

Task Analysis Project

SCHOLARSHIP FOR EXCELLENCE IN TEACHING

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COHORT '19

Purpose

- ▶ To enhance student interaction with the materials within the course;
- ▶ To improve timely submission rate and task completion rate;
- ▶ To ensure students are managing their time effectively and efficiently;
- ▶ To increase student understanding and student engagement towards course outputs.

McGuire, S. Y. (2015). *Teach students how to learn: Strategies you can incorporate into any course to improve student metacognition, study skills, and motivation*. Stylus Publishing, LLC.

- ▶ As presented in chapter three, the three underlying principles of this text were:
 - ▶ Students need to believe they can be successful;
 - ▶ Students need to know exactly what is expected of them;
 - ▶ Students need to have an arsenal of effective learning strategies

This made me immediately think of Culturally Responsive Teaching:

- ▶ The three underlying principles of McGuire's text, reminded me of Dr. Gloria Ladson-Billings research:
 - ▶ Students need academic success
 - ▶ Students need cultural competence
 - ▶ Children need to develop a critical consciousness.

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into practice*, 34(3), 159-165.

Evidence-based Practice

EBP

Evidence-based Practices

- Based on rigorous research designs
- Demonstrated a record of success for improving student outcomes
- Undergone systematic review process using quality indicators to evaluate level of evidence

RP

Research-based Practices

- Based on rigorous research designs
- Demonstrated a record of success for improving student outcomes

BP

Best Practice

- Not based on research
- No data to support effectiveness
- Based on anecdotal evidence and/or professional judgment

A Picture is Worth a Thousand Words

Hierarchical Task Analysis

Understanding a complex task



as a cumulative system of smaller sub-tasks.



Step-by-Step

1. Identify the task to be analyzed
2. Break this down into between 4 and 8 subtasks. These subtasks should be specific in terms of objectives and, between them, should cover the whole area of interest.
3. Draw the subtasks as a layered diagram ensuring that it is complete.
4. Decide upon the level of detail into which to decompose. Making a conscious decision at this stage will ensure that all the subtask decompositions are treated consistently. It may be decided that the decomposition should continue until flows are more easily represented as a task flow diagram.
5. Continue the decomposition process, ensuring that the decompositions and numbering are consistent. It is usually helpful to produce a written account as well as the decomposition diagram.
6. Present the analysis to someone else who has not been involved in the decomposition by who knows the tasks well enough to check for consistency

Two Tasks Divided...

- ▶ **English: Compare and Contrast Essay (Essay #3)**
- ▶ Compare and contrast essays are one of many kinds of writing modes that allow readers to learn the ways in which certain subjects or ideas—usually two of them—are similar to (this is the comparison) and/or different from (this is the contrast) one another. **Here are topic ideas:**
 - ▶ Compare and contrast two educational philosophies.
 - ▶ Compare and contrast two cultural identities, e.g., African American students and Latinx students, and discuss their education matriculation in the U.S. school system with three foci, e.g., graduation rates, suspension rates, college entrance rates.
 - ▶ Discuss the similarities and differences between President Obama's and President Trump's educational policies and works.
 - ▶ Explain the relationships between: two educational figures (Marva Collins v. Maria Montessori) or two educational subjects, e.g., growth mindset and fixed mindset.

Two Tasks Divided... (cont.)

▶ **Book PowerPoint Presentations:**

- ▶ After reviewing the [National Reading Panel report](#) as a foundational piece of literature, you will focus on one component of literacy (phonemic awareness, phonics, vocabulary development, comprehension, fluency) to prepare a PowerPoint Presentation to either teach a component of a piece of literature for your desired grade-level of students. The PowerPoint Presentation should have no more than 15 slides (excluding reference slides). In this presentation, you will teach us about a literacy component, identify scientifically based reading research teaching strategies (based on the NRP or any other evidence-based practice) and suggest complementary books, poems, or other pieces of literature to be used in the classroom for that same component of literacy development.
- ▶ The following components are strongly advised to consider as you are building your final presentation:
1. Explanation of literacy component,
 2. Demonstration of scientifically based reading research is evident and cited in the power point presentation,
 3. List of potential literature is included in the presentation, and
 4. Specific strategy or strategies to teach your assigned literacy component

Sample #1 (EDUC 243)

	What is the compulsory step needed to be successful at completion? (These can be just a few sentences)	Self-created Due Date for Completion. (Set a realistic date.)	What will be the evidence that I need to demonstrate completion? (These can be just a few sentences)
Step 1	Decide the component of literacy for the PowerPoint: vocabulary development.	Oct. 6	Creating Task analysis.
Step 2	Decide the material used for teaching vocabulary development.	Oct. 9	Read the material, compare it with other lesson plans.
Step 3	Draft the PowerPoint with notes for the presentation.	Oct. 11	Plot the main idea of the Project.
Step 4	Draft the script for the presentation	Oct. 14	Make sure the speech goes fluently.
Step 5	Completed PowerPoint project that is recorded and ready for submission, along with a handout to demonstrate a high level overview of my topic.	Oct. 20	The evidence for this submission will be a finished, professional product, recorded through Zoom, and a one-sheet handout that will accompany the recorded PowerPoint presentation.

Sample #2

- ▶ Step 1- Read chapter 4 of handout about comprehension by 10/10
- ▶ Step 2- Decide what story will be used for project by 10/12
- ▶ Step 3- Practice reading text with 3rd graders at school 10/15
- ▶ Step 4- Take notes on what works best during lesson at school to add to project 10/15 • Key questions used • Student discourse •
- ▶ Step 5- Plan out slides for projects. 10/17 • How many will be needed • How to divide up information • Best way to deliver key information
- ▶ Step 6- Edit and finalize information and how it is presented 10/19
- ▶ Step 7- Hand in completed PowerPoint project that is recorded and ready for submission, along with a handout to demonstrate a high-level overview of my topic.

Sample #3 (ENGL 101)

Task analysis

In order to have the final draft of the compare and contrast essay ready before the due date, I set a schedule of seven steps.

- ☺ 24 October 2019: start online research on the topic which is the comparison of two educational philosophies.
- ☺ 27 October 2019: brainstorming- write on my notes all the different levels of information with the details and the examples.
- ☺ 30 October 2019: write the thesis statement and the rest of the introduction.
- ☺ 1 November 2019: write the whole essay.
- ☺ 4 November 2019: meet with a tutor at the writing center.
- ☺ 4 November 2019: revise the essay.
- ☺ 5 November 2019: revise the essay one more time.
- ☺ 13 November 2019: submit the final draft of the essay.

Sample #4 (ENGL 101)

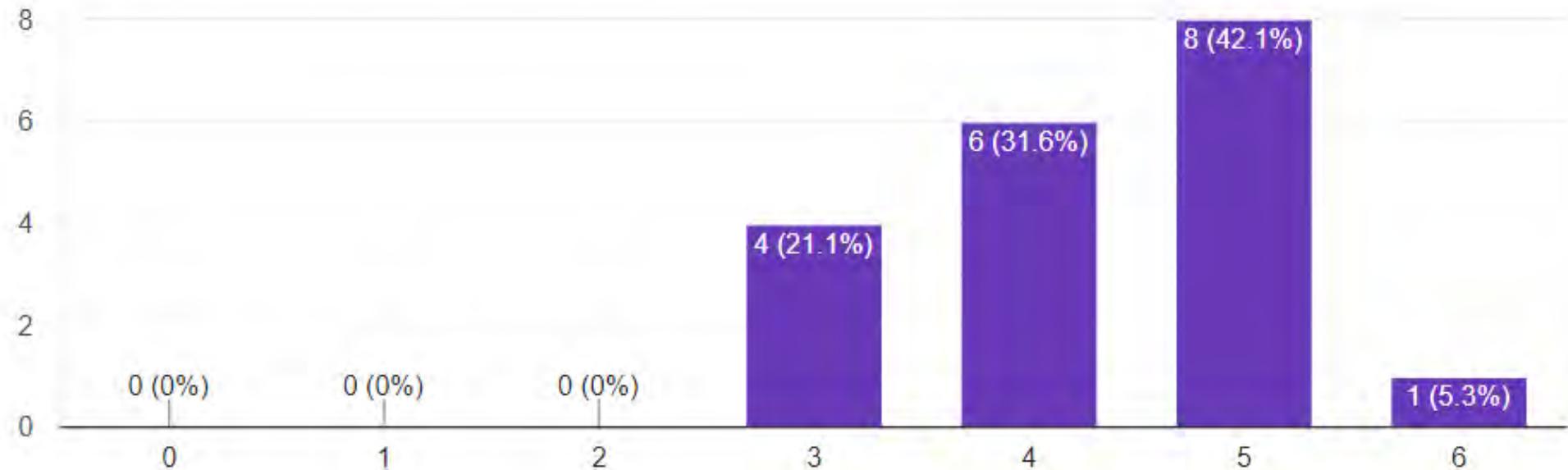
Comparative Essay Task Analysis

- By Friday, October 25, online documents and research will be examined about the two learning philosophies further than previous knowledge. Those online documents and research will all be annotated in MLA format on a work cited page.
- By Sunday, October 27, newly learned information will be integrated into notes along with previously learned knowledge on Progressivism and Essentialism. A rough concept of the essay will be drawn out on sketch paper. The sketch paper will allow adding on any new ideas that come up during the rough draft period.
- By Tuesday, October 29, a rough draft will be made. This draft will then forego the writing center to make sure it meets rubric requirements.
- By Friday, November 1, the corrections will be fixed and a new and improved essay will be constructed.
- By Sunday, November 3, the final essay will be made with sought after examining and possible additions to previous errors.
- By Monday, November 4, the writing center will again review my final draft and give me feedback on what can seek improvement.
- By Wednesday, November 6, the essay will be fully completed and ready to turn in. Mustafa will also be enjoying the day as it will be his birthday.

Qualitative Results (English 101)

On a scale from 0 (zero) to 6 (six), where 0 (zero) is not helpful at all and 6 (six) is extremely helpful, how would you rate the use of task analysis?

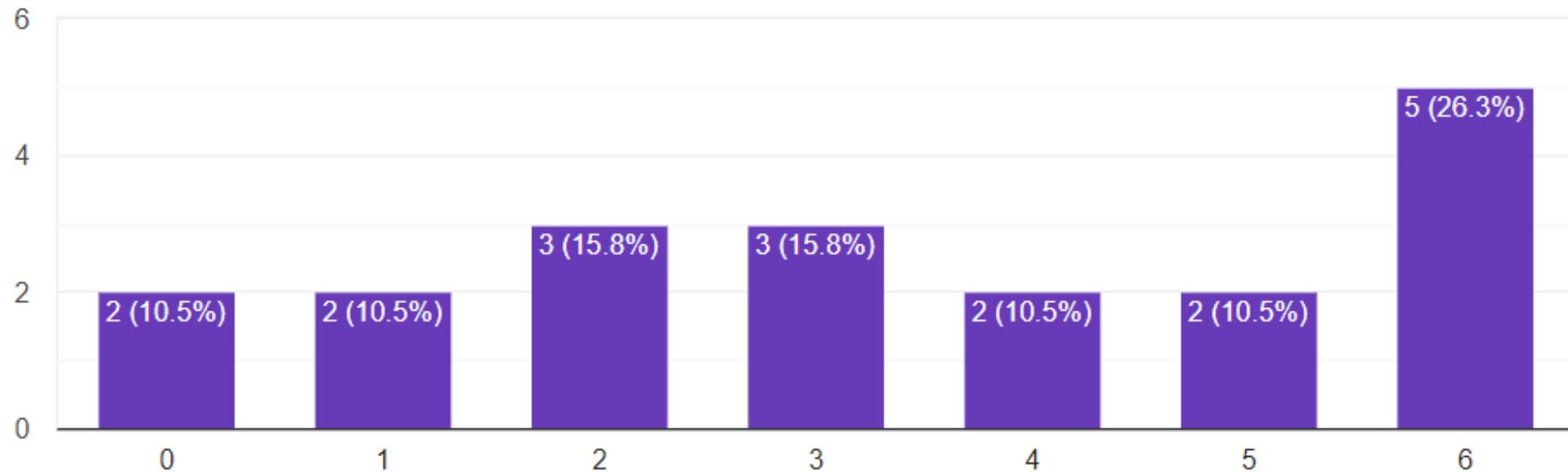
19 responses



Qualitative Results (English 101)

On a scale from 0 (zero) to 6 (six), where 0 (zero) is super easy and 6 (six) is extremely difficult, how would you rate the ease of creating a task analysis?

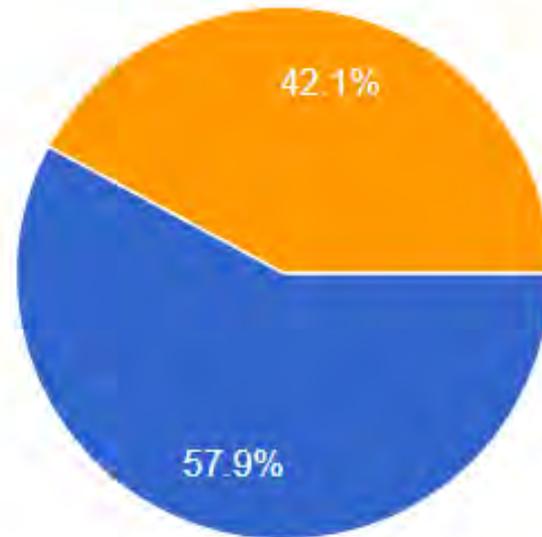
19 responses



Qualitative Results (English 101)

Did you find the task analysis a beneficial support?

19 responses

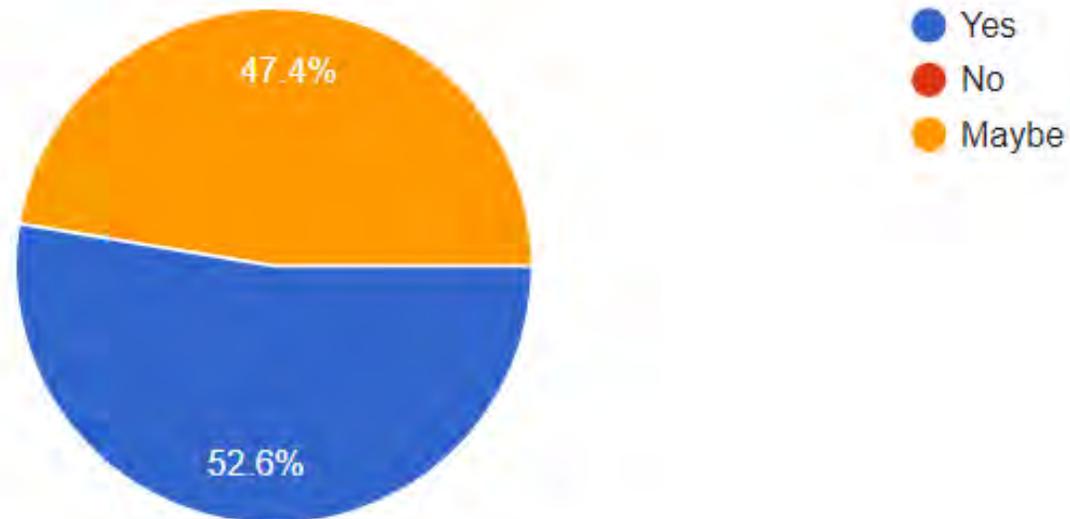


- Yes (It was helpful)
- No (It wasted my time)
- Maybe

Qualitative Results (English 101)

Would you be willing to use task analysis on other assignments, either in my class or in other classes in your subject of study?

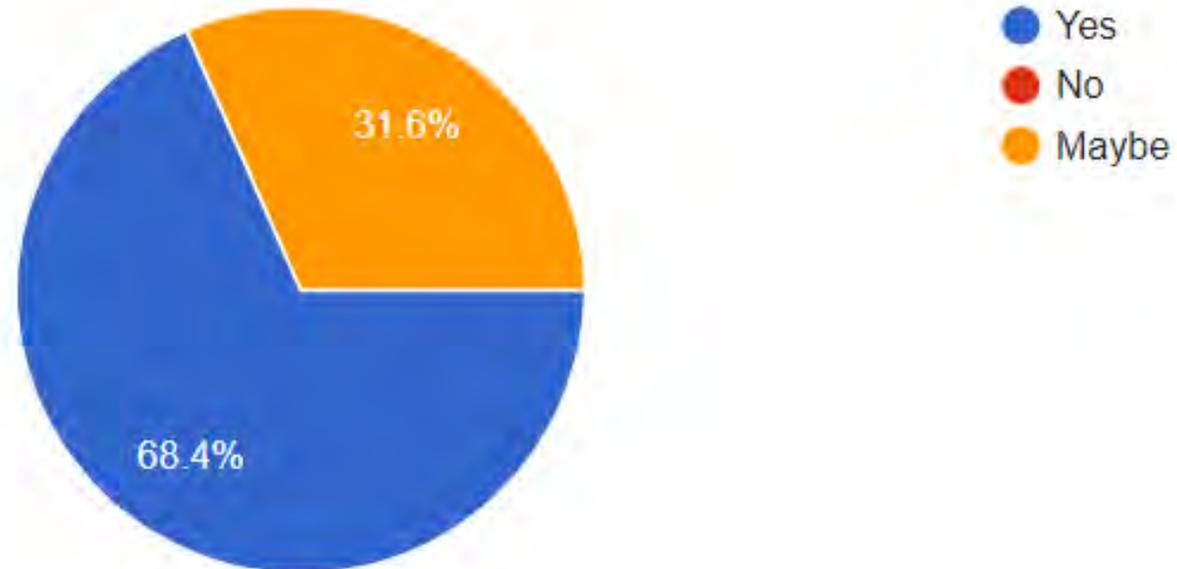
19 responses



Qualitative Results (English 101)

Do you think task analysis would be beneficial to other students?

19 responses

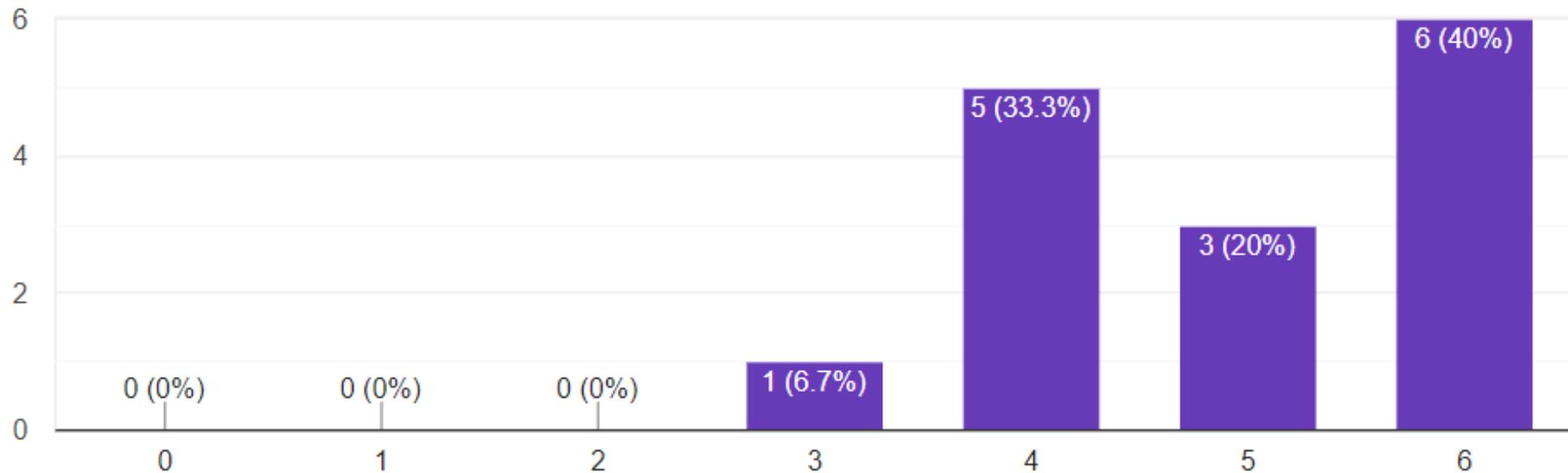


Qualitative Results (EDUC 243)

On a scale from 0 (zero) to 6 (six), where 0 (zero) is not helpful at all and 6 (six) is extremely helpful, how would you rate the use of task analysis?



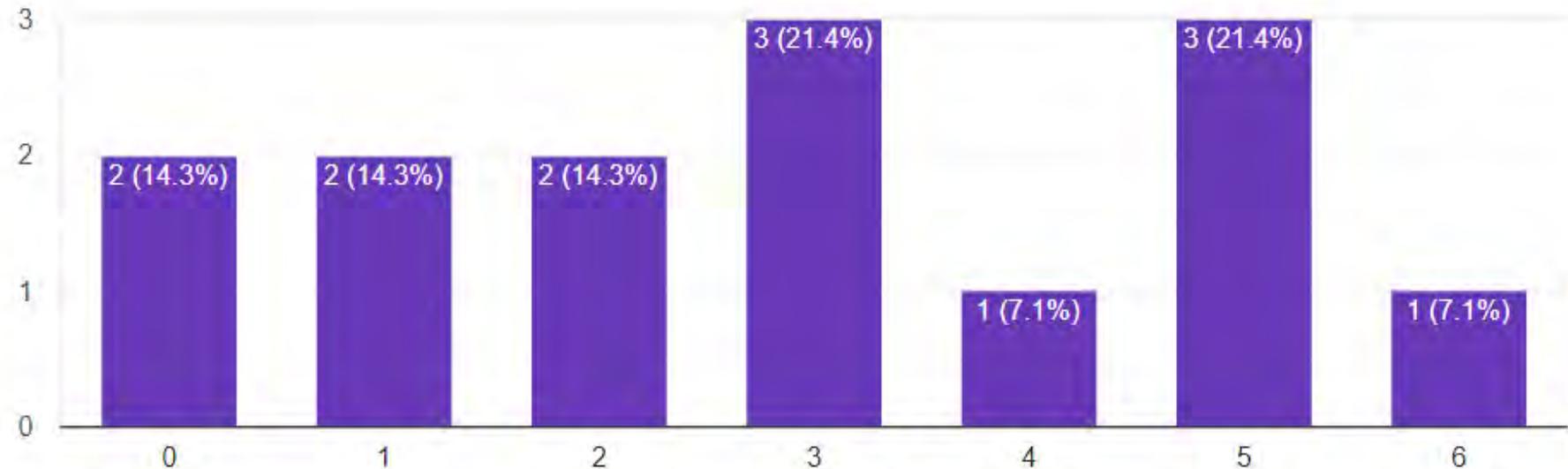
15 responses



Qualitative Results (EDUC 243)

On a scale from 0 (zero) to 6 (six), where 0 (zero) is super easy and 6 (six) is extremely difficult, how would you rate the ease of creating a task analysis?

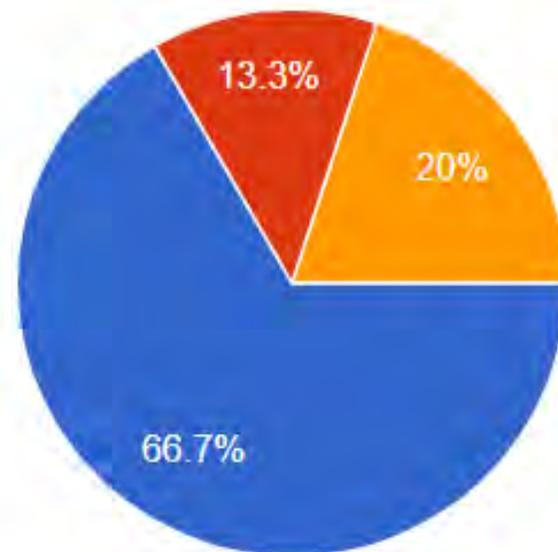
14 responses



Qualitative Results (EDUC 243)

Did you find the task analysis a beneficial support?

15 responses

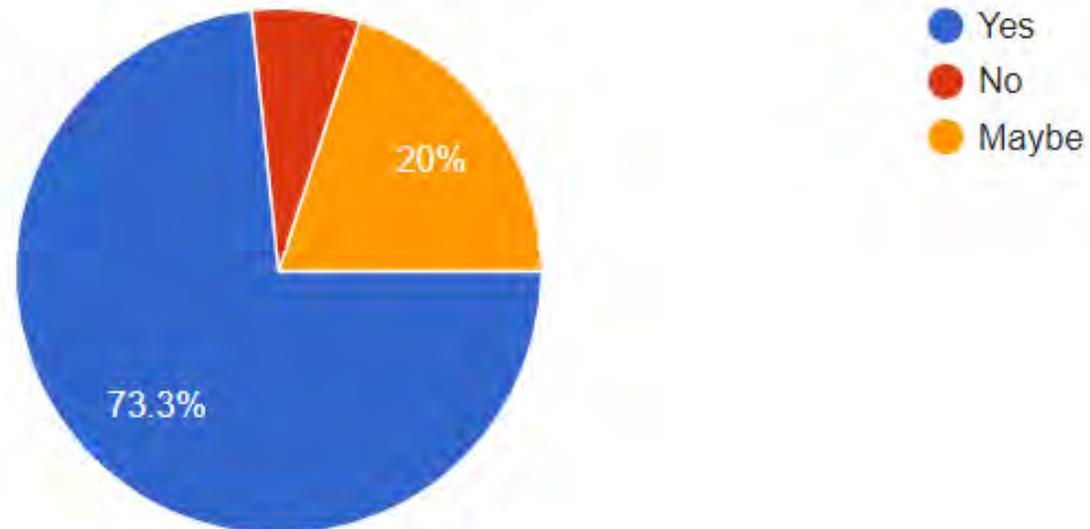


- Yes (It was helpful)
- No (It wasted my time)
- Maybe

Qualitative Results (EDUC 243)

Would you be willing to use task analysis on other assignments, either in my class or in other classes in your subject of study?

15 responses



Qualitative Results (EDUC 243)

Do you think task analysis would be beneficial to other students?

15 responses



- Yes
- No
- Maybe

Qualitative Results (EDUC 243)

Are there any additional comments or thoughts you would like to share about creating a task analysis?

12 responses

None

The assignment helped cement the complexity of this assignment.

I think task analysis is beneficial for long term goals, but not necessarily helpful with organizing my thoughts for a small project.

Initially it was confusing for me. But when i understood what to do, it became easy and it really helped me in organising my work.

I loved writing down my task analysis in my education class. It allowed me to see ahead and to create a balance to be able to finish my work on time.

The most difficult part I found is setting the date for each step.

I think sometimes we do not know where to start because we think about the task a whole. This is very helpful because it makes you think how you can break down and it actually makes it more easy for someone to get it done.

Qualitative Results (EDUC 243) (Cont.)

The task analysis assignment made me organize my time to complete the assignment. It was helpful and gave me something different to focus on to complete the assignment.

I definitely believe this could be helpful for students who have trouble with time management. Creating a task analysis can help the student stay focused and control what needs to be done in a realistic timeframe.

The task analysis only works if you stick to using it. Unfortunately, I didn't fully use mine because I find myself procrastinating often, even with helpful things like the task analysis.

Conclusions to consider...

- ▶ Task analysis seems to be helpful to all students, especially students in introductory courses;
- ▶ Task analysis has a positive correlation between student's reception of the assignment and completion;
- ▶ Task analysis differentiates itself based upon the learner's comfort and ability.
- ▶ Students with accommodations found task analysis extremely valuable
- ▶ Next time, I think I will ask students to create a task analysis for deeper understanding of the assignment **and** task completion



The Proof is in the Transference....

- ▶ A message from Ester...
- ▶ A message from Nini...
- ▶ A message from Othniel ...

Thoughts about SET

- ▶ “At a time where I felt isolated and in a silo, SET provided an amazing space to share ideas and connect with colleagues across disciplines and campuses. The learning, growing, and developing that happened throughout this experience has forever changed me, and I am forever grateful.”

