

DECISION AID—LO-BASED MEDIA SELECTION Appendix A

KNOWLEDGE				
Verbs				Learning Level and Definition
Advise	Elaborate	List	Recount	Learning Level: Fact Learning Definition: Verbal or symbolic information (e.g., names, formulas, facts, etc.).
Answer	Express	Name	Specify	
Brief	Identify	Read	State	
Calculate	Inform	Recall	Tell	
Define	Instruct	Recommend		
Appraise	Compute	Evaluate	Measure	Learning Level: Rule Learning Definition: Using two or more facts in a manner that provides regularity of behavior in an infinite variation of situations.
Compile	Encrypt	Format	Outline	
Compose	Estimate	Forward	Route	
Check	Delete	Pause	Start	Learning Level: Procedure Learning Definition: Performing step-by-step actions in the proper sequence.
Condense	Implement	Resume	Stop	
Edit	Initiate	Set up		
Allocate	Correlate	Finalize	Reorganize	Learning Level: Discrimination Learning Definition: Grouping similar and dissimilar items according to their distinct characteristics.
Arrange	Cross-check	Group	Restate	
Assign	Designate	Label	Schedule	
Categorize	Differentiate	Level	Select	
Classify	Discriminate	Match	Separate	
Collate	Distinguish	Organize	Sort	
Compare	Distribute	Rank	Task	
Confirm	Divide	Realign	Template	
Consolidate	Eliminate	Redistribute	Translate	
Contrast	Extract	Reexamine	Tune	
Analyze	Derive	Generate	Project	
Annotate	Design	Hypothesize	Resolve	
Apply	Determine	Illustrate	Revise	
Change	Diagram	Infer	Search	
Combine	Discover	Investigate	Solve	
Conclude	Draft	Locate	Summarize	
Convert	Effect	Manipulate	Synthesize	
Create	Explain	Modify	Triage	
Criticize	Extend	Plan	Use	
Decide	Find	Predict	War game	
Defend	Generalize	Produce		
SKILLS				
Verbs				Learning Levels and Definition
Detect	Hear	See	Taste	Learning Level: Perception (Encoding) Definition: Sensory stimuli that translate into physical performance.
Feel	Scan	Smell	Visualize	
Assault	Fall	Pull	Throw	Learning Level: Gross Motor Skills Definition: Manual dexterity in the performance of physical skills.
Carry	Hold	Run	Turn	
Creep	Jump	Stay	Twist	
Depart	Lift	Swim	Wear	
Advance	Guide	Maneuver	Take off	Learning Level: Continuous Movement Definition: Tracking or making compensatory movements based on feedback.
Control	Hover	Regulate	Track	
Follow	Land	Steer	Traverse	
Able	Cross	Prepare	Set	Learning Level: Readiness Definition: Having readiness to take a particular action.
Assist	Delay	Prime	Stand to	
Challenge	Guard	Ready		

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SKILLS - Continued				
Verbs				Learning Levels and Definition
Access	Dispose	Mount	Rotate	Learning Level: Mechanism Definition: Performing a complex physical or mental skill.
Activate	Disseminate	Move	Save	
Actuate	Drive	Navigate	Secure	
Adjust	Egress	Obtain	Send	
Administer	Elevate	Open	Service	
Align	Emplace	Operate	Shut down	
Archive	Employ	Order	Sight	
Arm	Engage	Park	Signal	
Assemble	Energize	Perform	Splint	
Attach	Enter	Place	Squeeze	
Balance	Establish	Plot	Stockpile	
Breach	Evacuate	Police	Store	
Calibrate	Exchange	Position	Stow	
Camouflage	Fill out	Post	Strike	
Center	Fire	Press	Submit	
Charge	Fit	Pressurize	Supervise	
Clean	Fuel	Process	Support	
Clear	Ground	Procure	Sweep	
Close	Harden	Provide	Take	
Collect	Hoist	Publish	Take charge	
Connect	Initialize	Raise	Tap	
Cover	Input	Range	Test	
Debrief	Insert	Reach	Tighten	
Debug	Inspect	Receive	Trace	
Decontaminate	Install	Record	Transfer	
Deliver	Integrate	Reestablish	Transmit	
Destroy	Intercept	Refuel	Transport	
Diagnose	Isolate	Release	Treat	
Dig	Issue	Relocate	Troubleshoot	
Disassemble	Jack	Remove	Type	
Disconnect	Launch	Repair	Unload	
Disengage	Load	Replace	Update	
Dismantle	Log	Replenish	Utilize	
Dispatch	Lubricate	Reset	Write	
Displace	Maintain	Retrieve	Zero	
Display	Manage	Return		
Acclimatize	Direct	Occupy	Reconcile	Learning Level: Adaptation Definition: Modifying a complex physical or mental skill to accommodate a new situation.
Accommodate	Draw	Orient	Recover	
Adapt	Evade	Pack	Reduce	
Ambush	Infiltrate	Patrol	Relieve	
Attack	Lay	Prevent	Suppress	
Bypass	Lead	Program	Tailor	
Conduct	Map	Protect	Temper	
Deploy	Neutralize	Queue	Train	
Cause	Contrive	Initiate	Make	Learning Level: Origination Definition: Creating a new complex physical or mental skill to accommodate a new situation.
Construct	Correct	Invent	Originate	

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ATTITUDES				
Verbs				Learning level and Definition
Attend closely Listen Listen attentively	Monitor Observe Perceive Recognize	Reconnoiter Show awareness	Show sensitivity Wait	Learning Level: Receiving (Perception; Situation Awareness) Definition: Demonstrating mental preparedness to perceive the normal, abnormal, and emergency condition cues associated with the performance of an operational procedure.
Accomplish Achieve Acknowledge Announce Ask Communicate Complete	Complete assignment Comply Demonstrate Describe Encode Execute	Give Indicate Interpret Notify Obey rules React Report	Request Respond Resume Show	Learning Level: Responding (Interpreting) Definition: Demonstrating mental preparedness to encode operational cues as indicators of normal, abnormal, and emergency conditions associated with the performance of an operational procedure.
Alert Appreciate Approve Assess Authenticate	Belief Cancel Choose Judge Justify	Prioritize Propose Qualify Reassess Review	Share Study Validate Verify	Learning Level: Valuing (Judgment) Definition: Demonstrating the ability to judge the worth or quality of normal, abnormal, and emergency cues associated with the performance of an operational procedure.
Allow Alter Assume	Command Coordinate Enforce	Ensure Influence Prescribe	Serve	Learning Level: Competence (Application of resource management strategies and tactics.) Definition: Demonstrating the mental preparedness to make decisions using prioritized strategies and tactics in response to normal, abnormal, and emergency condition cues associated with the performance of operational procedures.
Conceive Conjecture	Develop Devise	Formulate Imagine	Innovate	Learning Level: Innovation (Generation of new resource management strategies and tactics) Definition: 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 performance of an operational procedure, and generating prioritized strategies and tactics in response to abnormal or emergency cues.

DECISION AID—LO-BASED MEDIA SELECTION Appendix B

Cognitive Outcomes Verbs

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
recall	translate	interpret	distinguish	compose	judge
recognize	discuss	apply	analyze	plan	appraise
record	describe	employ	differentiate	propose	evaluate
list	report	use	compare	design	rate
name	explain	demonstrate	inspect	formulate	compare
identify	define	dramatize	debate	arrange	value
		illustrate	examine	assemble	revise
		operate	categorize	construct	score
		schedule		create	assess
		sketch		organize	critique
		develop		manage	
		calculate		prepare	
		diagram		develop	

PDA-3 MEDIA FEASIBILITY DETERMINATION JOB AID

Use of the media feasibility determination job aid. Media selection takes place during the design phase of the ISD/SAT process. This table should be used to determine if the media selected is supportable and will actually meet the requirements. A significant number of "no" answers could be reason to re-evaluate the media selected.

ITEM	QUESTION	YES	NO	NOTES
Is it a practical solution to requirements?				
1.	Can the critical tasks be taught, exercised, and evaluated using the selected media with the specified level of fidelity and instructional features?			
2.	Are the proposed number of units of training media matched to future requirements?			
Is it a practical equipment solution?				
3.	Is there something already available, or that can be easily modified that will meet the requirement?			
4.	Can operational equipment be transferred or converted for use in training? Is it feasible and desirable to support operational equipment for this purpose?			
5.	Is it a one-of-a-kind piece of training equipment that will be difficult to support?			
6.	Will a simpler approach work?			
7.	Can it be done in the same manner as it's been done in the past?			
8.	Is the technology mature, or is it high-risk technology?			
9.	Will the system be user friendly?			
10.	Is the technology going to be outdated before the system is fielded? Is it easily updated?			
11.	Is the computer software in the proposal compatible with the software of other devices to which it must be merged?			
Is it a practical personnel solution?				
12.	Does the media require dedicated instructor/operator personnel and additional maintenance personnel to achieve the training goals? Where will the program get required manpower?			
13.	Are personnel with the necessary skills, and resources to develop materials available?			

PDA-3 MEDIA FEASIBILITY DETERMINATION JOB AID

ITEM	QUESTION	YES	NO	NOTES
14.	Is it realistic to think that the prospective users will use the media at the proposed locations?			
Is the proposal a practical response to policy?				
15.	Is there communication with the program manager on this issue?			
16.	Is it a defensible solution in terms of the expectations and policies of senior officials who must approve the plan?			
Is it a practical response to project timing?				
17.	Can the media be budgeted, contracted, built, courseware developed and instructor/operators trained in time for required start of training?			
Does the strategy meet needs?				
18.	Does the macro training strategy support operation, maintenance, employment, and support of the end item or mission?			
19.	Does the strategy adequately support individual and collective training?			
20.	Does the strategy adequately support training via site-specific training programs, other directed training, industry, and academic education programs?			
21.	Does the strategy support initial and sustainment training?			
22.	Can the solution be proliferated during a deployment?			
Does the strategy respond to policy?				
23.	Does the strategy respond to policies that guide the design of training, such as when to use embedded training and the ISD/SAT process?			
24.	Does the strategy realistically consider the trade-off between simulators vs. operational equipment?			
25.	Is the proposed media responsive to the program's long-range plan?			
26.				
Does the strategy provide for evaluation/certification?				
27.	Have required performance proficiencies been established?			
28.	Is there a plan for documenting training effectiveness?			

PDA-3 MEDIA FEASIBILITY DETERMINATION JOB AID

ITEM	QUESTION	YES	NO	NOTES
29.	Will performance on the simulator/simulation be acceptable for the purpose of certifying individual or collective proficiency?			
Is it a defensible plan?				
30.	Is there a clearly stated deficiency?			
31.	Are users identified?			
32.	Is there a clearly stated functional description?			
Is it a defensible consideration of alternatives?				
33.	Are equipment or training aids consistent with equipment used in field operations?			
34.	Have alternatives been considered?			
35.	For each alternative, have the following factors been considered? <ul style="list-style-type: none"> • Most important cost factors. • Personnel to operate and support training system. • Design feasibility. • Acquisition time. • Logistics support. • Reliability, availability, maintainability. 			
36.	Is the selected alternative a credible choice?			
Does it support ongoing defense of program?				
37.	Does the requirements statement contain the words necessary to keep the door open to be able to obtain future required training support?			
38.	Are the right words (REQUIRED vs. DESIRED) used in the requirements statement?			
39.	Is there effective communication with support personnel?			
40.	Is the approving authority designated? Is that person clearly knowledgeable on training issues?			
41.	Do we have the necessary authority during system acceptance tests?			
42.	Are we one of the signatories on the program acceptance documents?			

PDA-3 MEDIA FEASIBILITY DETERMINATION JOB AID

ITEM	QUESTION	YES	NO	NOTES
What are the costs?				
43.	In which areas can I expect substantial cost reductions?			
44.	What life-cycle costs will I incur? <ul style="list-style-type: none"> • Development. • Production. • Product improvement and media update. • Maintenance costs beyond warranty. • Annual operation. • Manpower to operate and maintain the selected media. 			
45.	What additional costs, manpower, and support will be needed?			
What are the benefits?				
46.	How will the acquisition of this item improve training efficiency? <ul style="list-style-type: none"> • Enhanced safety. • Improved training effectiveness. • Fewer units of operational equipment for training. • Reduced time to certify or qualify students. • Increased student throughput. 			
47.	How will this item be resourced? Must the item compete with other media for a funding priority? What is the likelihood that it will be resourced within the next two fiscal years?			
48.	What is the impact if not procured?			
What is my level of confidence in this solution?				
49.	Are there adequate studies/analyses to support a decision to procure the media for training?			