Task Analysis

<u>Performance objective:</u> Given a few descriptive examples of communication plan, the learner will demonstrate applying assessment tool for effectiveness of a communication plan by writing it. (Rule)

Prerequisites:

- Basic reading, writing, speaking and listening competence skills

- Be able to analyze learning context and learning tasks

- Be able to classify communication

- Be able to classify valid information for communication

- Be able to organize valid information for communication

- Be able to demonstrate selecting valid information for communication

- Be able to explain, predict and control the relationship among information, communication style and learning context

Analysis of the task:

1. Read information description

2. Analyze learning context

3. Determine if communication take place in this context

4. Classify information as valid information for communication

5. Classify description a communication when given descriptive examples.

6. Organize valid information for communication

7. Select valid information for communication in terms of learning context

8. Select proper communication styles according to types of information

9. Use the most effective communication style to delivery information to students and parent s

10. Make decisions about effectiveness of communication plan.

Summarizing the analysis steps:

1. The learner will be able to recall process related to learning context analysis and classroom management. (VI)

2. The learner will be able to classify description as communication when given descriptive examples. (DC)

3. Given a series of information description for communication, the learner will be able to classify information as valid information for communication. (DC)

4. The learner will be able to classify description as communication plan when given descriptive examples. (DC)

5. The learner will be able to organize valid information for communication according to types and function of information. (CS)

6. The learner will be able to demonstrating selecting valid information for communication from organized information group. (R)

7. The learner will be able to demonstrate selecting proper communication styles according to types of information and learning context. (R)-

8. The learner will be able to apply the most effective communication style for a particular situation. (R)

Learning Hierarchy for End of Unit Objective

Goal task: Demonstrate applying assessment tool for effectiveness of a communication plan. (R)

State scopes and range of assessment for classroom management (VI)

Prerequisites

Select communication styles according to types of information and learning context. (R)

Apply the most effective communication styles for a specific situation. (R)

Demonstrate selecting valid information according to a specific situation. (R)

Organize valid information for communication. (CS)

Classify description as communication when given descriptive examples. (DC)

Classify information description as valid information for communication (DC)

Classify description as communication plan when given descriptive examples. (DC)

Recall process information on learning context and classroom management (VI)

Prerequisite

Describe classroom management and analyze learning context