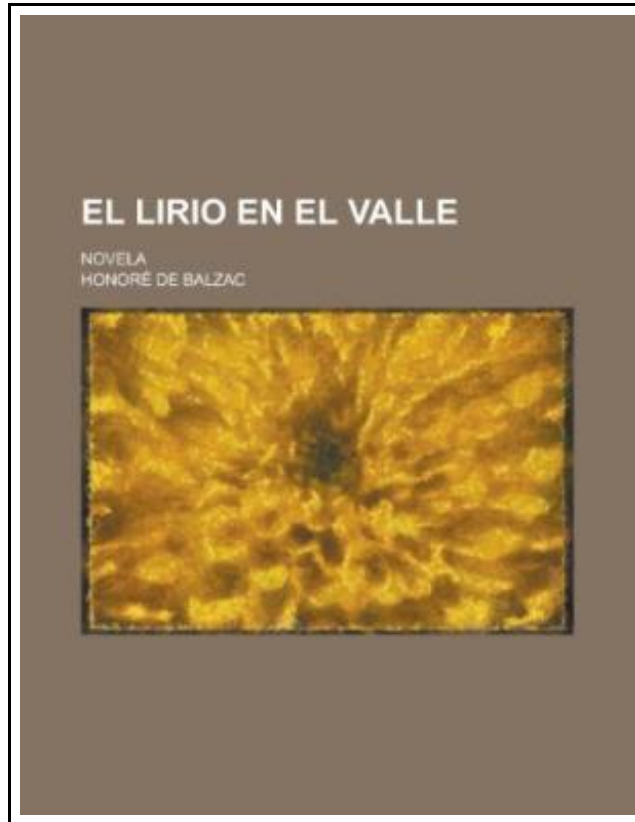


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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 32 pages. Original publisher: Alexandria, Va. : Armored Forces Research Unit, U. S. Army Research Institute for the Behavioral and Social Sciences, 2001 OCLC Number: (OCoLC)227798040 Subject: Cognitive learning -- United States. Excerpt: . . . Application of Cognitive Principles in Distributed Computer-Based Training Hierarchical The in-depth analysis of the FBCB2 tasks surfaced information and sequencing of processes that suggested an order to the instructional content. Although information some learning could occur by reading the description of each buttons functionality, the buttons do not necessarily work independently. Those relationships between button functions would be found only through trial and error if not described or shown to the learners. A sequence prescribed by the training design is imposed throughout the training modules. For example, the procedures for establishing the desired SA screen display attributes (e. g. , unit icons, terrain features, area of operation) are presented prior to the training on the Overlays, Reports, or Orders task. The users must first customize the SA screen display to provide the information applicable to their role in order to perform the other tasks (Overlays, Reports, or Orders). Realistic context To ensure an accurate understanding of how a digital system will impact mission execution, it is important to provide instruction using real-life examples and situations. Gaining an acceptable understanding of the instructional content may not occur if learners are allowed to practice with a system without guidance or job context (Cannon-Bowers, Salas, and Converse, 1992). The use of this principle varied in several ways within the training design. First, the design incorporates actual FBCB2 screen pictures so the learner becomes familiar and comfortable with the location of information in preparation for using the FBCB2 system. Additionally,...



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