

## **Breakdown of Original Activity- Example**

### **Learning Domains**

The challenge in teaching this topic is that for the students to master Neurological Levels questioning they must learn and integrate throughout the Cognitive, Psychomotor and Affective domains at the higher levels. Although there is no intention, at this point in the training, for students to master this skill, the manner in which the original activity is taught does not set the required foundation. Students develop a cognitive awareness of the potential value of this type of questioning as well as a basic understanding of how the hierarchy of Neurological levels work. In most students there generally is not a shift in the Affective domain. In terms of Psychomotor skills they are generally able to ask simple questions in approximately 60% of situations when they have the worksheet to follow. The greatest challenge appears to be overcoming the habitual structure they have for investigating problems and goals and they revert back to that structure when not prompted.

While attention is given to Andragogy as defined by Knowles, there is not a clearly defined structure for deliberate engagement of adult learners. There is insufficient tie-in to their lives, motivations, and ambitions. The breadth of the activities is not sufficiently diverse to address the full range of learning styles and preferences. The lesson should be more task oriented. While the individual instructors have skill with teaching different cultures, there should be more attention given in the planning of the lesson to accommodate this.