

Re-Design of Original Activity for Online- Example

Stage 1 (Desired Results) from Understanding by Design are essentially the same.

Stage 2 (Assessment Evidence)

(T) Performance Tasks

Students would be required to record or type a monologue or use a partner with a subject to demonstrate asking questions at various Neurological Levels. They would also “hunch” at which Neurological Level the answers were given. Submissions would be assessed by the teacher or qualified teaching assistant and a mark assigned. Students not meeting the minimum requirement would be offered tutoring to bring up level of understanding and integration. Tutoring would be encourage by other student mentors.

(OE) Other Evidence

- View a recorded lecture asynchronously before the synchronous online class.
- Live quiz using different questions and answers at different Neurological levels. Students would identify which logical level the questions were asked at, as well as the answers. There would be time for discussion, if needed, between questions. [Video of this learning activity](#)
- There would be an activity that would refer back to parts of a previously recorded coaching session that they would have initially heard live in an earlier class. The students would be asked to identify the most powerful questions the coach asked (both from the client’s reactions and their own internal judgement) and also which logical level that question was asked at. The students would be required to create a blog post about this and reply to at least one other student’s blog post.
- There would be a reflective exercise where students would be asked to present in either a short skit, song, presentation, visual representation or blog, a situation where the awareness of the higher logical levels enhanced the situation and outcome. This could be a personal situation or one from history. They could also use an interaction with another person.

Stage 3 (Learning Plan)

Learning Activities

W Informal assessment of prior knowledge that the students have of Neurological Levels Questioning. Pop quiz of the impact of different levels of questioning in everyday life. Stories and explanation of the impact throughout history when people, organizations and cultures were clear at the higher logical levels of their goals and intentions. Students are offered a range of stories and case studies to choose from.

H Invite the students to “tie in” the impact of understanding any goal, problem or intention through the lens of Neurological Levels and the impact of having an easily understood organizational tool for questioning and understanding. Throughout the activities the students will be invited to “tie in” to their own lives, problems and goals. This can be done in small groups. Also there would be the “tie in” to interpersonal interactions and how they would have been shifted using the framework of Neurological Level questioning and awareness.

E Through the reflection component and interacting with fellow students both in blogs and in small groups, the students can expand the motivation, tie the concepts and the impact into their personal lives.

R This can be done through the blog posts, the informal assessments and pop quiz as long as there is a reflection component built in also, perhaps both individually and in small groups with a reporting component to the larger group.

E This would be done throughout the learning activity. This would be a major change as the leaning would be spread out through a longer time period to allow for greater variety of activity and different types of integration.

T Learners would be able to customize how to engage in the activities as well as bring in examples from their own personal lives to use in case studies and blog posts

O There would be more time taken to assess learners initially for pre-learning and what type of stories would engage them more fully. Students would also play a greater role in choosing the focus area of the engagement stories.

Possible Misunderstandings

Students often do not really get the importance of investigating at the higher Neurological levels especially in a business environment. This coupled with habit systems of only investigating at the lower Neurological Levels (Action & Environment) gets in the way of them making a change in both the Affective and Pschomotor domains. Extra time and energy needs to be spent in this area to support students to accelerate this shift. This is a priority as this inability to make the shift continues to impact many students significantly at higher levels of learning in their coaching studies.

Develop learning and scoring rubrics for students so they are clear on expectations for learning.