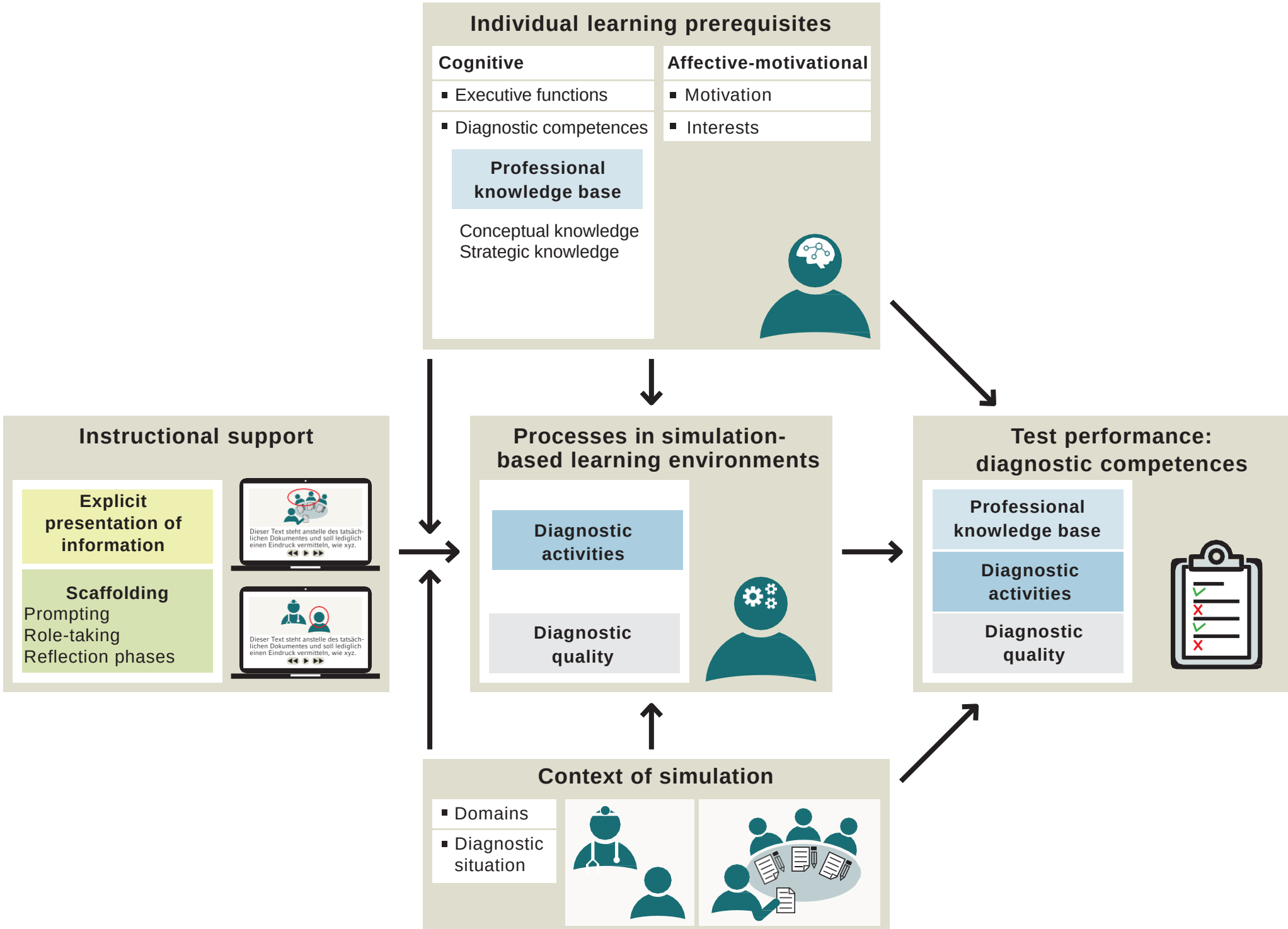
Individual learning prerequisites
Cognitive
Executive functions
Diagnostic competences
Professional knowledge base
Conceptual knowledge
Strategic knowledge
Affective-motivational
Motivation
Interests
Instructional support
Explicit presentation of information
Scaffolding
Prompting
Role-taking
Reflection phases
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Processes in simulation-based learning environments
Diagnostic activities
Diagnostic quality
Test performance: diagnostic competences
Professional knowledge base
Diagnostic activities
Diagnostic quality
Context of simulation
Domains
Diagnostic situation