

March 2, 2004

	<b>Task Description</b>	<b>Procedural Analysis</b>	<b>Job Task Analysis</b>	<b>Functional Job Analysis</b>
Learning Assumptions	Behaviorist – emphasis on observable behavior	Task performance can be analyzed as a sequence of overt steps. (best as a series of observable behaviors)	The purpose of instruction is to perform successfully in jobs.	Elements of both Behaviorist and Cognitive <b>Cognitive</b> – social cognition - All jobs can be broken into a series of tasks. <b>Behaviorist</b> – Emphasis on observable behavior
Purpose	Specify exactly what people in specific job must do	To reveal the steps necessary to the complete tasks  And examine the overall execution routine of procedure as a whole.	1. Determine what we want to achieve. - What is necessary to achieve desired result - To see if the task successfully completes the objective.	FJA is a task analysis technique that distinguishes between what gets done on a job and what workers do to get the job done. Provides information to consistently and reliably determine the complexity and orientation of job tasks and to develop performance standards and training content.
Deductive (top down) approach?	Top down, deductive	Deductive	Deductive	Top down, deductive
Focuses on	interactions of people and equipment	-The sequence of steps of procedure to diagnose errors. -Recording a competent performers actions.	Observable task performance  (Internal knowledge or processing issued)	Individual tasks and the relationships between the three primitives or function scales, in other words: Data, people and things and the relationships between them.

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<p>Description</p>	<p>Task description – detailed statements of requirements for performing a task</p> <p>Includes elements related to performance of the task such as indicators, cues, objects, actions or feedback</p> <p>Task analysis – uncover human competencies require to support task such as goal orientation, reception, retention of task, interpretation, problem solving and motor response</p>	<p>(pg 45) Breaks up tasks into component behaviors</p> <p>-describes procedure that must be executed to complete.</p>	<ol style="list-style-type: none"> <li>1. Job Description</li> <li>2. task analysis</li> <li>3. target population</li> <li>4. course objectives</li> <li>5. course prerequisites</li> <li>6. measure instrument</li> <li>7. types of performance</li> <li>8. selection of instructional procedures</li> <li>9. frequency of instruction units</li> <li>10. lesson plan development</li> <li>11. improving course efficiency</li> <li>12. improving course effectiveness</li> </ol>	<p>All job tasks can be described in terms of how they relate to three primitives: data, people and things. So tasks are described based on the relationships between these three primitives</p> <p>All job tasks can be described using the worker function scale which has three categories: Data function scale People function scale Thing function scale</p> <p>Each of the three function scales are divided into five activities according to complexity of cognition required for their performance.</p>
<p>Applications or when to use?</p>	<p>Address the tasks and human requirements for design and use of equipment or processing information</p>	<p>Used in industry, business, education, military (production assembly, paper work, job tasks) Primary – intended to be used in developing vocational instruction</p>	<p>For performance support or procedural instruction, use the job analysis method</p>	<p>When you need to analyze and describe specific activities of the job as opposed to the overall job itself</p> <p>A primary part of this is inventorying of tasks.</p>