**Appendix X**

**Task Analysis: Explained**

A detailed task analysis is included as Appendix X. As specified by the Kemp model, the instructional design team implemented various analysis procedures beginning with the expanded performance-content matrix **(see Appendix X)** and then moved ahead with the critical incident method approach to objective one and a combination of topic and procedural analyses for all five. Results of our task analysis are represented below.

**Objectives and Presentation Strategies**

**Objective 1**

After completing the unit students will demonstrate the ability to communicate with classmates by making a minimum of 3 individual postings and 3 replies to other’s postings in the online discussion forum. (interpersonal-procedural/recall-application)

**Initial Presentation:**Students will view an introductory video, with English subtitles to reduce cognitive load, explaining what they should expect from the “Welcome to Canada” course, how to access the SIDES website, where and how to sign in using their unique student logins, and where to locate and how to view the “Using the Online Discussion Forum” video tutorial.

**Generative Strategy:**

After viewing the tutorial video students will practice reading, replying to, composing, editing, and deleting a posting within the “Hello World” online discussion forum.

**Test Items:**

Students will complete the following statement: “Hello from \_\_\_\_\_\_\_\_\_” with the name of their home country and post it as a new topic within the “Hello World” online forum discussion.

**Objective 2**

Completes a dialogue describing how to greet an individual in Canada (procedure/recall-application)

**Initial Presentation:** Students will view a video illustrating two individuals preparing personal introductions, including name, age, grade level, and favourite pastime, to post in an online discussion forum. The video will include English subtitles to reduce cognitive load and support recognition of the language being used.

**Generative Strategy:** Students will choose appropriate responses using a word bank, translator, and/or dictionary to fill in the blanks of a typical personal introduction, including name, age, grade level, and their favourite pastime.

**Test Items:** Students will compose a personal introduction including their name, age, grade level and favourite pastime and post it to the online discussion under the discussion “Personal Introductions”.

**Objective 3**

Identifies weather conditions for each of the 4 seasons on Vancouver Island and recalls average seasonal temperatures and precipitation

**Initial Presentation:** Students will research weather charts, on-line, which indicate average temperatures, precipitation and rainfall per month for the southern Vancouver Island region (Victoria). Students will research, and name the attributes for each of the seasons in the Victoria area.   
  
**Generative Strategy:** Students will indentify the four seasons explaining their attributes, average temperatures, average precipitation, and average sunshine hours.   
  
**Test Items:**   
Name the seasons experienced on Vancouver Island   
Describe the weather conditions for each season   
Identify the average temperature for one of the months in each season (ie. Winter \_°C, Summer \_ °C)   
Identify the average amount of precipitation for one of the months of each season (ie. Winter \_ mm, Summer \_ mm)

**Objective 4**

Recognizes a wide variety of foods eaten in British Columbia and selects a typical breakfast/lunch/dinner/snack

**Initial Presentation:** Learners will be given a series of mock menus (i.e.: breakfast, lunch, etc.) representing a variety of food choices found in BC through photographs and text.

**Generative Strategy:** Students will select a typical breakfast/lunch/dinner/snack by dragging and dropping labeled pictures of common foods into the appropriate meal category.

**Test Items:**

Describe what foods Canadians have traditionally eaten for breakfast, lunch and dinner.

Give 5 examples of non-traditional foods that Canadians eat.

Explain why Canadians eat a wide variety of foods from other countries.

**Objective 5**

Identifies recreational activities enjoyed by residents of British Columbia

**Initial Presentation:** The learners will read a short tutorial on recreational activities then view a video that provides a look at each of the categories defined under this objective. The video will be narrated to reduce cognitive load.

**Generative Strategy:** After reading the tutorial and watching the video students will complete a short drill and practice routine (which will consist of answer multiple choice questions based on the tutorial and video). Students will be given immediate feedback on their answers. Using knowledge of correct response feedback, we will test their recall of the information presented by both media.

**Test Items:** Students will compile a list of five things they would like to see and do during their stay in BC. Students would give a general description explanation or description of the ’five things’ (at least 20 words for each), provide an image, graphic, or picture for each of the ’five things’, and a reference for each.

**Final Unit Test:**

Compose a paragraph that describes a typical day for you in Canada. Report what the weather is like, describe at least two recreational activities that you participate in and, explain what you eat for breakfast, lunch, supper, and snacks.