

Task Analysis

This online course package will be designed to support and enhance students' learning of the English language and Canadian culture by preparing for the climate, culture and social mores of the country to which they are journeying.

I. Interpersonal skills *critical incidence analysis*

II. Canadian greetings *procedural analysis*

III. Food *topic analysis*

IV. Climate *topic analysis*

V. Recreation *topic analysis*

Steps to Follow: Critical Incident Method (Analysis)

1. ASK: What were the conditions before, during, and after the incident?
 - Where and when did it occur? Who was involved? What equipment was used and what was its condition?
2. ASK: What did you do?
 - Physical actions? What did you say and to whom? What were you thinking?
3. ASK: How did this incident help or prevent you from reaching your goal?

I. Interpersonal skills

General purpose: engages in online communication and attempts to build new relationships

Objective: Demonstrates 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/application)

Initial Presentation:

Generative Strategy:

Pre-test Items:

Post-test Items:

Steps to Follow: Procedural Analysis

3. ASK:
 - What does the learner do? Identify actions involved in each step (physical & mental) STEPS
 - What does the learner need to know to do this step? (what knowledge, context, orientation) KNOWLEDGE
 - What cues (tactile, smell, visual, etc) inform the learner that there is a problem, the step is done, or a different step is needed? CUES
4. organize the acquired information in a logical fashion
 - can be expressed using outlines, tables, flowcharts, etc.

Checklist for Conducting Procedural Analysis:

6. Are relevant cues and feedback identified for each step?
7. Does the analysis identify the generally acceptable procedure rather than personal preferences?
8. Are the decision steps identified?
9. Are the steps accurately defined?
10. are critical steps that could result in injury, damage, or loss identified?

II. Canadian greetings

General purpose: To be able to meet people and introduce oneself in Canada.

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

Initial Presentation:

Generative Strategy:

Pre-test Items:

Post-test Items:

Steps to Follow: Analyzing a Topic

1. identify a SME who can provided the required information (Kim is the SME representing SIDES)
 - o identified needs/goals define the project and provide the ID with focus
2. examine how identified potential goals are broken down into greater detail
 - o define the instructional problem & develop an outline for the content
 - i. identify content structures
 - ii. identify categories
 - iii. define categories

III. Food



General purpose: To be able to differentiate between the variety of foods consumed in B.C.

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

i. Content structure: concept-recall/application

ii. Identify categories:

A. culturally diverse varieties of foods are available in B.C.

B. some foods are often consumed in specific meals or snacks

iii. Define categories:

A. culturally diverse varieties of foods available in B.C.

1. B.C. is a multi-cultural province
2. Different cultural foods are available in restaurants and grocery stores
3. Western style foods are the most common
4. Examples of western foods includes: hamburgers, steak,

- B. Different types of foods are generally consumed as specific meals or snacks
1. breakfast
 - a. first meal of the day
 - b. usually eaten in the morning
 - c. examples: cereal, toast, waffle, pancake, fruit, bacon, sausage, eggs, yogurt, etc.
 2. lunch
 - a. second meal of the day
 - b. usually eaten in the afternoon
 - c. examples:
 3. supper/dinner
 - a. last meal of the day
 - b. often the largest meal of the day
 - c. usually eaten in the evening
 - d. examples:
 4. snacks
 - a. small serving of food eaten between meals
 - b. can be eaten anytime
 - c. examples:

Initial Presentation:

Generative Strategy:

Pre-test Items:

For breakfast Canadians traditionally eat:

- a.) Cereal, toast or bacon and eggs
- b.) Ham and cheese sandwiches
- c.) Soup
- d.) Rice bowl

Traditionally, a normal lunch for Canadians is:

- a.) Rice bowl
- b.) Soup and/or a sandwich
- c.) Oatmeal with maple syrup
- d.) They don't eat lunch

A traditional dinner or supper for a Canadian would be:

- a.) Rice bowl
- b.) A sandwich
- c.) Potato, meat and a salad or vegetable

d.) Cookies

Canadian eat:

a.) Sushi

b.) Hamburgers

c.) Pasta

d.) Curried beef

e.) All of the above

f.) None of the above

True or False:

Canadians drink tea and eat scones at 4:00 in the afternoon.

Canadians always drink a glass of wine with dinner

Canadians enjoy a wide variety of foods from many countries

Canadians always eat food with chop-sticks

Post-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.

IV. Climate

General purpose: To be prepared for the types of weather one could encounter on Vancouver Island

Objective: Identifies potential weather conditions for each of the 4 seasons on Vancouver Island

i. Content structure: concept-recall/application

ii. Identify categories:

A. types of weather conditions that occur on Vancouver Island

B. the twelve month calendar is divided into four different seasons

C. types of expected weather conditions for summer, fall/autumn, winter, & spring

iii. Define categories:

A. types of weather conditions that occur on Vancouver Island

1.

2.

3.

4.

B. the twelve month calendar is divided into four different seasons

1. summer

a. months include: July, August, September

2. fall/autumn

3. winter
 - a. months include: January, February, March
4. spring
 - a. months include: April, May, June

C. types of expected weather conditions for summer, fall/autumn, winter, & spring

Initial Presentation:

Generative Strategy:

Pre-test Items:

Post-test Items:

V. Recreation

General purpose: To be familiar with the variety of recreational activities available in B.C.

Objective: Identifies recreational activities enjoyed by residents of British Columbia

i. Content structure: concept-recall/application

ii. Identify categories:

- A. definition of recreation
- B. forms of recreation enjoyed by British Columbians
- C. types of sports enjoyed by British Columbians
- D. hockey is Canada's national sport

iii. Define categories:

A. definition of recreation: "something people do to relax or have fun: activities done for enjoyment"

<http://www.learnersdictionary.com/search/recreation>

B. forms of recreation enjoyed by British Columbians: movies, music/concerts, festivals, shopping, art galleries, hobbies, theatre, travel, sports

C. sports enjoyed by British Columbians includes: soccer, football, kayak, hiking, swimming, mountain climbing, bowling, tennis, martial arts, yoga, baseball, rugby, dance, skiing, skating, snowshoeing, hockey

D. hockey is Canada's national sport

1. history of hockey in Canada:

2. hockey is unique from other sports in Canada because...

Initial Presentation:

Generative Strategy:

Pre-test Items:

List two sports that Canadians like to watch on television, or attend in person.

List three sports that Canadians like to participate in on a regular basis.

Post-test Items:

List four sports that Canadians like to watch on television, or attend in person.

List six sports that Canadians like to participate in on a regular basis

