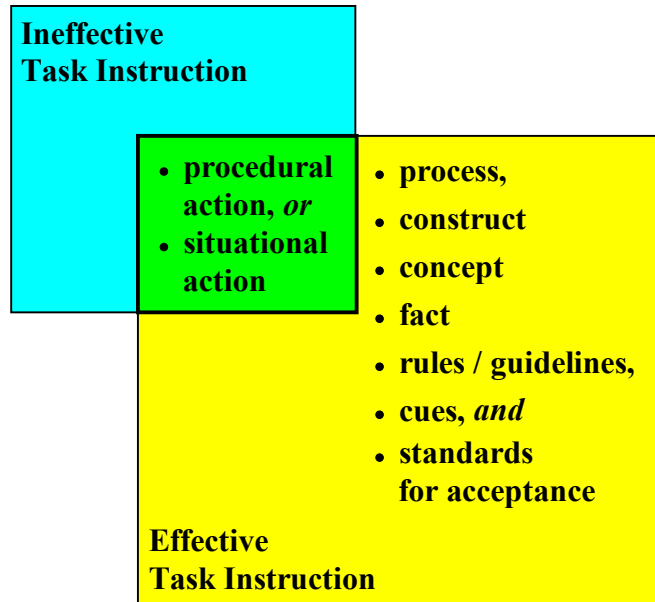


Task Instruction Input

Diagram

This diagram shows what an effective task instruction has in common with ineffective task instruction: procedural or situational action. Effective task instruction must include other information besides new actions and situations.



Purpose

Use this diagram to compare and contrast effective vs. ineffective task instruction. It reinforces the importance of including this input during instruction about performing a task:

- process,
- construct,
- fact,
- rules and guidelines,
- cues, *and*
- standards for acceptance,

besides new *concepts, actions, and situations*.

This additional input appears on the next page in more detail.

More...

More... Task Instruction Input

Required procedural actions

Learners need to know *what* to do. They also need to know how to

- start doing it.
 - keep doing it.
 - conclude it.
-

Required rules

Learners need to know these rules for performing a task:

- what comes next in the sequence of steps
 - what else to do when resources are exhausted
 - when to start or stop under *favorable* conditions
 - what to do when things go wrong, under *crisis* conditions.
-

Required cues

Learners need to know these situational cues for performing a task:

- nonverbal vs. verbal
 - visual
 - auditory
 - kinesthetic
 - pressure-related
 - dynamic vs. static.
-

Required standards for effectiveness

Learners need to know which of these standards the customers will use to measure task performance:

- | | | |
|-----------------|----------------|---------------|
| • accessibility | • consistency | • relevancy |
| • accuracy | • directness | • reliability |
| • adequacy | • immediacy | • sobriety |
| • clarity | • impartiality | • validity |
| • competency | • precision | • veracity |
-