

# Task-Based Activity Development

## Developing Task-based, Authentic Learning Activities for OALCF Paths

### Part Three

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# Part 3 Agenda

- Types of tasks
- Tasks & goal path
- Level the task not the document

Adapted from 'Developing Work-Related Learning Materials'. SkillPlan BC 2007 Essential Skills Workshop", Jane Tuer and Through the Worker's Eyes, 2009

# 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.

# Three Step Process

Step 1: Collect Documents

Step 2: Develop Focused Learning Activities

Step 3: Control Instructional Focus, Complexity

# Step 2



Step 2: Develop  
Pathway-Focused  
Learning Activities

# Developing Apprenticeship & Worker-focused Tasks

**At the workplace, the worker's job is to complete a series of tasks/questions.**

Workers may:

- Enter information on a form
- Locate information in a manual
- Check dates and times on a schedule

# Developing Student-focused Tasks for Academic Pathways

**In the classroom, the learner's task is to learn the material (curriculum) and apply it in various academic situations** (post-secondary, secondary school credits, in-school portion of apprenticeship).

Learners may:

- Study for an exam or test
- Write a paper or report
- Take class notes

Most closely resembles skill building activities.

# Developing Independence Tasks

**In real life, the learner must deal with a variety of tasks linked to the variety of life roles.**

For example, parent, caregiver, community volunteer, patient, coach, mentor, religious community member, etc.

Learners may:

- Complete a rental agreement or medical form
- Read a school newsletter or local newspaper
- Calculate a budget or a discount on a purchase



# In Summary

Learning activities/tasks should replicate authentic situations. To check if the task does, ask the question:

- “Does the worker do this task on the job?”
- “Does the learner do this task in class?”
- “Does the adult do this task in real life?”

# Three parts to a task set

1. Tasks or questions
2. The related, authentic document
3. The purpose for learning or instructional focus (OALCF competencies & pathway)

# Where to start?

There is some flexibility for a starting point for creating task set.

## Document:

- Found an interesting authentic document?
- Learner brought in a document?

## Pathway:

- Popular learner pathways?
- Local labour market info indicating particular jobs or industry sectors?
- Then find authentic documents

# Document > Tasks > OALCF

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

# Developing types of tasks

- Develop a variety of Who, What, Where and How tasks
- Develop tasks with different types of response modes (i.e. circle, list, highlight, enter)
- Different OALCF competencies and levels (difficulty)
- *Keep each activity independent of each other so the answer to one is not needed to complete the answer for another*

# Wording of tasks

- Use the active voice to make tasks more clear  
What product number is entered into the computer?  
(passive)

**vs.**

What product number does the clerk enter into the computer?

- Avoid gender or racial stereotypes  
Name the occupation instead of using he or she

# Wording of tasks continued

- Avoid localized jargon in the activity - if it's critical to the job, explain it in the task.
- Break longer questions into several sentences

Calculate the total price to charge if there is a 5% discount for new customers.

vs.

New customers receive a 5% discount off the total price. Calculate the total price with the 5% discount.

# Wording of tasks continued

- Avoid questions that require yes/no answers or encourage guessing
  - Tasks on the job rarely have multiple choice options.
- Use words that match the level of the activity.
  - Who, Where, How much and When suit low-level
  - How, Which, Why, Explain, What suit high-level.



# Handout Exercise # 2

- Refer to handout “Exercise2.pdf”
- Compare the questions in the left column with questions in the right column.
- Why are the questions in the left column not worker-focused?
- Take 5 minutes to complete it.

# Exercise #2 - Answers

1. Worker needs to know the purpose of the form

## Exercise #2 - Answers

2. It is more likely that the user of the form, will be filling it for another individual rather than just reading about allergies.

## Exercise #2 - Answers

3. Think about why the worker is reading the guidelines. It is probably because they have to put up a construction shed.

# Exercise # 2 - Answers

4. More realistic for a driver to need to know the gross weight of the truck.

# Exercise # 2 - Answers

5. Word “you” can be confusing, better to use job titles.

# Exercise # 2 - Answers

6. Question should be a realistic work task. Finding the information is important so they can then communicate it to customers.