

**Portfolio: 2a**

**PEDAGOGY AS PROCESS - EDSS5710**

**SAMPLE OF INSTRUCTIONAL OBJECTIVES FOR LESSON 1 in UNIT PLAN**

**SUBJECT: Management of Business Unit 2 Module 2**

**TOPIC: MARKETING RESEARCH**

**LESSON PLAN: # 5 in Unit plan on STAGE 5 OF MARKETING RESEARCH (RESEARCH TECHNIQUES)**

**TEACHER: CARISSA MEAHJOHN SOBRANSINGH**

**SCHOOL: VESSIGNY SECONDARY SCHOOL**

**CLASS/FORM: 6      NO. IN CLASS: 10      TIME: 80 mins      NO OF PERIOD(S): 2**

**Task Analysis: Designing a Marketing Research Tool**

Task analysis is a sequenced list of the subtasks or steps that make up a task (Moyer & Dardig, 1978). It allows teachers to break a complex activity into smaller, teachable parts so students can engage with it step by step. This approach helps ensure that learning is well-supported and that no key skill is overlooked. It also allows the teacher to select appropriate instructional strategies such as group work, questioning, modelling, or guided practice to match each part of the process. Through this structure, students are not only guided through content, but also develop key skills like critical thinking, problem solving, and independent learning. Task analysis supports active engagement by allowing for a variety of learning experiences and classroom interactions, making it easier to differentiate instruction and respond to students' needs in real time. Most importantly, it also helps students see exactly where they may be struggling or misunderstanding a concept, since each step builds clearly on the one before it. This allows for quicker intervention and encourages students to take more responsibility for their learning. In this particular task, students also engage with higher order thinking skills as they are required to apply prior knowledge, make strategic decisions, and create a usable research tool that meets real-world needs.

In line with the requirement to complete a task analysis of a major performance task from the unit, this section focuses on Lesson 5 of the Marketing Research Unit. In this lesson, students are asked to design a short research tool—such as a survey or interview guide—to collect peer opinions on cafeteria pricing. This is a meaningful, school-based issue that allows students to apply concepts from earlier lessons in a real and relatable context.

To complete the activity successfully, students must move through a clear sequence: they first need to grasp the issue they are investigating, then connect it to SMART research objectives. From there, they select the most suitable research technique (such as a survey or interview), draft a certain number of questions that are clear and unbiased, organize those questions logically, and revise their tool based on teacher or peer feedback. Because each part relies on the successful completion of the previous one, this activity is best supported by a procedural task analysis an approach that emphasizes teaching and learning in a step-by-step sequence.

**Reference**

Moyer, J. R., & Dardig, J. C. (1978). *Practical task analysis for special educators*. TEACHING Exceptional Children, 11(1), 16–18. <https://doi.org/10.1177/004005997801100105>

The table below outlines the knowledge, sub-skills, values, and teaching sequence needed to support students in completing this task successfully.

**TASK ANALYSIS TABLE on MARKETING RESEARCH (RESEARCH TECHNIQUES)**

| Task Analysis Steps                   | Knowledge Required                                                                | Sub-Skills                                                                      | Prior Knowledge                                                | Instructional Strategies / Support                       | Skills and Attitudes Developed                       |
|---------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------|
| 1. Understand the research problem    | Concepts of school-based research issues; cafeteria pricing as a case             | Identifying a specific research problem (prices in the cafeteria from lesson 3) | Lesson 3 – Problem identification, SBA introduction            | Brainstorming, discussion, scenario analysis             | Critical thinking, curiosity, relevance to real life |
| 2. Link problem to SMART objectives   | Components of SMART criteria                                                      | Formulating SMART objectives                                                    | Lesson 3 – Writing SMART objectives, SBA introduction          | Use of templates, peer feedback, teacher modelling       | Goal setting, focus, responsibility                  |
| 3. Select appropriate research method | Differences between surveys, interviews, observations, focus groups               | Matching method to objective                                                    | Lesson 4 – Qualitative vs. quantitative methods, sampling, SBA | Comparison chart, class discussion                       | Decision-making, adaptability                        |
| 4. Draft 5 questions for the tool     | Types of questions (Likert, MCQ, open-ended); avoiding bias                       | Designing clear, unbiased questions                                             | Lesson 2 – Types of data and bias                              | Modelling good vs. poor questions, small group work      | Communication, fairness, integrity                   |
| 5. Organize and structure the tool    | Logical sequencing of questions, clarity, layout and medium (google document etc) | Structuring the research instrument                                             | General knowledge and previous exposure to forms/surveys       | Use of templates, sample reviews, research               | Organization, attention to detail                    |
| 6. Revise based on feedback           | Purpose and value of revision; using feedback constructively                      | Evaluating and improving the marketing research tool                            | Lesson 3 – Peer editing with SMART objectives                  | Feedback checklist, teacher feedback                     | Receptiveness, perseverance, willingness to improve  |
| 7. Prepare for administration         | Ethical considerations, participant respect, time management                      | Applying research ethics to fieldwork                                           | Lesson 4 – Sampling techniques and research ethics             | Teacher reminders, ethical discussion, consent templates | Responsibility, integrity, independence              |