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

INTERACTIVITY LEVEL	DESCRIPTION OF LEVEL	KNOWLEDGE	SKILLS	ATTITUDES
LEVEL 3 INTERACTIVITY COMPLEX PARTICIPATION	Capable of providing complex branching paths based on student selections and responses. Capable of presenting or emulating complex procedures with explanations of equipment operation. Capability for student participation in emulation of psychomotor performance and extensive branching capability Capability for limited real-time simulation of performance in the operational setting. Computer evaluation of student intellectual skills and performance by computer-based performance and predictive test items. Computer evaluation of student procedural performance includes the capability to generate time and error scores for performance test items.	Procedure Learning. Learning to perform step by step actions in the proper sequence. Discrimination Learning. Learning to group similar and dissimilar items according to their distinct characteristics. Problem-Solving. Learning to synthesize lower levels of knowledge to resolve problems.	Continuous Movement. Learning to track or make compensatory movements based on feedback. Perception (Encoding). Perception of sensory stimuli that translate into physical or mental performance. Readiness. Learning to have readiness to take a particular action. Guided Response. Learning of a complex physical or mental skill by copying a demonstration. Mechanism. Learning to perform a complex physical or mental skill with confidence and proficiency. Adaptation. Learning to modify a complex physical or mental skill to accommodate a new situation.	Innovation. 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. Receiving. 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. Responding. 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. Valuing. 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 Competence. 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.

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

INTERACTIVITY LEVEL	DESCRIPTION OF LEVEL	KNOWLEDGE	SKILLS	ATTITUDES
LEVEL 3 INTERACTIVITY COMPLEX PARTICIPATION (continued)			Origination. Learning to create a new complex physical or mental skill to accommodate a new situation.	
LEVEL 4 INTERACTIVITY REAL-TIME PARTICIPATION	Capability for real-time simulation of performance in the operational setting. Computer evaluation of student performance and intellectual skills by computer-based predictive and performance test items. Computer evaluation of student procedural performance includes the capability to generate time and error scores for performance test items. Employs state-of-the-art technology for simulation and communication.	Discrimination learning. Learning to group similar and dissimilar items according to their distinct characteristics. Problem-Solving. Learning to synthesize lower levels of knowledge for the resolution of problems.	Mechanism. Learning to perform a complex physical or mental skill with confidence and proficiency. Adaptation. Learning to modify a complex physical or mental skill to accommodate a new situation. Origination. Learning to create a new complex physical or mental skill to accommodate a new situation. Continuous Movement. Learning to track or make compensatory movements based on feedback.	Receiving. 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. Responding. 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. Valuing. 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.