

Guidelines: How to create a task

The development of a task is not trivial, because tasks require the use of different competences in their completion; they are process-oriented and lead to a product and a presentation; and they involve the experiences and reality of the learners as much as possible (Steveker, 2012).

To create your task, we provide you with a template (see below). The following steps will help you fill in the template:

- Step 1: What should your students be able to do? What is the goal of your task? It is important that your task does not aim for the students to know something (knowledge), but for them to be able to do something (competences).
 - Example: Students can express their opinions.
- Step 2: What do your students need to be able to complete the task? What level do they need to be at? Write down what knowledge and skills they need. This will be the scaffolding you need to prepare when you do the task in class.
 - Example: Students need to know how to form an opinion, they need to know the topic on which they are expressing their opinion, they need to have the vocabulary and grammar to express their opinion, and they need to be able to express themselves respectfully and clearly.
- Step 3: What should the students do? Formulate a realistic idea for a homework assignment.
 - Example: Students are asked to express their opinion on sustainable strategies in their city.
- Step 4: Determine how much time is needed to solve the task (rule of thumb: to find out how much time the students need, multiply the time you need by 3).
 - Example: 40 minutes.
- Step 5: How can you check whether the students have completed the task? Formulate an evaluation.
 - Example: The students develop their opinion on the basis of an analysis of a video. They express their opinion clearly. They express their opinion with respect.
- Step 6: Specify the goal, taking into account all the previous steps.
 - Example: Students can analyse a video about sustainable strategies and, based on this, express their opinions about sustainable strategies in their city clearly and respectfully.
- Step 7: Formulate the entire task. Put the task into context. Prepare different steps that guide the students' learning process, starting with a task that guides them to understand or reproduce. Then prepare a task to explain or analyse and at the end a task to create, argue or interpret.
 - Example: You see a video about a sustainability event in your city, Imaginaburg, and want to go. At lunch, you tell one of your parents that you should all go together, but they are not convinced because they do not think it is important

and change the subject. Today, at dinner, you want to tell your parent again and express why you want to go.

A - Watch the video of the sustainability event (in Spanish) and make notes of the most important information.

B - Structure your notes and analyse why it is important to attend the event to promote the sustainability of your city.

C - Write a text of 150 words or record a 2-minute audio statement in which you express your opinion about the dinner. Use the worksheet „How to form an opinion“.

- Step 8: Check the task checklist and adjust your task if it does not match any of the points.
 - Use of different competences (not knowledge!);
 - Process-oriented (at least 2 subtasks);
 - Leads to a product and a presentation (tangible);
 - Practice-orientated (no outdated content or methods!).

Literature:

Steveker, W. (2012). Zeitgemäßer Unterricht. In: K. Sommerfeld (Ed.) Spanisch Methodik (pp. 23-48). Cornelsen.



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Task by ... & ...

Objective:

The students can ...

Resources:

Students need ...

Realistic task idea:

Students should...

Time:

... minutes

Assessment:

The students ...

Final task:

(contextualisation:) ...

(Step A, B, ...)