



Focusing on 7 Elements

# TASK & AUDIENCE

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The opportunity for learners to demonstrate evidence of learning through the development of an authentic product or performance.

## TASK & AUDIENCE

### Teacher Generated

Teacher identifies the form(s) for the task (e.g., podcast, film, critique, prototype) and the target audience.

### Teacher & Learner Co-Created

Teacher offers possible task forms as suggestions to inspire learner choice. The audience may be fixed or open depending on the task.

### Learner Generated

Teacher outlines general task parameters or criteria and learners identify the appropriate form. Learner identifies and engages with an authentic audience to help create, test, and/or refine task. Teacher supports learners as they take risks to go public with their work in places with potentially the most impact.

**Teacher HOM:** *Thinking and Communicating with Clarity and Precision*

**Teacher:** I clarify the purpose of the task, timeline, and opportunities for personalization. I identify the habit of thinking and communicating with clarity and precision so that learners see the relationship between the way they have chosen to accomplish the task and its connection to the audience.

**Learner HOM:** *Thinking and Communicating with Clarity and Precision*

**Learner:** I understand what the task is and how I can use HOM thinking with clarity and precision to design, test, and refine the quality of my communication.

**Teacher HOM:** *Managing impulsivity; thinking interdependently*

**Teacher:** I facilitate a process with learners as we co-create possibilities for the form of creation/communication based on the defined task and audience. I work to manage my desire to speed up the process or overly guide learners' thinking.

**Learner HOM:** *Creating, imagining, innovating; thinking and communicating with clarity and precision*

**Learner:** I work with others to clarify what forms of creation/communication and audiences are possible. I imagine what it would feel like to be in the audience and work to provide an experience that is engaging and effective.

**Teacher HOM:** *Listening with understanding and empathy; Taking a responsible risk*

**Teacher:** I confer with learners to help them think about what the purpose of their task will be, how to engage their audience, and how to test and refine their approach.

**Learner HOM:** *Creating, imagining, innovating; thinking about thinking*

**Learner:** I envision what my final creation/communication might look like and develop a plan, timeline, and set of actions for how to make that possible. I reflect on how I am feeling about where I am in the process and, if necessary, reignite my energy for doing the work.

## Questions to reflect on for personalizing:

### Looking Back...

- 1 When do I provide choices to demonstrate learning?
- 2 How do I go about describing and supporting those choices?
- 3 When have I used an audience (outside of me) to listen and provide feedback to the learner's work?
- 4 How did the learners receive that feedback?

### Looking Forward...

- 1 Where might be good places to provide and extend choices about product/performance for and target audience?
- 2 How might I/we seek out people who might be interested in providing feedback?
- 3 What support might I need to provide for the audience?
- 4 What support might I need to provide for the learners?