

**An Investigation of the Tasks in the Workplace,
Their Relevance to the Curriculum, and Characteristics of Agile Learning**
A Case Study with Graduates of a Visual Communication Design Study Program

A Thesis
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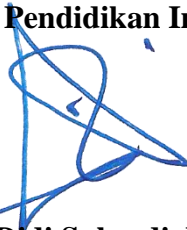
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AUTHOR'S DECLARATION

I, the undersigned, hereby declare that a thesis entitled "*An Investigation of the Tasks in the Workplace, Their Relevance to the Curriculum, and Characteristics of Agile Learning*" is truly my own work. I do not conduct any acts of plagiarism where all sources written in the thesis are fully acknowledged and properly quoted. Within this declaration, I am aware of the sanction if someday fraud of originality is found in my thesis.

Bandung, 4 September 2022

A handwritten signature in black ink, appearing to read 'Susan Santika', with a horizontal line underneath the name.

Susan Santika

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**An Investigation of the Tasks in the Workplace,
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Abstract

This study aims to investigate the tasks performed by graduates of a Visual Communication Design (VCD) study program in the workplace, to reveal the relevance of the tasks to the curriculum of the research site and to identify the tasks that reflect the characteristics of agile learning. The research design of this study was qualitative, involving characteristics of a case study. The data were collected from samples of documents of tasks performed by the alumni in the workplace and semi-structured interviews with four employed graduates: two domain experts with minimum a three-year work experience and two domain novices with less than a one-year work experience. The data were analyzed using Long's (2018) task-based needs analysis, Robinson's (2022) pedagogical task sequencing, Tyler's curriculum development theory (Emilia, 2021), and Galés and Gallon's (2019) characteristics of agile learning. The results of the study revealed that tasks performed by graduates include providing verbal information, juxtaposing verbal and visual information, making recommendations, solving problems, and online communication. Factors that complexify the tasks include using complex sentence structures, multiple modes, exchanging opinions, unavailable planning time, multiple tasks, and unfamiliarity. Moreover, the tasks identified are partially relevant to the curriculum in terms of providing verbal information, juxtaposing verbal and visual information, and making recommendations. Meanwhile, the tasks related to problem solving and online communication are not provided in the curriculum. In relation to agile characteristics, the tasks reflect the characteristics of agile learning that include change agility, mental agility, and people agility. There are five things recommended in this study. First, in the curriculum, tasks related to problem solving and online communication should be given to the students. Second, tasks are sequenced from simple to complex based on the complexity factors to meet occupational language demands and promote students to be agile in the workplace. Third, technology is integrated into the learning activities to promote collaborative learning in online settings that simulate tasks in the workplace. Fourth, the task-based needs analysis should be progressively done to give input for pedagogical tasks and curriculum development to better prepare students for performing occupational tasks. Lastly, learning materials should promote agile learning.

Keywords: Agile learning, Curriculum, English for Specific Purposes, Task-Based Needs Analysis, Visual Communication Design

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