

Task-Based Activity Development

Developing Task-based, Authentic Learning Activities for OALCF Paths

Part Four

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Part 4 Agenda

- Wording & Responses
- TOM & TORI
- Task Checklist

Mosenthal Taxonomy - Periodic Table of Learning

TORI - Type of Request Information: What info is learner looking for?

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

Types of Requested Information		Types of Processing								Locate	Type	Cycle	
		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)												

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

Refer to handout: "Ladder Handout Mosenthal Taxonomy"

TORI = Type of Requested Information

Questions have 2 parts: **given** information and **requested** information

- Question words and Types Of Requested Information (see handout)
- Identifying the type of requested information is the key to successful answering of the question/task
- Taking time to identify TORI increases the learner's comprehension of the task and ultimately performance on the task.

TOM = Type of Match

Use the information from the question/task to match it to the document (locate).

Locate & Cycle -> Easy

Integrate -> Moderate

Generate -> Difficult

The amount of given information influences complexity.

Handout Exercise # 3

- Refer to 2 handouts:
 - 1) “Exercise3Pg1.pdf”
 - 2) “Exercise3Pg2.pdf”
- Revising tasks is an important part of task development. If you can identify the problem with the task, you can rewrite it.
- Let’s Review

Question #1: Answer

Before

Can an employee's spouse ask to review the employee's personal records?

After

What does the human resource specialist need to have on file before releasing an employee's personal information?

Question #2: Answer

Before

What does the cook do if 48 servings are needed?

After

How will the cook change the recipe to make 48 servings?

Question #3: Answer

Before

This is an employee's cheque. Use the following information to complete the Authorization for Electronic Deposit of Payroll funds form. You know from looking at other bank cheques that the five-digit code 00009 is the transit number and the last series of 7 numbers is the bank account number.

After

The human resources specialist asks the new employee for a sample cheque. Use the information from the cheque to complete the Authorization for Electronic Deposit.

Question #4: Answer

Before

If the plant operator is calling from the east coast about proper handling of chlorine, what number should she call?

After

If the plant operator is calling from Lachine for advice, what number should she call?

Question #5: Answer

Before

Before filling out this document, what does the employee receive?

After

What does the human resource specialist give out with this form?

Question #6: Answer

Before

Sweeteners are available in different states. In what state is the Sugar-Nutra in this container? The Supreme Sugar?

After

Some sweeteners are available in liquid form. In what form is the Product A sweetener in this container?

Question #7: Answer

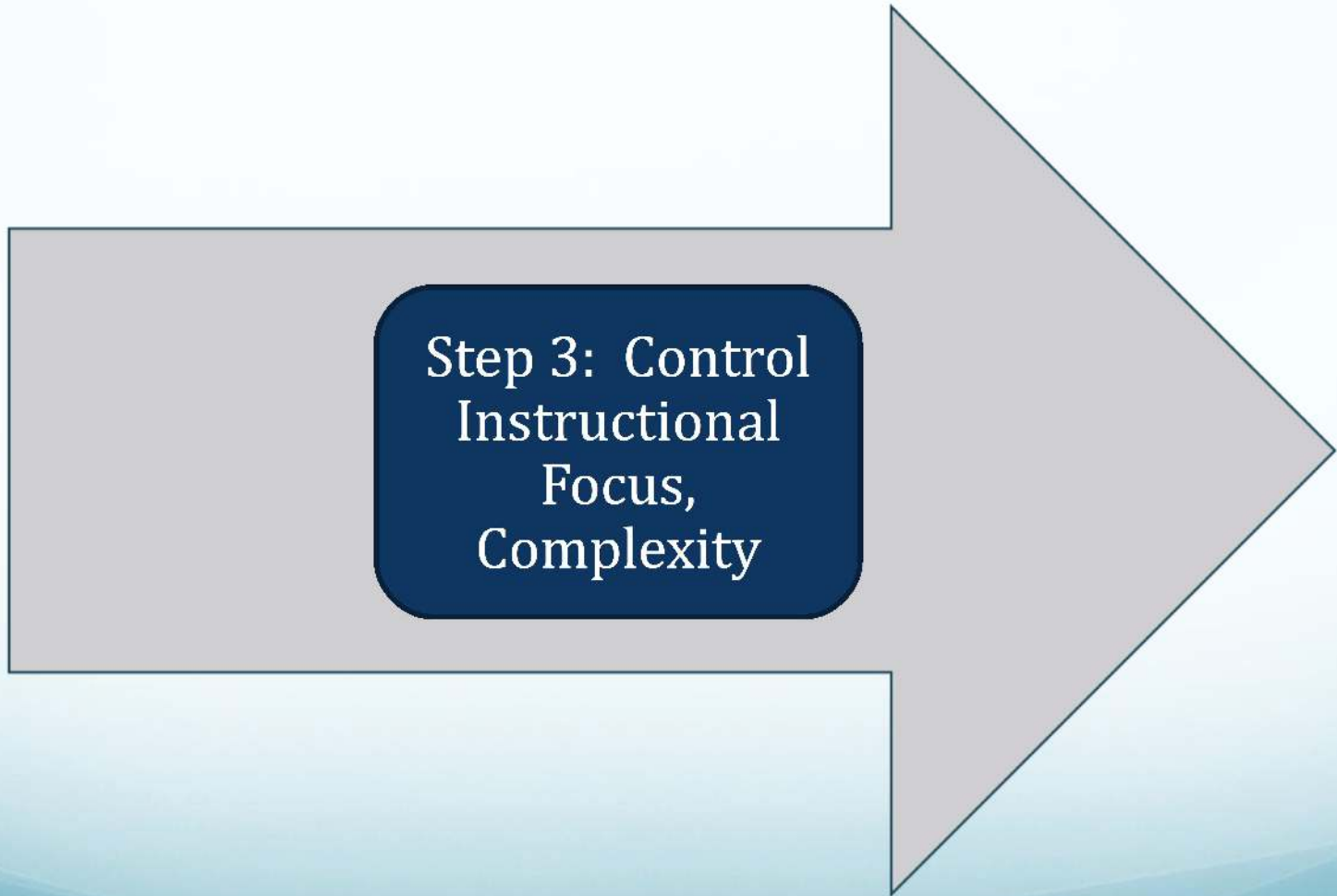
Before

The secretary fills out information about the clients. Circle the section where she enters information about a client's credit history.

After

The secretary fills out information about the clients. Circle the section where the secretary enters information about a client's credit history.

Step 3



Complexity & Scaffolding*

Begin with a task/questions that orients the learner to the document.

Follow that task with tasks that increase in complexity.

Gradually increase the level of the tasks to scaffold/bridge learning.

Complexity is built on a hierarchy of cognitive processing. The more thinking involved, the more difficult the question.

LCIG: Locate -> Cycle -> Integrate -> Generate

Types of Responses

The type of responses you want should be similar to what is actually done on the job, in academic setting or and in real life:

- **Calculating** a total
- **Entering** information on a form
- **Highlighting** or **circling** information
- **Explain or discuss** information

Low-Level Activities

- Learner finds/locates key words in the question and matches those same words in the document.
- Learner does not need to have a strong understanding of the document format to find the answer.
 1. What is the customer's address?
 2. What is the model number of the part?
 3. When is the work shift finished?

Higher-Level Activities

- Learner must locate multiple pieces of information.
- Learner must compare info from different areas of the same document.
- Learner must generate information
 1. Calculate the new total after 5% discount
 2. Give a reason why this method should be recommended

Numeracy Tasks

Quantitative tasks are **easier** when:

- Numbers to be used are obvious. The task is more difficult if the reader has to look for the values and figure out the labels associated with amounts.
- Numbers appear in row or column format rather than in a random arrangement (as for example in a prose paragraph).
- Arithmetic operations are explicitly signaled by the use of mathematical symbols (+, x, =, etc.) or explicit verbal cues ('add,' 'subtract,' 'total,' etc.)
- If the operation is signaled by the use of relational statements such as 'how much,' 'what amount,' or 'calculate the difference,' the operation **becomes more difficult**.
- When these operations are indirect or implied as in 'what is the net profit,' or 'what is the discounted price,' the task becomes **even more difficult**.

Numeracy Tasks

Quantitative tasks are more **difficult** when:

- Reader is required to work with ratios (one in four, two to one). Working with rates (miles per gallon, litres per square yard) is yet more difficult.
- Operations require sequential steps. Tasks are made more difficult when the amount resulting from one operation or task is used in the next calculation.
- Answer requires some transformation – hours and minutes to hours only, converting ratios to a common denominator, changing measurements from one system to another, fractions to decimals, etc.

Handout Exercise # 4

- Refer to handouts “Exercise4Document.pdf” and “Exercise4Worksheet.pdf”
- Read the tasks and take a few minutes rewrite the tasks to improve the wording.
- Let’s review.

Question #1: Answer

Before

Several symbols are used to show information about the applications and the uses of the product. For example, the bag symbol means the product comes in a bag. Which symbol is used to show the instruction: water cleanup.

After

Circle the symbol used to show “Water Cleanup”.

Question #2: Answer

Before

Why would you install a correctly located test area?

After

Why would a tilesetter install a correctly located test area?

Question #3: Answer

Before

Would the tilesetter be able to install ceramic tile 5 hours after applying the product?

After

The tilesetter applied the product at 8:30 am. At what time can the tilesetter install ceramic tile?

Question #4: Answer

Before

Give a reason for using this product on floors in Metrotown

After

Give a reason for using this product on the floors of a major shopping mall.

Question #5: Answer

Before

What are some of the ways the tilesetter can use the product? How about ways he can use it to create interesting effects?

After

List 3 uses for the product.

Samples

Lets review some good and not so good samples of tasks sets (5 sets).

QUILL Portal – vetted samples and submitted samples.

- LegoBldgInstructions
- PSS_CAATPrepTest
- BusandTrainSchedule
- GlazierWindshieldRepairOSPSTSample
- RecipeProblemMeasureUpSample

Task Development Checklist*

- ✓ Activity is authentic. The worker uses the document in this way on the job.
- ✓ Wording is appropriate for the difficulty level of requested information.
- ✓ Activities are varied, using a combination of How, What, Where, Name, etc.
- ✓ Wording is clear and brief.
- ✓ Activities start with an orientation task/question.
- ✓ Activities are ordered from least difficult to most difficult.

***Refer to Handout “TaskWritingChecklist.PDF”**

Task Checklist Continued

- ✓ Activities are independent of each other.
- ✓ Requested response is how the worker could complete the task on the job.
- ✓ Requested response modes are varied (highlight, circle, enter).
- ✓ Questions request open-ended responses, not yes or no answers.
- ✓ Activities avoid specific gender.
- ✓ Activities are written in the active voice.
- ✓ Info (names, addresses) retains authenticity.

Part 4 Quiz

1. Three parts of the question are: tasks/questions, purpose/instruction focus and authentic document

True or False?

1. Name one of the three easiest types of questions.
2. Wording of Tasks should:
 - a) Avoid gender, localized jargon and active voice
 - b) Use active voice, use words that match the level of the task, avoid yes/no questions
 - c) Use yes/no questions, avoid racial stereotypes, avoid the passive voice

Part 4 Quiz: ANSWERS

1. Three parts of the question are: tasks/questions, purpose/instruction focus and authentic document

True

1. Name one of the three easiest types of questions.

Who, Where, When

3. Wording of Tasks should:

b) Use active voice, use words that match the level of the task, avoid yes/no questions

Other Resources

Ontario Skills Passport

<http://www.skills.edu.gov.on.ca/OSP2Web/EDU/Welcome.xhtml>

Measure Up

<http://www.skillplan.ca/measure-up>

Essential Skills Profiles

<http://www.hrsdc.gc.ca/eng/workplaceskills/LES/profiles/profiles.shtml>

Employment and Social Development Canada (ESDC) Website (formerly HRSDC)

www.hrsdc.gc.ca/eng/home.shtml