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VIDEODISC INTERPERSONAL SKILLS TRAINING AND ASSESSMENT (VISTA): INSTRUCTOR'S GUIDE

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This guide was part of a work effort entitled Implementation of Videodisc Interpersonal Skills Training and Assessment (VISTA). This guide was targeted for the Army trainer using the original VISTA equipment (i.e., Apple II+, Poineer LDP-1000 videodisc player, etc.). However, the contents should also be useful to more recent hardware adaptations (e.g., the interim EIDS--Sony System). This manual provides an overview of the equipment components of the VISTA System and relates those components to the operation of a lesson by the student. The two instructional modes (Experimental and Pedagogical) are described along with

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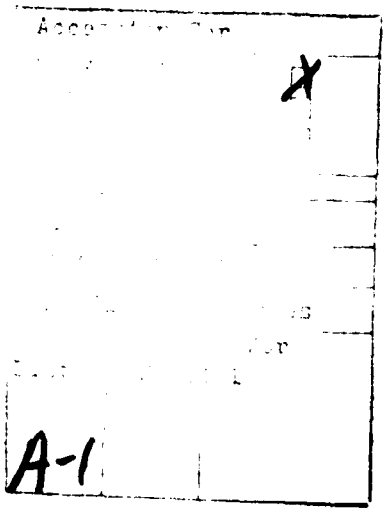
how VISTA can be used by individuals, small groups, and large groups. Interaction of the student with VISTA is also described. A summary of all VISTA scenarios or lessons is also included.



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1 INTRODUCTION

Quality training of leadership is of major importance to the U.S. Army. Strong and effective leadership skills are required at all levels of command, especially among junior officers. Interpersonal counseling is a critical leadership skill. The principles and problems of counseling are often presented in both manuals (e.g. doctrine) and classroom instruction. Application of leadership and counseling principles can be practiced in role playing sessions where the student takes the role of a leader who must counsel a subordinate. Role playing, when performed effectively, can create a training environment that closely simulates counseling in the unit. However, there can be a big difference between textbook and classroom instruction and role playing. A student may be able to recite a list of principles but may be totally ineffective in applying these in a role playing or real situation.

The Videodisc Interpersonal Skills Training and Assessment (VISTA) project provides a transition between knowing the principles of leadership or counseling, and applying the principles in a particular situation. VISTA combines the training advantages of the microcomputer and the videodisc player used to store an enacted scenario that creates a simulated platoon or company counseling session. In the VISTA scenarios, problem or situation within the platoon requires counseling of a subordinate by a platoon leader. The officer/student "interacts" with the videodisc/microcomputer system by deciding what the platoon leader should do at critical points during the counseling session. The choice is picked up by the computer through an interactive device and the probable consequences of the chosen action are shown. Thus, the student is only a step away from real counseling. However, unlike role playing or in the unit, the session can be viewed objectively without being confounded by the emotion and irrationality that can often accompany person to person encounters.

VISTA was developed for counseling training as conducted by the Infantry Officers Basic Course (IOBC) and should serve as a supplement to current leadership training by the IOBC. The Counseling Laboratory is currently taught in two periods. It is recommended that VISTA be used during the early portion of the laboratory and role playing conducted during the latter phase of the laboratory. Viewing VISTA first should provide standardized training and feedback before the more challenging task of applying counseling principles in the role playing situation.

Personnel appearing in VISTA scenarios are infantry and many of the scenarios are infantry-related. Branch specific details of the problem or situation are not as important as the manner in which the platoon leader deals with the problem. As a result, other branches of the Army can probably benefit greatly from VISTA.

VISTA counseling scenarios are based on problems that confront infantry officers, that occur frequently, that are most difficult to handle, and that deal with important issues. These problems were identified after an extensive survey of officers with recent experience as platoon leaders. Solutions to these problems are consistent with existing Army leadership doctrine (FM 22-100 on Military Leadership and FM 22-101 on Leadership Counseling). Subject Matter Experts (SME's) with counseling experience in the U.S. Army developed both "correct" solutions as well as feasible alternative solutions which were considered "incorrect". It is recognized that there is no single correct solution in counseling a particular problem, but consultation with subject matter experts and military doctrine provided optimal ways to handle the problems. Military doctrine and SME's were not the only source of guidance. When appropriate, theoretical approaches from counseling, leadership, management, and other areas were integrated into the instructional

material. There are a total of 12 scenarios; the titles of these are listed in Appendix A along with background and situational information for each scenario.

There are five major hardware components for VISTA; the microcomputer system, the videodisc system, a TV set or monitor, and an interactive device to allow student responses. The fifth possible component is the printer; it is only required if printed copies of student performance are desired or required. The functional role of each component in VISTA operation is briefly discussed in Section 2, DESCRIPTION OF THE SYSTEM. A more technical description of the equipment is provided in the manual entitled VISTA: EQUIPMENT SETUP AND TROUBLESHOOTING.

While the hardware is the most conspicuous aspect of VISTA, the heart and brain of this system is the computer programming. VISTA has been programmed to operate in two modes of instruction: Experiential and Pedagogical. Of the two modes, the Experiential Mode more closely approximates role playing. The session alternates between motion sequences of the session and decision points. The choice made at a given decision point determines how the session will be continued. The Pedagogical Mode is more highly structured while relying heavily on textual feedback. A more complete description of these modes is given in Section 3, INSTRUCTIONAL MODES.

VISTA was designed as a self-paced, self-explanatory, and self-contained training delivery system. The self-paced aspect suggests that the system was designed for individual use; however, field evaluations of VISTA indicates that it is also a highly effective training system when used by either small groups or a large class conducted by an instructor. Section 4, TRAINING ENVIRONMENT, focuses on: (1) use of VISTA by individuals and groups and (2) the role of the instructor.

VISTA can be used in a number of combinations: (a) the student can use one of two devices to interact with the system, (b) the system can either keep or not keep records of student performance, and (c) the lesson can be run in two different modes of instruction. The instructor must set the system to operate in the desired manner; this is described in Sections 5, 6, and 7. Section 5, INSTRUCTOR PREP: TURNING ON THE SYSTEM, tells the instructor how to turn on the system and insert computer diskettes and a videodisc. Tasks described in Section 6, INSTRUCTOR PREP: INTERACTIVE DEVICE-RELATED TASKS, are required only under certain conditions. Students can interact with VISTA using either a light pen or hand controller (they never use the keyboard of the computer). If a light pen is connected to VISTA, then tasks in Section 6 need to be performed. Section 7, INSTRUCTOR PREP: SETTING SYSTEM STATUS, describes tasks related to (1) setting the instructional mode and to (2) deciding whether to keep or not keep student records. Although there are three sections (5, 6, and 7) dealing with instructor preparation for the lesson, it should be pointed out that preparation is not necessarily a tedious and time-consuming task. There are several factors which simplify the preparation required of the instructor:

(1) use of the hand controller as an interactive device,

(2) not keeping student records, and

(3) keeping system status as it is when the system is turned on.

With regard to the last item, VISTA "remembers" the status of the system as it was last used. This minimizes the task requirements for the instructor. For example, if (1) the hand controller is used, (2) records are not kept, and (3) system status does not require change, then the only tasks required of the instructor are turning on the system, placing the diskettes and videodisc in

the system, and making one response indicating that system status does not require changing.

Section 8, THE STUDENT USES VISTA, deals primarily with tasks required of the student before beginning the simulated session. Instructions for lesson use are actually contained within the lesson.

If the instructor wishes to keep a record of student performance during the lesson, then he should read Section 9, STUDENT RECORDS, which describes the record keeping capabilities of VISTA.

All text which appears on the screen both before and during a lesson originates from the computer system. This text has been carefully thought out, analyzed, and written. However, if absolutely necessary, the text can be changed. Section 10, EDITING FEEDBACK AND BACKGROUND INFORMATION, specifically describes how to change background and feedback information.

A more detailed account of VISTA is provided by references cited in the bibliography. The original VISTA report provides a background and overview (Schroeder, 1982a). Actual dialogue or written copies of each scenario can also be obtained (Schroeder, 1982c; Perkins, May 1983) as can a detailed account of topic and scenario development (Schroeder, 1982b). Evaluation results have also been reported (Schroeder, 1982a; Perkins, May 1983).

2 DESCRIPTION OF THE SYSTEM

2.0 Introduction

The equipment used for VISTA has a number of components: a TV set or monitor, a computer, an interactive device (a light pen and/or hand controller), a videodisc player, and possibly a printer. The importance of this equipment in VISTA operation is briefly described below.

2.1 Student Interaction

The student makes choices or responses throughout the lesson. However, he doesn't just respond, he interacts with the system; his input to the system determines what the system does next. Depending on the message which appears on the screen, the student must either: (1) make responses to continue the lesson, (2) decide between several courses of action, or (3) enter an identification number (e.g., service number) if records of student performance are being kept. The student can use either a light pen or hand controller to interact with the system. The student never needs to use the computer keyboard.

Light Pen

The light pen is attached by a cord to the computer. With the light pen, the student can make a response or select a course of action by: (1) touching the tip of the light pen to the desired portion of the monitor/TV screen and then (2) touching the brass ring near the tip of the pen. For example, if the student has to decide between four possible alternatives, he would point the light pen to his choice and then touch the ring near the tip of the pen.

Hand Controller

The "paddle" or hand controller is usually a plastic or metal case with (1) a knob on top and (2) a button on the side. The controller is

attached to the computer by a cord. When it is time for the student to respond, the white square (called a cursor in computer terminology) on the screen can be moved up or down by turning the knob on the controller. The white square will not move sideways. A student's response is entered when the student (1) moves the white square to a designated or desired position on the screen and (2) pushes the button.

2.2 Role of the Videodisc System

The videodisc system is made up of the videodisc player and videodisc. In VISTA, staged vignettes or acted segments of a simulated counseling session are stored on videodisc; the student's respones determine how the session will be put together or sequenced. Unlike a videotape system, the videodisc system can quickly "call-up" and play selected motion sequences; this allows for a more realistic setting during the simulated counseling sessions.

The videodisc looks somewhat like a phonographic record, but unlike a phonographic record, the videodisc has an outer coat of plastic that protects the underlying recordings of sight and sound. The protective coating prevents small scratches and fingerprints from affecting operation. Nevertheless, it is a good idea to try to keep the videodisc as clean as possible.

It is possible to store 54,000 frames of information on each side of the videodisc; this allows 30 minutes of motion pictures with sound per side. Each frame is electronically numbered making it possible for the computer to identify the starting and stopping location of each motion sequence on the videodisc. The videodisc player uses a laser beam to read information stored on the videodisc; the permanently stored motion sequences then are played back on the monitor/TV set.

2.3 System Control

The computer controls VISTA operations. Computer programming controls operation of the system, but programming also allows the student to have a certain degree of control over operations of the system. The major operations of the computer system include:

(1) determine instructional flow (i.e., how the lesson operates),

(2) give background information,

(3) display lists of alternatives and determine student choices,

(4) keep records of student choices and time required to make the choice,

(5) control operations of the videodisc player, and

(6) store and produce all text shown during a lesson.

The computer system includes the computer, two diskette drives (extra memory devices for the computer) and various accessory components. Two diskettes are required to operate a particular VISTA lesson: a SYSTEM Diskette and a LESSON Diskette. The SYSTEM Diskette contains the computer program and other information needed to operate VISTA. The LESSON Diskette contains information about a single lesson. The title of the LESSON Diskette should match the title of the videodisc.

2.4 Copy of Student Performance

The computer can be set so that it keeps track of student performance during the lesson (See Section 9). The instructor can display this information on the screen. Alternatively, a permanent copy of student performance can be printed on paper using a printer attached to the computer.

3 INSTRUCTIONAL MODES

3.0 Introduction

A VISTA lesson allows the student to control the responses of a platoon leader who is conducting a simulated counseling session. During a VISTA lesson, the student presumably places himself in the position of the platoon leader in order to solve a given problem. The manner in which the session continues is determined by the mode of instruction. The lesson can operate in two modes: Experiential or Pedagogical. These are described below. Discussion will focus solely on events during the simulated session. Tasks required both before and after the lesson will be described in Sections 5, 6, and 7.

3.1 Experiential Mode

The name of this mode comes from the word "experience". The student sees and hears the session in much the same way that a real counseling session would occur. After the background and situational information have been enacted, a decision or choice point is reached. The student is presented with 3 to 5 alternative ways in which the platoon leader could respond. The list of alternatives is shown on the screen, and the student uses the interactive device (either a light pen or hand controller) to select the choice that is most appropriate for dealing with the problem. After a choice is made, the student sees his selection acted out; a motion sequence is displayed on the screen usually showing the counselee or subordinate. The student's choice determines how the counseling session will be conducted. Alternation between choice points and motion sequences continue until the session reaches

a conclusion (e.g., the problem is solved or the session ends in an unacceptable manner).

In the Experiential Mode, a student can make either correct or incorrect choices, however, he is not given textual feedback which would inform him of the appropriateness or inappropriateness of his choice. A series of correct choices can eventually lead to successful completion of the counseling session. Incorrect choices may lead immediately to unsuccessful completion of the session. Alternatively, an incorrect choice may lead to another choice point that will allow the student to get back on the path for the successful completion of the problem or continue further off the correct path.

When the simulated session has reached either a successful or unsuccessful completion, the following message appears on the screen:

THE COUNSELING SESSION HAS BEEN COMPLETED

WOULD YOU LIKE TO:

RETURN TO THE BEGINNING?

RETURN TO NEXT-TO-LAST CHOICE?

REPEAT LAST CHOICE-POINT?

QUIT THIS LESSON?

These options allow the student to go back to various points in the lesson. This is useful if the student did not like the way the session was conducted; he can go back and retake the session, this time making different choices.

Choosing RETURN TO THE BEGINNING takes the student back to the background information and the entire lesson can be repeated. RETURN TO NEXT-TO-

LAST CHOICE POINT will display the alternatives for the next to last choice point. REPEAT THE LAST CHOICE POINT is the last choice point before the counseling session ends. Selecting the QUIT THE LESSON produces the following message:

THIS IS THE END OF THE LESSON

WOULD YOU LIKE TO:

RETAKE THIS LESSON?

TAKE A NEW LESSON?

These options allow (1) a retake of the same lesson by the same students or a new group or (2) presentation of a new VISTA lesson.

3.2 Pedagogical Mode

Pedagogy means a method of teaching. The main method used with this mode involves feedback. Feedback is information given to the student informing him what was appropriate and not so appropriate about choices made during the lesson.

After the background and situational information have been presented, a choice point is reached. The student is presented with a list of 3 to 5 alternative ways in which the platoon leader could respond next. The student uses the interactive device to choose the most appropriate manner to deal with the problem.

A preview of the chosen action is then shown; a portion or all of the platoon leader's action is acted out with the student seeing the action of the 2nd Lieutenant. In other words, the student sees and hears the 2nd Lieutenant

from the counselee's point of view. The preview shows enough of the chosen response so that the emotion, facial expressions, context, and content of the response can be seen. The acted-out preview does not show the counselee's reaction to the platoon leader.

After watching the preview, a message appears that gives the student an option to keep or not keep the choice that was just previewed:

DO YOU WANT TO KEEP THIS CHOICE?

YES

NO*

If the student answers **NO** to the above question, the list of alternatives is shown again and the student makes another choice and sees the preview. This sequence will continue until the student decides to keep the choice that was just previewed. If the student answers <**YES**>, the entire sound and motion sequence is played with the camera focused on the counselee. The student experiences the reactions of the counselee in much the same way that the 2nd Lieutenant would in a counseling session.

Textual feedback is given after the entire motion sequence is completed. The screen shows, in words, why the choice was either the best choice or otherwise. The feedback provides standardization in training. Feedback is consistent with U.S. Army doctrine, but it also contains information from areas which include counseling, leadership, learning, management and communications. These general principles are teaching points which are expressed in the feedback about the appropriateness of specific actions.

After feedback is given, another critical aspect of the Pedagogical Mode becomes evident. In a counseling session, it is easy for one mistake to

"snow-ball" until the session gets completely out of control. If the choice was not the best in the Pedagogical Mode, then the student must go back and continue to choose until the correct choice is made. By doing this, the student cannot continue the session in a manner unacceptable by U.S. Army standards.

After a student selects the correct choice and receives both the video and textual feedback for that choice, the student has several options. The student is shown the following menu:

LOOK AT OTHER CHOICES?

REPEAT CORRECT CHOICE?

REQUEST HELP?

CONTINUE TO THE NEXT CHOICE POINT?

The option to LOOK AT OTHER CHOICES allows the student to look at other responses within a choice point before continuing the lesson. Selecting REPEAT CORRECT CHOICE shows the correct response without showing a preview or the feedback. This option is helpful when the student has looked at incorrect choices and would like to review the correct choice. The last option, CONTINUE TO THE NEXT CHOICE POINT, allows the student to continue the lesson.

Choosing REQUEST HELP produces a set of options called the HELP Menu. This menu allows the student to go back to previously completed choice points; it reads:

RETURN TO BEGINNING?

GO BACK ONE CHOICE POINT?

REPEAT LAST CHOICE POINT?

QUIT THE LESSON?

CONTINUE TO NEXT CHOICE POINT?

When the student chooses to go back choice points or to repeat the last choice point, all parts of the choice point occur: motion sequences, text, or both are presented before the list of alternatives. Choosing RETURN TO BEGINNING takes the student back to the start of the lesson (background information), choosing GO BACK ONE CHOICE POINT goes back to the choice point before the last, and choosing REPEAT THE LAST CHOICE POINT repeats the choice point just completed.

QUIT THE LESSON can be used if a student needs to quit a lesson before the counseling session is completed. With this choice, the student's records are recorded on the LESSON Diskette even though the lesson was not completed.

3.3 Training Effectiveness: Pedagogical vs. Experiential

Empirical data has been collected which compared the effectiveness of the two optional modes of VISTA instruction (Perkins, 1983). In this experiment, it was found that students viewing the Insubordination scenarios in the Pedagogical Mode were able to answer significantly more items correctly on a multiple-choice test of the teaching objectives than could students viewing the same scenarios in the Experiential Mode. A second learning measure which required students to list leadership principles they had learned

or had been reminded of during the VISTA training was also administered. The results of this test also supported the trend in favor of the Pedagogical versus the Experiential mode. Thus, it can be predicted that a small gain in training effectiveness can be achieved by employing the Pedagogical Mode.

4 TRAINING ENVIRONMENT

4.0 Introduction

VISTA was designed as a self-paced, self-explanatory, and self-contained instructional delivery system. Even though VISTA was intended for use by individuals, evaluation results indicate that it can also be very effective when used with groups. Evaluation of training effectiveness has been assessed using individuals, small groups (5-9 individuals) and large groups (about 30-50 individuals); test results suggest that learning is virtually identical for all of these conditions (Perkins, May 1983). Separate sections will discuss use of VISTA with individuals, small groups, and large groups. The role of the instructor is also discussed in each of these sections.

4.1 Individual Use

Since VISTA is a self-contained and self-explanatory training delivery system, everything that a student needs to know about VISTA operation is described during the lesson. The instructor's main requirement should be pairing the student with the training system. If a number of systems are operating at once, then it may be necessary to have an instructor who "roves" around the training laboratory to provide assistance on those rare occasions when needed.

4.2 Small Group Use

A small group, in most cases, will refer to a portion of a class. For example, 12 VISTA systems may be set up to handle a 100-man class (8 to 9 individuals per system). The ideal number of students per group depends on factors that include: size of the TV/monitor screen, the ability of a

group leader to organize and direct activities of the group, the cohesiveness of the group, and the motivation of the students to learn.

The number of students that can use the system will depend on the ability of all students to have an unobstructed view of the screen. More students can read and view a 25-inch screen than a 13-inch screen.

Some instructors will probably insist that an instructor or proctor is necessary to lead the activities of each small group. However, it must be emphasized that training benefits can come from VISTA without the presence of an instructor. It is possible that an instructor could "enrich" the content of a VISTA lesson; however, if there is a shortage of instructional manpower, then VISTA can have enormous benefits without the need for an instructor at each training system.

Use of VISTA in small groups can generate interesting discussions which can make training highly motivating. An instructor or a formally appointed leader may not always be necessary since a leader will often emerge from within the group. However, operation of the system proceeds more smoothly if only one person uses the interactive device to enter the choices of the group. The interactive device operator can be the "leader" or he can serve the function of button pusher. The device operator can be appointed by the group or by an instructor.

When decision points are reached during the simulated counseling session, the group leader can use democratic rule to determine the choice to be selected; however, discussion should be encouraged. The leader should also give the opportunity for viewing other choices preferred by the minority. Unless records are being kept for purposes of evaluation, VISTA does not penalize students for trying alternative solutions which may be incorrect.

With a number of small groups operating at once, it would be desirable to have an instructor who moves around the room between training systems to make sure that order is maintained and discussion does not get off on side issues.

4.3 Large Group Use

The distinction between the number of students in small and large groups is arbitrary. However, a large group organization will probably involve an instructor using VISTA in front of an entire class, that is, used in classroom instruction instead of a laboratory setting for which it was designed. Training is equally effective with individuals, small groups, and large groups with an instructor. In fact, it is very possible that an instructor could enrich the lesson content with his own comments. Evaluation of training effectiveness of VISTA indicates that both instructors and students are highly motivated in a large group with an instructor leading the group. However, it should be pointed out that when compared to individual and small group use, student interest and motivation is lower, and students feel they learn less about dealing with people when an instructor uses VISTA in front of the class.

When VISTA is used in a large group, the instructor may wish to use a scenario with content relating to a block of instruction other than counseling. For example, the Taking Charge scenarios could be used in instruction dealing with taking charge of the unit. Similarly, other VISTA lessons can be presented when the content of those scenarios is compatible with instructional material presented.

The large group situation may also be an excellent environment in which to use the Experiential Mode of instruction. Using a planned sequence of choices, the instructor could usually illustrate the effects of various decisions on counseling. Since the Experiential Mode does not provide feedback, the instructor should be prepared to provide his own feedback for any choice that is made during the lesson.

4.4 Training Effectiveness: Group Size.

The size of the group of students viewing VISTA at one time does not have a significant influence on the learning effectiveness of this videodisc training (5). Students in earlier research did equally well on posttraining measures of learning whether they had participated in a large group with an instructor, a small discussion group, or as individuals operating a VISTA training delivery system alone. However, when students responded to rating scales evaluating their attitudes toward the VISTA training, students who had received VISTA training in a large group gave lower ratings than did students from the individual or small group formats. That is, mean ratings from the large group fell in the midpoint area of a nine-point semantic differential scale while mean ratings from the small groups and individuals were consistently in the high positive range.

5 INSTRUCTOR PREP: TURNING ON THE SYSTEM

5.0 Introduction

If the equipment is assembled and ready for operation, then the instructor is ready to turn on the system. If the equipment is not properly set up, then see the manual entitled VISTA: EQUIPMENT SETUP AND TROUBLESHOOTING. Make sure that:

(1) the VISTA system components (videodisc player, computer, and monitor/TV set) are plugged into 120v electrical outlets,

(2) the spindle on the videodisc player is loosened (see Appendix B),

(3) you have the appropriate (a) SYSTEM Diskette, (b) LESSON Diskette, and (c) a videodisc that covers the same lesson.

The procedures for activating your system will depend on how the equipment is set up. If there is only a single power switch, then you will activate VISTA by:

(1) inserting SYSTEM and LESSON Diskettes into the SYSTEM and LESSON Diskette Drives, respectively,

(2) turning on the main power switch,

(3) inserting the videodisc into the videodisc player.

If there is not a single, main power switch, then each component of the system must be turned on separately. The steps for activating VISTA when there is not a main power switch are:

(1) inserting SYSTEM and LESSON Diskettes into the SYSTEM and LESSON diskette drives, respectively,

(2) turning on the monitor or TV set,

(3) turning on the computer, and

(4) turning on the videodisc player and inserting the videodisc into the player.

The remainder of this section describes tasks required if there is no single main power switch.

5.1 Description of Tasks

5.1.1 Task 1: Insert SYSTEM and LESSON Diskettes Into Appropriate Drives

Before Task 1 is described, there will be a brief description of what a diskette is and how to insert it into a diskette drive.

Diskettes store information that is passed in and out of the computer. Diskettes are also called "floppy" disks. They are flexible, although bending can cause damage. Each diskette is sealed in a square black plastic covering that should never be opened or damaged. There is a small oval opening that exposes a portion of the disk; never let anything touch the surface of the diskette that is exposed. Handle the diskette by the covering only. When handling diskettes do not blow on, wipe, or touch (with your hand or other objects) the exposed part of the diskette.

When a diskette is not in use, keep it in the paper jacket that it came in. These jackets are chemically treated to minimize the build-up of static electricity. Do not write on the jackets, since this may damage critical information stored on the diskette.

Insert the diskette with the arrow on the diskette pointing into the drive. Gently slide the diskette into the drive until it stops. You should not have to force the disk into the drive.

Two diskettes are required for operation of a VISTA lesson. The first diskette is called the SYSTEM Diskette, and the second, the LESSON Diskette.

The SYSTEM Diskette must be inserted in the drive labeled SYSTEM DRIVE (Drive #1) and the LESSON Diskette must be inserted into the LESSON Drive (Drive #2). In order for the lesson to operate correctly, the LESSON Diskette and the videodisc must cover the same lesson. In other words, there is a LESSON Diskette and videodisc pair for each VISTA lesson. The diskette and videodisc pair will have the same label; for example, "Scenario 1: Verbal Abuse".

NOTE: The SYSTEM and LESSON Diskettes must be in the correct drives before the computer is turned on. The drives may be damaged if diskettes are not loaded before power is turned on.

The SYSTEM Diskette is used for all lessons. However, the SYSTEM Diskette used will depend on the equipment which makes up your VISTA system.

5.1.2 Task 2: Turn On Monitor Or TV Set

The monitor or TV set should be turned on early so that it can warm up before the lesson begins.

5.1.3 Task 3: Turn on the Computer

Turn on the computer. The computer will automatically perform operations for 10 to 20 seconds. The following message will appear on the screen:

WELCOME TO VISTA
PLEASE WAIT, PROCESSING

Sit and do nothing since this message will disappear after processing is completed.

5.1.4 Task 4: Turn on Videodisc Player and Put in Videodisc

Steps needed to turn on the player and place the videodisc in the player differ slightly according to the type of videodisc player connected to your

system. Specific instructions for using MCA and Sony players are presented in Appendix C.

If your system does not have a single, main power switch to turn on all equipment, then you need to turn on the videodisc player, open the lid on the player, and place the videodisc into the player. If you have a main power switch which you have turned on, then just open the lid and insert the videodisc.

6 INSTRUCTOR PREP: INTERACTIVE DEVICE-RELATED TASKS

6.0 Introduction

This chapter can be ignored if the hand controller is the only interactive device attached to the system.

You will need to follow part or all of the steps described in this chapter if the following are attched to the system:

(1) the light pen (see Section 6.2 for further details), or

(2) both the light pen and hand controller (see Section 6.1).

6.1 Choose Between Hand Controller and Light Pen if Both are Connected

If both the light pen and the hand controller are connected to the computer, the instructor then must decide which one the student will use during the lesson. After the following message appears, it will disappear 10 to 20 seconds later:

WELCOME TO VISTA
PLEASE WAIT, PROCESSING

This will be followed by:

THIS EQUIPMENT HAS BOTH A LIGHT PEN
AND HAND CONTROLLER CONNECTED.

WHICH DO YOU WANT TO USE:

TO CHOOSE THE HAND CONTROLLER PUSH
THE BUTTON BY THE KNOB.

TO CHOOSE THE LIGHT PEN
TOUCH THE RING ON THE PEN.

If you choose the hand controller, then continue instructor preparation by going to Chapter 7, INSTRUCTOR PREP: SETTING LESSON STATUS.

If you choose the light pen by touching the ring near the tip of the pen, then continue to Section 6.2, Check Light Pen Adjustment and make any necessary adjustments.

6.2 Check Light Pen Adjustment

After either the WELCOME TO VISTA message or after choosing the light pen (Section 6.1), whichever was last, you will see:

PRESS LIGHT PEN TO ASTERISK AND

TOUCH RING

*

This message will be explained after a brief summary on light pen operation. When the tip of the pen is positioned on a character or symbol on the screen, the light pen sends a signal to the computer as soon as the ring on the pen is touched. The computer reads the part of the screen[1] that was touched. However, if the light pen gets out of alignment, then the computer reads an incorrect location of the pen tip.

By touching the pen to the asterisk, the computer will determine if adjustments are necessary. If the computer determines that light pen alignment is correct, then the following appears:

---

[1]The TV screen can contain 24 lines of text with 40 characters (letters, numbers, or symbols) per line. The light pen, when used with the computer, can read the line number and character number touched by the light pen.

THE LIGHT PEN IS IN ALIGNMENT

PRESS PEN TO THIS LINE TO CONTINUE

If the light pen is in adjustment, then proceed to Section 7, INSTRUCTOR PREP: SETTING SYSTEM STATUS.

If the light pen is out of alignment, then you will see the following:

THE LIGHT PEN NEEDS ADJUSTMENT

PRESS RETURN ON KEYBOARD TO CONTINUE

6.3 Adjust Light Pen If Out of Alignment

If THE LIGHT PEN NEEDS ADJUSTMENT message has just appeared, then press the key on the Apple II computer labeled <RETURN>; the following message will appear:

HOLD LIGHT PEN TO ASTERISK AND TOUCH RING

*

When holding the pen on the asterisk, it is better to use your left hand because you will need your right hand to make adjustments inside the computer. As soon as the pen is pressed to the screen and you have touched the ring, the screen will show:

```
----------------------------------------

X = [1-40]  Y = [1-24]

HOLD LIGHT PEN TO ASTERISK AND TOUCH RING

TURN X ADJUSTMENT
  [NONE, CLOCKWISE, OR COUNTER CLOCKWISE]

TURN Y ADJUSTMENT
  [NONE, CLOCKWISE, OR COUNTER CLOCKWISE]

                    *

PRESS PEN TO THIS LINE TO CONTINUE

----------------------------------------
```

This message on the screen gives information needed to make light pen adjustments. The TURN X and TURN Y refer to adjustments on the light pen card located in Slot #5 inside the computer. There are three screws located on the top and toward the back of the card. The screw labeled SYNC should absolutely not be adjusted. The middle screw is the X-adjustment and is clearly labeled X, and the screw closest to the keyboard is the Y-adjustment and is labeled Y. There are three words which can appear on the screen after the TURN X ADJUSTMENT and TURN Y ADJUSTMENT messages. They are: NONE, CLOCKWISE, and COUNTER CLOCKWISE. NONE means that no adjustment is necessary. If adjustment is needed, it is either a CLOCKWISE or COUNTER CLOCKWISE turn on the adjusting screws. When adjustment is complete, press the pen to the bottom line and touch the ring.

NOTE: The "X=" and "Y=" message at the top of the screen give helpful information. For a correct adjustment, the message should read: X = 20 Y = 12.

After adjustment is complete, the computer rechecks the accuracy of light pen alignment by requiring the following response:

PRESS LIGHT PEN TO ASTERISK AND TOUCH RING

*

If the pen is still out of alignment, you are automatically required to re-do the adjustments outlined in this section; otherwise, go to the next chapter. If adjustment cannot be achieved using the above procedure, the equipment must be examined for defects by a technician.

7 INSTRUCTOR PREP: SETTING SYSTEM STATUS

7.0 Introduction

System status refers to the current settings for (1) instructional mode (Pedagogical/Experiential) and (2) whether student records are or are not being kept. You are ready to accept or change the status when the following message appears:

THE SYSTEM STATUS IS SET TO:

1. THE <PEDAGOGICAL/EXPERIENTIAL> INSTRUCTIONAL MODE

2. <KEEP/NOT KEEP> STUDENT RECORDS

IS THIS WHAT YOU WANT?

YES
NO*

Item number 1 in the message will read either PEDAGOGICAL or EXPERIENTIAL. Item number 2 will read either KEEP or NOT KEEP student records.

7.1 Decision To Keep Or Change System Status

VISTA will recall the status of the system as it was last used; this information is stored on the SYSTEM Diskette. You can either (1) keep the status as it is by responding **YES** when the preceding message appears or (2) change the system status by answering **NO***. These options are described below.

7.1.1 Keep system status. If you keep the current status by responding **YES** and records are not kept, then the student can begin the lesson (see

Section 8, TAKING THE LESSON). If records are kept with no status changes, then follow the steps in Section 7.2.

7.1.2 Change system status. If **NO** is selected from the above message, then you are required to complete the following three tasks.

The first task requires selection of the instructional mode. When the following menu appears, use the interactive device to select instructional mode.

CHOOSE INSTRUCTIONAL MODE

I WISH TO USE THE:

PEDAGOGICAL INSTRUCTIONAL MODE

EXPERIENTIAL INSTRUCTIONAL MODE

The second task is to select to keep or not keep student records. Use the following menu to make the choice.

CHOOSE TO KEEP OR NOT KEEP RECORDS

I WISH TO:

COLLECT DATA ON STUDENTS

NOT COLLECT DATA ON STUDENTS

The third task will allow the instructor to confirm that he made the correct changes in status. The message tells you the status of the system and if you have set it correctly, then answer **YES**. The message reads:

YOU HAVE SELECTED:

1. THE <PEDAGOGICAL/EXPERIENTIAL> INSTRUCTIONAL MODE

2. <KEEP/NOT KEEP> STUDENT RECORDS

IS THIS WHAT YOU WANT:

YES
NO*

If you answer **YES** and records are not kept, then students can begin the lesson (see Chapter 8, TAKING THE LESSON). However, if records are being kept, then follow steps in Section 7.2.

If you answer **NO** to the above message, you will again be taken through the three tasks just described until you enter the desired status.

7.2 Record-Keeping Tasks

After system status is set in the desired manner, then the following message will appear if records are being kept:

SINCE YOU WILL KEEP STUDENTS' RECORDS

DO YOU WISH TO EITHER:

1. DISPLAY STUDENT RECORDS

2. DELETE STUDENT RECORDS

3. SET CORRECT TIME

YES
NO*

It is not always necessary to perform any of these tasks prior to a lesson; if this is the case then answer **NO**. Refer to Chapter 7, STUDENT RECORDS, for more information on record keeping.

If you need to perform any or all of these tasks, then answer **YES**. The following menu will then appear:

INSTRUCTOR SETUP MENU

USING THE KEYBOARD, PRESS LETTER OF YOUR CHOICE

A ALIGN LIGHT PEN

B SET TIME AND DATE

C CLEAR STUDENT FILES

D DISPLAY STUDENT FILES

E CHECK STATUS OF SYSTEM

R RUN LESSON

Q QUIT

Note that there is a difference in the way the instructor responds to the system in this case. He must use the keyboard of the computer to enter his choice. If you need to perform any of the options listed in the former message, then you can use the INSTRUCTOR SETUP MENU to selectively perform each task. This menu contains more options than the previous menu because the INSTRUCTOR SETUP MENU is used by VISTA at other times for tasks other than record keeping. After a selected task is completed, then the menu reappears until either RUN LESSON or QUIT is selected.

For record keeping purposes, the options of importance are:

(1) SET TIME AND DATE

(2) CLEAR STUDENT FILES

(3) DISPLAY STUDENT FILES

7.2.1 Set Time and Date. This option allows the system to keep track of the time of day the student used the lesson. When this option is chosen, the following list of options appears:

```
----------------------------------------

  PRESS LETTER <__>

  S  SET TIME AND DATE

  D  DISPLAY TIME AND DATE

  R  RETURN TO SETUP MENU

----------------------------------------
```

If the letter "S" is typed on the keyboard the following appears:

```
----------------------------------------

  PLEASE ENTER DESIRED INFORMATION

  PRESS THE RETURN KEY AFTER EACH ENTRY

    MONTH (1-12):<__>

    DAY (1-31):<__>

    HOUR (0-23):<__>

    MINUTES (0-59):<__>

    SECONDS (0-59):<__>

----------------------------------------
```

After the keyboard of the computer is used to enter the date and time, the following appears at the bottom of the screen:

```
----------------------------------------

  PLEASE WAIT, PROCESSING

  . . .

  PLEASE PRESS THE <RETURN> KEY TO START
  THE CLOCK

----------------------------------------
```

As soon as the <RETURN> key is pressed, the clock will start at the time entered. It should be noted that it is not necessary to set the clock if student records are kept. If the clock is not set by the instructor, then the clock will start at 00:00:00 when the computer is turned on.

7.2.2 Clear Student Files. This option "erases" all student files stored on the LESSON Diskette. When this option is chosen, the following information is presented:

```
----------------------------------------

     RECORDS EXIST FOR THE FOLLOWING

     STUDENT ID NUMBERS:

       <--- -- ---->

       <--- -- ---->

       <--- -- ---->

     DO YOU WISH TO ELIMINATE THESE

     RECORDS (Y/N)?  <->

----------------------------------------
```

The top of this message informs the instructor of students who have records stored on the LESSON diskette. If the instructor enters <Y> on the keyboard, all records are erased. After this is completed, the INSTRUCTOR SETUP MENU is displayed again. If the instructor enters <N>, records remain on the diskette, and the INSTRUCTOR SETUP MENU is shown again.

7.2.3 Display Student Files. This option allows the instructor to see either a record of or obtain a copy of student performance. When chosen, the following message appears:

```
----------------------------------------

     RECORDS EXIST FOR THE FOLLOWING
     STUDENT ID NUMBERS:
       <--- -- ---->
       <--- -- ---->
     DO YOU WISH TO PRINT THESE
     RECORDS (Y/N)?  <->

----------------------------------------
```

If the instructor answers yes to the question by pressing <Y>, a copy of student records will be produced by a printer, and the INSTRUCTOR SETUP MENU is presented again. If <N> is entered the INSTRUCTOR SETUP MENU is displayed again.

7.2.4 Other Options. ALIGN LIGHT PEN takes the instructor through steps previously described in Sections 6.2 and 6.3. CHECK STATUS gives the interactive device in operation, the instructional mode, and record keeping status. The instructor is given the option to keep or change this status;

the procedure for doing so is similar to that described in Section 7.1. Choosing RUN LESSON takes the system to the point when the student can begin the lesson (see Chapter 8, TAKING THE LESSON). QUIT prevents further operation with VISTA unless the <RESET> button is hit on the computer or the computer is turned off and then back on.

8 THE STUDENT USES VISTA

8.0 Introduction

Use of a VISTA lesson by a student(s) goes through three phases: preliminary steps before the lesson, taking the lesson, and choosing to retake the same lesson or take a new lesson.

Preliminary steps required of the student are:

(1) activate the system; the student sets the system into action by completing a simple task with the light pen or paddle,

(2) receive instructions on how the light pen or paddle is used during the lesson,

(3) enter service number, if records of student performance are kept, and

(4) choose to receive or not to receive instruction on how the lesson operates.

During the second phase, the lesson itself can be taken in two modes of instruction (Pedagogical and Experiential as described in Chapter 3). Taking the lesson is explained in the lesson itself.

After the student has completed the lesson, the student (or the instructor) can choose to:

(1) retake the same lesson, or

(2) take a new lesson.

If the first option is chosen, the student would retake the lesson from the beginning; he may explore options that were not looked at the first time through. The retake option can also be used to administer the same lesson to a new student(s). The training laboratory could contain a number of VISTA systems with each system showing a different lesson. The student(s) could

rotate from system to system using a different lesson at each session. The second option allows the student to take a new lesson; this requires a new LESSON Diskette and a videodisc covering the same new lesson.

Procedures differ slightly for a light pen and hand controller. Section 8.1 describes Preliminary Steps Using the Hand Controller and Section 8.2 describes Preliminary Steps Using the Light Pen. Section 8.3 is titled Student Takes the Lesson and Section 8.4 Retake Lesson/Take New Lesson will discuss options following completion of the lesson.

8.1 Preliminary Steps Using the Hand Controller

8.1.1 Activate the System. The system is ready for student use when the following message appears:

WELCOME TO VISTA:
A TRAINING SYSTEM TO IMPROVE
INTERPERSONAL SKILLS OF AN OFFICER

TO BEGIN A LESSON:

1. PICK UP THE HAND CONTROLLER ATTACHED TO CORD.

2. PUSH THE BUTTON ON THE SIDE OF THE HAND CONTROLLER AND THEN RELEASE THE BUTTON.

This message will remain on the screen until the student picks up the hand controller and presses the button.

The following message will appear:

THE VIDEODISC IS BEING POSITIONED
PLEASE WAIT

The student will then be ready to receive instruction on the use of the hand controller.

8.1.2 Instructions for Use of Hand Controller. The next "page" of text that appears on the screen instructs the student on how to use the hand controller to (1) make responses and (2) to choose between options in lists of alternatives.

YOU WILL USE THE HAND CONTROLLER
TO MAKE CHOICE AND TO CONTINUE
THE LESSON.

TO USE THE HAND CONTROLLER:

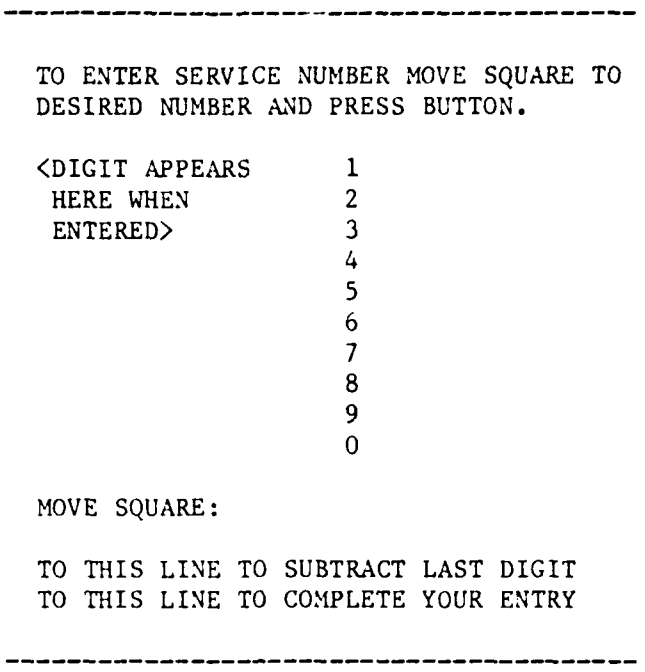
1. USE THE KNOB TO MOVE THE SQUARE TO THE DESIRED POSITION OF THE SCREEN.

2. PRESS THE BUTTON ON THE SIDE OF CONTROLLER TO MAKE YOUR CHOICES.

TO CONTINUE THIS LESSON, MOVE SQUARE
TO THIS LINE AND PRESS BUTTON.

After the instructions are given, the student uses the hand controller to continue to the next step. If system status is set to keep student records, the student will enter his service number (Section 8.1.3). If records are not being kept, he will be given the option to receive instruction on operation of VISTA (Section 8.1.4).

8.1.3 Enter Service Number if Records are Being Kept. This task is required only if records of student performance are being kept. The service number allows both the instructor and computer to keep track of individuals who used the system. If records are being kept, the following will appear:



The service number is entered one digit at a time. This is done by moving the white square to the desired digit, and then pressing the button on the hand controller. As each digit is entered, it appears on the left-hand portion of the screen as indicated on the figure. If the wrong digit was entered, it can be "erased" by moving the white square to the line labeled "TO THIS LINE TO SUBTRACT A NUMBER" and then press the button. After all digits of the service number have been correctly entered, the student moves the square to the line labeled "TO THIS LINE TO COMPLETE YOUR ENTRY" and presses the button. After this task is completed, the student is given the option to receive or not to receive instructions describing how a VISTA Lesson is conducted (Section 8.1.4).

8.1.4 Decision to Receive Lesson Instructions. Instructions on operation of the lesson informs the student (through text displayed on screen) on how the lesson operates. While it may help the student to receive the

instructions, most students can use the lesson without instructions. The student chooses to receive or not to receive instructions when the following message appears on the screen:

DO YOU WANT INSTRUCTIONS ON HOW THIS
SYSTEM OPERATES?

YES
NO*

If **YES* is chosen, an overview of system operation will be presented; one description is given when the Pedagogical Mode is used, and another is given when the Experiental Mode is used.

8.2 Preliminary Steps Using the Light Pen.

8.2.1 Activate the System. The system is ready for student use when the following message appears:

WELCOME TO VISTA:
A TRAINING SYSTEM TO IMPROVE
INTERPERSONAL SKILLS OF AN OFFICER

TO BEGIN A LESSON:

1. PICK UP "PEN" ATTACHED TO CORD.

2. TOUCH RING NEAR TIP OF "PEN"
WITH YOUR FINGER.

This message will remain on the screen until the student picks up the light pen and touches the ring near the tip of the pen. The following message will appear:

THE VIDEODISC IS BEING POSITIONED
PLEASE WAIT

After the videodisc has been positioned the following will appear on the screen:

IF YOU DO NOT KNOW HOW TO USE THE LIGHT
PEN, SIT AND DO NOTHING, OTHERWISE POINT
THE PEN TO ONE OF THESE LINES IN THE
NEXT <1-10> SECONDS.

This is actually a test of the student's ability to use the light pen. He has 10 seconds to touch the pen to one of the lines; if the pen is successfully used in that time period, the student will either be asked to enter his service number if records are kept (Section 8.2.2), or given an opportunity to receive lesson instructions if records are not being kept (Section 8.2.3).

If the student does not use the pen correctly in 10 seconds, the message will disappear, and he will automatically receive light pen instructions as described below.

8.2.2 Instructions for Use of Light Pen. If the student failed to correctly respond to the above message, he will receive a sound and visual demonstration of how to use the pen; this instruction will come from the videodisc player. After the instructions are delivered, the message shown above will reappear. If the student responds in less than 10 seconds, he

will either (1) be asked to enter his service number if records are being kept (Section 8.2.3), or (2) given an opportunity to receive lesson instructions (Section 8.2.4).

If the student doesn't respond during this second display of the 10-second message, the videodisc stored instructions are delivered again. After these instructions, the 10-second message is presented for the third time. Failure to respond correctly on the third opportunity results in the following message:

PRESS THE TIP OF THE PEN TO ONE OF
THESE LINES AND TOUCH THE BRASS
RING UNTIL YOU HEAR A BEEP

The student must respond to this message to continue the lesson.

8.2.3 Enter Service Number if Records are Being Kept. This task is required only if records of student performance are being kept. The service number allows both the instructor and computer to keep track of individuals who used the system. If records are being kept, the following message will appear:

TOUCH THE LIGHT PEN TO THE NUMBERS
BELOW TO ENTER YOUR SERVICE NUMBER.

<--- -- ---->

1 2 3 4 5 6 7 8 9

PRESS PEN:

TO THIS LINE TO SUBTRACT LAST DIGIT

TO THIS LINE TO COMPLETE YOUR ENTRY

The student uses the light pen to enter his service number one digit at a time by pointing the pen at the desired digit (number) on the screen and touching the brass ring. If an incorrect digit(s) is entered, it can be subtracted by touching the pen to the line labeled "TO THIS TO LINE SUBTRACT LAST DIGIT". One digit is subtracted at a time starting from the right-most digit. After the service number is correctly entered, the light pen is touched to the line labeled "TO THIS LINE TO COMPLETE YOUR ENTRY".

8.2.4 Decision to Receive Lesson Instructions. The decision to receive or not receive instructions is identical to that described for the hand controller (Section 8.1.4), except that responses are entered with the light pen instead of the hand controller.

8.3 Student Takes the Lesson

After either the instructions on system operation, or the decision not to receive instruction, whichever occurred last, the lesson begins by showing the background information for the simulated counseling session. The lesson operates in either the Pedagogical Mode or Experiential Mode of instruction depending on how the system status was set.

8.4 Retake Lesson (New Lesson Option)

After the student(s) finishes a lesson the following message will appear:

PROCESSING,
PLEASE WAIT

After processing is completed, the following will be displayed:

THIS IS THE END OF THE LESSON

DO YOU WISH TO:

RETAKE THE LESSON
TAKE A NEW LESSON

Choosing RETAKE THE LESSON will restart the current lesson beginning with the background information.

Choosing TAKE A NEW LESSON will produce the following message:

FOR THE DESIRED LESSON, PLACE THE:

1. VIDEODISC INTO THE PLAYER

2. THE LESSON DISKETTE INTO DRIVE #2

<USE INTERACTIVE DEVICE TO CONTINUE>

This message only reminds you to change the videodisc and LESSON Diskette. The system has no way of determining whether you actually did make these changes.

There is actually a third option available on the RETAKE LESSON/NEW LESSON Menu. This option is "hidden" so that the student is not aware of it. By pressing any number or letter on the keyboard of the computer, the instructor is taken to the INSTRUCTOR SETUP Menu (Section 7.2 "Record keeping-Related Tasks" for details for using this menu). The instructor may wish to choose this third option for a number of reasons which may include:

(1) changing system status (i.e., instructional mode of record keeping capabilities), or

(2) printing student records after students have finished using VISTA.

9 STUDENT RECORDS

9.1 Setting the System To Keep Student Records

VISTA has the capability to keep records of student performance. The instructor decides to keep or not keep student records when the system status is set (see Chapter 7, INSTRUCTOR PREP: SETTING SYSTEM STATUS). After the instructor decides to keep records, he is given the option to:

(1) display old student records,

(2) delete old student records, or

(3) set correct time.

These options can be executed by using the Instructor Setup Menu as described in Section 7.2, "Record keeping Related Tasks".

9.2 Accessing Student Records Using Instructor Setup Menu

Student records can be accessed, printed and deleted by selecting options from the Instructor Setup Menu (described in Section 7.2). The instructor can call up this menu either before or after the lesson is used.

Access to the menu before student use of a lesson can be obtained if the status is set for record keeping when the following message appears:

SINCE YOU WILL KEEP STUDENTS' RECORDS
DO YOU WISH TO EITHER

1. DISPLAY STUDENT RECORDS

2. DELETE STUDENT RECORDS

3. SET CORRECT TIME

YES
NO*

If the answer is **YES**, the Instructor Setup Menu will be displayed.

The instructor can also call up the Instructor Setup Menu after a lesson has been completed. This can be done when the following message appears:

THIS IS THE END OF THE LESSON

DO YOU WISH TO:

RETAKE THE LESSON

TAKE A NEW LESSON

There is actually a third option available, but this option is not shown on the screen. By pressing any letter or number on the computer keyboard, the Instructor Setup Menu will be displayed. This option is not shown because students may select it for the sake of curiosity.

Once the Instructor Setup Menu is displayed, the instructor can choose to CLEAR STUDENT FILES or DISPLAY STUDENT FILES. Remember that student records are stored on the LESSON Diskettes. Up to 50 student records can be stored at one time. To access the appropriate records, you must make sure that the proper LESSON diskette is in Diskette Drive #2. Furthermore, all students' records on a diskette are either printed (DISPLAY) or erased (CLEAR) at one time. You cannot selectively print or erase a fraction or a portion of the student records. All must be printed or erased at once. For this reason, it is better to print (DISPLAY) records as soon as the lesson is completed. After printing is completed, then erase the records from the diskette by selecting the CLEAR STUDENT FILES from the Instructor Setup Menu.

9.3 Record Content

9.3.1 "Header" Information. At the top of each student record is (1) the student's service number, (2) the instruction mode in which the lesson was used, (3) start and stop time for each lesson, and (4) the total length of the session. This information will be printed in the following form:

SERIAL NUMBER:<---------->

<PEDAGOGICAL/EXPERIENTIAL> MODE

START TIME: <HR:MIN:SEC>

STOP TIME: <HR:MIN:SEC>

TOTAL TIME:<--> SECONDS

If the clock had been set to military time before student use of the lesson, then START TIME and STOP TIME will indicate the actual time of day that the student started and finished the lesson. Time starts when the following message appears:

THE VIDEODISC IS BEING POSITIONED,
PLEASE WAIT

Time stops when the following is displayed after completion of the lesson.

PROCESSING,
PLEASE WAIT

The form of the remainder portion of student records depends on the mode of instruction. Record form for the Pedagogical Mode is discussed in the next subsection 9.3.2, while record format for the Experiential Mode is discussed in subsection 9.3.3.

9.3.2 Pedagogical Mode Records. After "header" information (see Section 9.3.1) is printed, student performance is summarized one decision point at a time. The format for a particular decision point is presented below:

DECISION POINT <1...>

PRIOR TO CORRECT CHOICE

CHOICE #<1..5> <KEPT/NOT KEPT> (<--> SEC)

CHOICE #<1..5> <KEPT/NOT KEPT> (<--> SEC)

FOLLOWING CORRECT CHOICE

Each choice point has a number assigned to it. In the Pedagogical Mode, choice points are numbered successively starting with 1. Listed under PRIOR TO CORRECT CHOICE are the choices made up to and including the correct choice. The number appearing by each choice number is the number that appears on the screen during the lesson for that particular decision point. After the student's choice, a statement of whether the student kept or did not keep his choice after seeing the preview is indicated. The number of seconds listed by each choice number indicates the length of time the list of choices for a decision point was displayed before the student made a selection. The last CHOICE # <1..5> under PRIOR TO CORRECT CHOICE represents the correct choice for that choice point.

The print out under FOLLOWING CORRECT CHOICE depends on the option chosen from the menu which appears after the correct motion sequence and its feedback have been displayed (see Section 3.2). The options from that menu and the corresponding printout are shown below:

Option From Menu	Message On Printout
LOOK AT OTHER CHOICES	CHOICE # <1..5> KEPT/NOT KEPT (<-->SEC)
REPEAT CORRECT CHOICE	CORRECT CHOICE REPEATED
REQUEST HELP	HELP WAS CHOSEN THE OPTION SELECTED WAS: <_____>
CONTINUE TO NEXT CHOICE POINT	NONE CHOSEN

If the student elects to CONTINUE TO NEXT CHOICE POINT, then the message reads NONE CHOSEN and data for the next choice point is printed. When the student decides to LOOK AT OTHER CHOICES, then the number of the alternative selected, whether it was kept or not kept after preview, and the length of time required to make the choice are printed. When HELP is selected, the printed message tells the option selected from help.

9.3.3 Experiential Mode Records. After the "header" information is printed, student performance is summarized one choice point at a time. The format for each choice point is as follows:

CHOICE POINT <1...>

CHOICE #<1..5> KEPT (<--> SEC)

The CHOICE POINT number corresponds to a number stored in the computer; the choice point numbers for the "correct path" are given in the header

information. By referencing the correct path, the instructor can determine if the student has successfully completed the problem or gotten off on the wrong path.

When the simulated counseling session has reached a conclusion, the student has the following options:

RETURN TO THE BEGINNING?

RETURN TO NEXT-TO-LAST CHOICE POINT?

REPEAT LAST CHOICE POINT?

QUIT THE LESSON?

On the printout of student performance, the following will appear after date on the last choice point:

AN END POINT WAS REACHED

THE OPTION SELECTED WAS:

<_____>

The option printed is the one chosen by the student during use of the lesson. If the student had picked one of the first three options, then more data on student performance will be printed until the student chooses to QUIT THE LESSON.

SECTION 10

EDITING FEEDBACK AND BACKGROUND INFORMATION

There are two types of diskettes in the VISTA system. One (the SYSTEM Diskette) contains the actual program that runs the VISTA system, the other (the LESSON or data diskette) contains the various data files associated with a given lesson. This section will describe steps to change the feedback[1] and background[2] information on the data diskette. You cannot add nor subtract pages of text; you can only change the original wording. The user wishing to make more than the minor changes described in this section should have at least a working knowledge of microcomputers and have read Section IV, Appendix K, Volume IV of Schroeder et al., 1982b.

There are two terms the user should be familiar with while reading this section. The first is data diskette; it is located in Drive #2 during operation of VISTA. This diskette, among many other things, contains "pages" of text which are displayed by the computer during the lesson. This brings us to the second term you need to know, files.

A file, in the present context, is used to describe a collection of pages of text stored on the diskette. A file is used much like the chapters in a book to set off related pages of information. Files are given names just like

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[1] Feedback is the text generated by the computer after a choice has been made and kept. This informs the viewer about why a given choice was the best or otherwise.

[2] Background information is seen by the student at the start of a lesson. This is text generated by the computer and presents the situation to the student.

titles of chapters. The two files you will be dealing with are named TEXT.ONE and TEXT.TWO. TEXT.ONE contains the pages of text that comprise the background information of each scenario. TEXT.TWO contains the pages of text that comprise the feedback in each scenario.

In order to make changes to a data diskette, you will need: (1) the Data diskette that you wish to alter and (2) the diskette entitled LAMP.

The diskette LAMP (Lesson Administrative Maintenance Program) should be inserted into Drive #1, and the data diskette that is to be changed should be inserted into Drive #2. When the computer is turned on, the first thing you will see on the screen will be the MAIN Menu:

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(1) RUN "TRANSFER"

(2) RUN "STRUCTURE"

(3) EXIT TO EDITOR

(4) EXIT PROGRAM

To make changes in the feedback or background information, you will need to select Option 1, Run transfer. Press the <1> on the computer keyboard to choose Option 1. If you accidentally choose one of the other options, simply press the keys marked CTRL and RESET simultaneously. Folowing a beep, the MAIN Menu will reappear in a few seconds.

After selecting Option 1, you will see the TRANSFER menu. It appears as follows: (continued on next page)

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(1) MOVE A FORMATTED FILE TO A TEXT FILE

(2) MOVE A TEXT FILE TO A FORMATTED FILE

(3) MOVE POINT ONE TO A TEXT FILE

(4) MOVE A TEXT FILE TO POINT ONE

(5) REVIEW FILES IN FORMATTED FORM

(6) CHECK COUNTER FILES

(7) EXIT PROGRAM

You should choose Option 5, Review file in formatted form by pressing <5> on the keyboard.

Note: If you accidentally choose one of the other options, you will see a different menu than the one described below. If this should happen, you will need to return to the previous menu. To do this choose the last option in any menu you see. Doing so will bring you back to the previous menu. The next menu you should see is:

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(1) SOURCE FILE TEXT ONE ON DRIVE #5

(2) SOURCE FILE TEXT TWO ON DRIVE #5

(3) SOURCE FILE INTRO ON DRIVE #5

(4) SOURCE FILE POINT ONE ON DRIVE #5

(5) OTHER

(6) RETURN TO MAIN MENU

If you wish to change the background information, choose Option 1. If you wish to change feedback information, choose Option 2. You will then see yet another menu:

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(1) REVIEW AN ENTIRE FILE

(2) REVIEW PART OF A FILE

(3) PRINT OUT AN ENTIRE FILE

(4) PRINT PART OF A FILE

Note: If you do not have a printer installed in the VISTA system, do not choose Options 3 or 4. If you choose option 3 or 4 without a printer installed, you will stop the system and this will require you to turn the machine off or press the reset key in order to regain control. If you have a printer, you may wish to print out all or part of the information contained in the files.

In order to find the specific page you wish to change, choose Option 1, Review an entire file, and write down or memorize the page(s) in question. This option will display the first page of text for that file and continue displaying the file until you find the desired page or pages to be modified. As each page appears on the monitor, a message will appear asking, "Do you wish to make changes? Y/N". If no changes are needed, press the <N> key, and then the return key until the page appears that you wish to change.

You may notice that some lines are missing characters on the right side. Each line of a page has 40 characters, even if some of these characters are simply spaces. In order to display the line number to the left of each line, three spaces are taken up, and since the monitor screen is only 40 characters wide, three characters on the right of each line are printed beyond the screen. To see the other three characters, when the question, "Any changes to be made? Y/N" is displayed, press the key marked <CTRL>, and while you are holding down this key, press the key marked <A>. To see the original 37 characters, repeat this action using the same keys.

After finding the page you wish to change and you see the message, "Any changes to be made? Y/N", press the <Y> key. You will see a message that reads, "Enter the line number -->." Type the number of the line you wish to change and then press <return>. If you type an incorrect number use the left arrow key < <- > located just below the return key on the Apple II+ keyboard to erase mistakes. You can also use the left arrow to erase other typing errors. You will notice that there are only 20 lines of text. If you enter a number less than 1 or more than 20, you will be asked to enter a number again.

A cautionary note: microcomputers, unlike typewriters, make a distinction between a lower case L and a 1 (one), also a capital O cannot be interchanged with a Ø (zero). The computer at this point is asking for a number and it expects to read a number. If by accident you type a letter at this point, strange numbers will appear on the screen, and the message, "Press the space bar to re-initialize." Do not panic. The only thing that has happened is that you will have to start over. Simply follow the instructions on the screen and press the space bar. You will be back at the first menu, and you may continue as if nothing had happened.

After you have successfully entered the line number, you will see another message, "Enter new information". You then should type what you would like to appear on that line. After you have finished typing, press the <return> key. Remember that each line contains only 40 characters. If you type more than 40 characters or beyond the right-hand side of the screen, only the first 40 characters will appear on the line. You may repeat this process as many times as you wish until the page appears the way you like. When you reach the end of the file, you will see the previous menu. Choose the last response to each menu, (6) Return to the main menu, and then select (7) Exit program from the TRANSFER MENU, until you are at the MAIN Menu. At this point, you may turn the machine off if you are finished or continue the process for other files.

SECTION 11

APPENDIX A

BACKGROUND AND SITUATIONAL INFORMATION FOR VISTA LESSONS

Scenario 1

Verbal Abuse

(909-071-0001-Q)

You are 2LT Wright, 1st Platoon, A Company, 22nd Infantry. You are 23 years old, married, and have been in the Army for six months. You have been assigned as the 1st Platoon Leader for one month after completing IOBC and Jump School. It is now 1055; you are hurrying to an 1100 Battalion Officers' call.

In the opening scene, you see one of your Squad Leaders verbally abusing a troop member in front of the squad.

Scenario 2

Taking Charge (Part 2): Meeting the Platoon Sergeant

(909-071-1434-Q)

On the first day of reporting to your unit of assignment, you can expect to start your inprocessing with the battalion adjutant. The adjutant will make arrangements for you to process your personnel file and pay records, and then arrange for you to meet the Battalion Commander. The Battalion Commander will probably give you an overview of the battalion mission, how you will fit in the organizational structure, and any other information he deems pertinent to your duty assignment. Having completed your meeting with the Battalion Commander, you will probably be introduced to your Company Commander, who will probably escort you through the company area. Once this is completed, your Company Commander will brief you on the company's mission and assets, and supply you with any information pertinent to your duty assignment. Once the Company Commander has completed his briefing, he will probably make arrangements for you to meet your Platoon Sergeant.

Scenarios 3 and 4

Taking Charge (Part 1): Meeting the NCO's and the Platoon

(909-071-0004-Q)

You are 2LT Ames, 3rd Platoon, B Company, 1st Bn, 66th Infantry. You are 26 years old, and had 3-1/2 years prior service before attending OCS. You have just recently graduated from IOBC, and this is your first day on the job. You have received an in-briefing from your Battalion Commander, and your Company Commander. In addition, you have met SFC Johnson, your Platoon Sergeant. You have spent approximately one hour with him discussing the platoon personnel, and have given him an outline of how you expect the platoon to function. You have requested that SFC Johnson assemble all the NCOs in the platoon so that you may speak to them as a group. You have also requested to speak to the whole platoon after you talk with the NCOs.

Scenario 5

Performance Counseling An NCO

(909-071-0003-Q)

You have been the Mortar Platoon Leader in A Company for the past two months. During this period, you have had numerous discussions with SFC Smothers, your PLT SGT. With SFC Smothers' assessment of the personnel, coupled with your own observations, you have determined that all of your section leaders are highly motivated and seem to know their jobs.

However, you have observed that SSG Rogers, your 1st Section LDR, has performed erratically. Most of his tasks were accomplished with a high degree of competence, but he has performed below standards on a couple of occasions.

1. On last month's FTX, his patrol got completely lost. SFC Smothers said that during a counseling session, SSG Rogers indicated that he had picked up the wrong map sheet.
2. Two weeks ago SSG Rogers' squad was detailed to perform police call at 0700 hours around the post HQ. He did not get his men there until 0830. During a counseling session with SFC Smothers, SSG Rogers said he failed to arrange for transportation in advance.

Yesterday afternoon, one of SSG Rogers' 1/4 ton vehicles failed a road-side spot inspection A conversation with the Platoon Sergeant revealed that SSG Rogers was not present at Mortar Stables, which was clearly indicated on the Company training schedule for yesterday morning.

Scenario 6

Insubordination (Part 1): Moderate

(909-071-0005-Q)

You are 2LT Kozlowski and you have been assigned as a rifle platoon leader for one month. Within the past month SP4 Lowe, a member of the second squad was late for formation twice and SSG Mason, the second squad leader, had to order SP4 Lowe to get a haircut on two occasions. SP4 Lowe has been counseled by both SSG Mason and SFC Kelvin.

Today SP4 Lowe missed formation and SFC Kelvin requests that you talk to SP4 Lowe about his conduct. You tell SFC Kelvin to have SP4 Lowe report to you at 1300 hours today.

During a meeting with SGTs Kelvin and Mason, prior to your session with SP4 Lowe, you lear~ the following:

1. Lowe is not a very talkative person.
2. Neither SGTs Kelvin nor Mason have been able to identify any factors contributing to SP4 Lowe's change in behavior.
3. SGTs Kelvin and Mason have noticed a gradual decline in Lowe's standard of appearance.
4. Lowe has completed 28 months of his 3 year enlistment with a good record up until now.

Scenario 7

Insubordination (Part 2): Severe

(909-071-0005-Q)

PVT McCluskey has been in the Army two years and is still a Private (E-1). He has received three transfers within the Battalion. While with his first unit, he received a company grade Article 15 for two days AWOL, and with the second unit, he received a field grade Article 15 for assaulting a Private. He has now been in your platoon for two months. During this time he has been counseled on several occasions by your Platoon Sergeant, SFC Gallant, for being late to duty assignments and for disappearing during duty hours.

Counseling sessions have proven ineffective in improving PVT McCluskey's duty performance or his regard for other people.

SFC Gallant has just come to you with another problem concerning PVT McCluskey.

Scenario 8

Emergency Crisis (Part 1): Emergency Leave

(909-071-0006-Q)

You are 2LT Ferguson. You have been assigned as 3rd PLT LDR in A Company for the past 7 months. You are presently on duty as the Battalion Staff Duty Officer for the 1/7th Infantry. It is 0200 hours.

It is very early in the morning (0200) and a PFC has just approached you saying that his father had just suffered a heart attack. The PFC requests immediate leave of absence.

Scenario 9

Emergency Crisis (Part 2): Suicide Threat

(909-071-0007-Q)

You are 2LT Houser. You have been a PLT LDR in B Company for 5 weeks.

An NCO in your unit has just reported to you about personal and professional problems a PFC has recently been having.

Scenario 10

Financial Crisis

(909-071-0008-Q)

You are 2LT Rice, and you have been assigned to A Company as the Platoon Leader of the third platoon for one month.

Your Company Commander has informed you that SGT Osborne, who is a member of your platoon, has received several letters of indebtedness within the last month. Your Company Commander is heavily involved in preparation for the upcoming Annual General Inspection and has requested that you handle this situation.

You have briefed your Platoon Sergeant on the situation, and learn from him that SGT Osborne has been with the platoon for one year, and recently went through a divorce. The Platoon Sergeant further states that SGT Osborne has been a very reliable fire team leader up to this point. You have requested that SGT Osborne report to your office.

Scenario 11

Negative EER

(909-071-0009-Q)

You are 2LT Mercer and 22 years old. You have completed IOBC and Jump School. You have been the Platoon Leader of the 3rd Platoon, B Company, for 16 months.

Your squad leader, SSG Levy, has been in the Army for 15 years. In the past nine months you and your platoon sergeant have noticed that work has deteriorated badly, and you have counseled him several times regarding his personal appearance, physical fitness and performance as an NCO and leader. Despite your counseling, there has been little or no improvement in these areas. You have asked SSG Levy to meet you for a review of his annual EER, which you are endorsing.

Scenario 12

Positive EER

(909-071-0009-Q)

You are 2LT Mercer and 22 years old. You have completed IOBC and Jump School. You have been the Platoon Leader of the 3rd Platoon, B Company, for 16 months.

Your Platoon Sergeant, SFC Moore, has been in the Army for 15 years. SFC Moore was awarded a purple heart, CIB, and a Bronze Star in Vietnam. He has attended Drill Sergeant School, Jump School, the Basic NCO course and the Advanced NCO course, where he was an honor graduate.

Prior to SFC Moore's arrival 9 months ago, the platoon's performance was poor. Since his arrival, the platoon has placed 1st on the platoon test.

It is time for SFC Moore's annual Enlisted Efficiency Report (EER). You have requested him to report to you.

SECTION 11

APPENDIX B

SECURING AND LOOSENING THE VIDEODISC DRIVE SPINDLE

Appendix B

SECURING AND LOOSENING THE VIDEODISC DRIVE SPINDLE

Videodisc players used for VISTA have a locking device to secure the videodisc drive. Any time the player is moved, the drive should be locked to prevent damage to the drive assembly. Conversely, the drive should be loosened prior to use of the player. Tightening and loosening of the drive will be described for the MCA and SONY videodisc players.

SONY Videodisc Player

To tighten drive

1. Place player on its back or side.
2. Turn screw labeled ADJUSTOR so that the two pointers in the LOCATION INDICATOR are aligned.
3. Turn screw labeled SHIPPING SCREW clockwise until it tightens.

To loosen drive

1. Place player on its back or side.
2. Turn screw labeled SHIPPING SCREW counter clockwise until it loosens.
3. Turn screw labeled ADJUSTOR so that the two pointers in the LOCATION INDICATOR are offset.

MCA Videodisc Player

To tighten drive

Open the lid of the videodisc player. Take the spindle in your right hand and gently move the spindle as far to the left as it will go. While holding the spindle, turn the screw on left side of player clockwise until it is tight. (Read CAUTION label located inside of the videodisc chamber.)

To loosen drive

Turn screw on left side of player counter clockwise until the spindle is fully loosened.

SECTION 11

APPENDIX C

TURNING ON THE VIDEODISC PLAYER AND INSERTING THE VIDEODISC

APPENDIX C

TURNING ON THE PLAYER AND INSERTING THE VIDEODISC

MCA Player

(1) Press the Blue POWER button on the far left front of the player.

(2) Press the OPEN button (the farthest white button on the left) and the lid will pop open.

(3) Lift the lid.

(4) Place videodisc over the plastic spindle with the shiny side (labeled side) of the videodisc facing up.

(5) Snap the lock hatch on the spindle.

(6) Close the lid.

Sony Player

(1) Press the POWER button on the top, right hand side of the player.

(2) Press the OPEN button on the left hand corner on the front of the player, and the lid will pop up.

(3) Lift the lid straight up.

(4) Place videodisc over the metal spindle with the shiny side (labeled side) of the video disc facing down.

(5) Close the lid.

SECTION 11

APPENDIX D

BIBLIOGRAPHY

APPENDIX D

BIBLIOGRAPHY

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