

ATTACHMENT A

MIL-HDBK-29612-3A

TABLE 25. Interactivity levels and associated learning levels - Continued.

INTERACTIVITY LEVEL	DESCRIPTION OF LEVEL	KNOWLEDGE	SKILLS	ATTITUDES
<p align="center">LEVEL 3 INTERACTIVITY</p> <p align="center">COMPLEX PARTICIPATION</p>	Capable of providing complex branching paths based on student selections and responses.	<u>Procedure Learning.</u> Learning to perform step by step actions in the proper sequence.	<u>Continuous Movement.</u> Learning to track or make compensatory movements based on feedback.	<u>Innovation.</u> Learning and demonstrating the mental preparedness to make decisions by generating the results expected upon completion of prioritized strategies or tactics in response to normal, abnormal, and emergency cues associated with the performance of an operational procedure, and the ability to generate new actions in response to abnormal or emergency cues.
	Capable of presenting or emulating complex procedures with explanations of equipment operation.	<u>Discrimination Learning.</u> Learning to group similar and dissimilar items according to their distinct characteristics.	<u>Perception (Encoding).</u> Perception of sensory stimuli that translate into physical or mental performance.	<u>Receiving.</u> Learning and demonstrating the ability to perceive the normal, abnormal, and emergency cues associated with the performance of an operational procedure. Situational Awareness of operational cues.
	Capability for student participation in emulation of psychomotor performance and extensive branching capability	<u>Problem-Solving.</u> Learning to synthesize lower levels of knowledge to resolve problems.	<u>Readiness.</u> Learning to have readiness to take a particular action.	<u>Responding.</u> Learning and demonstrating the mental preparedness to encode operational cues as indicators of normal, abnormal, and emergency conditions associated with the performance of an operational procedure.
	Capability for limited real-time simulation of performance in the operational setting.		<u>Guided Response.</u> Learning of a complex physical or mental skill by copying a demonstration.	<u>Valuing.</u> Learning and demonstrating the ability to judge the worth or quality of normal, abnormal, and emergency cues associated with the performance of an operational procedure
	Computer evaluation of student intellectual skills and performance by computer-based performance and predictive test items.		<u>Mechanism.</u> Learning to perform a complex physical or mental skill with confidence and proficiency.	<u>Competence.</u> Learning and demonstrating the mental preparedness to make decisions by using prioritized strategies and tactics in response to normal, abnormal, and emergency condition cues associated with the performance of an operational procedure.
	Computer evaluation of student procedural performance includes the capability to generate time and error scores for performance test items.		<u>Adaptation.</u> Learning to modify a complex physical or mental skill to accommodate a new situation.	