FAA-STD-028
MARCH 28, 1985

DEPARTMENT OF TRANSPORTATION

FEDERAL AVIATION ADMINISTRATION

STANDARD

CONTRACT TRAINING PROGRAMS

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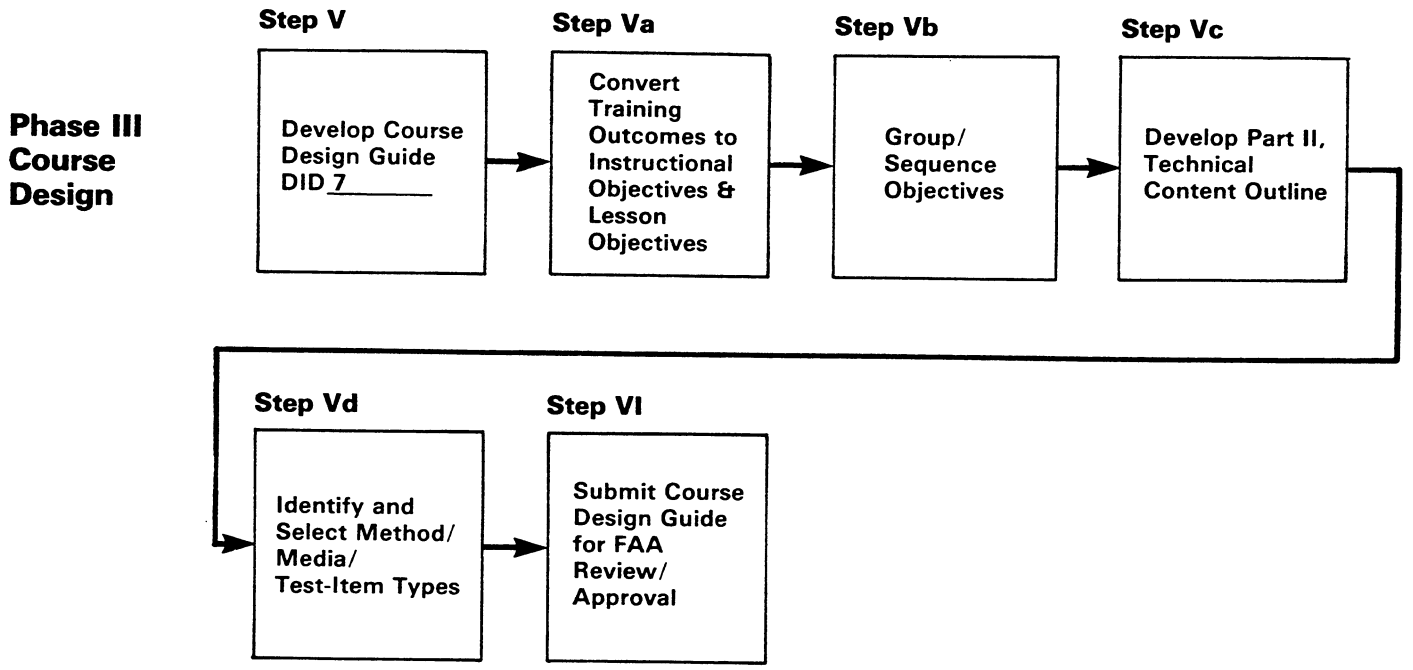
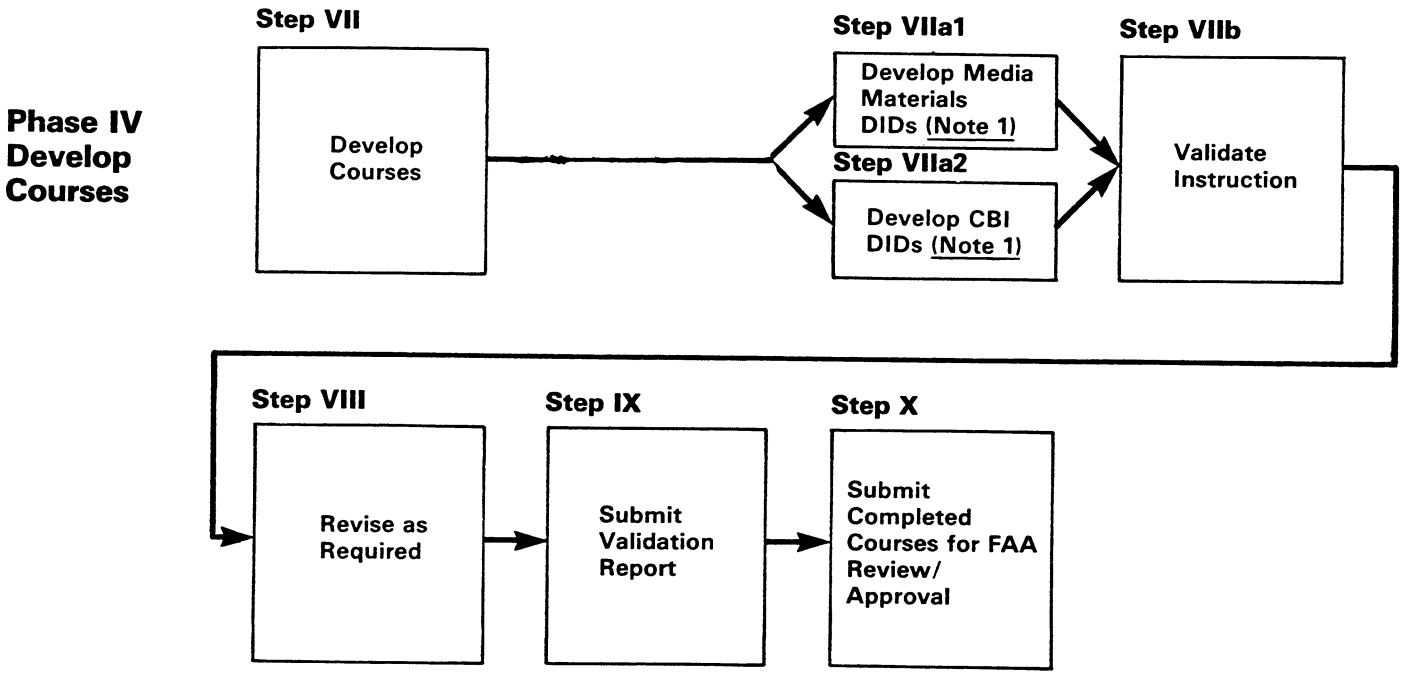


Figure 4. Course Design Guide Development



Note 1: Consult Applicable DID's; There are Several for Both CBI and Non-CBI Courseware.

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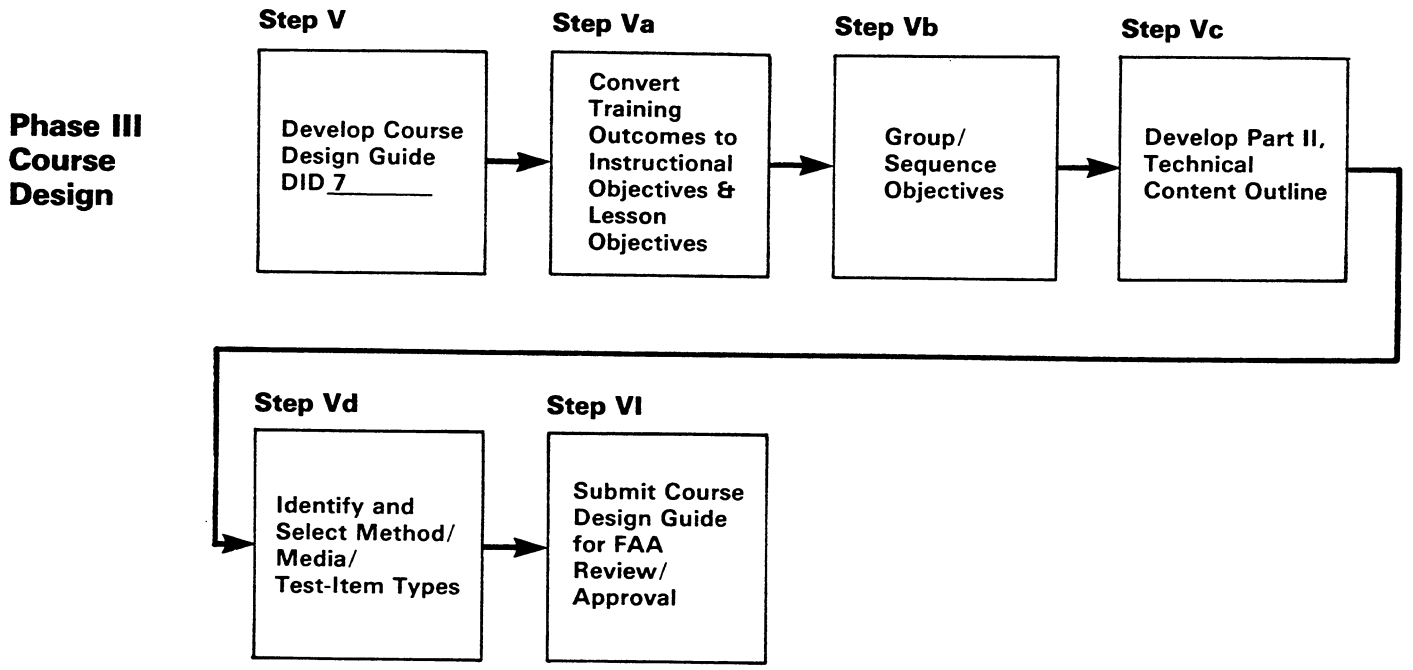

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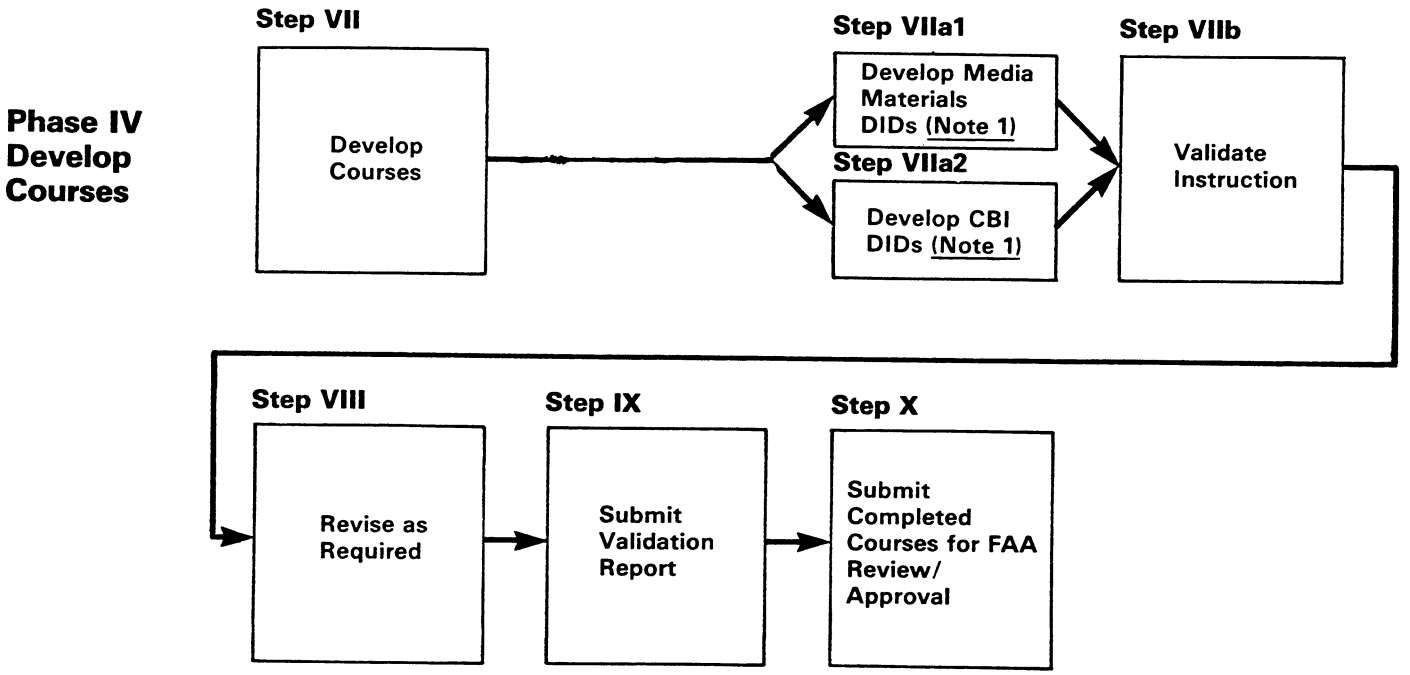

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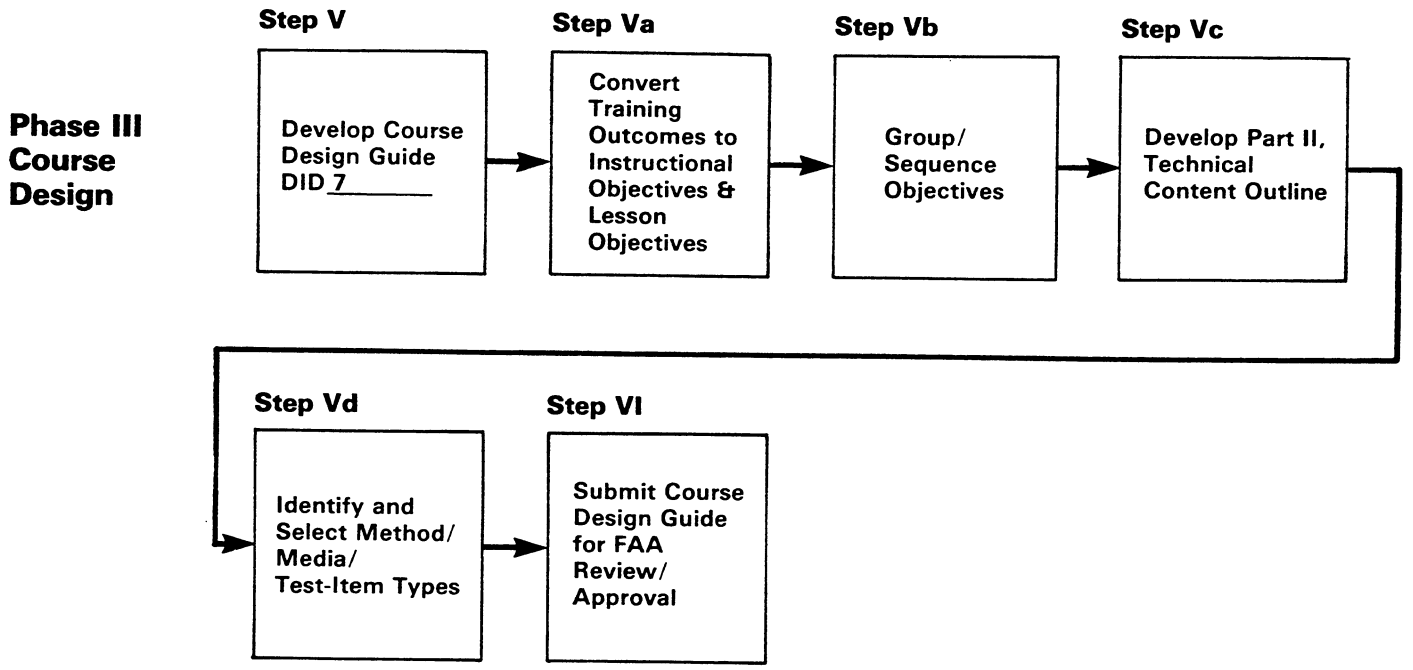

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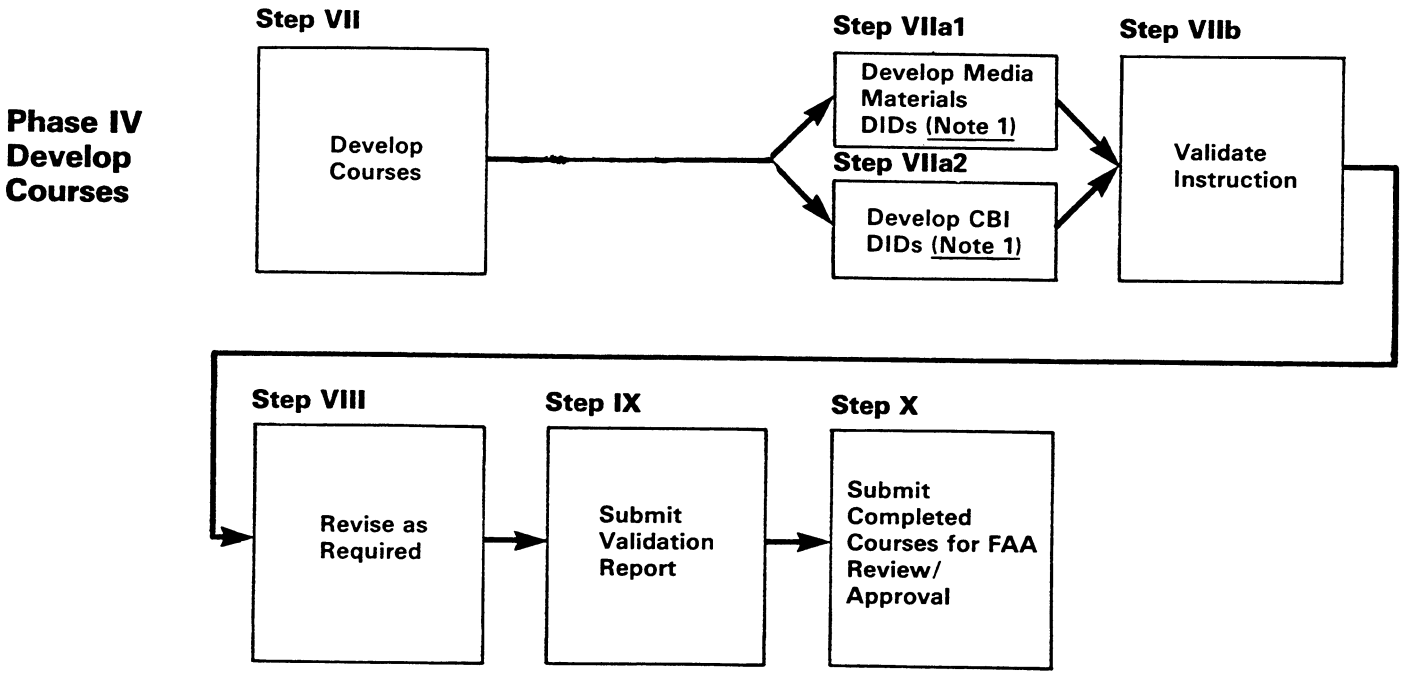

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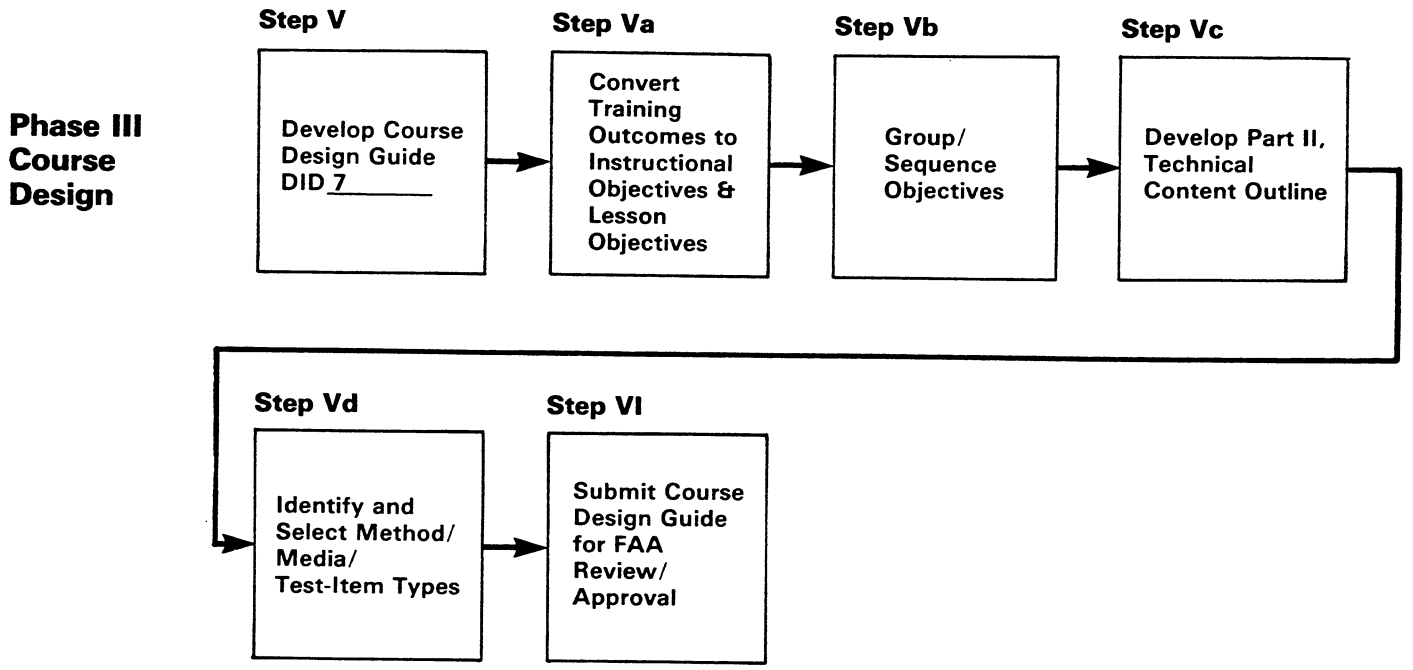

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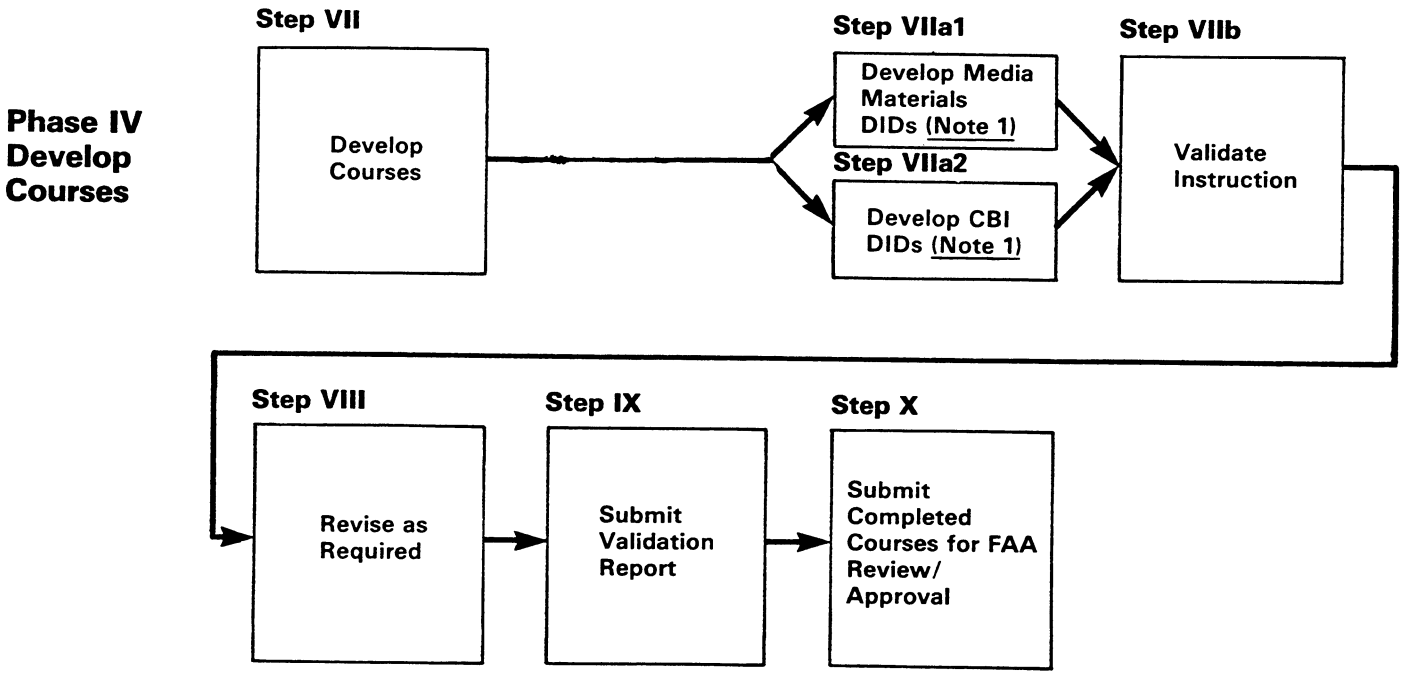

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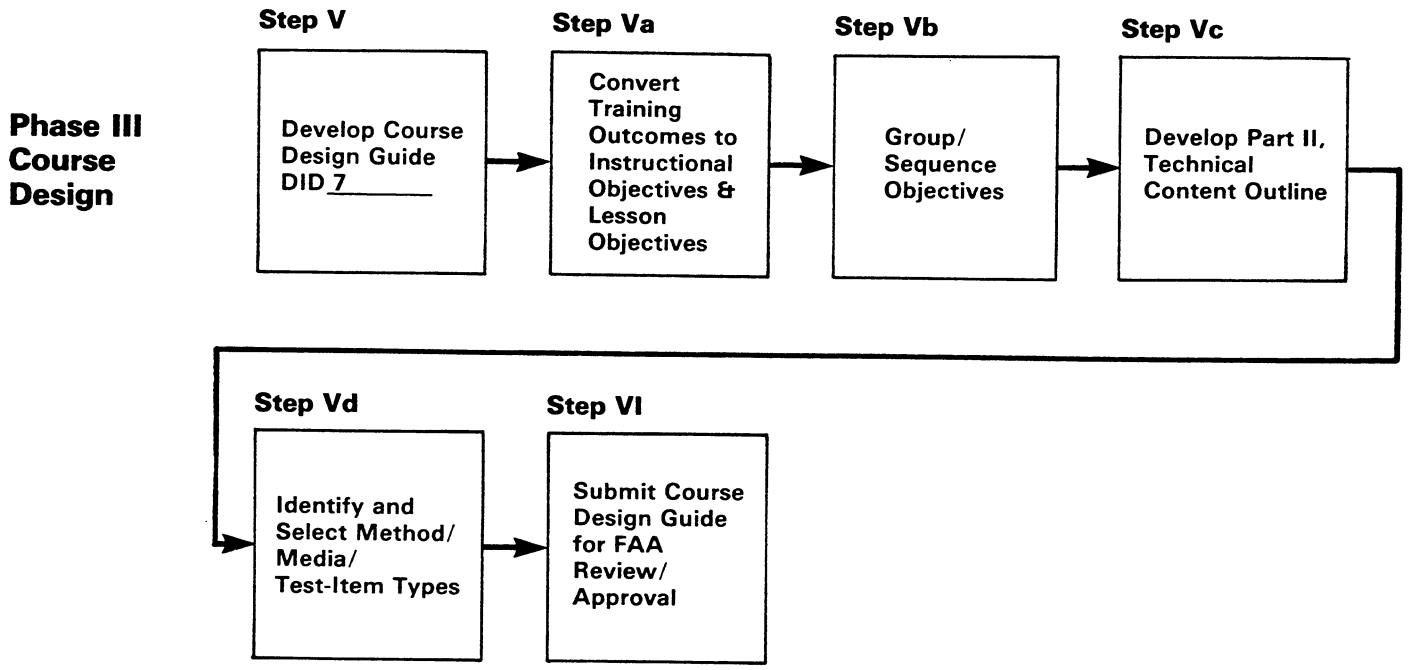

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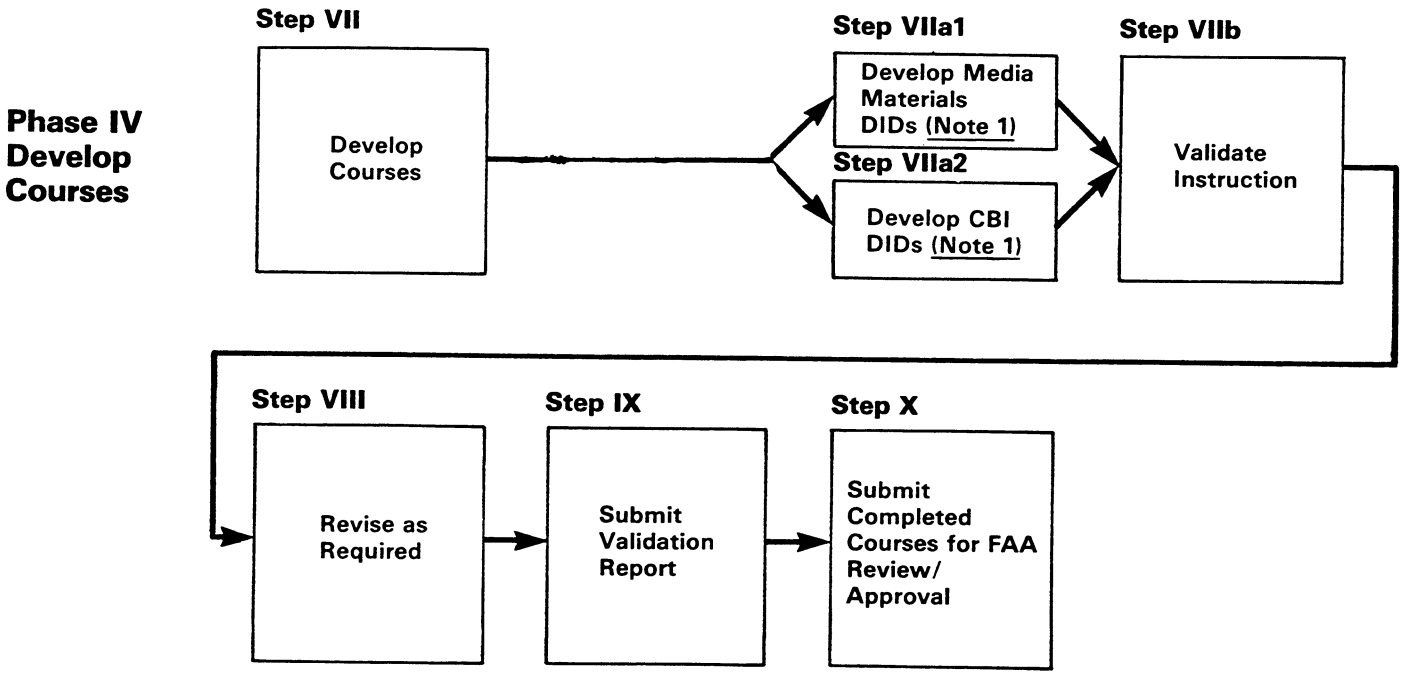

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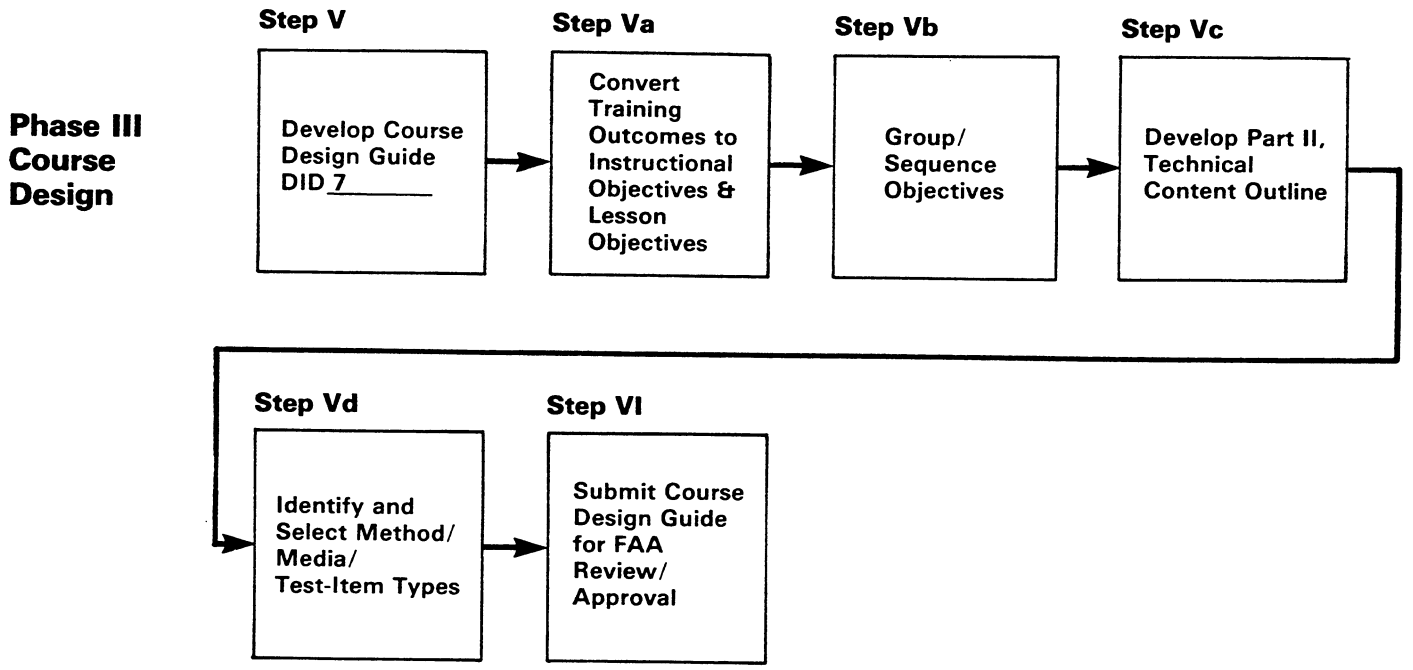

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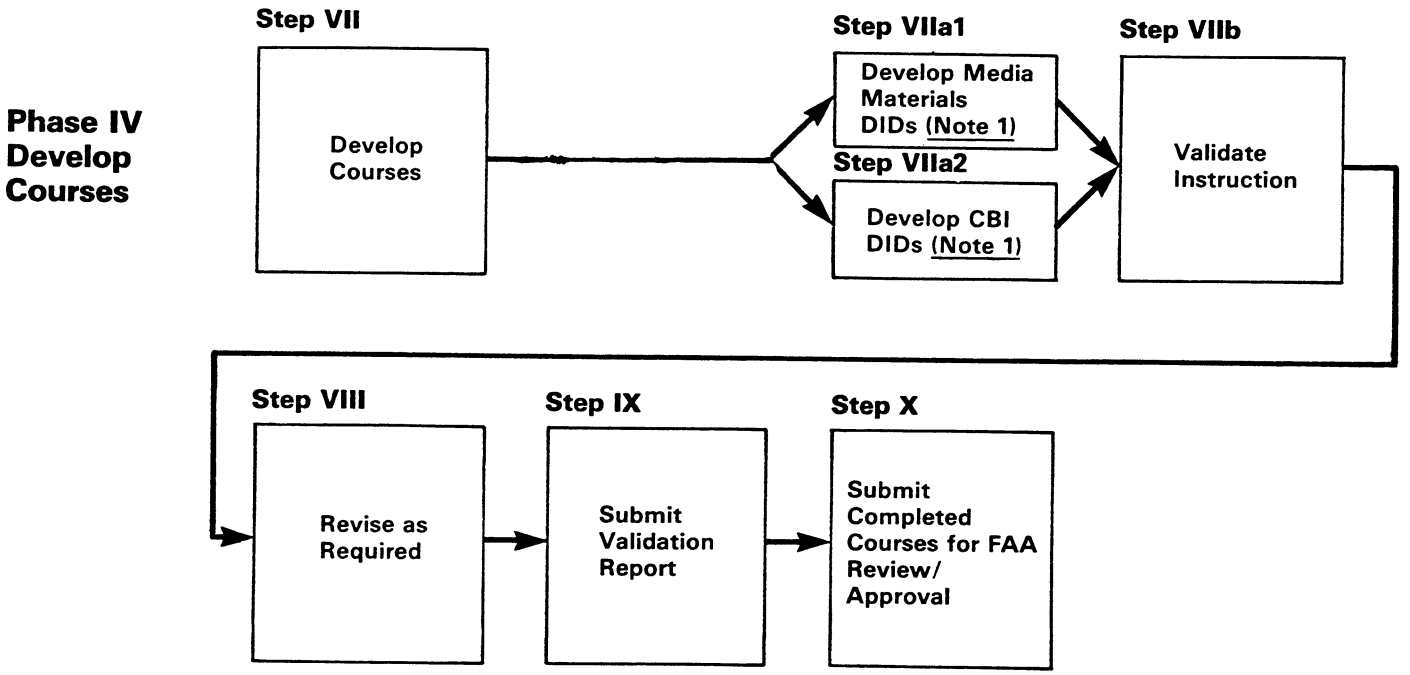

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Figure 5. Course Development Process

4.4.2 Convening Schedule. -

4.4.2.1 Course Commencement. - Course commencement shall be as established in the contract schedule.

4.4.2.2 Schedule of Classes. - Class schedules shall be prepared in accordance with DID-9 and shall be scheduled on a 40-hour workweek basis, eight hours per day, five workdays per week, unless otherwise specified by the procuring activity. Class instruction periods for lecture/demonstration shall normally be 50 minutes duration with a 10-minute break between periods of instruction. Length of practical application periods may vary as the situation requires. Lunch periods may not exceed one hour. Holidays will not be absorbed in the overall course length. To meet urgent requirements, the acquiring activity may direct a second shift or accelerated training where circumstances and availability of system or equipment so dictate. The daily schedule of the training course(s) shall be conducted so as to allow optimum utilization of the system or equipment by the using FAA activity.

4.4.2.3 Student Reporting. - The students will be directed to report to a designated individual at the contractor's subcontractor's facility. The names of authorized students for each training course will be provided to the contractor prior to the course convening date. The contractor shall insure that only personnel designated by the FAA attend and participate in training programs procured under the provisions of this standard.

4.4.2.4 Student-to-Instructor Ratio. - The student-instructor ratio shall be no greater than 16 to 1 in the theoretical phase of the course and no greater than 4 to 1 on the practical application phase. Deviations may be authorized upon mutual agreement by the acquiring activity and the contractor.

4.4.2.5 FAA System or Equipment Availability. - If training is conducted at a field FAA site, a minimum of four hours per day will be provided to the contractor for practical application of the system or equipment to be used in the training course(s) at the FAA site. Due to conflicts with the using activities daily schedule, the availability of the system or equipment may not be available until after 8:00 PM local time, Monday through Friday.

4.4.3 Training Equipment and Material. - Any contract for the delivery of training services shall state whether training equipment will be contractor furnished or Government furnished. Any "System" furnished for training shall include all equipment required to provide the end product or service (e.g., an Airport Surveillance Radar System furnished for training shall include everything from Antenna to Air Traffic controller's displays) including all special tools and test equipment. The "system" or equipment shall duplicate, to the extent possible, the actual operating environment except that the requirement for Antenna radiation may be waived with prior written Government approval if a radiating antenna is not required for training.

4.4.2 Convening Schedule. -

4.4.2.1 Course Commencement. - Course commencement shall be as established in the contract schedule.

4.4.2.2 Schedule of Classes. - Class schedules shall be prepared in accordance with DID-9 and shall be scheduled on a 40-hour workweek basis, eight hours per day, five workdays per week, unless otherwise specified by the procuring activity. Class instruction periods for lecture/demonstration shall normally be 50 minutes duration with a 10-minute break between periods of instruction. Length of practical application periods may vary as the situation requires. Lunch periods may not exceed one hour. Holidays will not be absorbed in the overall course length. To meet urgent requirements, the acquiring activity may direct a second shift or accelerated training where circumstances and availability of system or equipment so dictate. The daily schedule of the training course(s) shall be conducted so as to allow optimum utilization of the system or equipment by the using FAA activity.

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4.7.8 Audiovisual Aids, Master Reproducibles, and Review Copies for Training Equipment Training Courses. - Master-reproducible and projection ready copies of each audiovisual (AV) aid procured for use in non-CBI training courses shall be prepared in accordance with the DID-2. These masters shall provide the Government with the capability to duplicate copies of AV aids for use in follow-on courses, retraining OJT, or courses on related equipment. All overhead transparencies shall be prepared as specified in DID-2 and DID-16. Labeling of AV courseware associated with CBI training shall be in accordance with DID-3.

4.7.9 Tests for Measurement of Student Achievement. - Three types of tests (pretests, progress tests, and post-tests) shall be developed to support the evaluation program required by Paragraph 4.4.4. Two basic kinds of tests are required, written and performance. Written tests shall be designed to measure knowledge and ability to apply principles as required by the instructional and enabling objectives. Performance tests shall be designed to measure the ability of the student to perform certain tasks as stated by the objective. All tests shall be designed to determine the degree of student achievement of the objectives. Each test item shall measure the achievement of the objectives. Each test item shall measure the achievement of the specific objectives of a course of study at the learning level specified.

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INSTRUCTIONAL MEDIA MATERIALS: Autoinstructional devices and other materials that present a complete body of information and are largely self-supporting rather than supplementary in the teaching-learning process.

INSTRUCTIONAL OBJECTIVE: A three-part objective expressed in terms of and keyed to tasks and subtasks as listed in the Job Analysis. The instructional objective helps the student achieve the course outcome. It describes the behavioral actions, the performance conditions, and the attainment standard expected of the student when he completes the task.

INSTRUCTIONAL UNIT: An assembly of lessons which have been integrated, either to complete a usable bit of knowledge or skill, or to aid in scheduling a course or program. The basic components of courses. Same as "Unit of Instruction."

INSTRUCTOR: An individual whose primary responsibility is to teach or evaluate learning in a formal learning environment. Includes personnel who supervise or conduct training with the use of training equipment.

JOB: The duties and tasks assigned to and performed by a single worker. The job is the basic unit used in carrying out the personnel actions of selection, training, classification, and assignment.

JOB ANALYSIS (SYNONYMOUS WITH "JOB TASK ANALYSIS"): The method used to obtain a detailed listing of duties, tasks, and elements necessary to perform a clearly defined, specific job.

- Job Description—A brief explanation of the duties and tasks officially performed by a employee.

- Duty—A major subdivision of the total work activity (JOB) officially performed by an individual.

- Task—A logical and necessary unit of work which forms a significant part of a duty.

- Subtask—A series of operations or activities performed as a logical step in accomplishing a Job Task.

JOB DATA SHEET: An instruction sheet which provides for the individual student a list of the principal steps to be taken in doing a job in the order in which they are to be done. Job sheets also provide the student with the objective(s) to be accomplished and list the references, equipment, and materials required.

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INSTRUCTIONAL UNIT: An assembly of lessons which have been integrated, either to complete a usable bit of knowledge or skill, or to aid in scheduling a course or program. The basic components of courses. Same as "Unit of Instruction."

INSTRUCTOR: An individual whose primary responsibility is to teach or evaluate learning in a formal learning environment. Includes personnel who supervise or conduct training with the use of training equipment.

JOB: The duties and tasks assigned to and performed by a single worker. The job is the basic unit used in carrying out the personnel actions of selection, training, classification, and assignment.

JOB ANALYSIS (SYNONYMOUS WITH "JOB TASK ANALYSIS"): The method used to obtain a detailed listing of duties, tasks, and elements necessary to perform a clearly defined, specific job.

- Job Description—A brief explanation of the duties and tasks officially performed by a employee.

- Duty—A major subdivision of the total work activity (JOB) officially performed by an individual.

- Task—A logical and necessary unit of work which forms a significant part of a duty.

- Subtask—A series of operations or activities performed as a logical step in accomplishing a Job Task.

JOB DATA SHEET: An instruction sheet which provides for the individual student a list of the principal steps to be taken in doing a job in the order in which they are to be done. Job sheets also provide the student with the objective(s) to be accomplished and list the references, equipment, and materials required.

INSTRUCT: To provide situations, conditions, or activities which are designed to facilitate the acquisition of knowledge or skill. To communicate knowledge. To teach.

INSTRUCTIONAL MEDIA MATERIALS: Autoinstructional devices and other materials that present a complete body of information and are largely self-supporting rather than supplementary in the teaching-learning process.

INSTRUCTIONAL OBJECTIVE: A three-part objective expressed in terms of and keyed to tasks and subtasks as listed in the Job Analysis. The instructional objective helps the student achieve the course outcome. It describes the behavioral actions, the performance conditions, and the attainment standard expected of the student when he completes the task.

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20.2 Index of Data Item Descriptions

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2	Audiovisual Aids, Master Reproducibles and Review Copies for Training Equipment and Training Courses
3	Labeling CBI Course Learning Resources (CBI/PLATO)
4	System User's Guide

20.2.2 ISD DID'S

DID NUMBER	DID TITLE
5	Task Analysis
6	Contract Training Plan
7	Course Design Guide
8	Instructor Lesson Plans for Training Courses
9	The Class Schedule
10	Tests for Measurement of Student Achievement
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DATA ITEM DESCRIPTION (CONTINUED)	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: CONTRACT TRAINING PROPOSALS	FAA	DID- 1

10.4.6 The proposal clearly indicates that test questions (written and/or performance) will be derived directly from instructional and supporting training objectives.

10.4.7 There should be a clear understanding that the course being developed, or offered, accommodates students with the prerequisites stated in the Government's solicitation.

10.4.8 Any proposal for Computer Based Instruction (CBI) or a combined CBI and Hands-On Equipment training course should clearly state the offerors estimate of:

a. Hands-On Equipment exercises in course hours.

b. Computer Assisted Instruction (CAI) simulation activity in course hours

c. CAI testing activity in course hours.

d. CAI tutorial activity in course hours

e. Computer Managed Instruction (CMI) in course hours (e.g., student enrollment and data gathering; assigning supplementary study or other learning activities).

f Which course objectives and subobjectives will be satisfied by methods a through e above and a list of planned course modules [Requirement 10.4.8 is predicated upon the assumption that the offeror will have developed the estimates called for above in order to submit a proposal for a fixed price contract (if applicable)].

10.4.9 The proposal clearly indicates:

a. The type and quantity of manuals, lesson plans, pages of text, visual aids, hands-on exercise and other training materials which will be developed.

b An estimate of total course length in hours.

c. That all required special tools, test equipment, and other devices necessary to conduct training will be contractor furnished or otherwise provided.

d. That a full set of learner's materials will be provided for each student in a class unless other arrangements have been agreed to in advance by the Government.

e. That fault isolation, whether hardware or software, will be taught to the level specified by the Government in the solicitation. If no level is specified in the solicitation, the offeror shall plan on teaching hardware fault isolation to the printed wiring assembly (PWA) and line replaceable knit and software fault isolation to the defective coding.

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	AGENCY	NUMBER
1. TITLE: AUDIOVISUAL AIDS, MASTER REPRODUCIBLES & REVIEW COPIES FOR TRAINING EQUIPMENT & TRAINING COURSES	FAA	DID-2

10.4 Other types of AV aids and master reproducibles to be provided when film positive or negative originals are not feasible shall be as mutually agreed between the contractor and the procuring activity and as specified in the applicable specifications or work statements.

10.5 Revisions to the AV aids shall be those required as conditions for approval. In addition, the contractor shall make corrections and improvements to the AV aids after the conduct of the prototype class, tests, or instructor observations indicate that a majority of students fail to attain the learning objectives.

10.6 Suitable protective covers shall be provided for each AV and master reproducible.

10.7 A review/verification copy of each AV aid master reproducible shall be prepared, when applicable.

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	AGENCY	NUMBER
1. TITLE: TASK ANALYSIS	FAA	DID- 5

10.6 Next, the tasks are broken down into the required subtasks that are needed to achieve the task.

EXAMPLE:

1.1.3 Troubleshoot Fire/Overheat Detection and Extinguishing System.

1.1.3.1 Troubleshoot Electrical Circuits (subtask)
1.1.3.2 Troubleshoot Control Modules (subtask)
1.1.3.3 Troubleshoot Extinguisher Agent Distribution System (subtask)

Items 1.1.3.1 through 1.1.3.3 are then recorded on the Task Analysis Sheet illustrated in Figure 1 under the column headed SUBTASKS. When one analyzes a new system, all subtasks may not be apparent at the time the task analysis is performed. If this is the case, or if the contractor is not certain that the subtask listing is complete, enter the statement: "subtasks to be determined at a later date." That date shall be specified by the contractor in the letter transmitting the Task Analysis to the FAA for review. FAA will review and approve such date(s).

10.7 Using the detailing sheets (Figure 2), determine the job requirements and whether or not the task requires training. Since some systems and subsystems are intrinsically more complex than others, deeper research into the job needs of the operator or technician may be required. Of particular importance are the task and training characterization codes.

10.8 Complete the tasks characterization code by making an entry into the appropriate column as follows for each task and subtask:

a. Criticality (Crit):

Code	Definition
N	Non-critical. This code involves tasks non-critical to the operation of the system/subsystem. This may include tasks as simple as flipping a switch to activate a radio transmitter or loading a magnetic tape on a tape drive unit.
S	Semi-critical. This code involves tasks which, if improperly performed, may result in some system/subsystem degradation, equipment damage, personnel injury, and/or security degradation. A task such as soldering a component in a piece of electronic equipment could fall within this category.
C	Critical. This code involves tasks that must be performed correctly because of the possible adverse impact on mission effectiveness or serious/fatal injury. This may include a task such as flight checking an instrument landing system for accuracy.

DATA ITEM DESCRIPTION (CONTINUED)	2. IDENTIFICATION	
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1.1.3.3 Troubleshoot Extinguisher Agent Distribution System (subtask)

Items 1.1.3.1 through 1.1.3.3 are then recorded on the Task Analysis Sheet illustrated in Figure 1 under the column headed SUBTASKS. When one analyzes a new system, all subtasks may not be apparent at the time the task analysis is performed. If this is the case, or if the contractor is not certain that the subtask listing is complete, enter the statement: "subtasks to be determined at a later date." That date shall be specified by the contractor in the letter transmitting the Task Analysis to the FAA for review. FAA will review and approve such date(s).

10.7 Using the detailing sheets (Figure 2), determine the job requirements and whether or not the task requires training. Since some systems and subsystems are intrinsically more complex than others, deeper research into the job needs of the operator or technician may be required. Of particular importance are the task and training characterization codes.

10.8 Complete the tasks characterization code by making an entry into the appropriate column as follows for each task and subtask:

a. Criticality (Crit):

Code	Definition
N	Non-critical. This code involves tasks non-critical to the operation of the system/subsystem. This may include tasks as simple as flipping a switch to activate a radio transmitter or loading a magnetic tape on a tape drive unit.
S	Semi-critical. This code involves tasks which, if improperly performed, may result in some system/subsystem degradation, equipment damage, personnel injury, and/or security degradation. A task such as soldering a component in a piece of electronic equipment could fall within this category.
C	Critical. This code involves tasks that must be performed correctly because of the possible adverse impact on mission effectiveness or serious/fatal injury. This may include a task such as flight checking an instrument landing system for accuracy.

DATA ITEM DESCRIPTION (CONTINUED)	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: TASK ANALYSIS	FAA	DID-5

Use the Training Characterization Code Selection Checklist (Figure 3) to determine the code. If the answer to two or more of the questions in the Training Characterization Code Selection Checklist is Yes, then enter a "1" in the "Prac" column under "Training Characterization Code" on the Task Analysis Detailing Sheet (Figure 2). If the answer is yes to only one of the questions in the Training Characterization Code Selection Checklist, then place the letter of the question answered in the "Prac" column of Figure 2. This task will then have to be reviewed again to ensure complete analysis. If the answer is No to all of the questions in the Training Characterization Code Selection Checklist, then enter a "2" in the "Prac" column in Figure 2.

b. Knowledge Proficiency Level (KPL):

Indicates the knowledge and experience required to successfully perform a task.

Code	Definition
A	Common Knowledge. The knowledge demands can be met by all personnel assigned to the FAA Specialty. Training is not required.
B	Learn general subsystem/system characteristics. Knowledge demands require familiarization with the description, location, installation, and use of individual subsystems and the system.
C	Learn procedures. Knowledge demands require the ability to either determine or recall step-by-step procedures to accomplish tasks.
D	Learn principles, concepts, and rules. Knowledge demands require the ability to apply previously learned principles, concepts, and rules to accomplish tasks.
E	Learn complete (troubleshooting) theory. Knowledge demands require the ability to use previously learned theory to predict, identify, and resolve problems related to tasks.

c. Skill Proficiency Level (SPL):

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Knowledge Prerequisites Checklist	Answer
Does the trainee, who must perform or learn this task, have to:	
a. Recall nomenclature, simple facts, or simple procedures involved in the task, i.e., learn names, etc.?	Yes/No
b Determine or recall step-by-step procedures for sets of tasks or for accomplishing important decisions, i.e., learn procedures and/or rules?	Yes/No
c. Be able to explain, rationalize, or decide why and when a task mukst be done, i.e., learn operating principles?	Yes/No
d. Be able to predict, identify, and resolve problems related to the task, i.e., learn complete theory?	Yes/No

Figure 4, Knowledge Prerequisites Checklist

DID-5

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Figure 4, Knowledge Prerequisites Checklist

DID-5

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	AGENCY	NUMBER
1. TITLE: COURSE DESIGN GUIDE	FAA	DID- 7

7.3 This DID applies to any solicitation for training services which requires the submission of detailed technical or cost proposals.

7.4 The Course Design Guide shall be approved by the FAA Contracting Officer before development of Lesson Plans and instructional media begins.

10. PREPARATION INSTRUCTIONS:

10.1 The Course Design Guide (CDG) is the bridge between the job environment and the training environment. The following procedural items shall be used to develop the CDG according to the format in Figures 1 and 2.

10.2 Procedural Steps:

a. Determine which training outcome from the Contract Training Plan shall be taught first.

EXAMPLE:

Sequence the training outcomes. -

a. Performance or behavior: The student shall be able to inspect and perform maintenance on the Engine and APU Fire/Overheat Detection Systems.

b. Condition: Given appropriate test equipment, tools, and technical manuals.

c. Standard: In accordance with the procedures required in Maintenance Manual 6080.6.

Copy each training outcome into the appropriate space on Figure 1. Use a separate sheet for each training outcome. (See Figure 3 for a complete example).

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d. In the appropriate column of CDG, Part I, enter the technical content outline number for each LO.

10.4 The FAA shall review and approve the CDG, Parts I and II, and the method/media selection description before work begins on the lesson plans.

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Course Number: 40019

Course Title: DATA TERMINAL EQUIPMENT

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Date

COURSE DESIGN GUIDE

PART II

TECHNICAL CONTENT OUTLINE	METHOD OF INSTRUCTION	MEDIA SELECTION	DEVELOPMENT NOTES
4. Trace interrupt operation on a flow diagram. a. Interrupt Controller b. Interrupt Request c. INT Signal d. INTA Signal e. Call Instruction f. Subroutine Addresses g. Stack Pointers h. Interrupt Priority i. In-Service Register	Lecture Discussion	Text Flow Diagram	

Figure 9, Course Design Guide, Part II, Sample (Continuation)

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Course Number: 40019

Course Title: DATA TERMINAL EQUIPMENT

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COURSE DESIGN GUIDE

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Figure 9, Course Design Guide, Part II, Sample (Continuation)

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Figure 9, Course Design Guide, Part II, Sample (Continuation)

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COURSE DESIGN GUIDE

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Figure 9, Course Design Guide, Part II, Sample (Continuation)

AC Form 3100-15-1 (8-80)

DATA ITEM DESCRIPTION (CONTINUED)	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: INSTRUCTOR LESSON PLANS FOR TRAINING COURSES	FAA	DID- 8

10.3.1.5 The Evaluation. This item shall be designed to check student progress and determine the extent to which the student has accomplished the enabling and instructional objectives. This step shall consist of either a list of thought-provoking questions, with answers listed separately covering the Instructor Lesson Plan objectives, or instructions to administer an end-of-lesson progress test by test number as identified on Part I of the Course Design Guide.

10.3.1.6 The Assignment. This step shall provide the objective of the assignment and motivate the student by emphasizing key points in the subject matter, aid him in developing sound study methods, and provide good, sound reasons for accomplishing assignment.

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a. Oral response items shall be used in lesson plans as individual or group response items for within lesson assessment to confirm attainment of objectives.

b. Oral response items used for within-lesson assessment shall be of two types: factual questions or thought-provoking questions.

DATA ITEM DESCRIPTION (CONTINUED)	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: INSTRUCTOR LESSON PLANS FOR TRAINING COURSES	FAA	DID- 8

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		3. CONTAIN APPLICABLE SAFETY PRECAUTIONS (LEAVE THREE SPACES HERE)	
		INTERIM SUMMARY THUS FAR YOU HAVE LEARNED ALL OF THE APPLICATION TERMS AND DEFINITIONS FOR THIS BLOCK OF INSTRUCTION AND HAVE LEARNED HOW TO PROPERLY FORMAT A LESSON PLAN	(IF OUTLINE FORMAT, USE DASH (-) BEFORE MAIN POINT AND TWO DASHES (--) BEFORE SUBPOINT.)
		ORAL QUESTION FOR WHAT PURPOSE DO WE USE ORAL QUESTIONS IN A LESSON PLAN?	ANS: TO STIMULATE DISCUSSION, GAIN STUDENT ATTENTION, OR CHECK STUDENT PROGRESS
T-2-SLP		RESPONSE ITEM WHAT TESTING FORMAT SHOULD YOU USE FOR WRITING RESPONSE ITEMS? A. FREE ANSWER B. TRUE/FALSE C. MULTIPLE-CHOICE	(A VISUAL SHOULD BE PROVIDED FOR THESE.) ANS: C

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DATA ITEM DESCRIPTION (CONTINUED)	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: THE CLASS SCHEDULE	FAA	DID-9

c If period will be devoted to laboratory or other "hands-on" training, the laboratory activity or exercise will be designated.

d. Number of instructors required for each period shall be specified in the lower right corner of each block.

10.4 The Class Schedule shall be approved by the FAA Contracting Officer along with the completed courseware.

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1. TITLE: TESTS FOR MEASUREMENT OF STUDENT ACHIEVEMENT	FAA	DID- 10

10.6.5.4 Arrange the alternatives in logical or job-like order. An alphabetical or numerical order is common.

10.6.5.5 Response items shall indicate clearly what the student must match.

10.6.5.6 If alternatives may be used more than once, put six or seven elements in each column.

10.6.5.7 Twelve response alternatives shall be the maximum.

10.6.5.8 If alternates are to be used only once, provide three or four extra ones.

EXAMPLE: Directions: In the blank before each element of Column I, place the number of the corresponding alternative of Column II. Each number may be used only once. Some numbers will not be used at all.

COLUMN I	COLUMN II
( ) Curves connecting points with the same corrected atmospheric pressure.	1. Contour lines
( ) Curves connecting points with the same mean summer temperature.	2. Isobars
( ) Curves connecting points at the same height above sea level.	3. Isogons
	4. Isotheres
	5. Isotherms
	6. Isotopes

10.6.5.10 A list of response items for matching exercises shall use heading or title for each column to aid students.

10.6.5.11 A matching exercise shall not be carried over from one page to another.

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( ) Curves connecting points with the same corrected atmospheric pressure.	1. Contour lines
( ) Curves connecting points with the same mean summer temperature.	2. Isobars
( ) Curves connecting points at the same height above sea level.	3. Isogons
	4. Isotheres
	5. Isotherms
	6. Isotopes

10.6.5.10 A list of response items for matching exercises shall use heading or title for each column to aid students.

10.6.5.11 A matching exercise shall not be carried over from one page to another.

DATA ITEM DESCRIPTION (CONTINUED)	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: TESTS FOR MEASUREMENT OF STUDENT ACHIEVEMENT	FAA	DID- 10

10.6.5.4 Arrange the alternatives in logical or job-like order. An alphabetical or numerical order is common.

10.6.5.5 Response items shall indicate clearly what the student must match.

10.6.5.6 If alternatives may be used more than once, put six or seven elements in each column.

10.6.5.7 Twelve response alternatives shall be the maximum.

10.6.5.8 If alternates are to be used only once, provide three or four extra ones.

EXAMPLE: Directions: In the blank before each element of Column I, place the number of the corresponding alternative of Column II. Each number may be used only once. Some numbers will not be used at all.

COLUMN I	COLUMN II
( ) Curves connecting points with the same corrected atmospheric pressure.	1. Contour lines
( ) Curves connecting points with the same mean summer temperature.	2. Isobars
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	AGENCY	NUMBER
1. TITLE: OPERATIONAL TRYOUT PROCEDURES FOR NON-CBI COURSES OR PROGRAMS	FAA	DID- 11

(1) Determine the extent to which the trainees achieve the objectives.

(2) Identify the deficiencies

(a) Students shall be informed that the course is the operational tryout, and they will be asked to submit comments at the end of the course regarding the deficiencies they encountered.

(b) Instructors shall also keep a record of deficiencies they encounter in teaching the course.

(3) Determine if time estimates were valid.

(a) Instructors shall keep actual records of actual time used for all lessons, tests, and lab activities.

(b) Instructors should give all planned tests and record results as well as time required to administer the test.

f. Analyze results of instruction and tests; review student comments.

g. Correct deficiencies that exist and submit the completed Courseware to the FAA COTR.

h. Submit the following validation data to the FAA COTR:

(1) Test results of each major graded test.

(2) A comparison of actual versus estimated time for conduct of each training outcome, lesson, and lab activity.

(3) A copy of each student's comments on deficiencies encountered in the course.

(4) A copy of the roster of students attending the course.

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	Hours
B. Using the TANDEM Computer System, the student will be able to call up and use all the TANDEM supplied programs which allow program development system operation, and system configuration in accordance with the Guardian Operating Manual and Software Pocket Reference Manual.	36.5 (12.75)

1. Given handouts and notes, the student will, in accordance with the Tandem Spooler User's Manual be able to use the Peruse commands to list data and modify certain status and/or output conditions for any spooler job.

2. Given handouts and notes, the student will, in accordance with the Tandem System Description manual, be able to identify the function and structure of Tandem memory management.

3 Given handouts and notes, the student will, in accordance with the Tandem System Description manual, be able to list the environment and method of operation of a program executing under control of the Tandem operating system.

4. Given handouts and notes, the student will, in accordance with the Tandem Peripheral Utility Program User's Manual, be able to use the Peripheral Utility program to analyze and configure Tandem system peripheral devices.

5. Given handouts, notes, and reference manuals, the student will, in accordance with the Tandem Guardian Operation System Command Language and Utilities manual, be able to transfer from disc to tape (BACKUP) or from tape to disc (RESTORE) any or all files on the Tandem system disc(s) or tape medium.

6. Given handouts, notes, and reference manuals, the student will, in accordance with the Tandem Nonstop II System Management manual, be able to code configuration file changes in accordance with required Tandem format and system specifiers.

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10.9 Student Supplementary Manuals. Supplementary manuals are those used routinely in a course of instruction. These handbooks, documentations, manuals, etc., shall be marked "For Student Use Only" and shall become the property of the individual student for further OJT use after the training program. Training manuals shall include but not be limited to the following:

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d. Schematics and block diagrams. A draft or final copy of the set of schematic and block diagrams if prepared as a deliverable engineering item.

10.10 Validated and approved manuscript or interim copies of Text Materials may be issued if the final version is not available. However, final copies shall be provided as soon as they become available.

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STUDENT ACTIVITY GUIDE

1. Activity #1

NOTE 1: Each student activity should be represented in the Student Activity Guide.

NOTE 2: For each lesson topic, student activities shall be numbered consecutively from 1.

2. Activity #2

NOTE: Each page should contain only those items that the student is required to answer at one time.

3. Activity #3

   a.

   b.

   c.

4. Activity #4

5. Activity #5

   a.

   b.

   c

6. Activity #6

7. Activity #7

   a.

   b.

   c.

Figure 4f. Student Workbook - Activity Guide

STUDENT ACTIVITY GUIDE

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3. Activity #3

   a.

   b.

   c.

4. Activity #4

5. Activity #5

   a.

   b.

   c

6. Activity #6

7. Activity #7

   a.

   b.

   c.

Figure 4f. Student Workbook - Activity Guide

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   a.

   b.

   c.

4. Activity #4

5. Activity #5

   a.

   b.

   c

6. Activity #6

7. Activity #7

   a.

   b.

   c.

Figure 4f. Student Workbook - Activity Guide

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   a.

   b.

   c.

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5. Activity #5

   a.

   b.

   c

6. Activity #6

7. Activity #7

   a.

   b.

   c.

Figure 4f. Student Workbook - Activity Guide

DATA ITEM DESCRIPTION (CONTINUED)	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: ON-THE-JOB TRAINING HANDBOOK	FAA	DID- 15

10.2.11.12 A listing of all symptoms, and operating conditions required to produce them, for each instructor-inserted malfunction.

10.3 The student's volume shall contain the following front matter:

10.3.1 A Table of Contents.

10.3.2 Guidelines and instructions for utilization of the handbook.

10.3.3 An outline of tasks or duties to be performed.

10.3.4 A listing of all reference materials.

10.3.5 A listing of system schematics.

10.3.6 The student's volume shall be organized into three sections as follows:

10.3.6.1 Operation. This section shall contain all tasks or duties which are related to operation of the system/equipment or any equipment auxiliary to the system/equipment.

10.3.6.2 Computer and Peripheral Maintenance. This section shall contain all tasks or duties which relate to maintenance of the computer, its peripheral equipment, and any interface equipment between the computer and its peripheral equipment or between the computer and any nonperipheral components of the system/equipment.

10.3.6.3 System or Equipment Maintenance. This section shall contain all tasks or duties which relate to maintenance of any system/equipment components not covered in subparagraphs in 10.3.6.1 or 10.3.6 2 above.

10.3.7 The OJT tasks or duties contained in the above section of the student's volume shall be as specified in paragraph 10.2.9 above.

10.3.8 Worksheets shall be provided for each task and shall contain:

10.3.8.1 A definition of the task.

10.3.8.2 A list of 3-part objectives to be accomplished by performing the task.

10.3.8.3 A reading assignment from the system or equipment maintenance handbook or other official FAA publications which when read and comprehended, shall result in the student's acquisition of sufficient knowledge to complete the assigned task.

10.3.8.4 Reference to supplemental reading materials such as information sheets necessary for accomplishment of the tasks but not available in the system/equipment documentation or other official FAA publications.

DATA ITEM DESCRIPTION (CONTINUED)	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: ON-THE-JOB TRAINING HANDBOOK	FAA	DID- 15

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DATA ITEM DESCRIPTION (CONTINUED)	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: CURRICULUM AND INSTRUCTIONAL MEDIA MATERIALS	FAA	DID- 16

a. All visual aids shall be constructed with horizontal format.

b. Visual aids will use key words and phrases. As a general rule they will have no more than 6 to 7 lines of lettering and no more than 4 to 5 words per line.

c. One visual shall contain no more than 15 or 20 symbols (such as simple graphic images, words, or numerals). If more is needed, handout is usually more meaningful.

d. Visual aids shall be relevant to the objective; for example, actual equipment rather than visuals may be more appropriate if an objective requires student performance on actual equipment.

e. Pictorial visuals shall convey one major idea per visual.

f Visuals shall be legible. Lettering shall be printing not writing. The printer letter shall be at least one inch.

g Visuals shall be technically accurate, grammatically correct, and free from error.

10.6 Handouts. Standard handout format shall be constructed as follows:

a. Course Identification (title and number) shall be placed 1 inch down from the left hand corner of 8 1/2 by 11 inch paper.

b. Handout Identification Code shall be HO (for handout) followed by a dash and the first letters of the lesson in caps. For example: HO-RT (meaning Handout for the lesson on Radar Training).

c. The Lesson Title shall be centered and typed in caps 3 blank lines down from the Identification Code.

d. Three blank lines down from the title and beginning at the left margin will begin the information.

e. Handouts will be typed with double spaces between numbered items unless otherwise indicated by developer; for example, some tests may require more spacing for answers.

f. Handouts of more than one page will be typed with page numbers (starting with page 2) centered at the bottom of each page.

g. Handouts of more than one page will contain as a minimum the date, handout identification code, and either course or lesson identification.

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Sorry - you do not have the correct security code.

Type the security code of this group:

> XXXXXXXXXXXX

☞ Press next

Sorry - you do not have the correct security code.

Type the security code of this group:

> XXXXXXXXXXXX

☞ Press next

Sorry - you do not have the correct security code.

Type the security code of this group:

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☞ Press next

Curriculum / Group:	mfa47200 / faa47200	3/16/84	10:17 AM

Options

→ a. Scheduling
b. Student Gradebook Access
c. Response Recording

d. Test Access Controls
e. Test Lockout Controls
f. Test Interruption Controls

g. Testing and Printing Controls

Enter class number >

☞ Press NEXT only for Master Calendar

Curriculum / Group:	mfa47200 / faa47200	3/16/84	10:17 AM

Options

→ a. Scheduling
b. Student Gradebook Access
c. Response Recording

d. Test Access Controls
e. Test Lockout Controls
f. Test Interruption Controls

g. Testing and Printing Controls

Enter class number >

☞ Press NEXT only for Master Calendar

Curriculum / Group:	mfa47200 / faa47200	3/16/84	10:17 AM

Options

→ a. Scheduling
b. Student Gradebook Access
c. Response Recording

d. Test Access Controls
e. Test Lockout Controls
f. Test Interruption Controls

g. Testing and Printing Controls

Enter class number >

☞ Press NEXT only for Master Calendar

Curriculum / Group:	mfa47200 / faa47200	3/16/84	10:17 AM

Options

→ a. Scheduling
b. Student Gradebook Access
c. Response Recording

d. Test Access Controls
e. Test Lockout Controls
f. Test Interruption Controls

g. Testing and Printing Controls

Enter class number >

☞ Press NEXT only for Master Calendar

Curriculum / Group:	mfa47200 / faa47200	3/16/84	10:17 AM

Options

→ a. Scheduling
b. Student Gradebook Access
c. Response Recording

d. Test Access Controls
e. Test Lockout Controls
f. Test Interruption Controls

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Enter class number >

☞ Press NEXT only for Master Calendar

Curriculum / Group:	mfa47200 / faa47200	3/16/84	10:17 AM

Options

→ a. Scheduling
b. Student Gradebook Access
c. Response Recording

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e. Test Lockout Controls
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Enter class number >

☞ Press NEXT only for Master Calendar

Curriculum / Group:	mfa47200 / faa47200	3/16/84	10:17 AM

Options

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f. Test Interruption Controls

g. Testing and Printing Controls

Enter class number >

☞ Press NEXT only for Master Calendar

Test Interruption Controls

If SHIFT-STOP is pressed during a test, PLM will always allow the student to continue immediately with the test.

Select one or more additional options:

a. Terminate and score test (untested objectives will be set to non-mastered status)

✔ b. Sign-off; continue test at next sign-on.

c. Sign-off; do not record any test data.

d. Sign-off; do not record any test data and lock student from further testing in the module until instructor action taken

SHIFT-NEXT for Testing and Printing Controls
SHIFT-BACK for Test Lockout Controls

Test Interruption Controls

If SHIFT-STOP is pressed during a test, PLM will always allow the student to continue immediately with the test.

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d. Sign-off; do not record any test data and lock student from further testing in the module until instructor action taken

SHIFT-NEXT for Testing and Printing Controls
SHIFT-BACK for Test Lockout Controls

Test Interruption Controls

If SHIFT-STOP is pressed during a test, PLM will always allow the student to continue immediately with the test.

Select one or more additional options:

a. Terminate and score test (untested objectives will be set to non-mastered status)

✔ b. Sign-off; continue test at next sign-on.

c. Sign-off; do not record any test data.

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472ØØ -- Common Principles (ILS)

COURSES:

1 Basic Concepts
2 Modulation
3 Antennas
4 Glide Slope Advanced Concepts
5 Localizer Advanced Concepts

Enter a course number or option letter ⟫ 1

L for curriculum Library
G for student Groups
M to edit Management strategies
C to add/rename/delete Courses

SHIFT-DATA for Curriculum Directory

Press next

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Press next

Basic Concepts

a. Library Description ----- Entered

b. Introduction Text ------- Entered
c. Introduction Lesson ----- No Lesson Used

d. Mastery Feedback -------- Entered

e. Student Access ---------- ALLOWED

m. Course Modules ---------- 5 in use
n. Number of Modules ------- 8 maximum

Enter an option letter

SHIFT-NEXT for next course

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SHIFT-NEXT for next course

1. IU # 1 of 3: ils char. MODULE: md72001a

2. OBJECTIVE

Using course materials you will be able to identify the purpose and location of the ILS components in accordance with manual 47200.

3. CLASSIFICATION: Knowledge

4. QUESTIONS (3 entered) 5. QUESTION GROUPS (none)

6. TESTING STRATEGY:
   - Sequentially present all questions

7. SCORING PROCEDURE:
   - Mastery is awarded when student: correctly answers 100% of possible questions.

8. FEEDBACK:
   - No feedbacks entered.

ENTER ITEM NUMBER.

LAB to add an IU after this one
SHIFT-NEXT to display IU 2

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☞ Press Back

1. Title: Characteristics
(module file = md72001a)

2. IUs/Questions
(3 IUs entered)

3. Lesson used as a test
(option not in use)

4. Learning Resources
(1 LR entered)

5. Testing Strategy
Sequentially measure only unmastered objectives.

6. Scoring Procedure
Module Mastery is assigned when student masters 100% of the IUs in the test.

7. Messages
- Student Introduction: entered
- Mastery Feedback: not entered
- Non-Mastery Feedback: not entered

Module Space Used = 63%

ENTER ITEM NUMBER.

LAB to Verify (verified for on-line testing)

SHIFT-DATA for Directory COPY to take test

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Module ----- md72ØØ1a

Account --------- aafokc

Press the associated number to change an entry.

PLM Library Description of Module "Characteristics"

1. This module describes the operation and characteristics of the major units which are part of an instrument landing system. Categories of operation and basic modulation concepts are presented.

2. Contact for more information:
   " "

3. © (date)
4. (copyright holder)

5. © (date)
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7. © (date)
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NEXT for Associated Files

Module ----- md72ØØ1a

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NEXT for Associated Files

✔ a	md72001a	Characteristics	R	O					
b	md72001b	ILS Localizer	R	O					
c	md72001c	PLATO glide	R	O					
d	md72001d	ILS Glide Slope	R	O					
e	md72001e	ILS Markers	R	O					
f									
g									
h									

NEXT to inspect or edit
SHIFT-DATA for library

LAB for overrides
SHIFT-HELP to delete

✔ a	md72001a	Characteristics	R	O					
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g									
h									

NEXT to inspect or edit
SHIFT-DATA for library

LAB for overrides
SHIFT-HELP to delete

✔ a	md72001a	Characteristics	R	O					
b	md72001b	ILS Localizer	R	O					
c	md72001c	PLATO glide	R	O					
d	md72001d	ILS Glide Slope	R	O					
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CURRICULUM LEVEL VMS OPTIONS VMS [illegible]

47200 -- Common Principles (ILS)

a. Curriculum Welcome Message..... Entered

b. Course Hierarchy..... Entered

c. Placement Testing..... No

d. Estimated Course and Module Durations.. Entered

e. Feedback for Mastery of Curriculum..... Entered

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f. Grade Names

g. Lesson Interface Controls

h. Course List Controls

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Press item letter **SHIFT-DATA** for another VMS

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COURSE LIST CONTROLS

COURSES YOU CAN WORK ON NOW: SCHEDULE

3. The Economy of the United States Ø8/14/79
4. Adam Smith and "The Wealth of Nations" Ø8/31/79
5. Small Business Operations Ø9/2Ø/79

a

MASTERED COURSES YOU CAN REVIEW:

1. The World Economy in a State of Flux
2. Monetary Systems of Modern Man

b

THERE ARE 5 MORE COURSES FOR YOU TO WORK ON LATER.

c

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2. TESTING "NOT ALLOWED" MESSAGES

* = custom message

MESSAGE	SHOW	CONDITION (conditions checked in order listed)
a	YES	Prerequisite course(s) have not been mastered
b	YES	Instructor has locked this module
c	NO	Placement test has locked this module
d *	YES	Maximum number of tests taken on this module
e	NO	Too many failures in this module (timed lock)
f *	YES	Too many failures in this module (instructor)
g	YES	Scheduling in use and this course not started
h *	YES	Too many consecutive non-masteries
i	YES	Instructor has locked the course or curriculum
j	NO	Placement test has locked this course

Type a message letter. **SHIFT-NEXT** for more messages

SHIFT-HELP to inhibit presentation of this message.
SHIFT-EDIT to edit the custom message to be presented.

> To better acquaint yourself with this ‹module›, you can see the objectives it covers.
>
> Because you have taken a total of ‹tests› on this ‹module›, you cannot take any more tests.

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SYSTEM MESSAGE OPTIONS

1. Display Student Curriculum Instructions ..... yes

2. Display Student Course Instructions ..... yes

3. Display Module Testing Strategy and Scoring
   Procedure at the Beginning of a Test ..... yes

4. Display Each Objective Before it is Tested ..... no

5. Display IU Testing Strategy and Scoring
   Procedure Before Testing the Objective ..... no

6. Identify each Question by Module, Objective,
   and Question Name ..... yes

Select an Option

SHIFT-COPY to copy from another VMS
SHIFT-NEXT for Feedback Message Controls
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COURSE LEVEL VMS OPTIONS VMS [illegible]

Basic Concepts

a. Modules and Hierarchy ..... Entered

b. Placement Testing ..... No

c. Course Mastery and Scoring ..... Entered

COURSE RULES

d. Feedback Message Controls

e. Student/Test Interaction Controls

f. Test Access Controls

g. Study Assignment Controls

Enter an option letter

LAB to verify this VMS

SHIFT-DATA for another VMS

VERIFIED

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TEST ACCESS CONTROLS

1. Number of attempts required on each module before student may select another module (This limits students to only one module at a time.) 3

2. Number of attempts to master a module which will remove it as a prerequisite to other modules ... 3

Select an Option

SHIFT-COPY to copy from another VMS
SHIFT-NEXT for Study Assignment Controls
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1. Number of attempts required on each module before student may select another module (This limits students to only one module at a time.) 3

2. Number of attempts to master a module which will remove it as a prerequisite to other modules ... 3

Select an Option

SHIFT-COPY to copy from another VMS
SHIFT-NEXT for Study Assignment Controls
SHIFT-BACK for Student/Test Interaction

TEST ACCESS CONTROLS

1. Number of attempts required on each module before student may select another module (This limits students to only one module at a time.) 3

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COURSE NUMBER	COURSE TITLE
1	Basic Concepts
2	Modulation
3	Antennas
4	Glide Slope Advanced Concepts
5	Localizer Advanced Concepts

COURSE	PREREQUISITES	COURSE	PREREQUISITES
1			
2			
3			
4			
5			

STATUS OPTIONS: Used, Not used

PREREQUISITE OPTIONS: Add, Delete, Clear, Sequence

SHIFT-NEXT for Placement Test

SHIFT-BACK for Welcome Message

SHIFT-COPY to copy from another VMS

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MODULE LIST CONTROLS

MODULES YOU CAN WORK ON NOW:	TESTS TAKEN	MASTERY SCHEDULE
→ b. Terminology	Ø	7/22/79
	◇1	◇2
MASTERED MODULES YOU CAN REVIEW:		
a. Introduction ◇3	5	
MODULES YOU CAN WORK ON LATER:	**PREREQUISITES**	
c. Quantifying behavior ◇4	b	◇5
d. Raw scores	bc	
e. Descriptive stats ← (optional)	bcd	
f. Normal distributions	bcd	
g. Graphing ← (optional)	bcd	
h. Test reliability	bcdf	
i. Test validity	bcdfh	

Above is a general representation of the student module selection display. The options you have which control what is shown to the student on this display are numbered and appear in the diamonds above.

Press or touch the numbers to set the options.

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SHIFT-NEXT for Module Advisory Messages
SHIFT-BACK for Course List Controls

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SYSTEM MESSAGE OPTIONS

1. Display Student Curriculum Instructions ..... no

2. Display Student Course Instructions ..... no

3. Display Module Testing Strategy and Scoring
   Procedure at the Beginning of a Test ..... no

4. Display Each Objective Before it is Tested ..... no

5. Display IU Testing Strategy and Scoring
   Procedure Before Testing the Objective ..... no

6. Identify each Question by Module, Objective,
   and Question Name ..... yes

Select an Option

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MOD	TITLE	R/O	PREREQUISITES	VMS #2
a	Characteristics	O	-	
b	ILS Localizer	O	-	
c	PLATO glide	O	-	
d	ILS Glide Slope	O	-	
e	ILS Markers	O	-	
f				
g				
h				

PREREQUISITE OPTIONS: Add, Delete, Clear, Sequence
STATUS OPTIONS: Required, Optional, Not used

SHIFT-COPY to copy another VMS

☞ press back

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SHIFT-COPY to copy another VMS

☞ press back

COURSE [illegible] VMS [illegible]

STUDY ASSIGNMENT CONTROLS

1. Generate study assignments .....yes

   Give individually optimized assignments and
   choose resources covering the same objectives:
   in order of computed effectiveness.
   in order listed in the modules.

✔ Assign every resource which teaches any
   unmastered objective. (not optimized)

2. Students must complete assigned PLATO lessons
   before taking another test .....no

3. Allow students to review the complete list of
   learning resources contained in each module ....yes

Select an Option

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CURRICULUM MANAGEMENT

472ØØ -- Common Principles (ILS)

VARIABLE MANAGEMENT STRATEGY	COURSES 1	2	3	4	5
■ 1 student	■	■	■	■	■
■ 2 demo	■	■	■	■	■

■ = verified □ = not verified - = course not used in VMS

Enter VMS number

SHIFT-DATA to add / delete / rename VMS

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Sorry - you do not have the correct security code.

Type the security code of this group:

☞ > XXXXXXXXXXXX

☞ press next

Sorry - you do not have the correct security code.

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Group "faa47200"

25 persons -- space left for 9 students

Names may be 18 characters long and may
contain lower case letters and numbers.

Enter the name of the new student,
then press NEXT to add.

> demo4

For help press HELP

Group "faa47200"

25 persons -- space left for 9 students

Names may be 18 characters long and may
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Enter the name of the new student,
then press NEXT to add.

> demo4

For help press HELP

Group "faa47200"

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For help press HELP

Group "faa47200"

25 persons -- space left for 9 students

Names may be 18 characters long and may
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COURSE NO. 4

This course of the curriculum covers the theory of operation of the remote monitoring equipment. Both the Radio Link Status Indicator (RLSI) and the Remote Alarm Tone Receiver (RATR) will be studied although either the RLSI or the RATR may be used at a particular site. This course consists of two theory modules with a criterion test for each and a graded course exam module. The criterion tests will not count on your curriculum score.

The course exam will be administered under plato group tst 40271 and will count 10% of your total score.

COURSE NO. 5

This course of the curriculum covers the system analysis. It consists of two modules with a criterion test for each and a graded course exam module. The criterion tests will not count as part of your curriculum score.

The course exam will count as 30% of your total curriculum score and will be administered under plato group tst40271.

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COURSE NO. 1

MODULE B

INSTRUCTION BOOK

2 OBJECTIVES ENTERED
3 LRs ENTERED

LIBRARY DESCRIPTION:

This is an introduction to the manufacturer's instruction book (MIB). Specific sections are examined as well as different types of schematics which are used.

STUDENT INTRODUCTION:

Knowing the location of pertinent information is usually more desirable than memorizing. This module requires you to know what information is contained in each section of the manufacturer's instruction book.

LR TABLE

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DME STUDENT GUIDE

OBJECTIVES:

1. System Start. Using a computer terminal simulation of DME operating panels, you will perform a system startup. This will be done in accordance with section 3 of the manufacturer's instruction book.

2. Mnemonic. Given the keyboard command repertoire and a specific function, you will identify the applicable 3-letter mnemonic and the range of argument. This will be done in accordance with section 3 of the manufacturer's instruction book.

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COURSE NO. 2

DME STUDENT GUIDE

OBJECTIVES:

1. Sig. Path. Given a detailed block diagram of the transponder, you will trace the signal path through the diagram and identify changes to the signal. This will be done in accordance with section two of the manufacturer's instruction book.

2. In/Outputs. Given a specific input to or output from individual blocks within the detailed block diagram of the transponder, you will identify the signal purpose and it's origin or destination. This will be done in accordance with section two of the manufacturer's instruction book.

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COURSE NO. 2

RECEIVER/SYNTHESIZER

LEARNING RESOURCES:

LR No. 1. Student Text. Learning Resource teaches objectives: 1, 2, 3.

TEXT: Transponder Receiver/Synthesizer.
Keyed Text (Figure 2-8) and Functional Diagram (Figure 2-9).

For Functional relationships review block diagrams (Figures 2-1 and 2-2).

LR No. 2. Manufacturer's Instr Book (MIB).
Learning Resource teaches objectives: 1, 2, 3.

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COURSE NO. 3

MODULE A

BLOCK DIAGRAM

2 OBJECTIVES ENTERED
2 LRs ENTERED

LIBRARY DESCRIPTION:

This module is an introduction of the Cardion FA9783 DME Monitor, Control and Transfer assembly. The material describes the functional units, signal paths, inputs and outputs and their source, destination and purposes. The Learning Resource is the MIB, para 2.5 and fig 2-3.

STUDENT INTRODUCTION:

This module uses the Monitor, Control and Transfer block diagram as a primary teaching reference. This will help you understand how many of the system's parameters are tied together in monitor and control functions of the DME system.

LR TABLE

NO.	LEARNING RESOURCE TITLE	LR MODE
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COURSE NO. 3

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1.	Student Text	Reading
2.	Manufacturer's Instr Book (MIB)	Reading

COURSE NO. 3

DME STUDENT GUIDE

OBJECTIVES:

1. 1A2A3. Given the functional diagram of the Test Pulse Generator (1A2A3), you will analyze its inputs and outputs, identify their source, destination and purpose, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

2. 1A2A4. Given the functional diagram of the Interrogation Trigger Generator (1A2A4), you will analyze the inputs and outputs, identify their source, destination and purposes, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

3. Freq. Synth. Given the functional diagram of the Frequency Synthesizer (1A2A20/1A1A14), you will analyze the inputs and outputs, identify their source, destination and purposes, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

4. 1A2A21. Given the functional diagram of the RF Signal Generator (1A2A21), you will analyze the inputs and outputs, identify their source, destination and purpose, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

COURSE NO. 3

DME STUDENT GUIDE

OBJECTIVES:

1. 1A2A3. Given the functional diagram of the Test Pulse Generator (1A2A3), you will analyze its inputs and outputs, identify their source, destination and purpose, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

2. 1A2A4. Given the functional diagram of the Interrogation Trigger Generator (1A2A4), you will analyze the inputs and outputs, identify their source, destination and purposes, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

3. Freq. Synth. Given the functional diagram of the Frequency Synthesizer (1A2A20/1A1A14), you will analyze the inputs and outputs, identify their source, destination and purposes, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

4. 1A2A21. Given the functional diagram of the RF Signal Generator (1A2A21), you will analyze the inputs and outputs, identify their source, destination and purpose, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

COURSE NO. 3

DME STUDENT GUIDE

OBJECTIVES:

1. 1A2A3. Given the functional diagram of the Test Pulse Generator (1A2A3), you will analyze its inputs and outputs, identify their source, destination and purpose, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

2. 1A2A4. Given the functional diagram of the Interrogation Trigger Generator (1A2A4), you will analyze the inputs and outputs, identify their source, destination and purposes, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

3. Freq. Synth. Given the functional diagram of the Frequency Synthesizer (1A2A20/1A1A14), you will analyze the inputs and outputs, identify their source, destination and purposes, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

4. 1A2A21. Given the functional diagram of the RF Signal Generator (1A2A21), you will analyze the inputs and outputs, identify their source, destination and purpose, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

COURSE NO. 3

DME STUDENT GUIDE

OBJECTIVES:

1. 1A2A3. Given the functional diagram of the Test Pulse Generator (1A2A3), you will analyze its inputs and outputs, identify their source, destination and purpose, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

2. 1A2A4. Given the functional diagram of the Interrogation Trigger Generator (1A2A4), you will analyze the inputs and outputs, identify their source, destination and purposes, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

3. Freq. Synth. Given the functional diagram of the Frequency Synthesizer (1A2A20/1A1A14), you will analyze the inputs and outputs, identify their source, destination and purposes, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

4. 1A2A21. Given the functional diagram of the RF Signal Generator (1A2A21), you will analyze the inputs and outputs, identify their source, destination and purpose, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

COURSE NO. 3

DME STUDENT GUIDE

OBJECTIVES:

1. 1A2A3. Given the functional diagram of the Test Pulse Generator (1A2A3), you will analyze its inputs and outputs, identify their source, destination and purpose, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

2. 1A2A4. Given the functional diagram of the Interrogation Trigger Generator (1A2A4), you will analyze the inputs and outputs, identify their source, destination and purposes, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

3. Freq. Synth. Given the functional diagram of the Frequency Synthesizer (1A2A20/1A1A14), you will analyze the inputs and outputs, identify their source, destination and purposes, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

4. 1A2A21. Given the functional diagram of the RF Signal Generator (1A2A21), you will analyze the inputs and outputs, identify their source, destination and purpose, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

COURSE NO. 3

DME STUDENT GUIDE

OBJECTIVES:

1. 1A2A3. Given the functional diagram of the Test Pulse Generator (1A2A3), you will analyze its inputs and outputs, identify their source, destination and purpose, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

2. 1A2A4. Given the functional diagram of the Interrogation Trigger Generator (1A2A4), you will analyze the inputs and outputs, identify their source, destination and purposes, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

3. Freq. Synth. Given the functional diagram of the Frequency Synthesizer (1A2A20/1A1A14), you will analyze the inputs and outputs, identify their source, destination and purposes, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

4. 1A2A21. Given the functional diagram of the RF Signal Generator (1A2A21), you will analyze the inputs and outputs, identify their source, destination and purpose, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

COURSE NO. 3

DME STUDENT GUIDE

OBJECTIVES:

1. 1A2A3. Given the functional diagram of the Test Pulse Generator (1A2A3), you will analyze its inputs and outputs, identify their source, destination and purpose, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

2. 1A2A4. Given the functional diagram of the Interrogation Trigger Generator (1A2A4), you will analyze the inputs and outputs, identify their source, destination and purposes, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

3. Freq. Synth. Given the functional diagram of the Frequency Synthesizer (1A2A20/1A1A14), you will analyze the inputs and outputs, identify their source, destination and purposes, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

4. 1A2A21. Given the functional diagram of the RF Signal Generator (1A2A21), you will analyze the inputs and outputs, identify their source, destination and purpose, and trace the signal path. This will be done in accordance with section two of the manufacturer's instruction book.

COURSE NO. 3

DISPLAY ALARM

LEARNING RESOURCES:

LR No. 1. Student Text. Learning Resource teaches objectives: 1, 2, 3, 4.

TEXT: MCT Display Alarm Function.
Keyed Text (Figure 2-20) and Functional Schematic (Figure 2-21).

LR No. 2. Manufacturer's Instr book (MIB).

TEXT: MCT Display Alarm Function.
Keyed Text (Figure 2-20) and Functional Schematic (Figure 2-21).

COURSE NO. 3

DISPLAY ALARM

LEARNING RESOURCES:

LR No. 1. Student Text. Learning Resource teaches objectives: 1, 2, 3, 4.

TEXT: MCT Display Alarm Function.
Keyed Text (Figure 2-20) and Functional Schematic (Figure 2-21).

LR No. 2. Manufacturer's Instr book (MIB).

TEXT: MCT Display Alarm Function.
Keyed Text (Figure 2-20) and Functional Schematic (Figure 2-21).

COURSE NO. 3

DISPLAY ALARM

LEARNING RESOURCES:

LR No. 1. Student Text. Learning Resource teaches objectives: 1, 2, 3, 4.

TEXT: MCT Display Alarm Function.
Keyed Text (Figure 2-20) and Functional Schematic (Figure 2-21).

LR No. 2. Manufacturer's Instr book (MIB).

TEXT: MCT Display Alarm Function.
Keyed Text (Figure 2-20) and Functional Schematic (Figure 2-21).

COURSE NO. 3

DISPLAY ALARM

LEARNING RESOURCES:

LR No. 1. Student Text. Learning Resource teaches objectives: 1, 2, 3, 4.

TEXT: MCT Display Alarm Function.
Keyed Text (Figure 2-20) and Functional Schematic (Figure 2-21).

LR No. 2. Manufacturer's Instr book (MIB).

TEXT: MCT Display Alarm Function.
Keyed Text (Figure 2-20) and Functional Schematic (Figure 2-21).

COURSE NO. 3

DISPLAY ALARM

LEARNING RESOURCES:

LR No. 1. Student Text. Learning Resource teaches objectives: 1, 2, 3, 4.

TEXT: MCT Display Alarm Function.
Keyed Text (Figure 2-20) and Functional Schematic (Figure 2-21).

LR No. 2. Manufacturer's Instr book (MIB).

TEXT: MCT Display Alarm Function.
Keyed Text (Figure 2-20) and Functional Schematic (Figure 2-21).

COURSE NO. 3

DISPLAY ALARM

LEARNING RESOURCES:

LR No. 1. Student Text. Learning Resource teaches objectives: 1, 2, 3, 4.

TEXT: MCT Display Alarm Function.
Keyed Text (Figure 2-20) and Functional Schematic (Figure 2-21).

LR No. 2. Manufacturer's Instr book (MIB).

TEXT: MCT Display Alarm Function.
Keyed Text (Figure 2-20) and Functional Schematic (Figure 2-21).

COURSE NO. 3

DISPLAY ALARM

LEARNING RESOURCES:

LR No. 1. Student Text. Learning Resource teaches objectives: 1, 2, 3, 4.

TEXT: MCT Display Alarm Function.
Keyed Text (Figure 2-20) and Functional Schematic (Figure 2-21).

LR No. 2. Manufacturer's Instr book (MIB).

TEXT: MCT Display Alarm Function.
Keyed Text (Figure 2-20) and Functional Schematic (Figure 2-21).

COURSE NO. 4

RADIO LINK STATUS INDICATOR (RLSI)

LEARNING RESOURCES:

LR No. 1. Student Text. Learning Resource teaches objectives: 1, 2.

TEXT: Radio Link Status Indicator (Appendix B).
General information (paragraphs 1.1 and 1.2 and table 1-2). Functional Analysis. Receiver (paragraphs 2.1.1 and figs 2-1 and 2-2). Indicator (paragraphs 2.1.2 and figs 2-1 and 2-2).

LR No. 2. Radio Link Status Indicator/MIB.
Learning Resource teaches objectives: 1, 2.

TEXT: Radio Link Status Indicator (Appendix B).
General Information (paragraphs 1.1 & 1.2 and table 1-2). Functional Analysis (paragraphs 2.1.1 and 2.1.2 and figures 2-1 and 2-2). The MIB, Radio Link Status Indicator (RLSI), is in your Learning Center Library.

COURSE NO. 4

RADIO LINK STATUS INDICATOR (RLSI)

LEARNING RESOURCES:

LR No. 1. Student Text. Learning Resource teaches objectives: 1, 2.

TEXT: Radio Link Status Indicator (Appendix B).
General information (paragraphs 1.1 and 1.2 and table 1-2). Functional Analysis. Receiver (paragraphs 2.1.1 and figs 2-1 and 2-2). Indicator (paragraphs 2.1.2 and figs 2-1 and 2-2).

LR No. 2. Radio Link Status Indicator/MIB.
Learning Resource teaches objectives: 1, 2.

TEXT: Radio Link Status Indicator (Appendix B).
General Information (paragraphs 1.1 & 1.2 and table 1-2). Functional Analysis (paragraphs 2.1.1 and 2.1.2 and figures 2-1 and 2-2). The MIB, Radio Link Status Indicator (RLSI), is in your Learning Center Library.

COURSE NO. 4

RADIO LINK STATUS INDICATOR (RLSI)

LEARNING RESOURCES:

LR No. 1. Student Text. Learning Resource teaches objectives: 1, 2.

TEXT: Radio Link Status Indicator (Appendix B).
General information (paragraphs 1.1 and 1.2 and table 1-2). Functional Analysis. Receiver (paragraphs 2.1.1 and figs 2-1 and 2-2). Indicator (paragraphs 2.1.2 and figs 2-1 and 2-2).

LR No. 2. Radio Link Status Indicator/MIB.
Learning Resource teaches objectives: 1, 2.

TEXT: Radio Link Status Indicator (Appendix B).
General Information (paragraphs 1.1 & 1.2 and table 1-2). Functional Analysis (paragraphs 2.1.1 and 2.1.2 and figures 2-1 and 2-2). The MIB, Radio Link Status Indicator (RLSI), is in your Learning Center Library.

COURSE NO. 4

RADIO LINK STATUS INDICATOR (RLSI)

LEARNING RESOURCES:

LR No. 1. Student Text. Learning Resource teaches objectives: 1, 2.

TEXT: Radio Link Status Indicator (Appendix B).
General information (paragraphs 1.1 and 1.2 and table 1-2). Functional Analysis. Receiver (paragraphs 2.1.1 and figs 2-1 and 2-2). Indicator (paragraphs 2.1.2 and figs 2-1 and 2-2).

LR No. 2. Radio Link Status Indicator/MIB.
Learning Resource teaches objectives: 1, 2.

TEXT: Radio Link Status Indicator (Appendix B).
General Information (paragraphs 1.1 & 1.2 and table 1-2). Functional Analysis (paragraphs 2.1.1 and 2.1.2 and figures 2-1 and 2-2). The MIB, Radio Link Status Indicator (RLSI), is in your Learning Center Library.

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RADIO LINK STATUS INDICATOR (RLSI)

LEARNING RESOURCES:

LR No. 1. Student Text. Learning Resource teaches objectives: 1, 2.

TEXT: Radio Link Status Indicator (Appendix B).
General information (paragraphs 1.1 and 1.2 and table 1-2). Functional Analysis. Receiver (paragraphs 2.1.1 and figs 2-1 and 2-2). Indicator (paragraphs 2.1.2 and figs 2-1 and 2-2).

LR No. 2. Radio Link Status Indicator/MIB.
Learning Resource teaches objectives: 1, 2.

TEXT: Radio Link Status Indicator (Appendix B).
General Information (paragraphs 1.1 & 1.2 and table 1-2). Functional Analysis (paragraphs 2.1.1 and 2.1.2 and figures 2-1 and 2-2). The MIB, Radio Link Status Indicator (RLSI), is in your Learning Center Library.

COURSE NO. 4

RADIO LINK STATUS INDICATOR (RLSI)

LEARNING RESOURCES:

LR No. 1. Student Text. Learning Resource teaches objectives: 1, 2.

TEXT: Radio Link Status Indicator (Appendix B).
General information (paragraphs 1.1 and 1.2 and table 1-2). Functional Analysis. Receiver (paragraphs 2.1.1 and figs 2-1 and 2-2). Indicator (paragraphs 2.1.2 and figs 2-1 and 2-2).

LR No. 2. Radio Link Status Indicator/MIB.
Learning Resource teaches objectives: 1, 2.

TEXT: Radio Link Status Indicator (Appendix B).
General Information (paragraphs 1.1 & 1.2 and table 1-2). Functional Analysis (paragraphs 2.1.1 and 2.1.2 and figures 2-1 and 2-2). The MIB, Radio Link Status Indicator (RLSI), is in your Learning Center Library.

COURSE NO. 4

RADIO LINK STATUS INDICATOR (RLSI)

LEARNING RESOURCES:

LR No. 1. Student Text. Learning Resource teaches objectives: 1, 2.

TEXT: Radio Link Status Indicator (Appendix B).
General information (paragraphs 1.1 and 1.2 and table 1-2). Functional Analysis. Receiver (paragraphs 2.1.1 and figs 2-1 and 2-2). Indicator (paragraphs 2.1.2 and figs 2-1 and 2-2).

LR No. 2. Radio Link Status Indicator/MIB.
Learning Resource teaches objectives: 1, 2.

TEXT: Radio Link Status Indicator (Appendix B).
General Information (paragraphs 1.1 & 1.2 and table 1-2). Functional Analysis (paragraphs 2.1.1 and 2.1.2 and figures 2-1 and 2-2). The MIB, Radio Link Status Indicator (RLSI), is in your Learning Center Library.

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RADIO LINK STATUS INDICATOR (RLSI)

LEARNING RESOURCES:

LR No. 1. Student Text. Learning Resource teaches objectives: 1, 2.

TEXT: Radio Link Status Indicator (Appendix B).
General information (paragraphs 1.1 and 1.2 and table 1-2). Functional Analysis. Receiver (paragraphs 2.1.1 and figs 2-1 and 2-2). Indicator (paragraphs 2.1.2 and figs 2-1 and 2-2).

LR No. 2. Radio Link Status Indicator/MIB.
Learning Resource teaches objectives: 1, 2.

TEXT: Radio Link Status Indicator (Appendix B).
General Information (paragraphs 1.1 & 1.2 and table 1-2). Functional Analysis (paragraphs 2.1.1 and 2.1.2 and figures 2-1 and 2-2). The MIB, Radio Link Status Indicator (RLSI), is in your Learning Center Library.

COURSE NO. 4

RADIO LINK STATUS INDICATOR (RLSI)

LEARNING RESOURCES:

LR No. 1. Student Text. Learning Resource teaches objectives: 1, 2.

TEXT: Radio Link Status Indicator (Appendix B).
General information (paragraphs 1.1 and 1.2 and table 1-2). Functional Analysis. Receiver (paragraphs 2.1.1 and figs 2-1 and 2-2). Indicator (paragraphs 2.1.2 and figs 2-1 and 2-2).

LR No. 2. Radio Link Status Indicator/MIB.
Learning Resource teaches objectives: 1, 2.

TEXT: Radio Link Status Indicator (Appendix B).
General Information (paragraphs 1.1 & 1.2 and table 1-2). Functional Analysis (paragraphs 2.1.1 and 2.1.2 and figures 2-1 and 2-2). The MIB, Radio Link Status Indicator (RLSI), is in your Learning Center Library.

DATA ITEM DESCRIPTION	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: CAI DESIGN REQUIREMENTS (CBI/PLATO)	FAA	DID-20

3. DESCRIPTION/PURPOSE:

3.1 Interaction between student and courseware is the essential part of computer-assisted instruction (CAI) and a principal reason for developing computer based instruction (CBI).

This DID specifies minimum requirements for the content of CAI exercises and provides to the contractor developing CAI some guidance on required CAI functions and characteristics.

4. APPROVAL DATE: 9/28/84

5. OFFICE OF PRIMARY RESPONSIBILITY: APT-300

6. REVIEW REQUIRED, OFFICES:

8. APPROVALS:

OFFICE	INIT.	DATE

7. APPLICATION/INTERRELATIONSHIP:

7.1 This Data Item Description (DID) is applicable to all contracts for development of CBI courses for systems or equipment, related items, and services.

7.2 This Data Item Description describes data required by FAA-STD-028 and the Course Design Guide.

9. REFERENCES:

10. PREPARATION INSTRUCTIONS:

10.1 Identify Interactive Elements. The Course Design Guide provides the necessary data for identifying those objectives suited for CAI presentation. Selection of those objectives for development in CAI format shall be made by the contractor, subject to approval by the agency. A minimum of 20 percent of the total course length shall be the reference point for initial selection of CAI activity.

10.2 The contractor shall be familiar with the following terms applicable to CAI development.

10.2.1 Branching.

10.2.2 Function keys.

10.2.3 Student response.

10.2.4 Feedback.

10.2.5 Dynamic graphics.

10.2.6 Individualization.

DATA ITEM DESCRIPTION	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: CAI DESIGN REQUIREMENTS (CBI/PLATO)	FAA	DID-20

3. DESCRIPTION/PURPOSE:

3.1 Interaction between student and courseware is the essential part of computer-assisted instruction (CAI) and a principal reason for developing computer based instruction (CBI).

This DID specifies minimum requirements for the content of CAI exercises and provides to the contractor developing CAI some guidance on required CAI functions and characteristics.

4. APPROVAL DATE: 9/28/84

5. OFFICE OF PRIMARY RESPONSIBILITY: APT-300

6. REVIEW REQUIRED, OFFICES:

8. APPROVALS:

OFFICE	INIT.	DATE

7. APPLICATION/INTERRELATIONSHIP:

7.1 This Data Item Description (DID) is applicable to all contracts for development of CBI courses for systems or equipment, related items, and services.

7.2 This Data Item Description describes data required by FAA-STD-028 and the Course Design Guide.

9. REFERENCES:

10. PREPARATION INSTRUCTIONS:

10.1 Identify Interactive Elements. The Course Design Guide provides the necessary data for identifying those objectives suited for CAI presentation. Selection of those objectives for development in CAI format shall be made by the contractor, subject to approval by the agency. A minimum of 20 percent of the total course length shall be the reference point for initial selection of CAI activity.

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DATA ITEM DESCRIPTION	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: CAI DESIGN REQUIREMENTS (CBI/PLATO)	FAA	DID-20

3. DESCRIPTION/PURPOSE:

3.1 Interaction between student and courseware is the essential part of computer-assisted instruction (CAI) and a principal reason for developing computer based instruction (CBI).

This DID specifies minimum requirements for the content of CAI exercises and provides to the contractor developing CAI some guidance on required CAI functions and characteristics.

4. APPROVAL DATE: 9/28/84

5. OFFICE OF PRIMARY RESPONSIBILITY: APT-300

6. REVIEW REQUIRED, OFFICES:

8. APPROVALS:

OFFICE	INIT.	DATE

7. APPLICATION/INTERRELATIONSHIP:

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10. PREPARATION INSTRUCTIONS:

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10.2.2 Function keys.

10.2.3 Student response.

10.2.4 Feedback.

10.2.5 Dynamic graphics.

10.2.6 Individualization.

DATA ITEM DESCRIPTION	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: CAI DESIGN REQUIREMENTS (CBI/PLATO)	FAA	DID-20

3. DESCRIPTION/PURPOSE:

3.1 Interaction between student and courseware is the essential part of computer-assisted instruction (CAI) and a principal reason for developing computer based instruction (CBI).

This DID specifies minimum requirements for the content of CAI exercises and provides to the contractor developing CAI some guidance on required CAI functions and characteristics.

4. APPROVAL DATE: 9/28/84

5. OFFICE OF PRIMARY RESPONSIBILITY: APT-300

6. REVIEW REQUIRED, OFFICES:

8. APPROVALS:

OFFICE	INIT.	DATE

7. APPLICATION/INTERRELATIONSHIP:

7.1 This Data Item Description (DID) is applicable to all contracts for development of CBI courses for systems or equipment, related items, and services.

7.2 This Data Item Description describes data required by FAA-STD-028 and the Course Design Guide.

9. REFERENCES:

10. PREPARATION INSTRUCTIONS:

10.1 Identify Interactive Elements. The Course Design Guide provides the necessary data for identifying those objectives suited for CAI presentation. Selection of those objectives for development in CAI format shall be made by the contractor, subject to approval by the agency. A minimum of 20 percent of the total course length shall be the reference point for initial selection of CAI activity.

10.2 The contractor shall be familiar with the following terms applicable to CAI development.

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10.2.2 Function keys.

10.2.3 Student response.

10.2.4 Feedback.

10.2.5 Dynamic graphics.

10.2.6 Individualization.

DATA ITEM DESCRIPTION	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: CAI DESIGN REQUIREMENTS (CBI/PLATO)	FAA	DID-20

3. DESCRIPTION/PURPOSE:

3.1 Interaction between student and courseware is the essential part of computer-assisted instruction (CAI) and a principal reason for developing computer based instruction (CBI).

This DID specifies minimum requirements for the content of CAI exercises and provides to the contractor developing CAI some guidance on required CAI functions and characteristics.

4. APPROVAL DATE: 9/28/84

5. OFFICE OF PRIMARY RESPONSIBILITY: APT-300

6. REVIEW REQUIRED, OFFICES:

8. APPROVALS:

OFFICE	INIT.	DATE

7. APPLICATION/INTERRELATIONSHIP:

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7.2 This Data Item Description describes data required by FAA-STD-028 and the Course Design Guide.

9. REFERENCES:

10. PREPARATION INSTRUCTIONS:

10.1 Identify Interactive Elements. The Course Design Guide provides the necessary data for identifying those objectives suited for CAI presentation. Selection of those objectives for development in CAI format shall be made by the contractor, subject to approval by the agency. A minimum of 20 percent of the total course length shall be the reference point for initial selection of CAI activity.

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10.2.2 Function keys.

10.2.3 Student response.

10.2.4 Feedback.

10.2.5 Dynamic graphics.

10.2.6 Individualization.

DATA ITEM DESCRIPTION	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: CAI DESIGN REQUIREMENTS (CBI/PLATO)	FAA	DID-20

3. DESCRIPTION/PURPOSE:

3.1 Interaction between student and courseware is the essential part of computer-assisted instruction (CAI) and a principal reason for developing computer based instruction (CBI).

This DID specifies minimum requirements for the content of CAI exercises and provides to the contractor developing CAI some guidance on required CAI functions and characteristics.

4. APPROVAL DATE: 9/28/84

5. OFFICE OF PRIMARY RESPONSIBILITY: APT-300

6. REVIEW REQUIRED, OFFICES:

8. APPROVALS:

OFFICE	INIT.	DATE

7. APPLICATION/INTERRELATIONSHIP:

7.1 This Data Item Description (DID) is applicable to all contracts for development of CBI courses for systems or equipment, related items, and services.

7.2 This Data Item Description describes data required by FAA-STD-028 and the Course Design Guide.

9. REFERENCES:

10. PREPARATION INSTRUCTIONS:

10.1 Identify Interactive Elements. The Course Design Guide provides the necessary data for identifying those objectives suited for CAI presentation. Selection of those objectives for development in CAI format shall be made by the contractor, subject to approval by the agency. A minimum of 20 percent of the total course length shall be the reference point for initial selection of CAI activity.

10.2 The contractor shall be familiar with the following terms applicable to CAI development.

10.2.1 Branching.

10.2.2 Function keys.

10.2.3 Student response.

10.2.4 Feedback.

10.2.5 Dynamic graphics.

10.2.6 Individualization.

DATA ITEM DESCRIPTION (CONTINUED)	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: TEST ADMINISTRATION AND SCORING (CBI/PLATO)	FAA	DID- 21

10.4 Test Driver and Test Template. Graded exams shall be constructed utilizing the GFE software format referenced in this DID. Attached is a sample of the sequence of test file, test template screens which are available in the FAA's PLATO TUTOR Test Driver.

10.4.1 Test Driver. The test driver is software which resides in the FAA's PLATO account "faaOKC." Upon receipt of the contractor's request, this software file will be transferred to the contractor's account and used as Government Furnished Equipment (GFE) for CBI test development.

10.4.1.1 One test driver is required to administer all graded examinations associated with a particular PLM curriculum.

10.4.1.2 Documentation supporting the application and use of the test driver will be made available to the contractor at time of transfer of the test driver file to the contractor's account.

10.4.2 Test Template. The test template contains the examination items. A copy of the test template is made for each examination and appropriate examination items are entered to complete the question "pool."

10.4.2.1 The test template and test template documentation shall be made available to the contractor as GFE coincident with the test driver as stated in paragraphs 10.4.1 and 10.4.1.2 above.

DATA ITEM DESCRIPTION (CONTINUED)	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: TEST ADMINISTRATION AND SCORING (CBI/PLATO)	FAA	DID- 21

10.4 Test Driver and Test Template. Graded exams shall be constructed utilizing the GFE software format referenced in this DID. Attached is a sample of the sequence of test file, test template screens which are available in the FAA's PLATO TUTOR Test Driver.

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10.4.1.1 One test driver is required to administer all graded examinations associated with a particular PLM curriculum.

10.4.1.2 Documentation supporting the application and use of the test driver will be made available to the contractor at time of transfer of the test driver file to the contractor's account.

10.4.2 Test Template. The test template contains the examination items. A copy of the test template is made for each examination and appropriate examination items are entered to complete the question "pool."

10.4.2.1 The test template and test template documentation shall be made available to the contractor as GFE coincident with the test driver as stated in paragraphs 10.4.1 and 10.4.1.2 above.

DATA ITEM DESCRIPTION (CONTINUED)	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: TEST ADMINISTRATION AND SCORING (CBI/PLATO)	FAA	DID- 21

10.4 Test Driver and Test Template. Graded exams shall be constructed utilizing the GFE software format referenced in this DID. Attached is a sample of the sequence of test file, test template screens which are available in the FAA's PLATO TUTOR Test Driver.

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DATA ITEM DESCRIPTION (CONTINUED)	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: TEST ADMINISTRATION AND SCORING (CBI/PLATO)	FAA	DID- 21

10.4 Test Driver and Test Template. Graded exams shall be constructed utilizing the GFE software format referenced in this DID. Attached is a sample of the sequence of test file, test template screens which are available in the FAA's PLATO TUTOR Test Driver.

10.4.1 Test Driver. The test driver is software which resides in the FAA's PLATO account "faaOKC." Upon receipt of the contractor's request, this software file will be transferred to the contractor's account and used as Government Furnished Equipment (GFE) for CBI test development.

10.4.1.1 One test driver is required to administer all graded examinations associated with a particular PLM curriculum.

10.4.1.2 Documentation supporting the application and use of the test driver will be made available to the contractor at time of transfer of the test driver file to the contractor's account.

10.4.2 Test Template. The test template contains the examination items. A copy of the test template is made for each examination and appropriate examination items are entered to complete the question "pool."

10.4.2.1 The test template and test template documentation shall be made available to the contractor as GFE coincident with the test driver as stated in paragraphs 10.4.1 and 10.4.1.2 above.

DATA ITEM DESCRIPTION (CONTINUED)	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: TEST ADMINISTRATION AND SCORING (CBI/PLATO)	FAA	DID- 21

10.4 Test Driver and Test Template. Graded exams shall be constructed utilizing the GFE software format referenced in this DID. Attached is a sample of the sequence of test file, test template screens which are available in the FAA's PLATO TUTOR Test Driver.

10.4.1 Test Driver. The test driver is software which resides in the FAA's PLATO account "faaOKC." Upon receipt of the contractor's request, this software file will be transferred to the contractor's account and used as Government Furnished Equipment (GFE) for CBI test development.

10.4.1.1 One test driver is required to administer all graded examinations associated with a particular PLM curriculum.

10.4.1.2 Documentation supporting the application and use of the test driver will be made available to the contractor at time of transfer of the test driver file to the contractor's account.

10.4.2 Test Template. The test template contains the examination items. A copy of the test template is made for each examination and appropriate examination items are entered to complete the question "pool."

10.4.2.1 The test template and test template documentation shall be made available to the contractor as GFE coincident with the test driver as stated in paragraphs 10.4.1 and 10.4.1.2 above.

DATA ITEM DESCRIPTION (CONTINUED)	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: TEST ADMINISTRATION AND SCORING (CBI/PLATO)	FAA	DID- 21

10.4 Test Driver and Test Template. Graded exams shall be constructed utilizing the GFE software format referenced in this DID. Attached is a sample of the sequence of test file, test template screens which are available in the FAA's PLATO TUTOR Test Driver.

10.4.1 Test Driver. The test driver is software which resides in the FAA's PLATO account "faaOKC." Upon receipt of the contractor's request, this software file will be transferred to the contractor's account and used as Government Furnished Equipment (GFE) for CBI test development.

10.4.1.1 One test driver is required to administer all graded examinations associated with a particular PLM curriculum.

10.4.1.2 Documentation supporting the application and use of the test driver will be made available to the contractor at time of transfer of the test driver file to the contractor's account.

10.4.2 Test Template. The test template contains the examination items. A copy of the test template is made for each examination and appropriate examination items are entered to complete the question "pool."

10.4.2.1 The test template and test template documentation shall be made available to the contractor as GFE coincident with the test driver as stated in paragraphs 10.4.1 and 10.4.1.2 above.

DATA ITEM DESCRIPTION (CONTINUED)	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: TEST ADMINISTRATION AND SCORING (CBI/PLATO)	FAA	DID- 21

10.4 Test Driver and Test Template. Graded exams shall be constructed utilizing the GFE software format referenced in this DID. Attached is a sample of the sequence of test file, test template screens which are available in the FAA's PLATO TUTOR Test Driver.

10.4.1 Test Driver. The test driver is software which resides in the FAA's PLATO account "faaOKC." Upon receipt of the contractor's request, this software file will be transferred to the contractor's account and used as Government Furnished Equipment (GFE) for CBI test development.

10.4.1.1 One test driver is required to administer all graded examinations associated with a particular PLM curriculum.

10.4.1.2 Documentation supporting the application and use of the test driver will be made available to the contractor at time of transfer of the test driver file to the contractor's account.

10.4.2 Test Template. The test template contains the examination items. A copy of the test template is made for each examination and appropriate examination items are entered to complete the question "pool."

10.4.2.1 The test template and test template documentation shall be made available to the contractor as GFE coincident with the test driver as stated in paragraphs 10.4.1 and 10.4.1.2 above.

DATA ITEM DESCRIPTION (CONTINUED)	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: TEST ADMINISTRATION AND SCORING (CBI/PLATO)	FAA	DID- 21

10.4 Test Driver and Test Template. Graded exams shall be constructed utilizing the GFE software format referenced in this DID. Attached is a sample of the sequence of test file, test template screens which are available in the FAA's PLATO TUTOR Test Driver.

10.4.1 Test Driver. The test driver is software which resides in the FAA's PLATO account "faaOKC." Upon receipt of the contractor's request, this software file will be transferred to the contractor's account and used as Government Furnished Equipment (GFE) for CBI test development.

10.4.1.1 One test driver is required to administer all graded examinations associated with a particular PLM curriculum.

10.4.1.2 Documentation supporting the application and use of the test driver will be made available to the contractor at time of transfer of the test driver file to the contractor's account.

10.4.2 Test Template. The test template contains the examination items. A copy of the test template is made for each examination and appropriate examination items are entered to complete the question "pool."

10.4.2.1 The test template and test template documentation shall be made available to the contractor as GFE coincident with the test driver as stated in paragraphs 10.4.1 and 10.4.1.2 above.

```
 1  *Sample of touch question, box confirmation↓
 2  *NOT- Recommended touch question.
 3  unit     4c       $$iu4, q 3
 4  at       16Ø2     $$auto entry if entered in sd  mode
 5  do       numz     $$writes  q no.
 6                    $$at command and stem text, code.
 7  write    What is the sum of five plus three?
 8  box      2413;2Ø21        $$↓graphics, sd, code or whatever
 9                            $$can be entered before or after
1Ø                            $$text.
11  at       221Ø
12  write    4
13  box      2425;2Ø33
14  at       2228
15  write    5
16  box      2437;2Ø45
17  at       224Ø
18  write    8
19  box      2449;2Ø57
2Ø  at       2252
21  write    1Ø
22  do       tdrive(2413,2425,2437,2449,3,8,4)$$must be last line
23  *                                            in code.
24           ↓breakdown of tdrive args
25  do       tdrive(a,b,c,d,e,s,l)
26           a=lower left corner of "a" touch block.
27           b=lower left corner of "b" touch block
28           c=lower left corner of "c" touch block
29           d=lower left corner of "d" touch block
3Ø           e=correct answer,1-4
31           s=no. of spaces wide
```

```
 1  *Sample of touch question, box confirmation↓
 2  *NOT- Recommended touch question.
 3  unit     4c       $$iu4, q 3
 4  at       16Ø2     $$auto entry if entered in sd  mode
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 6                    $$at command and stem text, code.
 7  write    What is the sum of five plus three?
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1Ø                            $$text.
11  at       221Ø
12  write    4
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16  box      2437;2Ø45
17  at       224Ø
18  write    8
19  box      2449;2Ø57
2Ø  at       2252
21  write    1Ø
22  do       tdrive(2413,2425,2437,2449,3,8,4)$$must be last line
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24           ↓breakdown of tdrive args
25  do       tdrive(a,b,c,d,e,s,l)
26           a=lower left corner of "a" touch block.
27           b=lower left corner of "b" touch block
28           c=lower left corner of "c" touch block
29           d=lower left corner of "d" touch block
3Ø           e=correct answer,1-4
31           s=no. of spaces wide
```

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2Ø  at       2252
21  write    1Ø
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28           c=lower left corner of "c" touch block
29           d=lower left corner of "d" touch block
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2Ø  at       2252
21  write    1Ø
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26           a=lower left corner of "a" touch block.
27           b=lower left corner of "b" touch block
28           c=lower left corner of "c" touch block
29           d=lower left corner of "d" touch block
3Ø           e=correct answer,1-4
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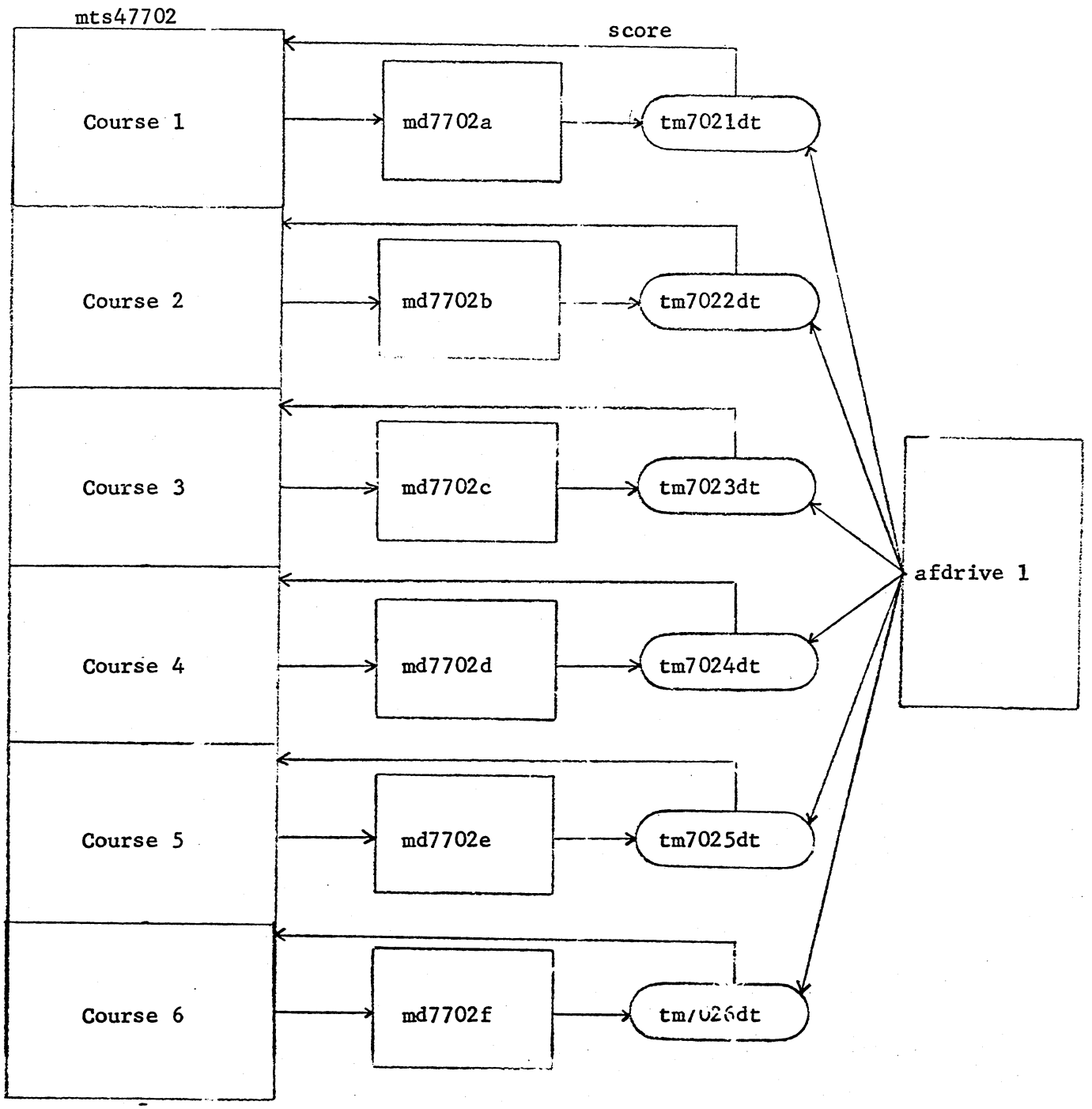
28           c=lower left corner of "c" touch block
29           d=lower left corner of "d" touch block
3Ø           e=correct answer,1-4
31           s=no. of spaces wide
```

Airway Facilities Test Driver

Interface to PLM

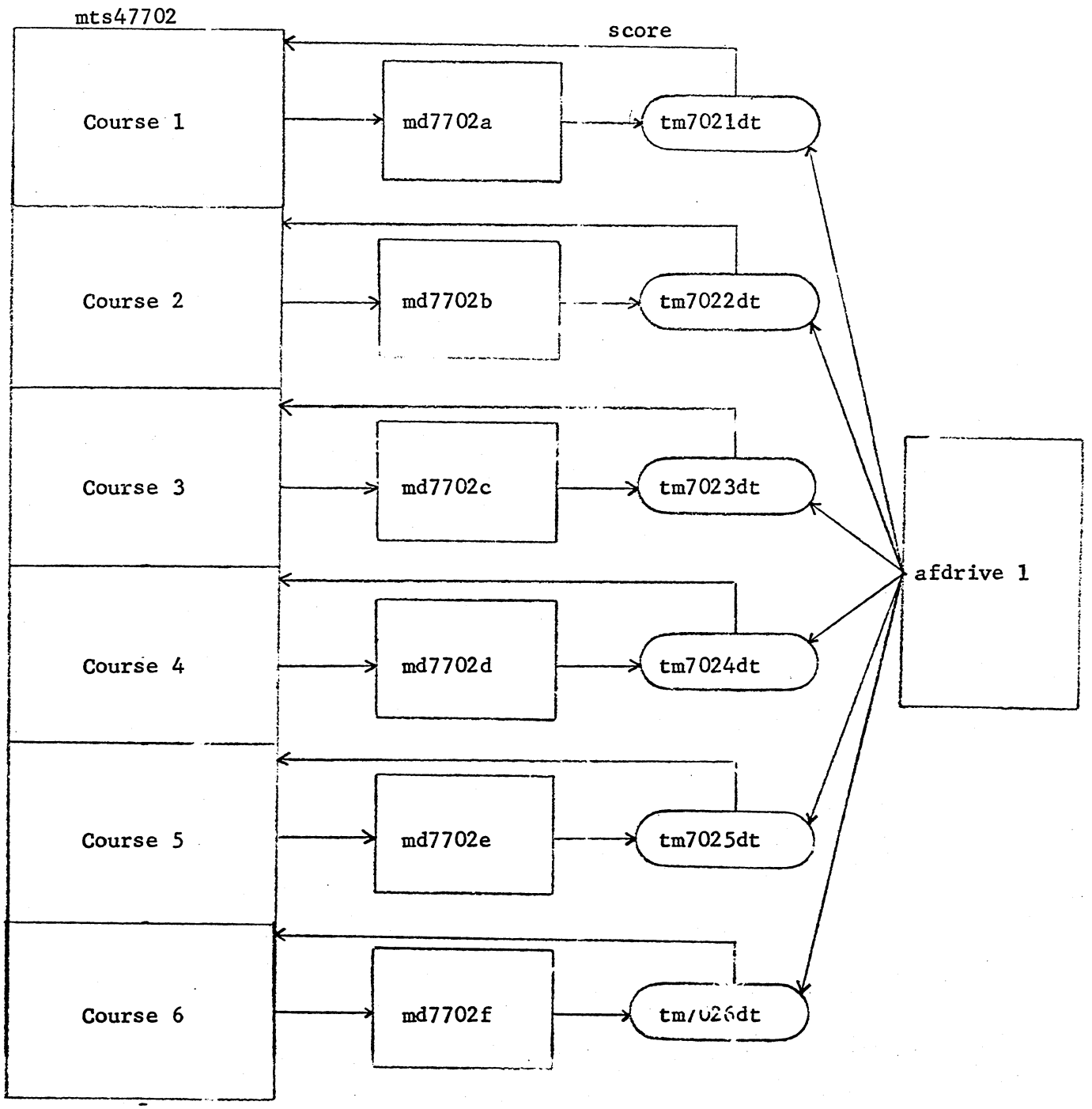
NOTE: The "tm" files are CAI lessons used as tests.
The "tm" files use code contained in "afdrive1".



Airway Facilities Test Driver

Interface to PLM

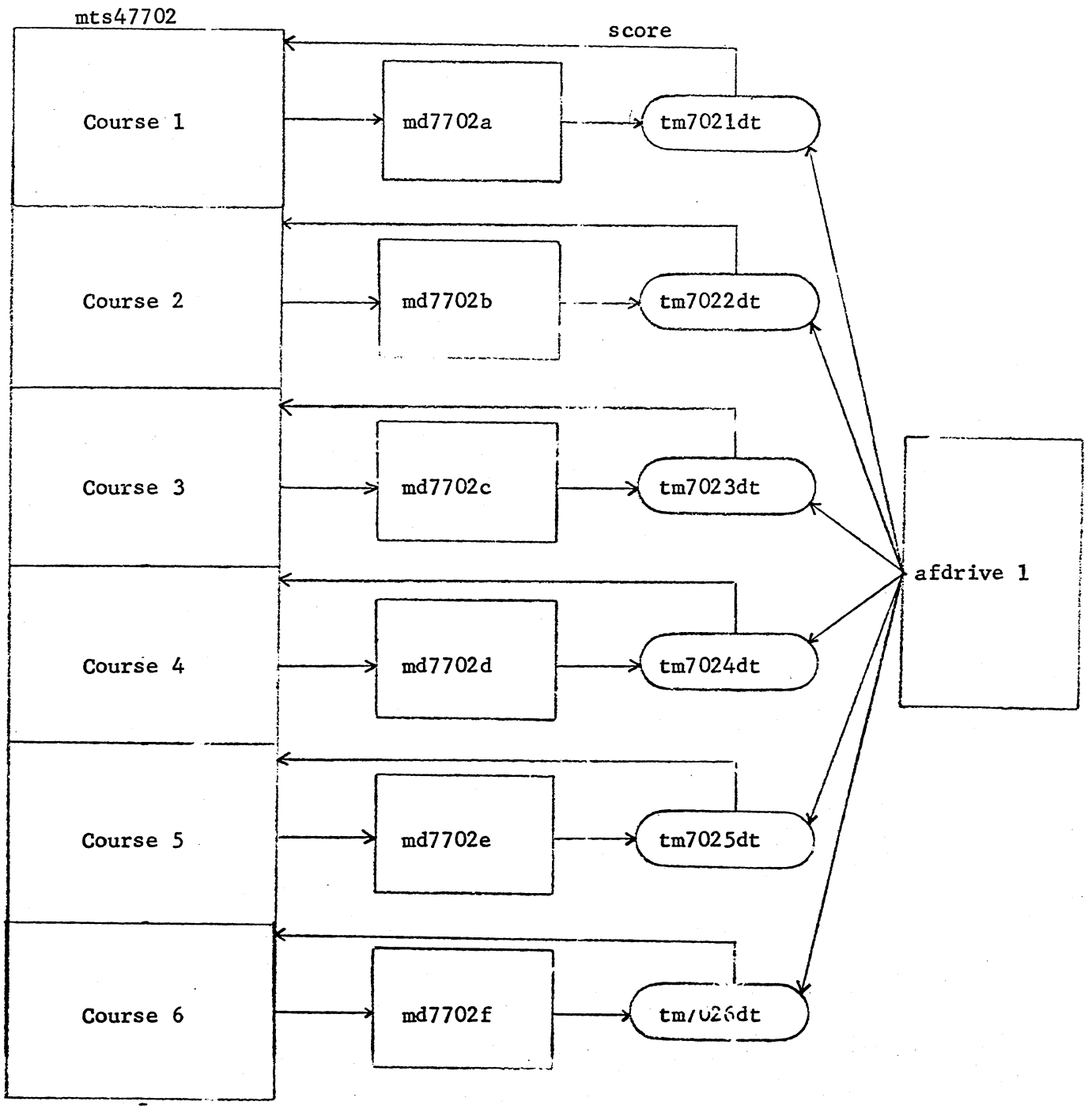
NOTE: The "tm" files are CAI lessons used as tests.
The "tm" files use code contained in "afdrive1".



Airway Facilities Test Driver

Interface to PLM

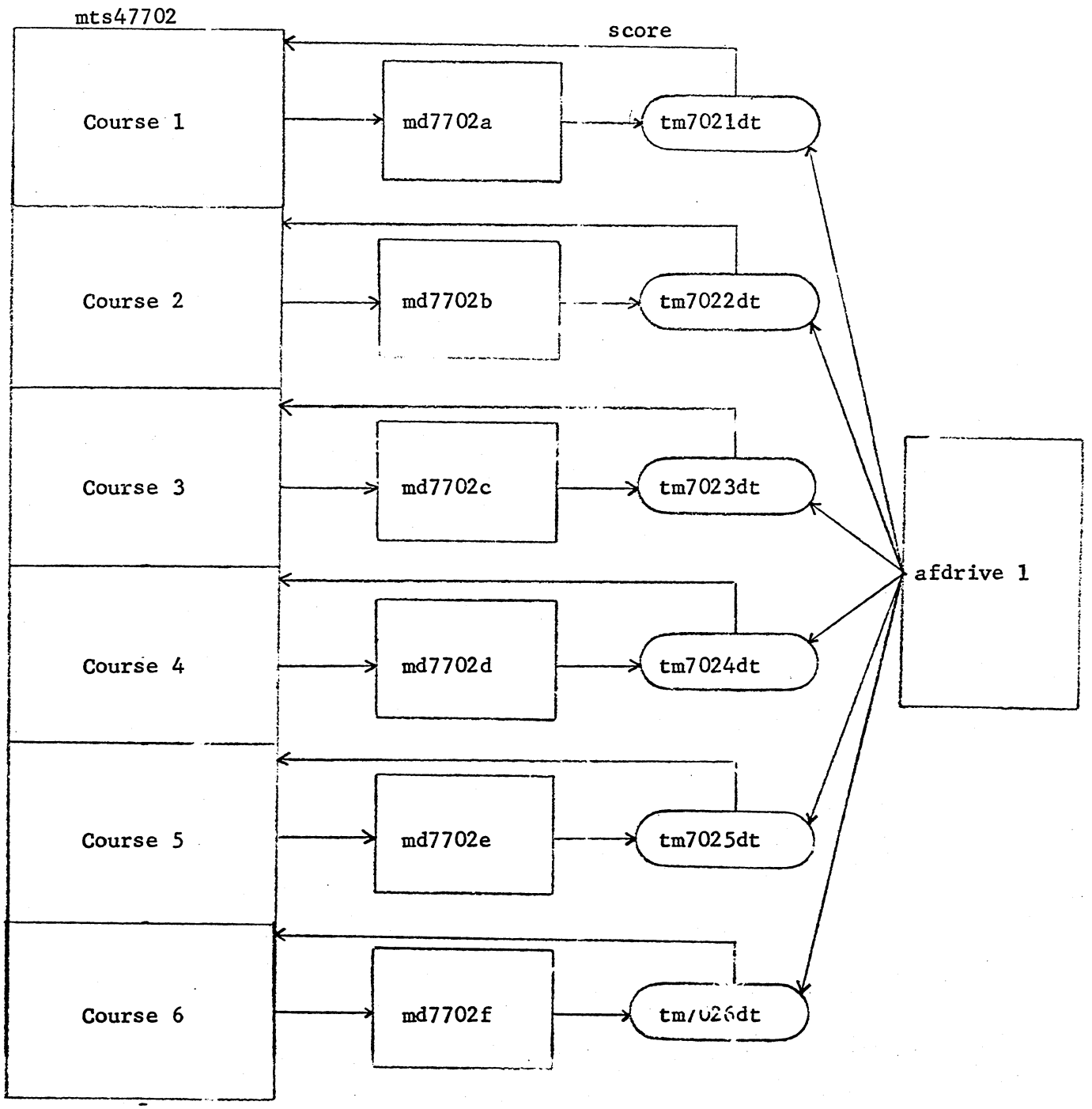
NOTE: The "tm" files are CAI lessons used as tests.
The "tm" files use code contained in "afdrive1".



Airway Facilities Test Driver

Interface to PLM

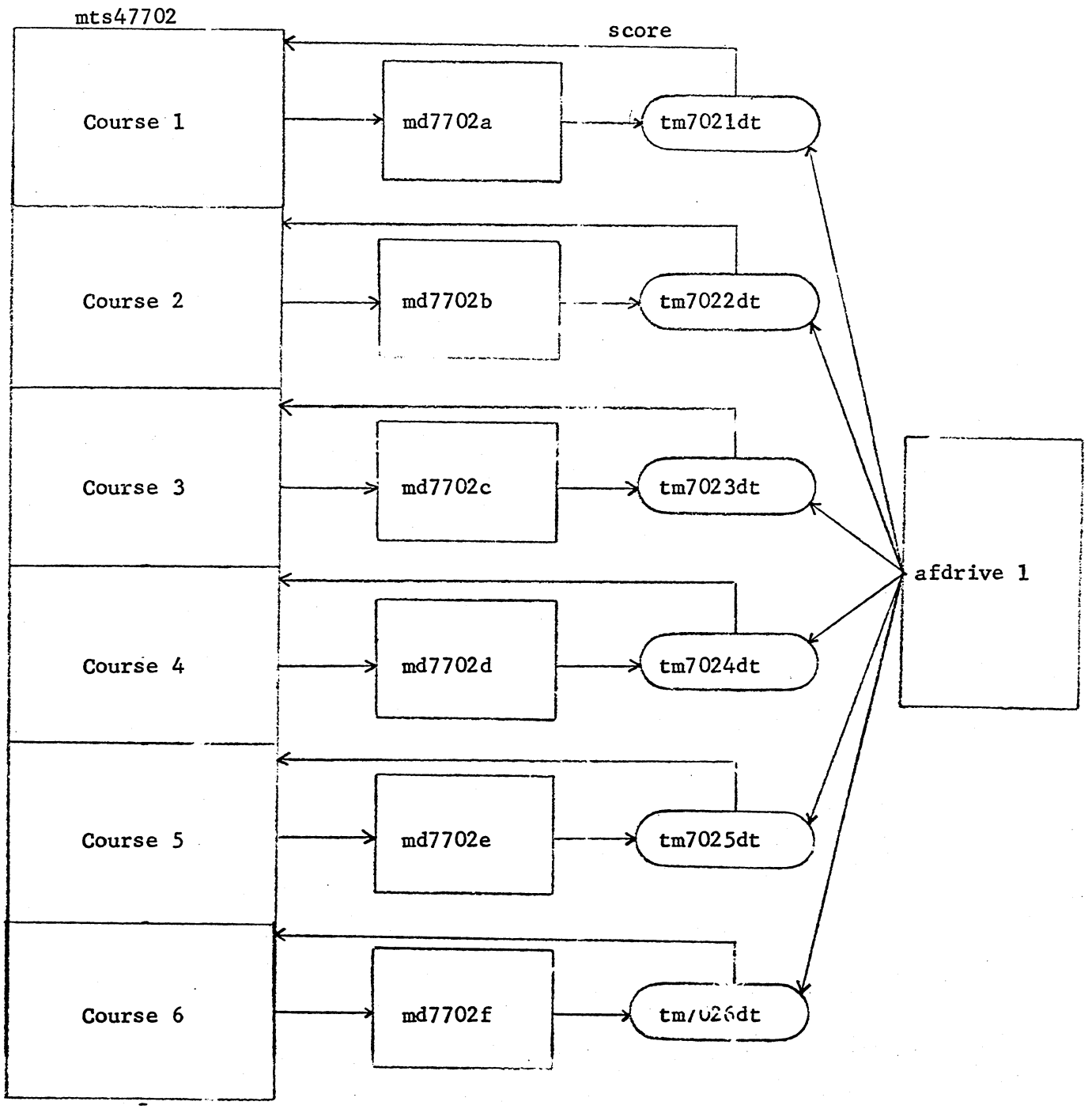
NOTE: The "tm" files are CAI lessons used as tests.
The "tm" files use code contained in "afdrive1".



Airway Facilities Test Driver

Interface to PLM

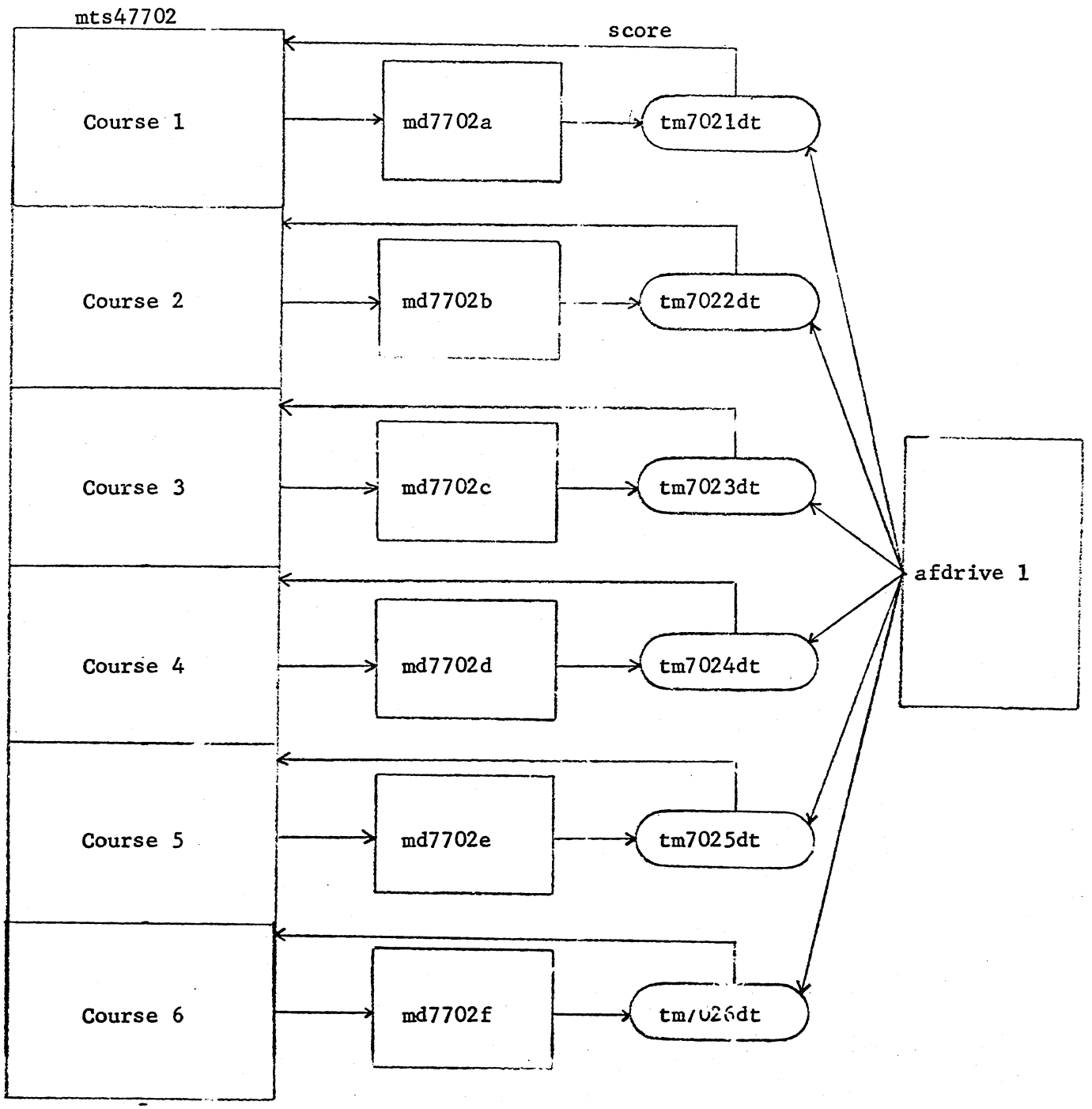
NOTE: The "tm" files are CAI lessons used as tests.
The "tm" files use code contained in "afdrive1".



Airway Facilities Test Driver

Interface to PLM

NOTE: The "tm" files are CAI lessons used as tests.
The "tm" files use code contained in "afdrive1".



```
        c=location of "c." for "c" distractor
        d=location of "d." for "d" distractor
        Note: if c or d is not used, place Ø's in these
                slots
                Locate a-d locations w/term cursor, coarse.
*
*


------ not condensed ---------------block 1-e   'touch samp'
        last edited: 4/7/84    space left: 23


*Sample of touch question, check mark confirmation↓
*Recommended touch question type.
unit     4a
at       16Ø8
do       numz
write    What is the sum of two plus three?
box      2413;2Ø21
at       2216
write    4
box      2425;2Ø33
at       2228
write    5
box      2437;2Ø45
at       224Ø
write    8
box      2449;2Ø57
at       2252
write    1Ø
do       tdrivec(2413,2425,2437,2449,2,84,2317,2329,2341,2353)
*breakdown of tdrivec command↓
*do       tdrive(a,b,c,d,e,sl,ck1,ck2,ck3,ck4)
*         a=lower left corner of "a" touch area.
*         b=lower left corner of "b" touch area.
*         c=lower left corner of "c" touch area
*         d=lower left corner of "d" touch area.
*         e=correct answer,1-4
*         s=no. of spaces wide
*         l=no. of lines high $$no space between spaces/lines
          ck1=location of touch1 check mark, coarse
```

```
        c=location of "c." for "c" distractor
        d=location of "d." for "d" distractor
        Note: if c or d is not used, place Ø's in these
                slots
                Locate a-d locations w/term cursor, coarse.
*
*


------ not condensed ---------------block 1-e   'touch samp'
        last edited: 4/7/84    space left: 23


*Sample of touch question, check mark confirmation↓
*Recommended touch question type.
unit     4a
at       16Ø8
do       numz
write    What is the sum of two plus three?
box      2413;2Ø21
at       2216
write    4
box      2425;2Ø33
at       2228
write    5
box      2437;2Ø45
at       224Ø
write    8
box      2449;2Ø57
at       2252
write    1Ø
do       tdrivec(2413,2425,2437,2449,2,84,2317,2329,2341,2353)
*breakdown of tdrivec command↓
*do       tdrive(a,b,c,d,e,sl,ck1,ck2,ck3,ck4)
*         a=lower left corner of "a" touch area.
*         b=lower left corner of "b" touch area.
*         c=lower left corner of "c" touch area
*         d=lower left corner of "d" touch area.
*         e=correct answer,1-4
*         s=no. of spaces wide
*         l=no. of lines high $$no space between spaces/lines
          ck1=location of touch1 check mark, coarse
```

```
        c=location of "c." for "c" distractor
        d=location of "d." for "d" distractor
        Note: if c or d is not used, place Ø's in these
                slots
                Locate a-d locations w/term cursor, coarse.
*
*


------ not condensed ---------------block 1-e   'touch samp'
        last edited: 4/7/84    space left: 23


*Sample of touch question, check mark confirmation↓
*Recommended touch question type.
unit     4a
at       16Ø8
do       numz
write    What is the sum of two plus three?
box      2413;2Ø21
at       2216
write    4
box      2425;2Ø33
at       2228
write    5
box      2437;2Ø45
at       224Ø
write    8
box      2449;2Ø57
at       2252
write    1Ø
do       tdrivec(2413,2425,2437,2449,2,84,2317,2329,2341,2353)
*breakdown of tdrivec command↓
*do       tdrive(a,b,c,d,e,sl,ck1,ck2,ck3,ck4)
*         a=lower left corner of "a" touch area.
*         b=lower left corner of "b" touch area.
*         c=lower left corner of "c" touch area
*         d=lower left corner of "d" touch area.
*         e=correct answer,1-4
*         s=no. of spaces wide
*         l=no. of lines high $$no space between spaces/lines
          ck1=location of touch1 check mark, coarse
```

```
        c=location of "c." for "c" distractor
        d=location of "d." for "d" distractor
        Note: if c or d is not used, place Ø's in these
                slots
                Locate a-d locations w/term cursor, coarse.
*
*


------ not condensed ---------------block 1-e   'touch samp'
        last edited: 4/7/84    space left: 23


*Sample of touch question, check mark confirmation↓
*Recommended touch question type.
unit     4a
at       16Ø8
do       numz
write    What is the sum of two plus three?
box      2413;2Ø21
at       2216
write    4
box      2425;2Ø33
at       2228
write    5
box      2437;2Ø45
at       224Ø
write    8
box      2449;2Ø57
at       2252
write    1Ø
do       tdrivec(2413,2425,2437,2449,2,84,2317,2329,2341,2353)
*breakdown of tdrivec command↓
*do       tdrive(a,b,c,d,e,sl,ck1,ck2,ck3,ck4)
*         a=lower left corner of "a" touch area.
*         b=lower left corner of "b" touch area.
*         c=lower left corner of "c" touch area
*         d=lower left corner of "d" touch area.
*         e=correct answer,1-4
*         s=no. of spaces wide
*         l=no. of lines high $$no space between spaces/lines
          ck1=location of touch1 check mark, coarse
```

```
        c=location of "c." for "c" distractor
        d=location of "d." for "d" distractor
        Note: if c or d is not used, place Ø's in these
                slots
                Locate a-d locations w/term cursor, coarse.
*
*


------ not condensed ---------------block 1-e   'touch samp'
        last edited: 4/7/84    space left: 23


*Sample of touch question, check mark confirmation↓
*Recommended touch question type.
unit     4a
at       16Ø8
do       numz
write    What is the sum of two plus three?
box      2413;2Ø21
at       2216
write    4
box      2425;2Ø33
at       2228
write    5
box      2437;2Ø45
at       224Ø
write    8
box      2449;2Ø57
at       2252
write    1Ø
do       tdrivec(2413,2425,2437,2449,2,84,2317,2329,2341,2353)
*breakdown of tdrivec command↓
*do       tdrive(a,b,c,d,e,sl,ck1,ck2,ck3,ck4)
*         a=lower left corner of "a" touch area.
*         b=lower left corner of "b" touch area.
*         c=lower left corner of "c" touch area
*         d=lower left corner of "d" touch area.
*         e=correct answer,1-4
*         s=no. of spaces wide
*         l=no. of lines high $$no space between spaces/lines
          ck1=location of touch1 check mark, coarse
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```
        c=location of "c." for "c" distractor
        d=location of "d." for "d" distractor
        Note: if c or d is not used, place Ø's in these
                slots
                Locate a-d locations w/term cursor, coarse.
*
*


------ not condensed ---------------block 1-e   'touch samp'
        last edited: 4/7/84    space left: 23


*Sample of touch question, check mark confirmation↓
*Recommended touch question type.
unit     4a
at       16Ø8
do       numz
write    What is the sum of two plus three?
box      2413;2Ø21
at       2216
write    4
box      2425;2Ø33
at       2228
write    5
box      2437;2Ø45
at       224Ø
write    8
box      2449;2Ø57
at       2252
write    1Ø
do       tdrivec(2413,2425,2437,2449,2,84,2317,2329,2341,2353)
*breakdown of tdrivec command↓
*do       tdrive(a,b,c,d,e,sl,ck1,ck2,ck3,ck4)
*         a=lower left corner of "a" touch area.
*         b=lower left corner of "b" touch area.
*         c=lower left corner of "c" touch area
*         d=lower left corner of "d" touch area.
*         e=correct answer,1-4
*         s=no. of spaces wide
*         l=no. of lines high $$no space between spaces/lines
          ck1=location of touch1 check mark, coarse
```

```
        c=location of "c." for "c" distractor
        d=location of "d." for "d" distractor
        Note: if c or d is not used, place Ø's in these
                slots
                Locate a-d locations w/term cursor, coarse.
*
*


------ not condensed ---------------block 1-e   'touch samp'
        last edited: 4/7/84    space left: 23


*Sample of touch question, check mark confirmation↓
*Recommended touch question type.
unit     4a
at       16Ø8
do       numz
write    What is the sum of two plus three?
box      2413;2Ø21
at       2216
write    4
box      2425;2Ø33
at       2228
write    5
box      2437;2Ø45
at       224Ø
write    8
box      2449;2Ø57
at       2252
write    1Ø
do       tdrivec(2413,2425,2437,2449,2,84,2317,2329,2341,2353)
*breakdown of tdrivec command↓
*do       tdrive(a,b,c,d,e,sl,ck1,ck2,ck3,ck4)
*         a=lower left corner of "a" touch area.
*         b=lower left corner of "b" touch area.
*         c=lower left corner of "c" touch area
*         d=lower left corner of "d" touch area.
*         e=correct answer,1-4
*         s=no. of spaces wide
*         l=no. of lines high $$no space between spaces/lines
          ck1=location of touch1 check mark, coarse
```

```
        c=location of "c." for "c" distractor
        d=location of "d." for "d" distractor
        Note: if c or d is not used, place Ø's in these
                slots
                Locate a-d locations w/term cursor, coarse.
*
*


------ not condensed ---------------block 1-e   'touch samp'
        last edited: 4/7/84    space left: 23


*Sample of touch question, check mark confirmation↓
*Recommended touch question type.
unit     4a
at       16Ø8
do       numz
write    What is the sum of two plus three?
box      2413;2Ø21
at       2216
write    4
box      2425;2Ø33
at       2228
write    5
box      2437;2Ø45
at       224Ø
write    8
box      2449;2Ø57
at       2252
write    1Ø
do       tdrivec(2413,2425,2437,2449,2,84,2317,2329,2341,2353)
*breakdown of tdrivec command↓
*do       tdrive(a,b,c,d,e,sl,ck1,ck2,ck3,ck4)
*         a=lower left corner of "a" touch area.
*         b=lower left corner of "b" touch area.
*         c=lower left corner of "c" touch area
*         d=lower left corner of "d" touch area.
*         e=correct answer,1-4
*         s=no. of spaces wide
*         l=no. of lines high $$no space between spaces/lines
          ck1=location of touch1 check mark, coarse
```

```
-------------------------------------block 2-b   'qtem w/ref'
        last edited: 4/9/84    space left: 74


unit    1a
at      6Ø8
write   type in reference
at      9Ø8
do      numz
write   A
at      141Ø
write   a)

        b)

        c)

        d)
do      qdrive(141Ø,161Ø,181Ø,2Ø1Ø,1)
*
unit    1b
at      6Ø8
write   type in reference
at      9Ø8
do      numz
write   A
at      141Ø
write   a)

        b)

        c)

        d)
do      qdrive(141Ø,161Ø,181Ø,2Ø1Ø,1)
unit    1c
at      6Ø8
write   type in reference
at      9Ø8
do      numz
```

```
-------------------------------------block 2-b   'qtem w/ref'
        last edited: 4/9/84    space left: 74


unit    1a
at      6Ø8
write   type in reference
at      9Ø8
do      numz
write   A
at      141Ø
write   a)

        b)

        c)

        d)
do      qdrive(141Ø,161Ø,181Ø,2Ø1Ø,1)
*
unit    1b
at      6Ø8
write   type in reference
at      9Ø8
do      numz
write   A
at      141Ø
write   a)

        b)

        c)

        d)
do      qdrive(141Ø,161Ø,181Ø,2Ø1Ø,1)
unit    1c
at      6Ø8
write   type in reference
at      9Ø8
do      numz
```

```
-------------------------------------block 2-b   'qtem w/ref'
        last edited: 4/9/84    space left: 74


unit    1a
at      6Ø8
write   type in reference
at      9Ø8
do      numz
write   A
at      141Ø
write   a)

        b)

        c)

        d)
do      qdrive(141Ø,161Ø,181Ø,2Ø1Ø,1)
*
unit    1b
at      6Ø8
write   type in reference
at      9Ø8
do      numz
write   A
at      141Ø
write   a)

        b)

        c)

        d)
do      qdrive(141Ø,161Ø,181Ø,2Ø1Ø,1)
unit    1c
at      6Ø8
write   type in reference
at      9Ø8
do      numz
```

```
-------------------------------------block 2-b   'qtem w/ref'
        last edited: 4/9/84    space left: 74


unit    1a
at      6Ø8
write   type in reference
at      9Ø8
do      numz
write   A
at      141Ø
write   a)

        b)

        c)

        d)
do      qdrive(141Ø,161Ø,181Ø,2Ø1Ø,1)
*
unit    1b
at      6Ø8
write   type in reference
at      9Ø8
do      numz
write   A
at      141Ø
write   a)

        b)

        c)

        d)
do      qdrive(141Ø,161Ø,181Ø,2Ø1Ø,1)
unit    1c
at      6Ø8
write   type in reference
at      9Ø8
do      numz
```

```
-------------------------------------block 2-b   'qtem w/ref'
        last edited: 4/9/84    space left: 74


unit    1a
at      6Ø8
write   type in reference
at      9Ø8
do      numz
write   A
at      141Ø
write   a)

        b)

        c)

        d)
do      qdrive(141Ø,161Ø,181Ø,2Ø1Ø,1)
*
unit    1b
at      6Ø8
write   type in reference
at      9Ø8
do      numz
write   A
at      141Ø
write   a)

        b)

        c)

        d)
do      qdrive(141Ø,161Ø,181Ø,2Ø1Ø,1)
unit    1c
at      6Ø8
write   type in reference
at      9Ø8
do      numz
```

```
-------------------------------------block 2-b   'qtem w/ref'
        last edited: 4/9/84    space left: 74


unit    1a
at      6Ø8
write   type in reference
at      9Ø8
do      numz
write   A
at      141Ø
write   a)

        b)

        c)

        d)
do      qdrive(141Ø,161Ø,181Ø,2Ø1Ø,1)
*
unit    1b
at      6Ø8
write   type in reference
at      9Ø8
do      numz
write   A
at      141Ø
write   a)

        b)

        c)

        d)
do      qdrive(141Ø,161Ø,181Ø,2Ø1Ø,1)
unit    1c
at      6Ø8
write   type in reference
at      9Ø8
do      numz
```

```
-------------------------------------block 2-b   'qtem w/ref'
        last edited: 4/9/84    space left: 74


unit    1a
at      6Ø8
write   type in reference
at      9Ø8
do      numz
write   A
at      141Ø
write   a)

        b)

        c)

        d)
do      qdrive(141Ø,161Ø,181Ø,2Ø1Ø,1)
*
unit    1b
at      6Ø8
write   type in reference
at      9Ø8
do      numz
write   A
at      141Ø
write   a)

        b)

        c)

        d)
do      qdrive(141Ø,161Ø,181Ø,2Ø1Ø,1)
unit    1c
at      6Ø8
write   type in reference
at      9Ø8
do      numz
```

```
jump     poolz(seqz)-2,9a,9b,9c
1ØiU      $$IU 1Ø q's
jump     poolz(seqz)-2,1Øa,1Øb,1Øc
11iU      $$IU 11 q's
jump     poolz(seqz)-2,11a,11b,11c
12iU      $$IU 12 q's
jump     poolz(seqz)-2,12a,12b,12c $$ * any un-used pools
13iU      $$IU 13 q's
jump     poolz(seqz)-2,13a,13b,13c
14iU      $$IU 14 q's
jump     poolz(seqz)-2,14a,14b,14c
15iU      $$IU 15 q's
jump     poolz(seqz)-2,15a,15b,15c
16iU      $$IU 16 q's
jump     poolz(seqz)-2,16a,16b,16c
17iU      $$IU 17 q's
jump     poolz(seqz)-2,17a,17b,17c
18iU      $$IU 18 q's
jump     poolz(seqz)-2,18a,18b,18c
19iU      $$IU 19 q's
jump     poolz(seqz)-2,19a,19b,19c
2ØiU      $$IU 2Ø q's
jump     poolz(seqz)-2,2Øa,2Øb,2Øc
21iU      $$IU 21 q's
jump     poolz(seqz)-2,21a,21b,21c
22iU      $$IU 22 q's
jump     poolz(seqz)-2,22a,22b,22c
23iU      $$IU 23 q's
jump     poolz(seqz)-2,23a,23b,23c
24iU      $$IU 24 q's
jump     poolz(seqz)-2,24a,24b,24c
25iU      $$IU 25 q's
jump     poolz(seqz)-2,25a,25b,25c
erase
*
*
unit     loadckz $$checks charset load
if       zreturn≠-1
.        add1     az
.        branch   az<3,1t,x
.        2t
.        at       5Ø5
```

```
jump     poolz(seqz)-2,9a,9b,9c
1ØiU      $$IU 1Ø q's
jump     poolz(seqz)-2,1Øa,1Øb,1Øc
11iU      $$IU 11 q's
jump     poolz(seqz)-2,11a,11b,11c
12iU      $$IU 12 q's
jump     poolz(seqz)-2,12a,12b,12c $$ * any un-used pools
13iU      $$IU 13 q's
jump     poolz(seqz)-2,13a,13b,13c
14iU      $$IU 14 q's
jump     poolz(seqz)-2,14a,14b,14c
15iU      $$IU 15 q's
jump     poolz(seqz)-2,15a,15b,15c
16iU      $$IU 16 q's
jump     poolz(seqz)-2,16a,16b,16c
17iU      $$IU 17 q's
jump     poolz(seqz)-2,17a,17b,17c
18iU      $$IU 18 q's
jump     poolz(seqz)-2,18a,18b,18c
19iU      $$IU 19 q's
jump     poolz(seqz)-2,19a,19b,19c
2ØiU      $$IU 2Ø q's
jump     poolz(seqz)-2,2Øa,2Øb,2Øc
21iU      $$IU 21 q's
jump     poolz(seqz)-2,21a,21b,21c
22iU      $$IU 22 q's
jump     poolz(seqz)-2,22a,22b,22c
23iU      $$IU 23 q's
jump     poolz(seqz)-2,23a,23b,23c
24iU      $$IU 24 q's
jump     poolz(seqz)-2,24a,24b,24c
25iU      $$IU 25 q's
jump     poolz(seqz)-2,25a,25b,25c
erase
*
*
unit     loadckz $$checks charset load
if       zreturn≠-1
.        add1     az
.        branch   az<3,1t,x
.        2t
.        at       5Ø5
```

```
jump     poolz(seqz)-2,9a,9b,9c
1ØiU      $$IU 1Ø q's
jump     poolz(seqz)-2,1Øa,1Øb,1Øc
11iU      $$IU 11 q's
jump     poolz(seqz)-2,11a,11b,11c
12iU      $$IU 12 q's
jump     poolz(seqz)-2,12a,12b,12c $$ * any un-used pools
13iU      $$IU 13 q's
jump     poolz(seqz)-2,13a,13b,13c
14iU      $$IU 14 q's
jump     poolz(seqz)-2,14a,14b,14c
15iU      $$IU 15 q's
jump     poolz(seqz)-2,15a,15b,15c
16iU      $$IU 16 q's
jump     poolz(seqz)-2,16a,16b,16c
17iU      $$IU 17 q's
jump     poolz(seqz)-2,17a,17b,17c
18iU      $$IU 18 q's
jump     poolz(seqz)-2,18a,18b,18c
19iU      $$IU 19 q's
jump     poolz(seqz)-2,19a,19b,19c
2ØiU      $$IU 2Ø q's
jump     poolz(seqz)-2,2Øa,2Øb,2Øc
21iU      $$IU 21 q's
jump     poolz(seqz)-2,21a,21b,21c
22iU      $$IU 22 q's
jump     poolz(seqz)-2,22a,22b,22c
23iU      $$IU 23 q's
jump     poolz(seqz)-2,23a,23b,23c
24iU      $$IU 24 q's
jump     poolz(seqz)-2,24a,24b,24c
25iU      $$IU 25 q's
jump     poolz(seqz)-2,25a,25b,25c
erase
*
*
unit     loadckz $$checks charset load
if       zreturn≠-1
.        add1     az
.        branch   az<3,1t,x
.        2t
.        at       5Ø5
```

```
jump     poolz(seqz)-2,9a,9b,9c
1ØiU      $$IU 1Ø q's
jump     poolz(seqz)-2,1Øa,1Øb,1Øc
11iU      $$IU 11 q's
jump     poolz(seqz)-2,11a,11b,11c
12iU      $$IU 12 q's
jump     poolz(seqz)-2,12a,12b,12c $$ * any un-used pools
13iU      $$IU 13 q's
jump     poolz(seqz)-2,13a,13b,13c
14iU      $$IU 14 q's
jump     poolz(seqz)-2,14a,14b,14c
15iU      $$IU 15 q's
jump     poolz(seqz)-2,15a,15b,15c
16iU      $$IU 16 q's
jump     poolz(seqz)-2,16a,16b,16c
17iU      $$IU 17 q's
jump     poolz(seqz)-2,17a,17b,17c
18iU      $$IU 18 q's
jump     poolz(seqz)-2,18a,18b,18c
19iU      $$IU 19 q's
jump     poolz(seqz)-2,19a,19b,19c
2ØiU      $$IU 2Ø q's
jump     poolz(seqz)-2,2Øa,2Øb,2Øc
21iU      $$IU 21 q's
jump     poolz(seqz)-2,21a,21b,21c
22iU      $$IU 22 q's
jump     poolz(seqz)-2,22a,22b,22c
23iU      $$IU 23 q's
jump     poolz(seqz)-2,23a,23b,23c
24iU      $$IU 24 q's
jump     poolz(seqz)-2,24a,24b,24c
25iU      $$IU 25 q's
jump     poolz(seqz)-2,25a,25b,25c
erase
*
*
unit     loadckz $$checks charset load
if       zreturn≠-1
.        add1     az
.        branch   az<3,1t,x
.        2t
.        at       5Ø5
```

```
jump     poolz(seqz)-2,9a,9b,9c
1ØiU      $$IU 1Ø q's
jump     poolz(seqz)-2,1Øa,1Øb,1Øc
11iU      $$IU 11 q's
jump     poolz(seqz)-2,11a,11b,11c
12iU      $$IU 12 q's
jump     poolz(seqz)-2,12a,12b,12c $$ * any un-used pools
13iU      $$IU 13 q's
jump     poolz(seqz)-2,13a,13b,13c
14iU      $$IU 14 q's
jump     poolz(seqz)-2,14a,14b,14c
15iU      $$IU 15 q's
jump     poolz(seqz)-2,15a,15b,15c
16iU      $$IU 16 q's
jump     poolz(seqz)-2,16a,16b,16c
17iU      $$IU 17 q's
jump     poolz(seqz)-2,17a,17b,17c
18iU      $$IU 18 q's
jump     poolz(seqz)-2,18a,18b,18c
19iU      $$IU 19 q's
jump     poolz(seqz)-2,19a,19b,19c
2ØiU      $$IU 2Ø q's
jump     poolz(seqz)-2,2Øa,2Øb,2Øc
21iU      $$IU 21 q's
jump     poolz(seqz)-2,21a,21b,21c
22iU      $$IU 22 q's
jump     poolz(seqz)-2,22a,22b,22c
23iU      $$IU 23 q's
jump     poolz(seqz)-2,23a,23b,23c
24iU      $$IU 24 q's
jump     poolz(seqz)-2,24a,24b,24c
25iU      $$IU 25 q's
jump     poolz(seqz)-2,25a,25b,25c
erase
*
*
unit     loadckz $$checks charset load
if       zreturn≠-1
.        add1     az
.        branch   az<3,1t,x
.        2t
.        at       5Ø5
```

```
jump     poolz(seqz)-2,9a,9b,9c
1ØiU      $$IU 1Ø q's
jump     poolz(seqz)-2,1Øa,1Øb,1Øc
11iU      $$IU 11 q's
jump     poolz(seqz)-2,11a,11b,11c
12iU      $$IU 12 q's
jump     poolz(seqz)-2,12a,12b,12c $$ * any un-used pools
13iU      $$IU 13 q's
jump     poolz(seqz)-2,13a,13b,13c
14iU      $$IU 14 q's
jump     poolz(seqz)-2,14a,14b,14c
15iU      $$IU 15 q's
jump     poolz(seqz)-2,15a,15b,15c
16iU      $$IU 16 q's
jump     poolz(seqz)-2,16a,16b,16c
17iU      $$IU 17 q's
jump     poolz(seqz)-2,17a,17b,17c
18iU      $$IU 18 q's
jump     poolz(seqz)-2,18a,18b,18c
19iU      $$IU 19 q's
jump     poolz(seqz)-2,19a,19b,19c
2ØiU      $$IU 2Ø q's
jump     poolz(seqz)-2,2Øa,2Øb,2Øc
21iU      $$IU 21 q's
jump     poolz(seqz)-2,21a,21b,21c
22iU      $$IU 22 q's
jump     poolz(seqz)-2,22a,22b,22c
23iU      $$IU 23 q's
jump     poolz(seqz)-2,23a,23b,23c
24iU      $$IU 24 q's
jump     poolz(seqz)-2,24a,24b,24c
25iU      $$IU 25 q's
jump     poolz(seqz)-2,25a,25b,25c
erase
*
*
unit     loadckz $$checks charset load
if       zreturn≠-1
.        add1     az
.        branch   az<3,1t,x
.        2t
.        at       5Ø5
```

```
jump     poolz(seqz)-2,9a,9b,9c
1ØiU      $$IU 1Ø q's
jump     poolz(seqz)-2,1Øa,1Øb,1Øc
11iU      $$IU 11 q's
jump     poolz(seqz)-2,11a,11b,11c
12iU      $$IU 12 q's
jump     poolz(seqz)-2,12a,12b,12c $$ * any un-used pools
13iU      $$IU 13 q's
jump     poolz(seqz)-2,13a,13b,13c
14iU      $$IU 14 q's
jump     poolz(seqz)-2,14a,14b,14c
15iU      $$IU 15 q's
jump     poolz(seqz)-2,15a,15b,15c
16iU      $$IU 16 q's
jump     poolz(seqz)-2,16a,16b,16c
17iU      $$IU 17 q's
jump     poolz(seqz)-2,17a,17b,17c
18iU      $$IU 18 q's
jump     poolz(seqz)-2,18a,18b,18c
19iU      $$IU 19 q's
jump     poolz(seqz)-2,19a,19b,19c
2ØiU      $$IU 2Ø q's
jump     poolz(seqz)-2,2Øa,2Øb,2Øc
21iU      $$IU 21 q's
jump     poolz(seqz)-2,21a,21b,21c
22iU      $$IU 22 q's
jump     poolz(seqz)-2,22a,22b,22c
23iU      $$IU 23 q's
jump     poolz(seqz)-2,23a,23b,23c
24iU      $$IU 24 q's
jump     poolz(seqz)-2,24a,24b,24c
25iU      $$IU 25 q's
jump     poolz(seqz)-2,25a,25b,25c
erase
*
*
unit     loadckz $$checks charset load
if       zreturn≠-1
.        add1     az
.        branch   az<3,1t,x
.        2t
.        at       5Ø5
```

```
        c)

        d)
do      qdrive(1410,1610,1810,2010,1)
*
*


-------------------------------------block 2-a   '1/2 save'
        last edited: 4/7/84    space left: 125


*these samples are for q's that need to save graphics
unitop  1a                $$unitop to prevent erase
do      gcheck1 $$tailor this unit to erase text changes etc
*               $$does graphics if not already plotted
at      908
do      numz
write   A
at      1410
write   a)

        b)

        c)

        d)
do      qdrive(1410,1610,1810,2010,1)
*
*
unitop  1b
do      gcheck1
at      908
do      numz
write   A
at      1410
write   a)

        b)

        c)
```

```
        c)

        d)
do      qdrive(1410,1610,1810,2010,1)
*
*


-------------------------------------block 2-a   '1/2 save'
        last edited: 4/7/84    space left: 125


*these samples are for q's that need to save graphics
unitop  1a                $$unitop to prevent erase
do      gcheck1 $$tailor this unit to erase text changes etc
*               $$does graphics if not already plotted
at      908
do      numz
write   A
at      1410
write   a)

        b)

        c)

        d)
do      qdrive(1410,1610,1810,2010,1)
*
*
unitop  1b
do      gcheck1
at      908
do      numz
write   A
at      1410
write   a)

        b)

        c)
```

```
        c)

        d)
do      qdrive(1410,1610,1810,2010,1)
*
*


-------------------------------------block 2-a   '1/2 save'
        last edited: 4/7/84    space left: 125


*these samples are for q's that need to save graphics
unitop  1a                $$unitop to prevent erase
do      gcheck1 $$tailor this unit to erase text changes etc
*               $$does graphics if not already plotted
at      908
do      numz
write   A
at      1410
write   a)

        b)

        c)

        d)
do      qdrive(1410,1610,1810,2010,1)
*
*
unitop  1b
do      gcheck1
at      908
do      numz
write   A
at      1410
write   a)

        b)

        c)
```

```
        c)

        d)
do      qdrive(1410,1610,1810,2010,1)
*
*


-------------------------------------block 2-a   '1/2 save'
        last edited: 4/7/84    space left: 125


*these samples are for q's that need to save graphics
unitop  1a                $$unitop to prevent erase
do      gcheck1 $$tailor this unit to erase text changes etc
*               $$does graphics if not already plotted
at      908
do      numz
write   A
at      1410
write   a)

        b)

        c)

        d)
do      qdrive(1410,1610,1810,2010,1)
*
*
unitop  1b
do      gcheck1
at      908
do      numz
write   A
at      1410
write   a)

        b)

        c)
```

```
        c)

        d)
do      qdrive(1410,1610,1810,2010,1)
*
*


-------------------------------------block 2-a   '1/2 save'
        last edited: 4/7/84    space left: 125


*these samples are for q's that need to save graphics
unitop  1a                $$unitop to prevent erase
do      gcheck1 $$tailor this unit to erase text changes etc
*               $$does graphics if not already plotted
at      908
do      numz
write   A
at      1410
write   a)

        b)

        c)

        d)
do      qdrive(1410,1610,1810,2010,1)
*
*
unitop  1b
do      gcheck1
at      908
do      numz
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DATA ITEM DESCRIPTION (CONTINUED)	2. IDENTIFICATION	
	AGENCY	NUMBER
1. TITLE: OPERATIONAL TRYOUT PROCEDURES (CBI)	FAA	DID- 22

10.3.4 All visual components (video tape, video disk, slide/tape, etc.) must be complete.

10.3.5 All PLM components must be complete and verified.

10.4 The length of an operational tryout will be determined by the length of the course.

10.5 A 2-week period immediately following the operational tryout will be designated and utilized for corrective action on courseware and PLM structure based on student responses and COTR observations.

10.6 A student notes file will be provided for feedback and general comments by the students. The size of this film will be a minimum of 6 parts.

10.7 The class size shall be at least 6 students and not more than 12.

10.8 Fatal errors in curriculum design, CAI programming, or other courseware elements shall be corrected during the conduct of an operational tryout. A fatal error is defined as one which prevents the student fron normal progression through the curriculum. An example would be the failure to set the appropriate flags in the PLM structure that provide student progression from module to module.

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77. Please provide any suggestions that you feel would improve this training program or future contract training programs.

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78. Comments on lodging, transportation and food availability, convenience, quality and cost.

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