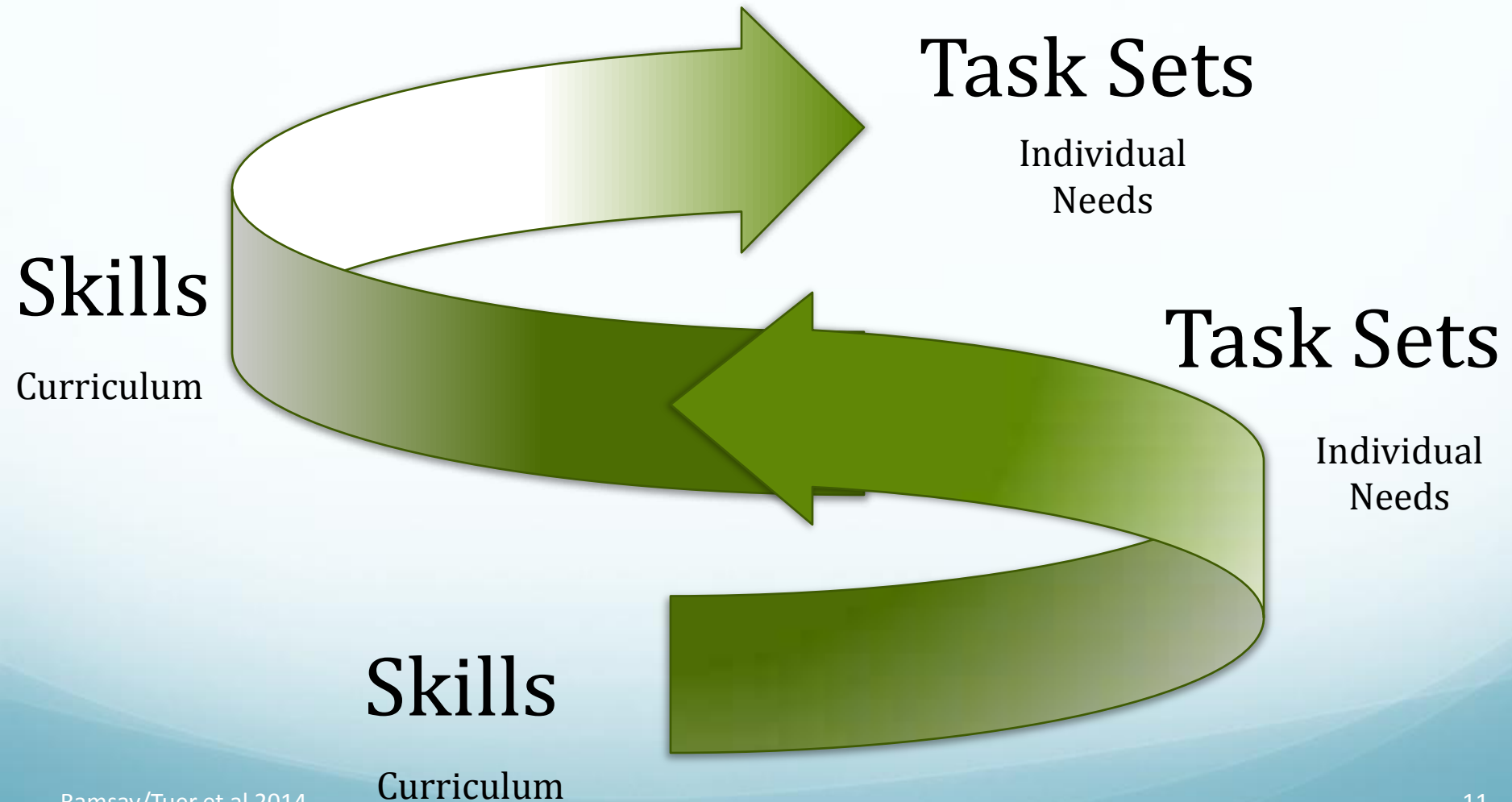
Level the Task!

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

Task Sets

Individual Needs

Skills

Curriculum

Task Sets

Individual Needs

Skills

Curriculum

Bloom's Taxonomy

6 Levels: Things learners can do. Types of cognitive processing.

Creating

Evaluating

Analyzing

Applying

Understanding

Remembering

New Version

Mosenthal Taxonomy - Periodic Table of Learning

A.I.M. Learning System™

Periodic Table of Learning

The Mosenthal Taxonomy

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?

Types of Requested Information		Identify	Sort	Define/Describe	Narrate	Summarize	Compare/Contrast	Explain	Justify	Persuade
Zone 6 Generalized Conditions	Goal Set-Up, Main Idea/Theme/Lesson, Pattern/Predict, Process/Procedure, Equivalent, Indeterminate									
Zone 5 Relational Conditions	Cause/Effect, Assertion/Evidence Reason/Outcome, (problem set-up, solution set-up) Similarity/Difference									
Zone 4 Status Conditions	Condition (goal, problem, solution) Criteria Parts/Whole									
Zone 3 Action Qualifiers	Manner, Sequence Purpose/Function									
Zone 2 Actions & Qualifiers	Location, Action, Attribute, Amount, Time, Type									
Zone 1 Nouns	Person, Animal, Thing, Place, (group)									

Types of Processing

Types of Match: Locate, Cycle, Integrate, Generate

Refer to handout: "Mosenthal Taxonomy"

TORI, TOP, TOM

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?

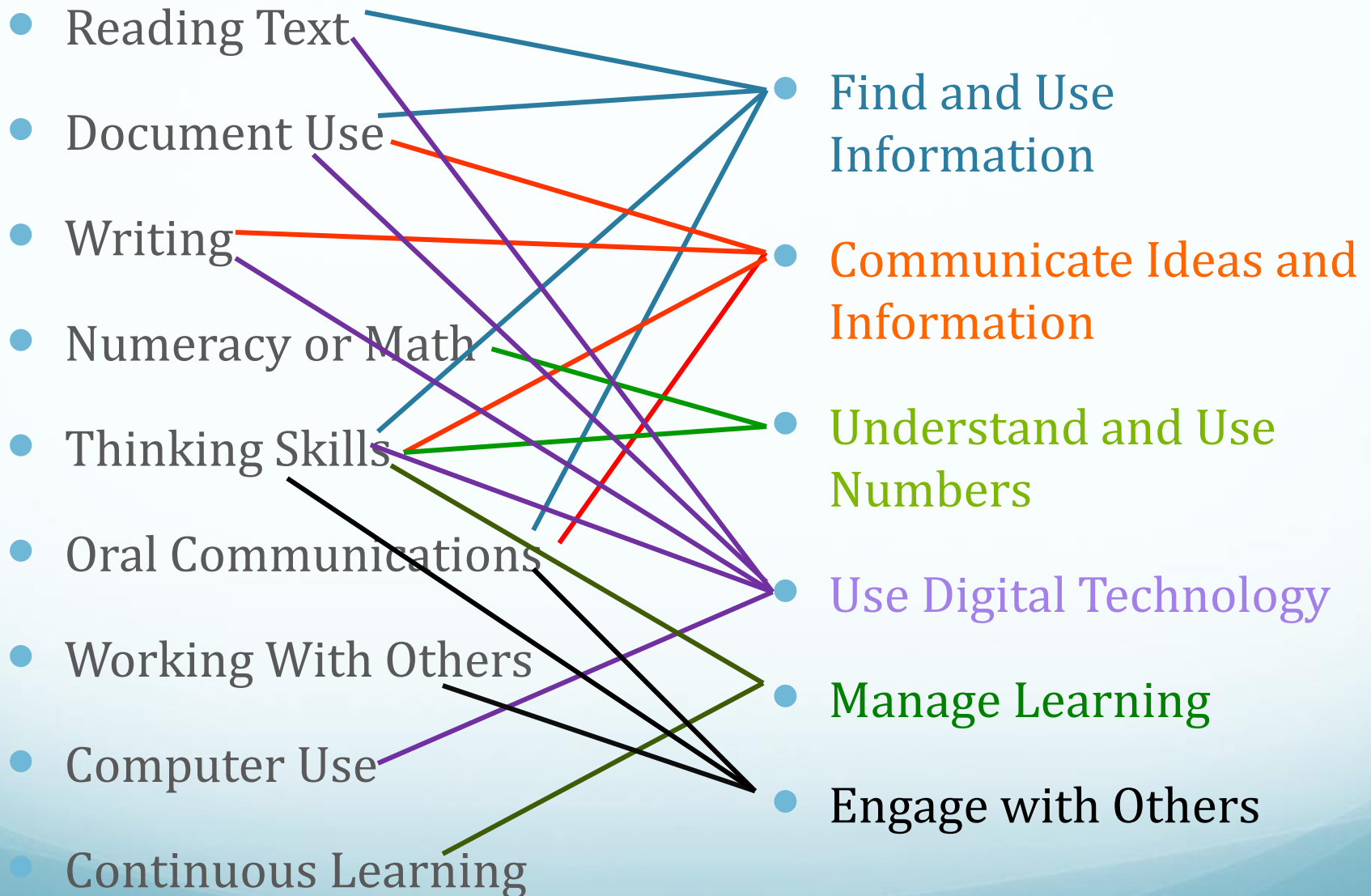**Overview of Numeracy Tasks Complexity Factors**

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

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, medial 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

Standard hand signals for controlling crane operations - crawler, locomotive and truck cranes
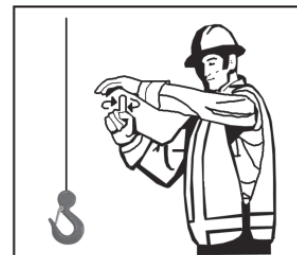
MOVE SLOWLY. Use one hand to give any motion signal and place other hand motionless in front of hand giving the motion signal. (Hoist slowly shown as example).
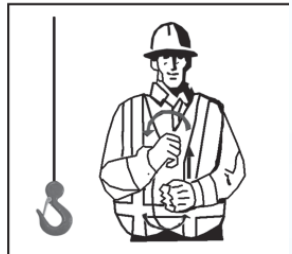
STOP. Both arms outstretched at the sides horizontally, fingers outstretched.
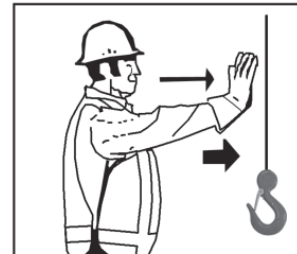
TRAVEL. Arm extended forward, hand open and slightly raised, make pushing motion in direction of travel.
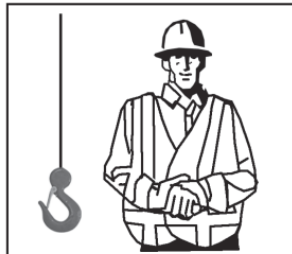
DOG EVERYTHING. Clasp hands in front of body.

TRAVEL. (Both Tracks). Use both fists in front of body, making a circular motion about each other, indicating direction of travel; forward or backward (For crawler cranes only.)

TRAVEL. (One Track). Lock the track on side indicated by raised fist. Travel oppsite track in direction indicated by circular motion of other fist, rotated vertically in front of body. (For crawler cranes only.)
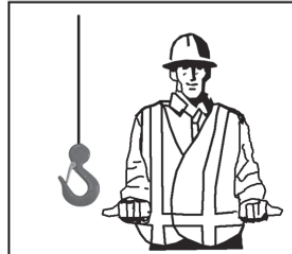
EXTEND BOOM. (Telescoping Booms). Both fists in front of body with thumbs pointing outward. One hand signal may be used.

RETRACT BOOM. (Telescoping Booms). Both fists in front of body with thumbs pointing toward each other. One hand signal may be used.

Task:

Which levels of apprenticeship are considered probationary?

Level Two - cycle

Duties of an Indentured Apprentice:

A. To keep the Coordinator informed of change of his/her address and telephone number.

B. To perform to the best of his/her ability while;
   1. Attending in-school Technical Training.
   2. Employed by a Boilermaker Contractor, either in the Field or Shop.

C. To familiarize him/herself with and faithfully abide by the "Rules and Regulations" governing Apprentices indentured to the Boilermaker ATAC.

   *See Appendix 1

D. To familiarize him/herself with the following documents:
   1. The International Boilermaker Constitution
   2. The Local Lodge By-laws
   3. The Contract(s) between the Local Lodge and the Employer(s)

Scheduled In-School Technical Training:

(A) Each Apprentice shall be required to attend classes in related supplemental instructions as scheduled during their Apprenticeship.

(B) In case of failure on the part of any Apprentices to fulfil their obligations in respect to school attendance or deportment, the Committee shall have the authority to recommend to ITAC that they suspend or revoke their Agreement or to notify the Union of the violation for disciplinary action. The Apprentice hereby agrees to abide by such determination.

(C) The hours attended during a scheduled in-school technical training period will (upon successful completion) be applied immediately to the Apprentice's hour bank.
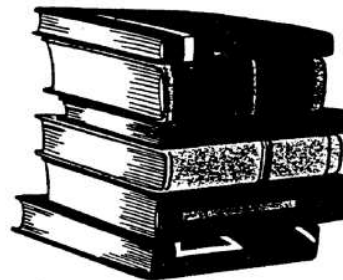
Probationary Period:

(A) The first 2000 hours of the term of the 6000 hour Apprenticeship shall be a probationary period.

(B) Employer and Journeypersons (by means of reports), shall carefully observe and report the actions of the Apprentice during this trial period in order to determine the advisability of their continuing in the Trade. If the Apprentice fails to apply themselves, seems unable or unwilling to adapt themselves to trade conditions, or otherwise is found to be unsuited to the Trade, they shall be removed from the Apprenticeship before the expiration of the probationary period.

(C) During this probationary period, annulment of the Apprenticeship Agreement will be made by the Committee upon request of either party to the Agreement, with due notice given to the Registration Agency of such action. The Registration Agency also shall be notified of all cancellations and completions.

Apprentice Wage Scale:

(A) Apprentices will be paid wages according to their hour bank accumulation. Increases in their wages will take place at each 1000 hour milestone as per the Collective Agreement they are currently working under.

| 0000-1000 Hour Level 1 | Probationary Period |
| 1000-2000 Hour Level 2 | |

2000-3000 Hour Level 3

3000-4000 Hour Level 4

4000-5000 Hour Level 5

5000-6000 Hour Level 6

(B) Apprentices who receive credit for previous experience in the Trade shall be paid, upon acceptance by the Committee, the wage rate of the period to which such credit advances them.

(C) Apprentices who fail a period of Technical Training or for any other reason as deemed valid by the Committee, will have their wage frozen at their current rate until further notice.

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".

- 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)

Level Three - integrate

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WEDGE SOCKET WARNING AND APPLICATION INSTRUCTIONS
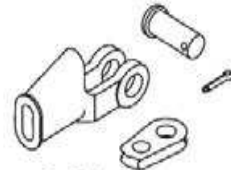
S-421
US-422

Important Safety Information – Read and Follow

Inspection/Maintenance Safety

- Always inspect socket, wedge and pin before using.
- Do not use part showing cracks.
- Do not use modified or substitute parts.
- Repair minor nicks or gouges to socket or pin by lightly grinding until surfaces are smooth. Do not reduce original dimension more than 10%. DO not repair by welding.
- Inspect permanent assemblies annually, or more often in severe operating conditions.
- Do not mix and match wedges or pins between models or sizes.
- Always select the wedge and socket for the wire rope size.

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 of 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.

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)

⚠ WARNING

- Loads may slip or fall if the Wedge Socket is not properly installed.
- A falling load can seriously injure or kill.
- Read and understand these instructions before installing the Wedge Socket.
- Do not side load the Wedge Sockets.
- Do not interchange Crosby wedge socket, wedge or pin with non Crosby wedge socket, wedge or pin.
- Apply first load to fully seat the Wedge and Wire Rope in the socket. This load should be of equal or greater weight than the loads expected in use.
- Do not interchange wedges between S-421 and US-422 or between sizes.
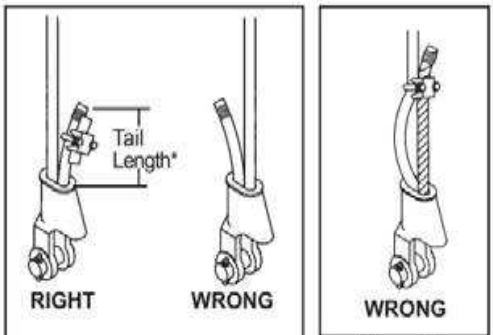
RIGHT   WRONG   WRONG

Figure 2

*Tail Length
Standard 6 to 8 strand wire rope
A minimum of 6 rope diameters, but not less than 6".
(i.e. – For 1" rope: Tail Length = 1" x 6 = 6")

Rotation Resistant Wire Rope
A minimum of 20 rope diameters, but not less than 6".
(i.e. – For 1" rope: Tail Length = 1" x 20 = 20")

Figure 1

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).

The Crosby Group, Inc. Reprinted with permission.

Action required	Description	Example
Locate	Find the info requested in the activity (OALCF 1)	What is the price of one bag of oranges or **locate the ace of spades**?
Cycle	Repeat the same search or a similar search several times (OALCF 2)	List the names and file numbers of customers who paid by credit card **or locate 4 aces.**
Integrate	Compare and contrast info from 2 or more different sources (OALCF 3)	Compare the 2 lists. Which type of brush is better for painting on metal surfaces **or locate and order all the hearts from Ace to King**?
Generate	Take info from 2 or more sources, including background info or inference	Explain why sales have decreased since the beginning of the month **or locate the highest 3 hands for most popular card games**.

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

Step 1

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 document 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)

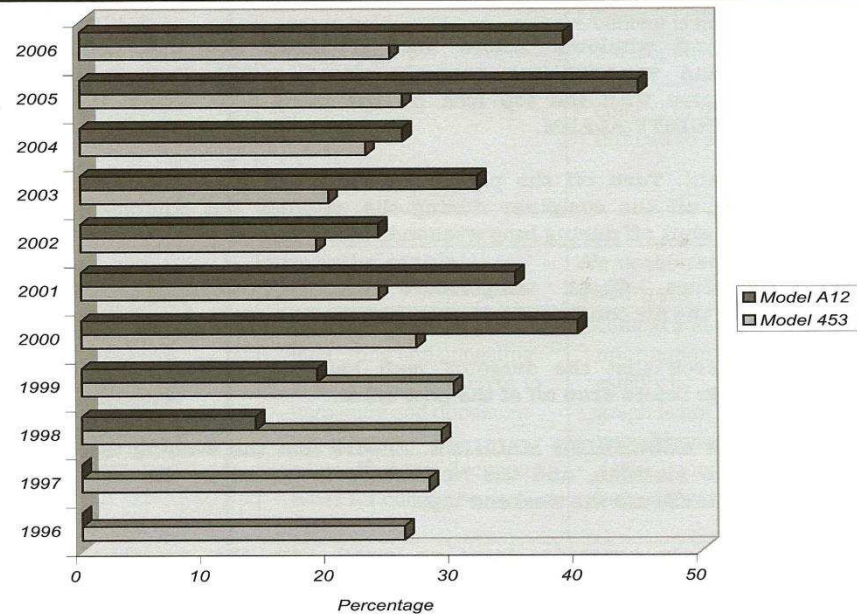On the last Thursday of each month, check the supplies. May change the amount ordered each month as needed.
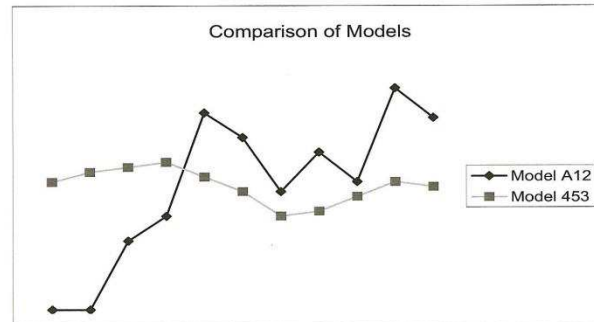
Sales over the past decade

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

Page 10

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