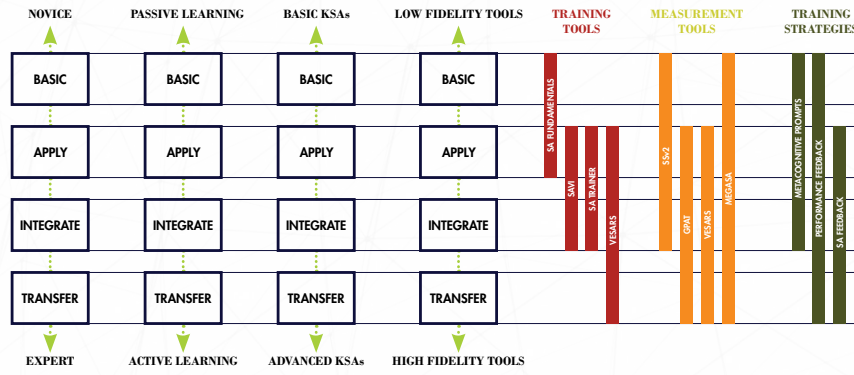


BAIT FRAMEWORK

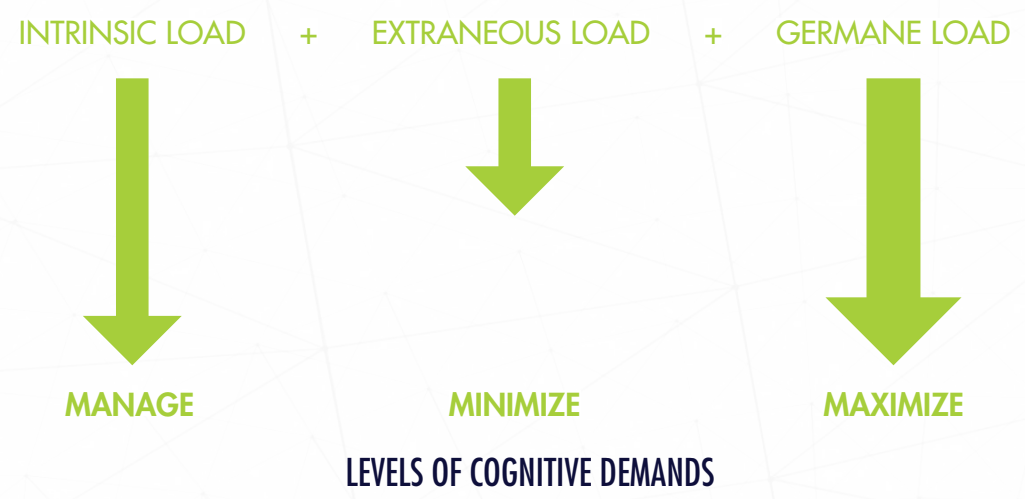


MAPPING OF BASIC KNOWLEDGE, SKILLS, AND ABILITIES (KSAs) TO TRAINING TOOLS AND STRATEGIES ACROSS MULTIPLE LEVELS OF EXPERTISE

MASTER UNIFIED PEDAGOGICAL MODEL

LEVEL 1 <i>knows</i> NOVICE	LEVEL 2 <i>knows how</i> ADVANCED BEGINNER	LEVEL 3 <i>shows how</i> COMPETENT	LEVEL 4 <i>does</i> PROFICIENT	LEVEL 5 <i>does & reflects</i> EXPERT/ MASTERY
Type of Learning Passive Learning	Type of Learning Blend of Passive and Active Task-Based Learning	Type of Learning Mostly Active Task-based & Integrated Skills Learning	Type of Learning Active Learning with Situational Discernment; Team Training	Type of Learning Active Learning without Scaffolds Under Uncertainty
KSAs Focus on Basic Declarative Knowledge	KSAs Focus on Procedural Knowledge	KSAs Focus on Integrative Knowledge	KSAs Focus on Higher-Order Challenging Complex Skills & Situational Discrimination	KSAs Focus on Transfer, Self-Regulation, & Metacognition
Action Type Cognitive Actions: Fact Gathering	Action Type Cognitive Actions: Interpretation-Application	Action Type Behavior Actions: Demonstration of Learning	Action Type Behavior Actions: High Tempo Performance Integrated into Practice	Action Type Behavior Actions: High Tempo Performance Requiring Reflection & Regulatory Control
Enabling Tech Low Fidelity Training via Lecture, Textbook	Enabling Tech Low-to-Mid Fidelity Training in Part-Task Trainer	Enabling Tech Medium Fidelity Training via Simulators / Serious Games	Enabling Tech High Fidelity Training in Virtual or Real Environment	Enabling Tech High Fidelity Training in Virtual or Real Environment
Assessment Type Q&A Fact-based Assessments	Assessment Type Q&A Context-based Assessments	Assessment Type Contextually Relevant Practical Procedural Assessments	Assessment Type Observation in Authentic & Varied Environments, Peer Assessments	Assessment Type Observation in Authentic & Varied Environments, Peer & Self Assessments
Cognitive Processes Building & Apprehending Declarative Knowledge	Cognitive Processes Begin Understanding Concepts & Context	Cognitive Processes Apply Rules to Concepts; Build Schemas	Cognitive Processes Build Complex Schemas	Cognitive Processes Complex Problem Solving
Activities & Actions Absorb Activities	Activities & Actions Do Activities	Activities & Actions Elaborate Activities	Activities & Actions Connect Activities	Activities & Actions Transfer Activities
Cognitive Load Theory Control Extraneous Processing	Cognitive Load Theory Support Essential Processing	Cognitive Load Theory Support Generative Processing	Cognitive Load Theory Impose Complex Generative Processing	Cognitive Load Theory Remove Scaffolds
Instructional & Retention Strategies Simple Worked Examples	Instructional & Retention Strategies Worked Example with Variations	Instructional & Retention Strategies Complex Worked Examples	Instructional & Retention Strategies Problem-Solving Tasks	Instructional & Retention Strategies Complex Problem-Solving Tasks

COGNITIVE LOAD THEORY

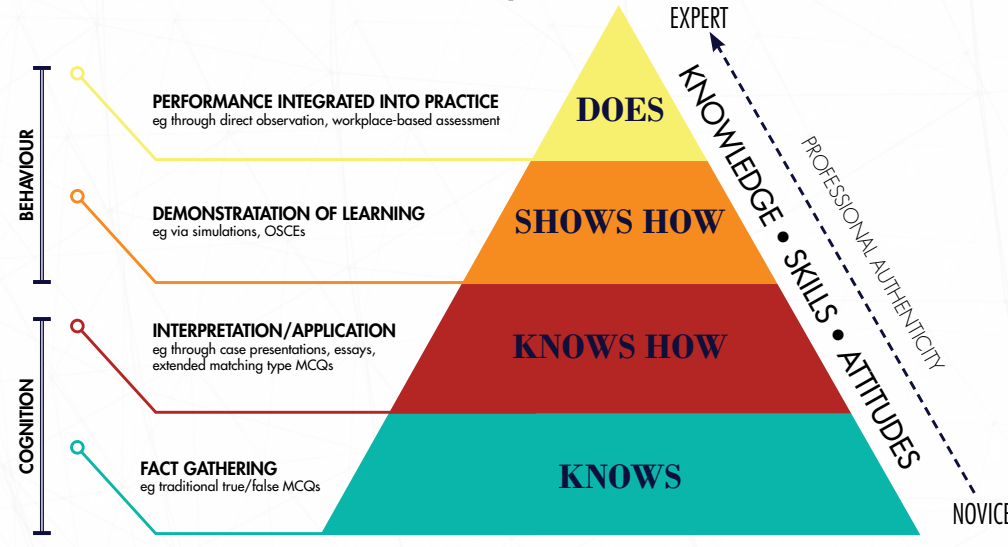


DREYFUS & DREYFUS

SKILL LEVEL	CONTEXT	PERSPECTIVE	DECISION MAKING	ENGAGEMENT
1 NOVICE	NONE	NONE	ANALYTICAL	NONE
2 ADVANCED BEGINNER	SITUATIONAL	NONE	ANALYTICAL	NONE
3 COMPETENT	SITUATIONAL	CHOSEN	ANALYTICAL	ENGAGED OUTCOME
4 PROFICIENT	SITUATIONAL	INTUITIVE	ANALYTICAL	ENGAGED GOAL OUTCOME
5 EXPERT	SITUATIONAL	INTUITIVE	INTUITIVE	ENGAGED GOAL ACTION, OUTCOME

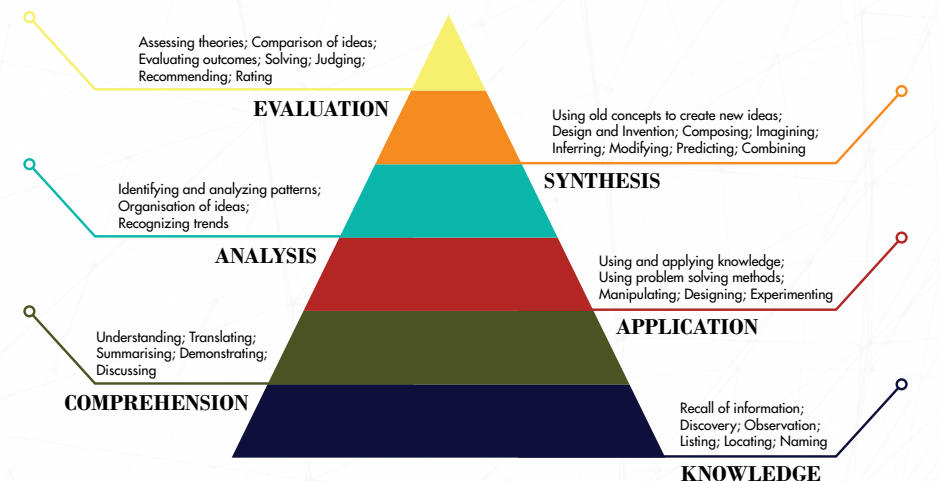
CHARACTERISTICS OF SKILL ACQUISITION ACROSS FIVE LEVELS OF EXPERTISE

MILLER'S PYRAMID/PRISM



COGNITION VERSUS BEHAVIOR ACTION DICHOTOMY

BLOOM'S TAXONOMY



ASSOCIATED COGNITIVE PROCESSES, ACTIVITIES, AND ACTIONS