

Developing OALCF Apprenticeship Tasks for the Competency “Use Digital Tasks” (2014/2015)

Task-based Activity Cover Sheet

Task Title: Carpenters Use Digital Pictures to Communicate

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship <input checked="" type="checkbox"/> Secondary School ___ Post Secondary ___ Independence ___	
Task Description: Take digital pictures and send through email and texts with description. Discuss the email and picture with instructor.	
Competency: B: Communicate Ideas and Information D: Use Digital Technology F: Engage with Others	Task Group(s): B1: Interact with others B2: Write continuous text
Level Indicators: B1.2: Indicate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions B2.2: Write texts to explain and describe information and ideas D.2: Perform well-defined, multi-step digital tasks	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none"> • Cell phone, smartphone or tablet with a camera (learner and instructor) • Computer with a printer • Email address and access to the internet 	

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Carpenters take pictures to describe materials required or problems on the job sight. The pictures may be taken with a cell phone. This form of communication saves time. In the case of ordering materials, it provides a direct match to the receiver; in the case of a problem, it shows the issue in the place it occurs on the job site.

Learner Information and Tasks:

- Task 1:** The trim around the door (casing) of your classroom needs to be replaced. Using your cell phone, smartphone or tablet, take a picture of the casing. Evaluate the picture to decide if it is clear.
- Task 2:** Email the picture to your instructor and include a description of the trim. Tell your instructor new casing needs to be purchased.
- Task 3:** Review the email and picture with your instructor. During the review, ask your instructor if the email text and picture clearly described the trim. Write a summary of the review and email it to your instructor.
- Task 4:** Take a picture of a hinge on the door in your classroom using your cell phone.
- Task 5:** Write an email to your instructor explaining that the door doesn't close properly and you need 3 new hinges to fix it.
- Task 6:** Identify another learner with a cell phone in your class who is willing to help you with the task by going to a hardware store later. Text the problem and attach the picture of the hinges to both the learner and your instructor. Ask the learner to text you back when the new hinges have been located.

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Answer Key

- Task 1:** The important part is that the picture of the casing has been evaluated and found to be clear.
- Task 2:** The email should follow proper construct (subject, signature line, etc.); the body of the email may be casual but contain punctuation and standard writing rules, etc. The picture must be attached and legible in a viewer.
- Task 3:** The summary should capture the essence of the discussion and follow appropriate writing rules. The length of the summary may vary. The instructor lets the learner know if the summary was accurate (from the instructor’s view).
- Task 4:** The learner shows you the picture of the classroom door hinge.
- Task 5:** Read the note to ensure it describes the problem and what/how many materials are needed to repair the door.
- Task 6:** The text should describe the problem, how many hinges are needed and include a picture of the hinge. You can confirm this task has been completed by receiving the original text and asking the learner to show you when the text is received from the other learner.

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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
B1.2	<ul style="list-style-type: none"> shows an awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic and cultural differences 			
	<ul style="list-style-type: none"> demonstrates some ability to use tone appropriately 			
	<ul style="list-style-type: none"> uses strategies to maintain communication, such as encouraging responses from others and asking questions 			
	<ul style="list-style-type: none"> speaks or signs clearly in a focused and organized way 			
	<ul style="list-style-type: none"> uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures) 			
B2.2	<ul style="list-style-type: none"> writes texts to explain and describe 			
	<ul style="list-style-type: none"> conveys intended meaning on familiar topics for a limited range of purposes and audiences 			
	<ul style="list-style-type: none"> begins to sequence writing with some attention to organizing principles (e.g. time, importance) 			
	<ul style="list-style-type: none"> uses limited range of vocabulary and punctuation appropriate to the task 			
	<ul style="list-style-type: none"> begins to select words and tone appropriate to the task 			
	<ul style="list-style-type: none"> begins to organize writing to communicate effectively 			
D.2	<ul style="list-style-type: none"> selects and follows appropriate steps to complete tasks 			
	<ul style="list-style-type: none"> locates and recognizes functions and commands 			
	<ul style="list-style-type: none"> makes low-level inferences to interpret icons and text 			
	<ul style="list-style-type: none"> begins to identify sources and evaluate information 			

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F	<ul style="list-style-type: none"> recognizes roles of others 			
	<ul style="list-style-type: none"> acknowledges and accepts others' perspectives 			

This task: was successfully completed ___ needs to be tried again ___

Learner Comments

Instructor (print)

Learner Signature