

Task-Based Activity Development

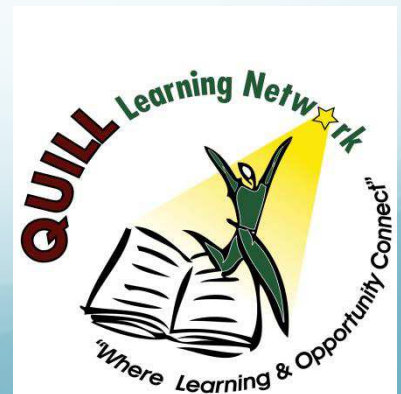
Developing Task-based, Authentic Learning Activities for OALCF Paths Part D

Webinar Series

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

Part D:

- Complexity in-depth
- Review
- Final Assignment

**3rd Webinar
Review & Samples**

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

Part C: Reminder Quiz

1. Narrate, Summarize and Compare & Contrast are what level of processing?
 - a. Moderate
 - b. Difficult
 - c. Easy
2. TOM stands for:
 - a. Type of meaning
 - b. Type of method
 - c. Type of match
3. A low level task asks learners to compare information from two or more areas of a document. True or False

Part D Agenda

- ✓ Complexity in-depth
- ✓ Review
- ✓ Final Assignment

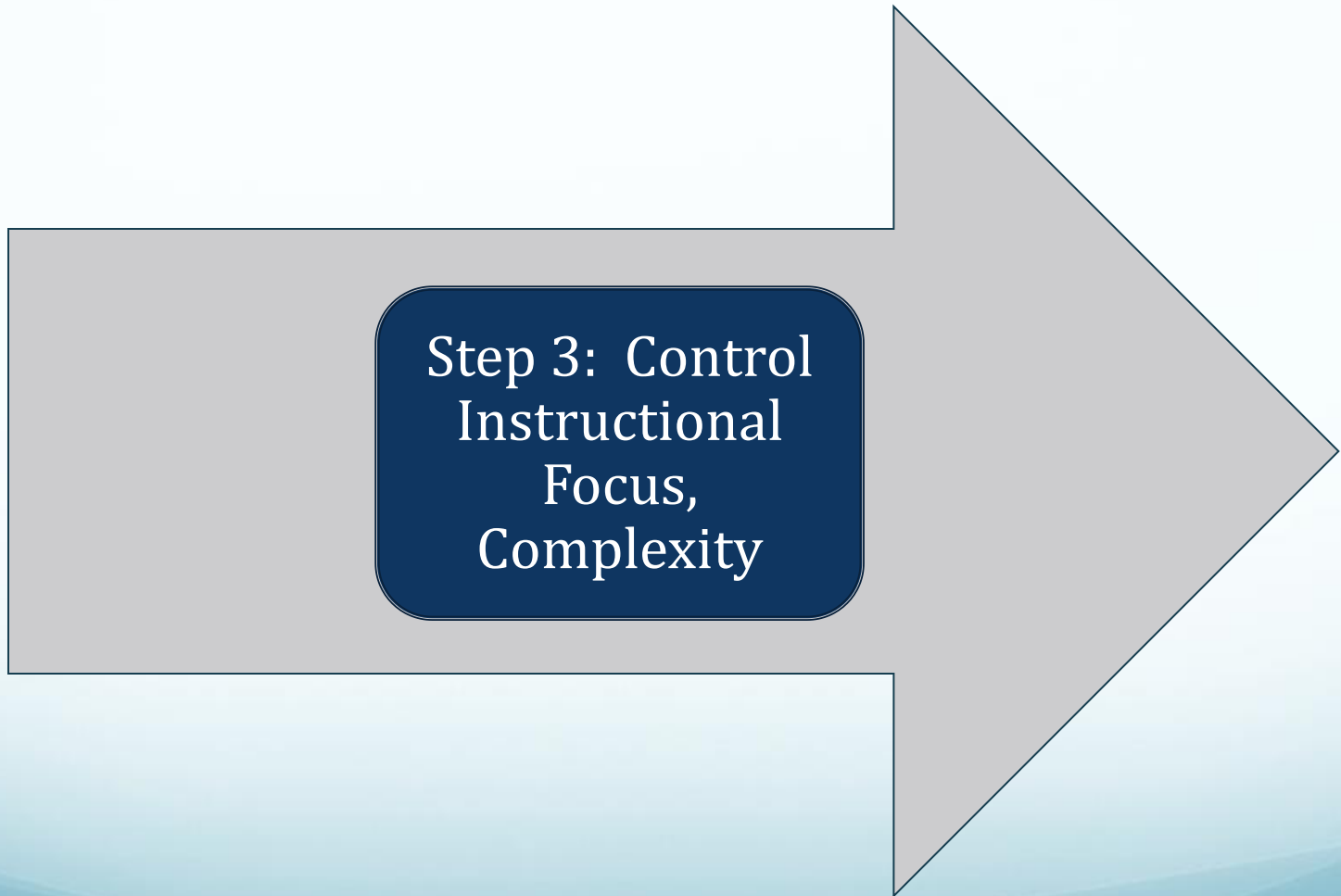
3 Step Process

Step 1: Collect Documents

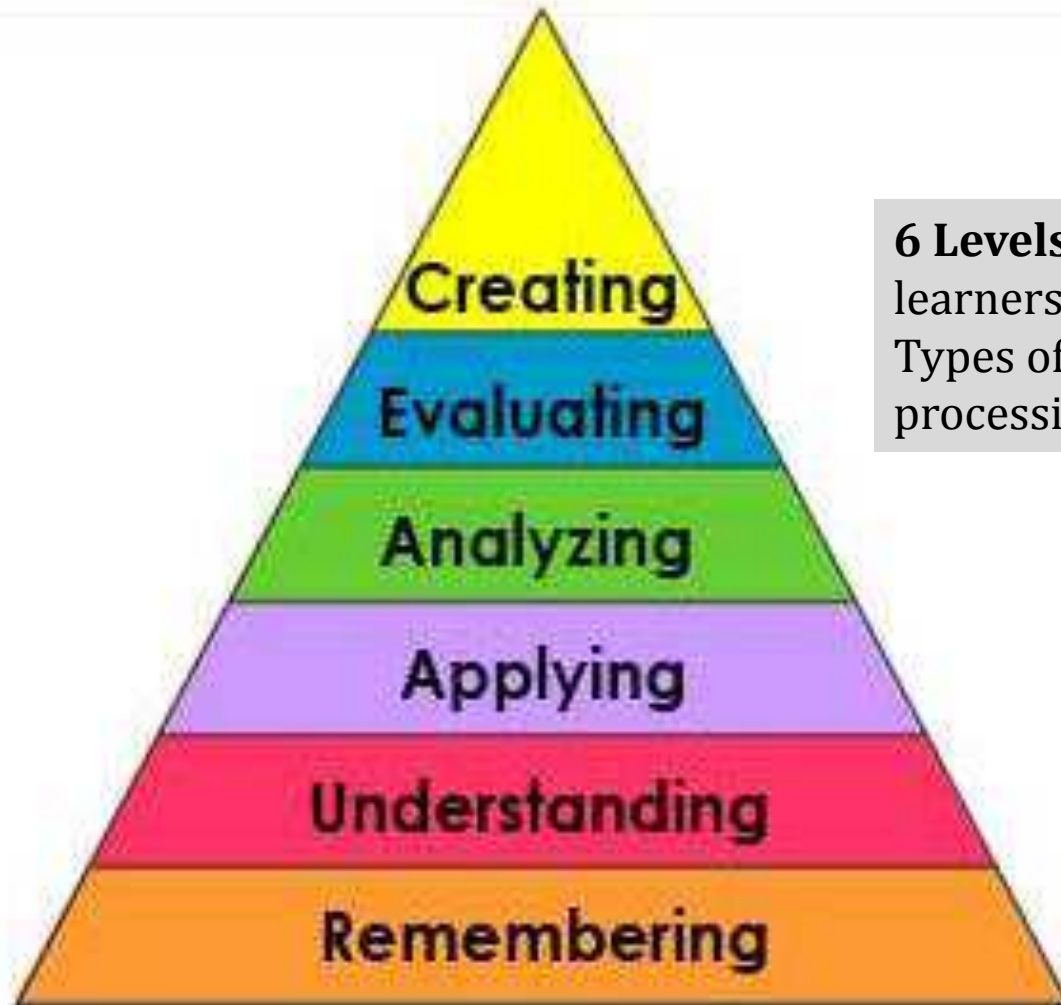
Step 2: Develop Focused Learning Activities

Step 3: Control Instructional Focus, Complexity

Step 3



Bloom's Taxonomy



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

Background for Controlling Complexity

- Peter Mosenthal and Michael D. Hardt – Mosenthal Taxonomy
- Locate, Cycle, Integrate, Generate (LCIG)
- SkillPlan in B.C. – Controlling Complexity

*Refer to Practitioner Guide pg 16-19

Mosenthal Taxonomy - Periodic Table of Learning

A.I.M. Learning System™

Periodic Table of Learning

The Mosenthal Taxonomy

What info is given to help learner find the answer?

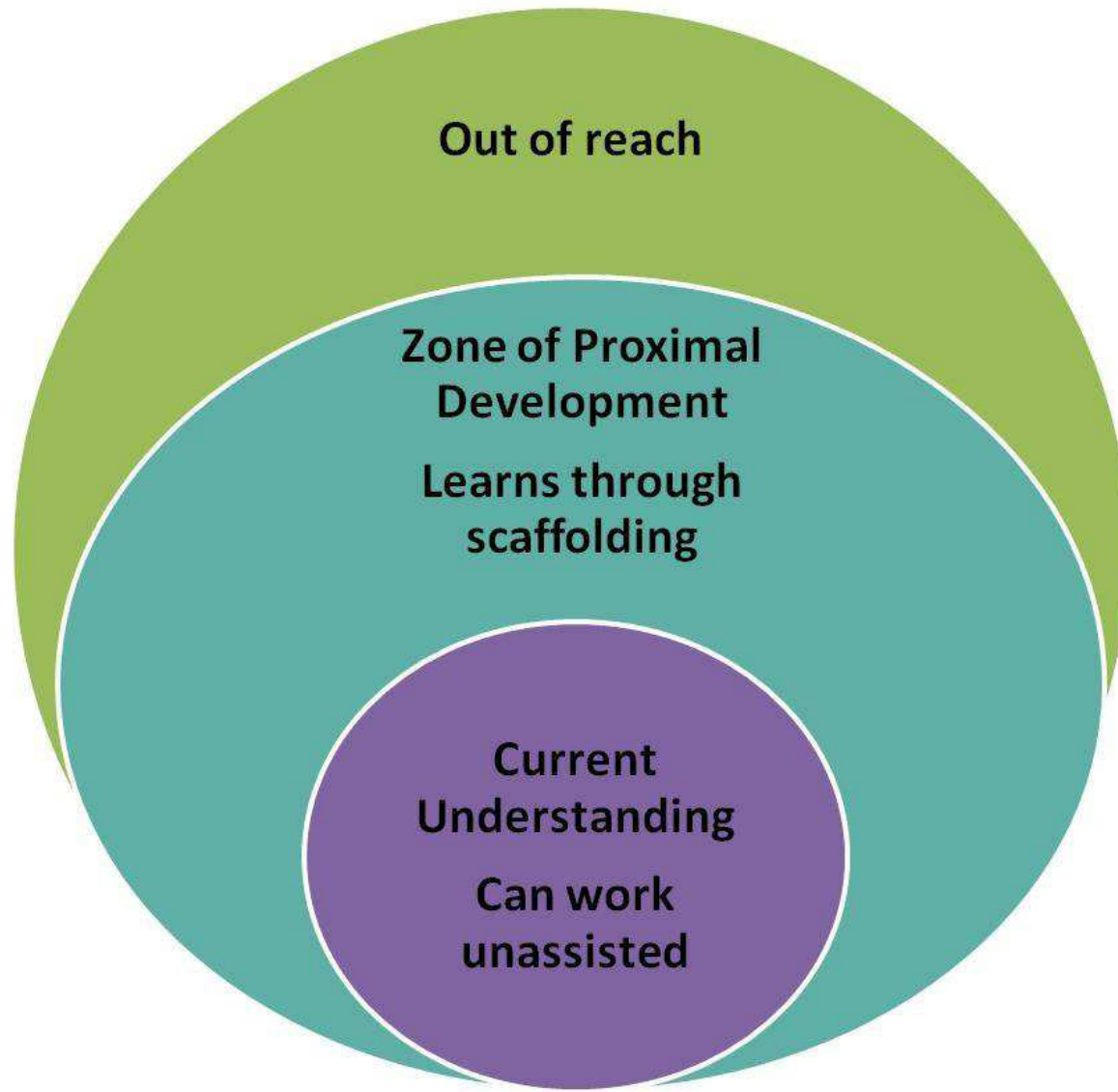
What info is learner looking for?

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

Types of Requested Information		Types of Processing								Types of Match			
		Identify	Sort	Define/Describe	Narrate	Summarize	Compare/Contrast	Explain	Justify	Persuade	Locate	Cycle	Integrate/Generalize
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)												

Refer to handout: "Mosenthal Taxonomy"

Zone of Proximal Development



Four Constructs of a Question

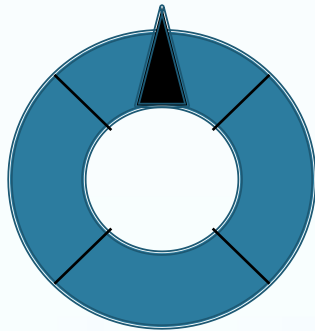
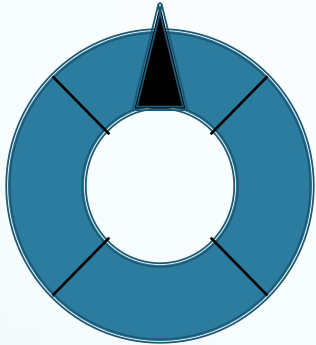
Four Constructs of a task/question:

- Type of Requested Information (TORI)
- Type of Match (TOM)
- Type of Processing (TOP)
- Competing Information (CI) – aka “distractors”

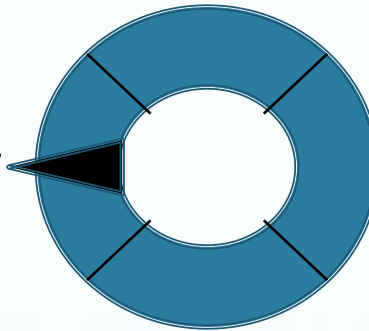
Construct Dials

Moderate

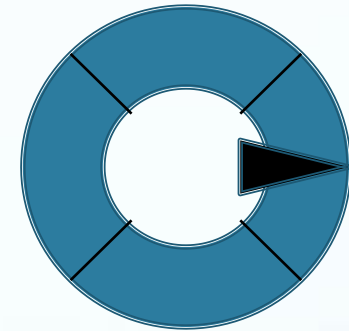
Moderate



Easy



Difficult



TORI

TOM

TOP

CI

4-Step Strategy™

4 Constructs of Question Structure	4-Step Strategy™
	1. Read it. Read or listen to the question
Type of Requested Information (TORI)	2. Snap it. Snap the question into the Given and Requested parts
Type of Match (TOM)	3. Match it. Use the Given information from the question to “Match it” in the document
Competing Information (CI)	
Type of Processing (TOP)	4. Answer it. Answer the question

Types of Requested Information (TORI)

Read It

When is the start date for the contract?

Snap It

- Given: There is a start date for the contract
- Requested: When is that start date?


Think of TORI as “snap the question!”

Let's Snap the Question!

Identify the “given” and “requested information” in the following questions.

1. How many parts must be packed into one box?
2. Name three conditions under which someone can become a member?
3. Which courses are offered in the winter term but not in the spring term?
4. Where can volatile liquids be stored on the premises?
5. Who is to be contacted if a customer wants to place an order for computer supplies?
6. Why did the main character return to his home town?

Question Words and TORI

	Question Words	Types of Requested Information (TORI)	Average Correct Response*
Challenging  Easy	What	All types	?
	Why	Reason	51
	Which	Criteria	63
	How	Manner – not process	74
	When	Time	81
	How much	Amount	86
	Where	Place/location	92
	Who	Person	97

Complexity Level: Rate These Tasks

Based on what we just discussed, please rate the level of complexity: easy, moderate or difficult. Multiple choice “Poll” on the Webinar.

1. What criteria must be met to be considered for a promotion?
2. What kind of fuel does this engine use?
3. Under what conditions is it safe to enter the tank?
4. What is the process for making the gel mixture?
5. What is the main idea of the office notice?
6. Who is responsible for site safety?

Spread It Out

Determine your “asking profile”

What is your tendency when designing task sets?

- Mostly Difficult – more abstract RI > frustration
- Mostly Easy – RI is usually concrete > unclear
- Normal Distribution – some of each > helpful

Type Of Match (TOM)

“I don’t like reading and doing questions. It’s like looking for a needle in a haystack – picking through all the words to find the answer.” - Student

TOM = the information given to help find the correct answer

Locate -> Cycle -> Integrate -> Generate

Type of Match (TOM): levels of difficulty

Types of Match

Easy		Moderate	Difficult
<p>Locate Matching given information to exact or similar information in the document</p>	<p>Cycle Making two or more Locate matches within or between parts of a document to find two or more pieces of Requested information</p>	<p>Integrate Using two or more pieces of information located from a Cycle of a document to construct the Requested information of the task</p>	<p>Generate Using one or more pieces of information from a Locate, Cycle or Integrate with specific background knowledge that is not contained in the document to create the Requested information of the task.</p>

Type of Processing (TOP)

- This construct contributes to task difficulty
- It asks:

“What do I do with the Requested Information I found or created in order to complete the task?”

- Potato Salad Theory



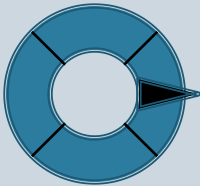
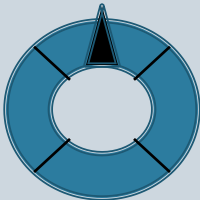
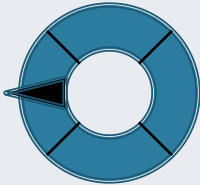
TOP – Levels of Difficulty

Types of Processing

Easy			Moderate			Difficult		
Identify	Sort	Define & Describe	Narrate	Summarize	Compare & Contrast	Explain	Justify	Persuade

Simple  **Complex**

Competing Information (CI)

Dial of Difficulty of Levels	Types of CI (Distractors)	
Difficult 	One exact or similar piece of Competing Information inside the answer zone	Given and Requested information appear in the same paragraph after the answer zone
Moderate 	Two or more exact or similar pieces of Competing Information inside the answer zone	
Easy 	Answer is at the beginning of the answer zone	
	No Competing Information	

IALS Level 2 Task

What happens when the impatiens plant is exposed to temperatures of 14 C or lower?

IMPATIENS

Like many other cultured plants, impatiens plants have a long history behind them. One of the older varieties was sure to be found on grandmother's windowsill. Nowadays, the hybrids are used in many ways in the house and garden.

Origin: The ancestors of the impatiens, *Impatiens sultani* and *Impatiens holstii*, are probably still to be found in the mountain forests of tropical East Africa and on the islands off the coast, mainly Zanzibar. The cultivated European plant received the name *Impatiens walleriana*.

Appearance: it is a herbaceous bushy plant with a height of 30 to 40 cm. The thick, fleshy stems are branched and very juicy, which means, because of the tropical origin, that the plant is sensitive to cold. The light green or white speckled leaves are pointed, elliptical, and slightly indented on the edges. The smooth leaf surfaces and the stems indicate a great need of water.

Bloom: The flowers, which come in all shades of red, appear plentifully all

year long, except for the darkest months. They grow from "suckers" (in the stem's "armpit").

Assortment: Some are compact and low-growing types, about 20 to 25 cm. high, suitable for growing in pots. A variety of hybrids can be grown in pots, window boxes, or flower beds. Older varieties with taller stems add dramatic colour to flower beds.

General care: In summer, a place in the shade without direct sunlight is best; in fall and spring, half- shade is best. When placed in a bright spot during winter, the plant requires temperatures of at least 20C; in a darker spot, a temperature of 15C will do. When the plant is exposed to temperatures of 12-14C, it loses its leaves and won't bloom anymore. In wet ground, the stems will rot.

Watering: The warmer and lighter the plant's location, the more water it needs. Always use water without a lot of minerals. It is not known for sure whether or not the plant needs humid air. In any case, do not spray water directly onto the leaves, which causes stains.

Feeding: Feed weekly during the growing period from March to September.

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Document > Tasks > OALCF

- ✓ Review the document
- ✓ Determine the relevant pathway
- ✓ Begin drafting tasks (3 – 7 questions)
- ✓ Review each task for OALCF competencies & complexity levels
- ✓ Check for scaffolding – working from easy to more difficult
- ✓ Try it Out! – ask a colleague
- ✓ Revise as needed

Summary

- ✓ Controlling complexity helps to scaffold & support learning
- ✓ Four Constructs of a Task:
 - Type of Match (TOM)
 - Type of Requested Information (TORI)
 - Type of Processing (TOP)
 - Competing Information (CI)/Distractors
- ✓ Authentic documents -> Authentic tasks sets

More Information

For more detailed information, purchase the resources: ***Developing Work-related Learning Materials*** (English & French) and ***Controlling Complexity*** (English) from SkillPlan BC

Website: www.skillplan.ca

Publications link:

<http://skillplan.ca/tools-and-publications>

Thank You!!!

Questions?

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