MA TESOL Collection   SIT Graduate Institute

2000

"Pass the Remote … ! Interactive Classroom Review for the 21st Century: Bringing Remote Response Pads into Your Classroom

Lisa Michelle Lucas
The School for International Training

Follow this and additional works at: https://digitalcollections.sit.edu/ipp_collection

Part of the Educational Assessment, Evaluation, and Research Commons, First and Second Language Acquisition Commons, and the Instructional Media Design Commons

"Pass the Remote...!"
Interactive Classroom Review
For the 21st Century

Bringing Remote Response Pads into Your Classroom

Lisa Michelle Lucas
B.S. Eastern Washington University (1998)

March 21, 2000

Independent Professional Project (IPP)

"Pass the Remote...!" Interactive Classroom Review For the 21st Century

Bringing Remote Response Pads into Your Classroom

Lisa Michelle Lucas

B.S. Eastern Washington University (1998)

March 21, 2000

This project by Lisa Michelle Lucas is accepted in its present form.

Date: _____3/31/00_____

Project Advisor: _____Diane Larsen Freeman_____

Project Reader: _____Brinn Harberts_____

Acknowledgments:

Abstract: Describing this Project

This project describes a form of computer-assisted interactive classroom instruction, which is particularly useful in the ESL context. Not only does this project show how to integrate instruction with ever advancing technology, it also demonstrates how to integrate interactive class work with the diverse and relevant learning styles of each learner in the classroom. This project will show how easy it is to use this technology in conjunction with thematic units or projects ~ whatever the level of the ESL student. Enclosed are examples of instructional materials, created for the ESL High Beginner and examples of how they relate to the paper and pen tests given in class. Also included are examples of the quarter-scheduled events to show how I integrated this mode of instruction into my planning. A PowerPoint presentation given at a Sandanona Conference, School for International Training, at Brattleboro, Vermont, summer 1999, concludes this project.

ERIC Descriptors

* Methodology/Classroom Practices

    * Computer Assisted Instruction

*Testing

    * Computer Assisted Testing

    * Multiple Choice Tests

*Materials/Media/Technology

    * Computer Programs

    * Teacher Developed Materials

TABLE OF CONTENTS

         1. Background to the Project

         2. Describing HyperVision

         3. HyperVision Features

         4. How to Use HyperVision

Introduction

1. Background to the Project

My journey using computer technology began many years ago in the late eighties, when I was living in England. With my children at school, I decided to attend a class, "Computers for the Scared," being offered at the local polytechnic. I vividly remember the courage it took to take that class, the anxiety that welled up inside at the thought of trying to use a computer, and the problem learning DOS, my first computer language. Years later, with my kind husband typing up most of my papers, I managed to get through most of my undergraduate years at Eastern Washington University without touching a computer. Needless to say, by the time I started my first teaching job at Big Bend Community College in Moses Lake in 1996, computers had not played a large part in my life. Nonetheless, when I returned to work at Big Bend Community College in 1998 from my first summer at the School for International Training in Vermont, the college had installed a brand new computer lab: there were fifteen computers with lots of interesting software, one teacher station, and a laser printer. This lab was purchased especially for the Adult Basic Skills program. Each instructor was asked to use the lab with students once a week for two and half-hours.

My scheduled date was Fridays: I was teaching ESL Level 2 -- High Beginners. I had to quickly learn about the computer lab. To effectively and systematically assist all the instructors with the new lab, Brinn Harberts, our Title III representative, designed a 'Self-paced Adult Basic Skills Computer Lab Orientation' handout. Each instructor was

compensated for completing this orientation. Learning about the numerous aspects of the computer lab with its many facets was daunting, especially with my limited computer skills.

My focus was researching the language programs that our lab had purchased: Info Gap, Triple Play Plus, A+ Grammar and Writing, Glencoe, New Oxford Picture Dictionary. It was not an easy task to find appropriate materials that supported or coincided with my thematic units. Needless to say, this was a time-consuming venture. However, it was very important to me to be well organized with a specific plan of action once my students sat before the screens. I knew these ESL students would also suffer from anxiety having to use this mode of instruction, as the majority had never used a computer previously. I also knew that the fears would be greater with the older the students, as it would be more difficult for them to adapt. I had compassion for these students as I myself returned to school after a ten-year break. Problems arose when I could not find any already prepared computer material that related to my thematic unit and level of ESL student. I seemed to be spending more and more time looking for something that would work.

Fortunately, I found the HyperVision software that was being developed by some colleagues for an ESL class. I could see that the materials were relevant and specific to our population and level of ESL. I also saw that the materials could be improved further by adding new units and other ESL levels, so I asked Brinn Harberts if I could write a proposal and create such a project.

I knew from previous experience that by working on materials development one becomes intimately aware of all the dynamics and intricacies of a project which then

2

proves to be a valuable source of knowledge which can be shared with and improved upon by others. At first, I thought I must be crazy wanting to work with something I knew very little about, but then I thought, if I accept the challenge, learn all about the program, and write lessons incorporating it, then I would hopefully understand the software more fully and use it more effectively. By November 1998 I had written up a proposal which was accepted in December. By March 1999 I had my first draft completed with over seventeen thematic ESL High Beginner - Level 2, Assessment Modules in the hands of my supervisors and ready for use in the classroom!

During this process I learned much more than I had ever anticipated. Each day I learned a little more about the program. Each move became faster and more automotive. I also learned about many other different aspects of the computer. It was as if all the things I was asked to work on in my "Self-Paced Adult Basic Skills Computer Lab Orientation" became real and applicable. It was also during this time frame that I noticed, during computer Friday, that when I was in class with over twenty students and something went wrong, I was increasingly more able to fix the problem myself rather than call in a technician. This was progress!

By March 1999 I noticed how much more confident and comfortable I was in trying out new programs, scanning the Internet, setting up new computers all alone, and getting out of trouble when my students or I became stuck along the way. During this time, I was approached by the Business Department and invited to teach a Pre-Employability class on Basic Computer Skills, including aspects of MS Word, Excel, Data Bases, Clip Art, surfing the Internet, Net scavenger hunts, producing brochures, resumes, cover letters, and buddy Email. I was flattered and pushed myself to the

challenge so that I would become more comfortable and experienced using computer assisted instruction. I thought to myself that if this small project of developing teaching materials using HyperVision can open so many doors relating to computers for me, it can do the same for others. For this reason, I decided to share this experience and knowledge so that others might be encouraged to make the effort to use this technology. However, the greatest reason in sharing this tool of instruction is the fact that my ESL students became so excited about computer day, and especially about using HyperVision. In fact, Gennadiy exclaimed in broken English with a thick deep Ukrainian accent, "Lisa, do this every day!"

Fridays used to be a low attendance day. Many of my older students told me they thought they were too old to learn computers, and it was this population that had tended not to come on this day. I realized their anguish and tried to make computer day more meaningful to them, but they tired quickly of the language programs; MS Word seemed so overwhelming to them, and email so irrelevant. Once a student got up and left in tears of frustration. I knew I had to get something more interactive, easy going, yet in line with what we were doing with the other days of the week.

When I started using HyperVision I noticed that students became excited about working in small groups of two or three participants, holding a response pad, discussing what might be the best answer to a multiple choice question. They seemed to like the pictures and laugh at the questions that personified someone in class, and, best of all, they knew this review of classroom material would help them on Monday's pen and paper test. Attendance picked up and halfway through computer day I would hear, "When are we

going to do those pad things?" Even my two classroom assistants enjoyed this activity and would often join in when determining answers.

I think students request HyperVision because it requires a variety of tasks. It is interactive, fun, social, challenging yet doable. It can be an accumulation of the week's learning, assessing what the students know and what they still need more help on. Students give input on which questions are badly put and should be thrown out or modified. Students who attend cannot help but be engaged. In fact, I have to ask them to share the response pads with their teammates! They can work individually or in small groups of two to five. Students enjoy the stimulating competition, where groups instantly find out if their team's selection was correct, but mostly, I believe they are thrilled that they have successfully become users of 21st Century technology ~ and they love it!

2. Describing HyperVision

HyperVision is a revolutionary tool that brings interactive and instant assessment to the classroom. HyperVision is a wireless response system (similar to a TV system with a remote control) that allows instructors to obtain immediate feedback from every student in the class. With HyperVision, the instructor can ask objective or even subjective questions to the students who then work individually or in small groups discussing each question until arriving at a consensus. Then, each individual student or "team" chooses the most correct answer from the variety of choices and punches their wireless response pad (the remote control). Immediately, instant feedback appears on the instructor's screen sharing the accumulative answers of the class as a whole. Classroom discussions occur before, during and after the class's answers. Finally, the correct answer is given electronically on the main screen.

In addition to assessing classroom comprehension, HyperVision grades quizzes, tests and homework. The HyperVision software keeps a log of every class session you create, so records are always available at a click of a mouse.

3. HyperVision Features

Every HyperVision package comes with one receiver unit with holding bracket, up to 32 individual response pads, and a box for easy storage and transportation. HyperVision also includes a CD disc containing teacher friendly software for creating quizzes, tests, trivia games, and a tutorial.

The HyperVision software allows the teacher to do a number of things:

- Consult, organize, and deliver original sets of questions.
- Create review materials for delivery in a competitive or non-competitive, fun, personalized, fast paced learning environment.
- Access the HyperVision task bar for an adhoc, impromptu question, or to select predefined questions.
- Print questions either in the order you entered them or have the computer randomly prioritize them in order to produce a pen and paper test, and the HyperVision software will automatically create your grading key.
- Generate detailed reports on how each student did in class.

4. How to Use HyperVision

The following set of instructions are given to supplement the HyperVision Manual that is included in Appendix E.

Before class begins set up your class roster by entering the names of class students into the database. Then begin entering questions into the database or use pre-existing questions that relate to your objectives. Once class begins project questions on a screen or television. Questions are accessed through HyperVision software. Simply open the correct session for your class and click on the question(s) you wish to ask. Allow time for participants to respond either individually or in small groups. Responses are recorded immediately. Since a numbered HyperVision pad is allotted to each individual student or to a small group, the instructor always knows who has and has not responded. It is then exciting to view results as a class. Natural discussion about the question can occur before you review results. Students can change their minds and change their responses. Simply click on "End Responses" and the class results will be displayed. The class percentage and answers are displayed. Students' names do not appear on the screen. Only the instructor knows the individual scores of students in his/her class. Finally, an instructor can make HyperVision results of the class session available to the students. These reports are printable and can be used for review or as study guides for upcoming tests.

Navigation Description

This Independent Professional Project (IPP) is composed of eight major sections that have been categorized into Appendices. Appendix A is teacher materials that have been developed, used, and refined over a course year. They have been geared towards "Employability Modules" for ESL Level 2 - High Beginners, and they coincide with requirements of the Washington State Core Competencies.

Appendix B includes examples of pen and paper tests that were used after a given module was taught sufficiently, and after a coinciding HyperVision review has been successfully presented.

Appendix C includes a few examples of how I implemented the use of HyperVision to its potential and the students' readiness.

Appendix D is an example of a student evaluation tool that can be used to assess the effectiveness of using this mode of instruction in learning English as a Second Language.

Appendix E includes the book written by the man who helped initiate HyperVision. This book guides the reader step-by-step in how to use this software.

Appendix F contains a formal proposal to present at a conference and an abstract to send prior to the conference. I have included slides from a HyperVision Power Point presentation that I gave at a Sandanona Conference at S.I.T. in Vermont. Included is also a self-evaluation paper on how the presentation went, what worked well and what did not, and written feedback from some of the participants at the conference.

Appendix G shows a very important process that sparked this whole project. It includes a proposal to initiate this research in developing teacher materials, and also a Design Document that follows explicit procedures that BBCC (Big Bend Community College) requires in succinctly documenting this project.

A Final Note

On December 6, 1999, the family run business, HyperGraphics Corporation, announced an official name change to eInstruction Corporation.

EInstruction can be found on: http://www.einstruction.com/estart/new/contact.htm

HyperGraphic Corporation has recently come out with a new updated version of HyperVision called CPS (Classroom Performance System). This new system makes initial set up easier, has a more comprehensive reporting system, and a strong graphic organizer component. On the whole the students found it more user friendly than the first edition.

The new CPS package comes with one receiver unit with holding bracket, up to thirty two individual response pads, and software for creating quizzes, tests and trivia games.

The cost of this package is from $2,000 - $4,000 depending on how many response pads are purchased. The software is site licensed, and thus one package maybe used by many classrooms at one site.

To contact **eIstruction Corporation**:

Email: info@hgcorp.com

Info@cyberclass.com

Telephone: 940-565-0004

940-565-0959

Address: eInstruction

308 N. Carroll

Denton, TX 76201

APPENDIX A

INSTRUCTIONAL MATERIALS

FOR ESL -- LEVEL 2, HIGH BEGINNERS

What follows are Employability Modules that have been created to directly support the curriculum for ESL learners. The HyperVision software directly supports the classroom instruction process.

These modules work hand-in-hand with the vocabulary covered in the class. They follow along with the content in such an interactive fun way that the students do not even realize they are learning more information. HyperVision finally makes review fun, interactive, and reinforcing for the students and the instructor.

The modules can be used by ESL teachers all over America and perhaps the world. They are based on certain ESL survival needs and follow the guidelines from the Washington State Core Competencies. Each module contains the basic vocabulary and basic sentence structure that each particular ESL level would be able to master. The following modules primarily focus on ESL High Beginners, Level 2. The topics that have been developed are as follows:

1. Personal Information x 2

2. Numbers and Time

3. Days, Months, and Dates/Calendar x 2

4. Feelings/States of Being x 2

5. Body Parts

6. Clothing x 2

7. Occupations x 2

8. Directions and Prepositions x 2

9. Places of Work x 2

10. Telephone Conversations

Personal Information : Variant 1

1. social security number = telephone number
   A. Yes
   B. No

2. birthday = birthdate
   A. Yes
   B. No

3. Welfare = D. S. H. S.
   A. Yes
   B. No

4. address = country
   A. Yes
   B. No

5. married = divorced
   A. Yes
   B. No

6. P. O. Box = Post Office Box
   A. Yes
   B. No

7. Age = How old you are
   A. Yes
   B. No

8. widow = divorced
   A. Yes
   B. No

9. divorced = separated
   A. Yes
   B. No

10. area code = alien registration number
    A. Yes
    B. No

11. A signature is a special way of signing your name.
    A. Yes
    B. No

12. A human or animal that can become a mother is male.
    A. Yes
    B. No

13. When a marriage is ended as declared by a court of law, you are _____.
    A. married
    B. divorced
    C. single
    D. separated

14. A number which can be found in a telephone book is a/an _____.
    A. driver's license
    B. immigration number
    C. alien registration number
    D. telephone number

15. A human or animal that can become a mother is a _____.
    A. widower
    B. male
    C. female
    D. widow

16. A name that is between the first name and the last name is called a _____.
    A. first name
    B. middle name
    C. last name
    D. maiden name

17. A person or animal that can become a father is a _____.
    A. male
    B. female
    C. woman
    D. gender

18. The number given by the U.S. government for people to work in America.
    A. area code
    B. driver's license

    C. social security number
    D. telephone number

19. The day you were born.
    A. birthdate
    B. birthday
    C. Valentine's Day

    D. Christmas Day

20. A person's or family name is the _____.
    A. first name
    B. middle name
    C. last name
    D. middle initial

21. To have a husband or wife.
    A. widow
    B. divorced
    C. single
    D. married

HyperChallenge Key For Variant 1

1. B
2. B
3. A
4. B
5. B
6. A
7. A
8. B
9. B
10. B
11. A
12. B
13. B
14. D
15. C
16. B
17. A
18. C
19. B
20. C
21. D

Personal Information : Variant 1

1. *Maria J. Rodriguez*
    A. *first name*
    B. *last name*
    C. *middle initial*
    D. *signature*

2. *Dmitri O. Seltzer*
    A. *first name*
    B. *last name*
    C. *middle initial*
    D. *signature*

3. *Jack Q. Jones*
    A. *first name*
    B. *last name*
    C. *middle initial*
    D. *signature*

4. *1644 Oliver Dr.*
Moses Lake, WA 98837
    A. *city*
    B. *address*
    C. *zip code*
    D. *P.O. Box*

5. *i62 Ironwood Way*
Moses Lake, WA 98837
    A. *city*
    B. *address*
    C. *zip code*
    D. *P.O. Box*

6. *45 Elm St. Apt. #3*
Quincy, WA 98848
    A. *city*
    B. *address*
    C. *state*
    D. *zip code*

7. *16-B Alder Court*
Ephrata, WA 98822
    A. *city*
    B. *address*
    C. *state*
    D. *zip code*

8. 451 First St.
Othello, WA 99344
  U.S.A.
    A. P.O. Box
    B. city
    C. state
    D. country

9. P.O. Box 194
Quincy, WA 98848
    A. address
    B. country
    C. Post Office Box
    D. city

10. 10-25-62 or 10/25/62 or October 25, 1962
    A. signature
    B. single
    C. married
    D. birthdate

11. 9/10/53
    A. month
    B. day
    C. year
    D. zip code

12. 11/15/79
    A. month
    B. day
    C. year
    D. area code

13. 12/25/93
    A. month
    B. day
    C. year
    D. social security number

14. 441-25-1652
    A. zip code
    B. telephone number
    C. area code
    D. social security number

15. boy = male
girl - female
    A. Yes
    B. No

16. woman =male
man = female

A. Yes
B. No

17. (509) 564- 1795
    A. area code
    B. telephone number
    C. alien registration number
    D. zip code

18. (509) 765- 2777
    A. telephone number
    B. zip code
    C. area code
    D. registration number

19. Miss Eloise Moore
    A. male
    B. signature
    C. single
    D. married

20. Mrs. Seisha Nagura
    A. male
    B. signature
    C. single
    D. married

HyperChallenge Key For Variant 1

1. A
2. C
3. B
4. B
5. A
6. C
7. D
8. D
9. C
10. D
11. A
12. B
13. C
14. D
15. A
16. B
17. B
18. C
19. C
20. D

NAME : _____ DATE : _____

Test on Numbers and Time, ESL – Level 2, High Beginners : Variant 1

1. 97 = ninety-seven
   A. Yes
   B. No

2. 12 = twenty-one
   A. Yes
   B. No

3. 89 = eighty-nine
   A. Yes
   B. No

4. 212 = two hundred two
   A. Yes
   B. No

5. five hundred, seventy-two = 572
   A. Yes
   B. No

6. one thousand, eight hundred, sixty four = 1,864
   A. Yes
   B. No

7. six million, six hundred, eighty-seven thousand, five hundred, fourty-three = 6,687,543
   A. Yes
   B. No

8. hour = hr.
   A. Yes
   B. No

9. mins. = minutes
   A. Yes
   B. No

10. seconds = minutes
    A. Yes
    B. No

11. secs. = seconds
    A. Yes
    B. No

12. 3,432 = three thousand, four thousand, thirty-two
    A. Yes
    B. No

13. 12:00 pm = noon
    A. Yes
    B. No

14. noon = midday
    A. Yes

B. No

15. 12:00 am = midnight
    A. Yes
    B. No

16. 60 mins. = 1 hour
    A. Yes
    B. No

17. 30 mins. = 3/4 hour
    A. Yes
    B. No

18. 60 secs. = 1 min.
    A. Yes
    B. No

19. four hundred sixty-seven =
    A. 4,670
    B. 4,67
    C. .467
    D. 46,70

20. Which statement is correct?
    A. I go to school to 9:30 am.
    B. I go to school on 9:30.
    C. I go to school at 9:30 o'clock.
    D. I go to school at 9:30.

21. Seven thousand, five hundred twenty-one:
    A. 75.21
    B. 70,521
    C. 7,521
    D. 75,210

HyperChallenge Key For Variant 1

1. A
2. B
3. A
4. B
5. A
6. A
7. A
8. A
9. A
10. B
11. A
12. B
13. A
14. A
15. A
16. A
17. B
18. A
19. B
20. D
21. C

Question

Wha...

Start Respo... ...sponse

Next   Next

Back   Back

Graphic   Graphic
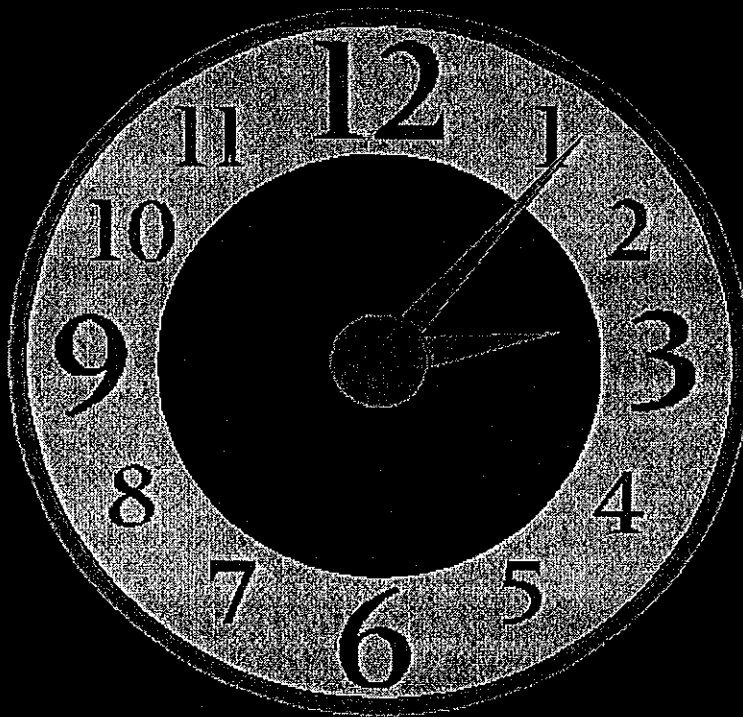
Days, Months, and Dates : Variant 1

1. Tuesday
   A. day
   B. month
   C. year
   D. birthdate

2. Monday, Tuesday, Wednesday, Thursday, Friday, Sunday....correct?
   A. Yes
   B. No

3. Saturday and Sunday
   A. day
   B. weekdays
   C. weekend
   D. holiday

4. January, Friday, June...
months?
   A. Yes
   B. No

5. Mar. = March
   A. Yes
   B. No

6. Fey. = February
   A. Yes
   B. No

7. Ocb. = October
   A. Yes
   B. No

8. Thurs. = Thursday
   A. Yes
   B. No

9. Sad. = Saturday
   A. Yes
   B. No

10. Wed. = Wednesday
   A. Yes
   B. No

11. Mon., Tues., Wed., Thurs., Fri.
   A. months
   B. weekdays
   C. weekend
   D. years

12. March 29, 1998
(as written in America)
   A. 4/29/98
   B. 5/98/29
   C. 3/29/98
   D. 29/3/98

13. Dec. 25, 1972 = ?
   A. December 25, 1970
   B. 72/12/25
   C. 25 December 72
   D. 12/25/72

14. 1952, 1931, 1998 =?
   A. days
   B. months
   C. years
   D. today's date

15. today = Monday
tomorrow = ?
   A. Wednesday
   B. Thursday
   C. Fri.
   D. Tuesday

16. today = Sunday
yesterday = ?
   A. Tues.

   B. Wednesday
   C. Sat.
   D. Monday

17. Wed. is after Tues.
   A. Yes
   B. No

18. Friday is before Thurs.
   A. Yes
   B. No

19. Tomorrow is after today.
   A. Yes
   B. No

HyperChallenge Key For Variant 1

1. A
2. B
3. C
4. B
5. A
6. B
7. B
8. A
9. B
10. A
11. B
12. C
13. D
14. C
15. D
16. C
17. A
18. B
19. A

Days, Months, Dates : Variant 1

1. days off = vacation
   A. Yes
   B. No

2. 1 week = 7 days
   A. Yes
   B. No

3. weekdays = days of the week
   A. Yes
   B. No

4. today = tomorrow
   A. Yes
   B. No

5. birthday = month / day / year
   A. Yes
   B. No

6. birthday = month / day
   A. Yes
   B. No

7. weekend = week day
   A. Yes
   B. No

8. birthdate = month / day / year
   A. Yes
   B. No

9. birthdate = day / month
   A. Yes
   B. No

10. December = Dec.
    A. Yes
    B. No

11. 12 months = 1 year
    A. Yes
    B. No

12. yesterday = the day before today
    A. Yes
    B. No

13. Valentine's Day =
    A. Feb. 14th
    B. Dec. 25th
    C. May 12th
    D. July 4th

14. Christmas Day =
    A. Feb. 14th
    B. Dec. 25th
    C. May 12th
    D. July 4th

15. Independance Day in United States is celebrated on:
    A. Feb. 14th
    B. Dec. 25th
    C. May 12th
    D. July 4th

HyperChallenge Key For Variant 1

1. A
2. A
3. A
4. B
5. B
6. A
7. B
8. A
9. B
10. A
11. A
12. A
13. A
14. B
15. D

NAME : _____ DATE : _____

Test on Feelings/States of Being, ESL - Level 2, High Beginners : Variant 1

1. They are _____ about the test.
   A. happy
   B. cold
   C. worried
   D. angry

2. You are feeling _____ to get only 25% on the test.
   A. happy
   B. embarrassed
   C. hot
   D. excited

3. We are _____ from working all night.
   A. worried
   B. embarrased
   C. excited
   D. tired

4. I cannot get the car started, I am _____.
   A. frustrated
   B. tired
   C. cold
   D. hungry

5. I am watching a horror movie. I am feeling a little _____.
   A. tired
   B. scared
   C. frustrated
   D. excited

6. I feel too _____ at work.
   A. sad
   B. angry
   C. busy
   D. thirsty

7. joyful = happy
   A. Yes
   B. No

8. He is busy at college. = He has a lot of work to do at college.
   A. Yes
   B. No

9. very tired = exhausted
   A. Yes
   B. No

10. enthusiastic = never happy
    A. Yes
    B. No

11. exhausted = having very little energy left!
    A. Yes

B. No

12. happy with the way things are = content
    A. Yes
    B. No

13. confident = depressed
    A. Yes
    B. No

14. to be kind to animals = to be mean to animals
    A. Yes
    B. No

15. scared = afraid
    A. Yes
    B. No

HyperChallenge Key For Variant 1

1. C
2. B
3. D
4. A
5. B
6. C
7. A
8. A
9. A
10. B
11. A
12. A
13. B
14. B
15. A

Question Stem

He is feeling a little _____

Current Graphic: c:\bmpcli~1\face_180.bmp

Thumbnail

04'clck1.bmp	
05'clck1.bmp	
06'clck1.bmp	
almclk01.bmp	
clock_12.bmp	
clock_15.bmp	
clock_19.bmp	
cloud_19.bmp	
face_020.bmp	

C O R R E C T   A N S W E R

fr

tir

S

e

enthusiastic

c:

c:\
bmpcli~1

This bitmap will be displayed

○ Before the question
○ After the question

Cancel   No Graphic   Ok

A   D
A   E

swer
nt Size

Delete

Save

Difficulty Level : 2

Start   HyperQuest   8:43 PM

He is _____ !

Choose Graphic

Current Graphic: c:\bmpcli~1\face_118.bmp

Thumbnail

shrtmn's.bmp
shrttee4.bmp
snclds06.bmp
snwstorm.bmp
sun_009.bmp
sun_033.bmp
sweater3.bmp
wind_2.bmp
wind_4.bmp

c:

c:\
bmpcli~1

This bitmap
will be
displayed :

- Before the question
- After the question

Cancel   No Graphic   Ok

C O R R E C T   A N S W E R

bu

ve

su

ve

fr

A   D
A   E

swer
t Size

elete

save

Difficulty Level : 2

Question Stem

He is feeling _____ right now.

Choose Graphic

Current Graphic: c:\bmpcli~1\face_117.bmp

Thumbnail

shrtmn's.bmp
shrttee4.bmp
snclds06.bmp
snwstorm.bmp
sun_009.bmp
sun_033.bmp
sweater3.bmp
wind_2.bmp
wind_4.bmp

c:

c:\
bmpcli~1

This bitmap will be displayed :
○ Before the question
○ After the question

Cancel | No Graphic | Ok

CORRECT ANSWER

Difficulty Level : 2

Start | HyperQuest | 3:49 PM

Question Stem

This person is feeling _____ today.

Choose Graphic

Current Graphic: c:\bmpcli~1\face_022.bmp

Thumbnail

- shrtmn's.bmp
- shrttee4.bmp
- snclds06.bmp
- snwstorm.bmp
- sun_009.bmp
- sun_033.bmp
- sweater3.bmp
- wind_2.bmp
- wind_4.bmp

c:

c:\
bmpcli~1

This bitmap will be displayed
- ⦿ Before the question
- ○ After the question

| Cancel | No Graphic | Ok |

CORRECT ANSWER

swer
t Size

elete

ave

Difficulty Level 2

Start | HyperQuest | 3:49 PM

She is feeling _____ today.

Choose Graphic

Current Graphic: c:\bmpcli~\face_020.bmp

Thumbnail

- shrtmn's.bmp
- shrttee4.bmp
- snclds06.bmp
- snwstorm.bmp
- sun_009.bmp
- sun_033.bmp
- sweater3.bmp
- wind_2.bmp
- wind_4.bmp

c:

c:\
bmpcli~1

This bitmap will be displayed:
- ( ) Before the question
- ( ) After the question

[Cancel] [No Graphic] [Ok]

CORRECT ANSWER

swer
t Size

elete

Save

Difficulty Level 2

Start HyperQuest 3:50 PM

Feelings/States of Being : Variant 1

1. *mad = angry*
    A. Yes
    B. No

2. *I need food. I am...*
    A. *angry*
    B. *worried*
    C. *thirsty*
    D. *hungry*

3. *I need water. I am...*
    A. *worried*
    B. *hungry*
    C. *thirsty*
    D. *sick*

4. *I am working. I am...*
    A. *sick*
    B. *busy*
    C. *angry*
    D. *mad*

5. *Opposites?*
hot/cold
    A. Yes
    B. No

6. *Opposites?*
happy/tired
    A. Yes
    B. No

7. *I need a doctor. I am ...*

    A. *sick*
    B. *busy*
    C. *scared*
    D. *hungry*

8. *How are you? = How do you feel?*
    A. Yes
    B. No

9. *How are you? = How are you doing?*
   A. Yes
   B. No

10. *Correct?*
   A. I sick.
   B. I is sick.
   C. I am sick.
   D. I no sick.

11. *I am calling in sick. = I am not going to work today.*
   A. Yes
   B. No

HyperChallenge Key For Variant 1

1. A
2. D
3. C
4. B
5. A
6. B
7. A
8. A
9. A
10. C
11. A

Body Parts : Variant 1

1. Eyes, nose, and lips are part of a _____.
   A. back
   B. face
   C. chest
   D. leg

2. We use eyes to _____.
   A. hear
   B. touch
   C. see
   D. smell

3. We use ears to _____.
   A. hear
   B. touch
   C. see
   D. smell

4. We use a nose to _____ a rose.
   A. hear
   B. touch
   C. see
   D. smell

5. We use fingers to _____.
   A. hear
   B. touch
   C. see
   D. smell

6. We use lips to _____ with.
   A. smell
   B. smile
   C. see
   D. wink

7. We use our mouth to _____.
   A. hear
   B. smell
   C. see
   D. speak

8. Eyebrows are above the:
   A. eyes
   B. hair
   C. back
   D. forehead

9. The _____ is in the middle of our body (torso).
   A. head
   B. stomach
   C. shoulder
   D. toe

10. We use our _____ to carry things.
    A. legs
    B. eyes
    C. mouths
    D. arms

11. A foot is connected to an ankle.
    A. Yes
    B. No

12. A finger is connected to an elbow.
    A. Yes
    B. No

13. A hand is connected to a wrist.
    A. Yes
    B. No

14. Hair is connected to a heart.
    A. Yes
    B. No

15. A head is connected to a neck.
    A. Yes

B. No

16. An eye is connected to an ear.
   A. Yes
   B. No

17. A toe is connected to a hand.
   A. Yes
   B. No

18. more than one tooth = teeth
   A. Yes
   B. No

19. more than one foot = feet
   A. Yes
   B. No

20. more than one tooth = tooths
   A. Yes
   B. No

21. more than one eye = eyes
   A. Yes
   B. No

HyperChallenge Key For Variant 1

1. B
2. C
3. A
4. D
5. B
6. B
7. D
8. A
9. B
10. D
11. A
12. B
13. A
14. B
15. A
16. B
17. B
18. A
19. A
20. B
21. A

Lisa Lucas

NAME : _____   DATE : _____

Test on The Clothing Store, ESL - Level 2, High Beginners : Variant 1

1. sizes = small, large, petite, x-large
   A. Yes
   B. No

2. too big = too small
   A. Yes
   B. No

3. too big = too large
   A. Yes
   B. No

4. This is too expensive! = This costs too much money!
   A. Yes
   B. No

5. sales assistant = sales clerk
   A. Yes
   B. No

6. colors = blue, red, brown, shoe
   A. Yes
   B. No

7. underwear = bra, panties/underpants
   A. Yes
   B. No

8. unbutton your jacket = zip up your jacket
   A. Yes
   B. No

9. pajamas = clothing for bed
   A. Yes
   B. No

10. socks = shoes
    A. Yes
    B. No

11. winter clothing = hat, gloves, and scarf
    A. Yes
    B. No

12. This is a cowboy's _____.

    A. shirt
    B. hat
    C. jacket
    D. sweater
    E. scarf

13. Your wear this when it is cold outside.

A. shirt
B. shorts
C. pants
D. sweater
E. tie

14. These are _____.

A. sweatpants
B. pantyhose
C. underwear
D. pants
E. gloves

15. This a ____ _____.

A. woman's shirt
B. man's shirt
C. baby's shirt
D. child's shirt
E. girl's shirt

16. You wear this in the summer.

A. blouse
B. skirt
C. tee shirt
D. dress
E. swimming suit

HyperChallenge Key For Variant 1
1. A
2. B
3. A
4. A
5. A
6. B
7. A
8. B
9. A
10. B
11. A
12. B
13. D
14. D
15. B
16. C

You

Start Resp...   ...eponse

Next   Next

Back   Back

Graphic   Graphic

Clothing : Variant 1

1. Do you wear pants on your head?
   A. Yes
   B. No

2. A scarf keeps you warm.
   A. Yes
   B. No

3. A salesclerk works at a zoo?
   A. Yes
   B. No

4. It is important to unbutton your zipper.
   A. Yes
   B. No

5. We wear pajamas to church.
   A. Yes
   B. No

6. My baby wears an extra-large shirt.
   A. Yes
   B. No

7. A wife wears a tie to bed.
   A. Yes
   B. No

8. When it is hot we wear a coat and gloves.
   A. Yes
   B. No

9. A watch will tell us what time it is.
   A. Yes
   B. No

10. A good place to keep your social security card is in your wallet.
    A. Yes
    B. No

11. Women wear blouses and skirts.
    A. Yes
    B. No

12. Do you wear a hat on your head?
   A. Yes
   B. No

13. A belt keeps your socks up.
   A. Yes
   B. No

14. We unzip our glasses.
   A. Yes
   B. No

HyperChallenge Key For Variant 1

1. B
2. A
3. B
4. B
5. B
6. B
7. B
8. B
9. A
10. A
11. A
12. A
13. B
14. B

Occupations : Variant 1

1. During a job interview you answer questions.
   A. Yes
   B. No

2. To apply for a job, often you must complete an application.
   A. Yes
   B. No

3. References are people who will tell about your past job performance.
   A. Yes
   B. No

4. A resume` is a shopping list for the grocery store.
   A. Yes
   B. No

5. It is necessary to dress nicely for job interviews.
   A. Yes
   B. No

6. Many occupations require an education.
   A. Yes
   B. No

7. Work experience includes...

   A. sleeping.
   B. swinging.
   C. thinking.
   D. jumping.

8. Advertisments in newspapers are a good place to look for jobs.
   A. Yes
   B. No

9. Full-time job = 40 or more hours a week
   A. Yes
   B. No

10. A permanent job is a one that is not ending.
    A. Yes
    B. No

HyperChallenge Key For Variant 1

1. A
2. A
3. A
4. B
5. A
6. A
7. C
8. A
9. A
10. A

Occupations : Variant 1

1. A dentist is a person who looks after animals.
   A. Yes
   B. No

2. A babysitter is a person who looks after children, when the parents are away.
   A. Yes
   B. No

3. seasonal worker = a person who works all year round.
   A. Yes
   B. No

4. part - time = a person who works 16 - 20 hours a week.
   A. Yes
   B. No

5. A locksmith is a person who makes houses.
   A. Yes
   B. No

6. An architect is a person who designs buildings.
   A. Yes
   B. No

7. carpenter = joiner
   A. Yes
   B. No

8. pilot = a person who controls a train
   A. Yes
   B. No

9. hairdresser = stylist
   A. Yes
   B. No

10. A repairman is a person who fixes, mends and makes things right.
    A. Yes
    B. No

11. full-time = 40 hours or more a week
    A. Yes
    B. No

12. full-time = part-time
   A. Yes
   B. No

13. electrician = a specialist in electrical wiring
   A. Yes
   B. No

14. painter = decorator
   A. Yes
   B. No

15. optician = eye doctor
   A. Yes
   B. No

16. manager = supervisor
   A. Yes
   B. No

17. Someone who plans, and builds dams, roads, railroads, and bridges.
   A. repairperson
   B. electrician
   C. architect
   D. engineer

18. A picker is a person who works in a/an:
   A. field
   B. fruit shop
   C. factory
   D. orchard

19. An architect is a person who:
   A. puts out fires.
   B. runs a business.
   C. designs buildings.
   D. works in Hawaii.

20. A carpenter/joiner is a person who:
   A. builds roads.
   B. builds wooden houses.
   C. builds machinery.
   D. builds orchards.

21. Someone who studies at school:
   A. student
   B. specialist
   C. teacher
   D. baby

HyperChallenge Key For Variant 1

1. B
2. A
3. B
4. A
5. B
6. A
7. A
8. B
9. A
10. A
11. A
12. B
13. A
14. B
15. A
16. A
17. D
18. D
19. C
20. B
21. A

Directions and Prepositions : Variant 1

1. The kites flies _____ the sky.
   A. on
   B. in
   C. at
   D. below

2. The kite flies _____ the tree.
   A. in
   B. at
   C. between
   D. above

3. The bumblebee flies _____ the kite.
   A. in
   B. on
   C. around
   D. at

4. The kite flies _____ the clouds.
   A. below
   B. above
   C. around
   D. at

5. The man is standing _____ his feet.
   A. to
   B. in
   C. at
   D. on

6. The whale swims _____ the ocean.
   A. at
   B. in
   C. to
   D. on

7. The students are _____ school today.
   A. at
   B. on
   C. to
   D. of

8. The foundation is _____ the house.
   A. behind
   B. inside
   C. on top of
   D. under

9. Go down one _____, and you'll see the Post Office.
   A. corner
   B. block
   C. dead end
   D. turn

10. The garage is _____ the house.
    A. against
    B. at
    C. between
    D. over

11. The bank is _____ the cinema and the library.
    A. on top of
    B. between
    C. inside
    D. over

12. New York is _____ from Moses Lake.
    A. west
    B. far away
    C. near
    D. close

13. Take ____ your hat!
    A. inside
    B. off
    C. on
    D. up

14. Take _____ the garbage, please.
    A. out
    B. off
    C. on
    D. at

15. When I go to Seattle, I go through a tunnel.
    A. Yes
    B. No

16. The clouds are below our heads.
    A. Yes
    B. No

17. The children run around the garden.
    A. Yes
    B. No

18. ESL classes begins of 9:30 a.m?
    A. Yes
    B. No

19. ESL classes end at 12:00?
    A. Yes
    B. No

20. The red light means stop.
    A. Yes
    B. No

21. He stop at a yellow light.
    A. Yes
    B. No

HyperChallenge Key For Variant 1

1. B
2. D
3. C
4. A
5. D
6. B
7. A
8. D
9. B
10. A
11. B
12. B
13. B
14. A
15. A
16. B
17. A
18. B
19. A
20. A
21. B

Directions and Prepositions : Variant 1

1. When you can't find your way you say, "I'm lost."
   A. Yes
   B. No

2. The computer is on the floor.
   A. Yes
   B. No

3. The chair is under you.
   A. Yes
   B. No

4. The lights are above you.
   A. Yes
   B. No

5. The floor is in back of you.
   A. Yes
   B. No

6. The building is around you.
   A. Yes
   B. No

7. We are out of the classroom.
   A. Yes
   B. No

8. Are you next to the computer?
   A. Yes
   B. No

9. Where is the table?
   A. in front of you
   B. under you
   C. over you
   D. down the block

10. Her coat is on her.
    A. Yes
    B. No

HyperChallenge Key For Variant 1

1. A
2. B
3. A
4. A
5. B
6. A
7. B
8. A
9. A
10. A

Places : Variant 1

1. A place to wash clothes is the laundromat.
   A. Yes
   B. No

2. A restaurant is a place you get your hair cut.
   A. Yes
   B. No

3. A child is sick. You take them to the...
   A. park.
   B. swimming pool.
   C. theatre.
   D. doctor's office.

4. At church we pray.
   A. Yes
   B. No

5. Can people buy pizza at the florist shop?
   A. Yes
   B. No

6. He drives his boat at the airport.
   A. Yes
   B. No

7. Children and adults can relax and play at the park.
   A. Yes
   B. No

8. Do you buy gas at the post office?
   A. Yes
   B. No

9. A pharmacy is where we get medicine.
   A. Yes
   B. No

10. We borrow books at the library.
    A. Yes
    B. No

11. Hairdresser = Beauty shop
    A. Yes
    B. No

12. Do you go to school at the college?
    A. Yes
    B. No

13. Lamonts = Department Store
    A. Yes
    B. No

HyperChallenge Key For Variant 1

1. A
2. B
3. D
4. A
5. B
6. B
7. A
8. B
9. A
10. A
11. A
12. A
13. A

PLACES OF WORK : VARIANT 1

1. A POST OFFICE IS AN OFFICE WHICH DEALS WITH THE MAIL.
   A. YES
   B. NO

2. A BUS STATION IS A PLACE WHERE A BUS STOPS TO LET PEOPLE ON OR OFF.
   A. YES
   B. NO

2. BUSINESS FIRM = COMPANY
   A. YES
   B. NO

1. T.V. STATION = RADIO STATION
   A. YES
   B. NO

5. DISNEYLAND = THEME PARK
   A. YES
   B. NO

6. WE BORROW BOOKS FROM THE BOOKSTORE.
   A. YES
   B. NO

7. WE PRAY AT CHURCH.
   A. YES
   B. NO

8. A PLACE TO WASH CLOTHES IS THE LAUNDROMAT.
   A. YES
   B. NO

9. D.H.S.S. = DEPARTMENT OF HEALTH AND SOCIAL SERVICES
   A. YES
   B. NO

10. D.H.S.S. = WELFARE
    A. YES
    B. NO

11. CAN PEOPLE BUY A DICTIONARY AT THE LIBRARY?
    A. YES

B. NO

12. A JAIL = CORRECTION CENTER
    A. YES
    B. NO

13. DEPARTMENT STORE = ZOO
    A. YES
    B. NO

14. MALL = SHOPPING CENTER
    A. YES
    B. NO

15. RETAIL = WHOLESALE
    A. YES
    B. NO

16. A PLACE, USUALLY IN A CITY, WHERE MANY KINDS OF ANIMALS ARE KEPT SO THAT PEOPLE CAN LOOK AT THEM.
    A. ZOO
    B. PET STORE
    C. AQUARIUM
    D. HUMAIN SOCIETY

17. A BUILDING WHERE THINGS ARE MADE IN LARGE QUANTITIES, USUALLY BY MACHINES.
    A. MALL
    B. OUTLET STORE
    C. FACTORY
    D. STORAGE WAREHOUSE

18. A FARMER WORKS ON A / AN:
    A. CONSTRUCTION SITE
    B. ORCHARD
    C. NURSERY
    D. FARM

19. A DISC JOCKEY WORKS AT A:
    A. T.V. STATION
    B. RADIO STATION
    C. BUS STATION
    D. TRAIN STATION

20. A PHARMACIST WORKS AT A:
    A. CLINIC
    B. DOCTOR'S OFFICE
    C. DENTIST'S OFFICE
    D. DRUG STORE

21. A PLACE WHERE PEOPLE TAKE THEIR LAUNDRY TO BE CLEANED:
    A. CLOTHES STORE
    B. SHOPPING MALL
    C. OUTLET STORE
    D. DRY CLEANERS

HYPERCHALLENGE KEY FOR VARIANT 1

1. A
2. A
3. A
4. B
5. A
6. B
7. A
8. A
9. A
10. A
11. B
12. A
13. B
14. A
15. B
16. A
17. C
18. D
19. B
20. D
21. D

Telephone Conversations : Variant 1

1. *Do you say "hello" when you start a telephone conversation?*
   A. Yes
   B. No

2. *What do you say when you pick up the telephone?*
   A. "What's your name?"
   B. "Hello."
   C. "Goodbye."
   D. "What do you want?"

3. *What do you say when someone asks, "How are you?"*
   A. "Where are you?"
   B. "I'll call latter."
   C. "I'm fine, and you?"
   D. "Yes, I can."

4. *What do you say when someone asks, "What are you doing tonight?"*
   A. "Tonight, I'm going dancing."
   B. "Tomorrow, I'm going dancing."
   C. "Next week, I'm going dancing."
   D. "Today, I'm going dancing."

5. *"Can I speak to Dr. Valle please?"*
   A. "Where are you?"
   B. "What are you doing?"
   C. "No, thanks."
   D. "Yes, you can. I'll put you through."

6. *"Can I have an appointment?"*
   A. "No, you can't."
   B. "Yes, thanks."
   C. "Yes, you can. What day is good for you?"
   D. "You're welcome."

7. *"Can I have an appointment?"*
   A. "No, you can't."
   B. "Yes, thanks."
   C. "Yes, you can. What day is good for you?"
   D. "You're welcome."

8. *Do you say "goodbye" when you start a telephone conversation?*
   A. Yes
   B. No

9. *Can I speak to Miss Babchanik? = Can I talk to Miss Babchanik?*
   A. Yes
   B. No

10. *pardon me = excuse me*
    A. Yes
    B. No

11. *May I speak to Alla, please? = Can I speak to Alla, please?*
    A. Yes
    B. No

12. *Call 999 in an emergency.*
    A. Yes
    B. No

13. *Sorry, it's the wrong number. = Sorry, you've got the wrong number.*
    A. Yes
    B. No

14. *"May I speak with Mr. Cardenas, please." = informal question*
    A. Yes
    B. No

15. *"Can I take a message?" = "Can I leave a message?"*
    A. Yes
    B. No

16. *There are many types of telephone.*
    A. Yes
    B. No

17. *"Is Valley _____ ?"*
    A. call
    B. there
    C. take
    D. telephone

18. *"No, _____ not here."*
    A. he
    B. he's
    C. his
    D. him

19. *"May I _____ a message?"*
    A. take
    B. tell
    C. call
    D. her

20. *"My _____ number is 764-5375."*
    A. number
    B. area code
    C. telephone
    D. social security

21. *Can I speak to Miss Babchanik? = Can I talk to Miss Babchanik?*
    A. Yes
    B. No

HyperChallenge Key For Variant 1

1. A
2. B
3. C
4. A
5. D
6. C
7. C
8. B
9. A
10. A
11. A
12. B
13. A
14. B
15. B
16. A
17. B
18. B
19. A
20. C
21. A

Interview Skills : Variant 1

1. employment = work
   A. Yes
   B. No

2. application = social security number
   A. Yes
   B. No

3. application = a form to fill out
   A. Yes
   B. No

4. full-time job = part-time job
   A. Yes
   B. No

5. experience = time working in a job
   A. Yes
   B. No

6. 40 hours a week = 20 hours a week
   A. Yes
   B. No

7. education = number of years at school
   A. Yes
   B. No

8. skill = special training
   A. Yes
   B. No

9. every week = every other week
   A. Yes
   B. No

10. wages = pay
    A. Yes
    B. No

11. What do you say when you are looking for a job?
    A. "How much does this job pay?"
    B. "How old are you?"
    C. "I'm looking for a job?"
    D. "I am 30 years old."

12. What do you say when you want an application for a job?
    A. "I am a nurse."
    B. "Please can I have an application?"
    C. "Is this a part-time or a full-time job?"
    D. "I need a form to fill out."

13. What do you say when someone asks, "What was your work in your native country?"
    A. "I was a _____ in my native country."
    B. "I'm fine, and you?"
    C. "I am a mechanic in America."
    D. "I worked for 12 years."

14. What do you say when someone asks, "How long did you do that work?"
    A. "I am 34 years old."
    B. "I worked for 12 years."
    C. "I liked my job."
    D. "Yes, I will work for you."

15. What question would you ask if you wanted to know how much money the job will pay?
    A. "It pays $7.75 an hour."
    B. "Do you get paid every week?"
    C. "What are the working hours?"
    D. "How much does the job pay?"

HyperChallenge Key For Variant 1

1. A
2. B
3. A
4. B
5. A
6. B
7. A
8. A
9. B
10. A
11. C
12. B
13. A
14. B
15. D

Parent - Teacher Conference : Variant 1

1. discuss = talk
   A. Yes
   B. No

2. conference = meeting
   A. Yes
   B. No

3. school counselor = school teacher
   A. Yes
   B. No

4. report card = birthday card
   A. Yes
   B. No

5. She is doing very well! = She is doing great!
   A. Yes
   B. No

6. one's behavior = one's actions
   A. Yes
   B. No

7. approximately = nearly the same as
   A. Yes
   B. No

8. discuss the progress of = talk about the progress of
   A. Yes
   B. No

9. Is it important to go to a parent - teacher conference for your child?
   A. Yes
   B. No

10. Can you help your child study better at home?
    A. Yes
    B. No

11. She is an excellent student! = She is an "A" student!
    A. Yes
    B. No

12. A Parent - Teacher Conference is held to:
    A. discuss the food at school.
    B. discuss politics.

C. talk about the weather.
D. talk about the progress of your child.

13. A Parent - Teacher Conference is:
   A. a meeting with the principal.
   B. a party.
   C. an individual session to meet with your child's teacher.
   D. a time to play in your child's school.

14. A Parent - Teacher Conference lasts approximately:
   A. 20 - 30 minutes
   B. 30 - 40 minutes
   C. 40 - 50 minutes
   D. 5 - 10 minutes

15. A Parent - Teacher Conference is:
   A. a time to stay home.
   B. a special time to get to know your child's teacher.
   C. a special time to talk about your child's grades, and behavior.
   D. not necessary.

16. Usually, a Parent - Teacher Conference occurs:
   A. once a week.
   B. once a month.
   C. once every three months.
   D. once a year.

17. Usually, a _____ is sent from the school to let you know when the conference is scheduled.
   A. test
   B. letter
   C. report card
   D. paper

18. If you want to reschedule your appointment, you can call:
   A. the police
   B. the college
   C. a friend
   D. the school

19. How is she doing at math?
   A. She is doing well in English.
   B. She is doing great in math.
   C. He is getting a "C" in social studies.
   D. He is doing very poorly in reading.

20. Why is it important for you to go to a Parent - Teacher Conference?
   A. Hopefully, it helps me help my child do better at school.
   B. It is nice to see the classroom.
   C. I like to meet the teacher.
   D. I don't know.

HyperChallenge Key For Variant 1

1. A
2. A
3. B
4. B
5. A
6. A
7. A
8. A
9. A
10. A
11. A
12. D
13. C
14. A
15. C
16. C
17. B
18. D
19. B
20. A

Food and Money : Variant 1

1. *Do green beans come in a can?*
   A. Yes
   B. No

2. *Are the bananas $.29 per oz.?*
   A. Yes
   B. No

3. *Are eggs sold in bottles?*
   A. Yes
   B. No

4. *Are 2 pints equal to 1 quart?*
   A. Yes
   B. No

5. *Do we buy gas at the grocery store?*
   A. Yes
   B. No

6. *Is a cut-up whole chicken at $1.39 lb. a better buy than a whole fryer chicken at $ 1.39 lb?*
   A. Yes
   B. No

7. *When comparison shopping is unit pricing important?*
   A. Yes
   B. No

8. *Would you receive one dollar and eighty-two cents change when buying lunch for $3.18?*
   A. Yes
   B. No

9. *Is one pound more than 400 grams?*
   A. Yes
   B. No

10. *$1.00 = 3 quarters*
    A. Yes
    B. No

11. *Expiration date = date food is no longer good*
    A. Yes
    B. No

12. *Not Grain group...*
   A. *apple.*
   B. *bread.*
   C. *oatmeal.*
   D. *rice.*

13. *Necessary number of servings in Fruit group a day...*
   A. *6-12.*
   B. *3-5.*
   C. *1.*
   D. *50.*

14. *"An apple a day keeps...*
   A. *the zoo clean."*
   B. *the doctor away."*
   C. *your car working."*
   D. *the computer happy."*

15. *Things "on sale" are usually the best buy.*
   A. *Yes*
   B. *No*

HyperChallenge Key For Variant 1

1. A
2. B
3. B
4. A
5. B
6. A
7. A
8. A
9. B
10. B
11. A
12. A
13. A
14. B
15. A

Food and Money : Variant 1

1. squash, cabbage, broccoli = vegetables
   A. Yes
   B. No

2. carrots, apples, potatoes = vegetables
   A. Yes
   B. No

3. milk, yoghurt, eggs, cheese = dairy products
   A. Yes
   B. No

4. watermelon, oranges, pineapple, milk = fruit
   A. Yes
   B. No

5. lamb, chicken, beef, pork, turkey = meat
   A. Yes
   B. No

6. one dozen eggs = 6 eggs
   A. Yes
   B. No

7. two dozen eggs = 24 eggs
   A. Yes
   B. No

8. salmon, oysters, scallops = seafood
   A. Yes
   B. No

9. plastic bags = paper bags
   A. Yes
   B. No

10. chicken, turkey, duck = poultry
    A. Yes
    B. No

11. bread, rice, oatmeat, cereal = grains
    A. Yes
    B. No

12. apple juice, soda, wine, milk = drinks
    A. Yes
    B. No

13. beverages = drinks
    A. Yes
    B. No

14. We measure fruits, vegetables, meat, fish, poultry, and cheese in pounds (lbs).
    A. Yes
    B. No

15. pds = pounds
    A. Yes
    B. No

16. pounds = lbs
    A. Yes
    B. No

17. fresh produce = fresh fruits and vegetables
    A. Yes
    B. No

18. A head of _____.
    A. four
    B. corn
    C. cabbage
    D. cake

19. An ear of _____.
    A. cabbage
    B. corn
    C. banana
    D. grapes

20. A sack (bag) of _____.
    A. salsa
    B. milk
    C. four

D. celery

21. A bunch of _____.
    A. milk
    B. grapes
    C. apples
    D. potatoes

HyperChallenge Key For Variant 1

1. A
2. B
3. A
4. B
5. A
6. B
7. A
8. A
9. B
10. A
11. A
12. A
13. A
14. A
15. B
16. A
17. A
18. C
19. B
20. C
21. B

Emergencies : Variant 1

1. Where is the location? = What is the address?
   A. Yes
   B. No

2. The ambulance will be there quickly. = The ambulance will be there tomorrow.
   A. Yes
   B. No

3. robber = burglar
   A. Yes
   B. No

4. My car was broken into. = I had a car accident.
   A. Yes
   B. No

5. asthma attack = heart attack
   A. Yes
   B. No

6. domestic violence = people in a family fighting at home
   A. Yes
   B. No

7. Please, calm down. = Try to stay calm.
   A. Yes
   B. No

8. A very depressed person. = A very happy person.
   A. Yes
   B. No

9. The person is unconscious! = The person is not responding!
   A. Yes
   B. No

10. My house is on fire! = My house was robbed!
     A. Yes
     B. No

11. You call ____ in an emergency.
     A. 765 - 9111
     B. 555 - 1212
     C. 988327
     D. 911

12. For a heart attack, ask for the _____.
     A. Fire
     B. Police
     C. Ambulance
     D. College

13. For a house on fire, ask for the _____.
     A. Fire Department
     B. Police
     C. Ambulance
     D. College

14. The house was robbed, ask for the _____.
     A. Fire Department
     B. Police
     C. Ambulance
     D. College

15. The car was broken into, ask for the _____.
     A. Fire Department
     B. Police
     C. Ambulance
     D. Bank

16. The person is unconscious, ask for the _____.
     A. Fire Department
     B. Police
     C. Ambulance
     D. College

17. A very depressed person might commit _____.
     A. an asthma attack
     B. a burglary

C. suicide
D. a car accident

18. The person was _____ with a knife.
A. drowned
B. stabbed
C. broken
D. depressed

19. When you call 911 in an emergency, the operator will ask
"_____".
A. "Where do you live?"
B. "What is your phone number?"
C. "What do you like to do the most?"
D. "911, what is the location of your emergency?"

20. A very dangerous situation:
A. someone is drowning
B. someone is bleeding a little bit
C. someone is driving
D. someone is swimming

HyperChallenge Key For Variant 1

1. A
2. B
3. A
4. B
5. B
6. A
7. A
8. B
9. A
10. B
11. D
12. C
13. A
14. B
15. B
16. C
17. C
18. B
19. D
20. A

FAMILY : VARIANT 1

1. MY GRANDDAUGHTER WAS BORN BEFORE I WAS.
   A. YES
   B. NO

2. A HUSBAND'S SISTER IS A SISTER-IN-LAW.
   A. YES
   B. NO

3. BOY = BROTHER
   A. YES
   B. NO

4. A GIRL CAN BE A...
   A. UNCLE
   B. SISTER
   C. GRANDPA
   D. FATHER

5. SOMEONE WHO HAS NEVER BEEN MARRIED IS SINGLE.
   A. YES
   B. NO

6. A NIECE IS YOUR BROTHER OR SISTERS' DAUGHTER.
   A. YES
   B. NO

7. SOMEONE WHO HAS DIED IS DECEASED.
   A. YES
   B. NO

8. MY STEPFATHER IS MY MOTHER'S NEW HUSBAND.
   A. YES
   B. NO

9. IF YOUR HUSBAND OR WIFE IS DEAD, YOU ARE A...

   A. COOK.
   B. SOLDIER.
   C. WIDOW.
   D. CLERK.

10. MY GRANDPARENTS ARE MY FATHER'S PARENTS.
    A. YES
    B. NO

11. HER HUSBAND IS HER FRIEND ALSO.
    A. YES
    B. NO

12. THE CHILDREN HAVE PARENTS.
   A. YES
   B. No

13. A NIECE IS YOUR GRANDFATHER'S SON.
   A. YES
   B. No

14. AN UNCLE IS YOUR MOTHER'S BROTHER.
   A. YES
   B. No

15. MY BROTHER-IN-LAW IS MY HUSBAND'S SISTER.
   A. YES
   B. No

16. MY FATHER-IN-LAW IS MY WIFE'S MOTHER.
   A. YES
   B. No

17. MY BROTHERS AND SISTERS ARE MY SIBLINGS.
   A. YES
   B. No

18. SOMEONE WHO HAS A SPOUSE IS MARRIED.
   A. YES
   B. No

19. A GIRL CAN BE:
   A. AN UNCLE
   B. AN AUNT
   C. A GRANDFATHER
   D. A BROTHER

20. KIDS = CHILDREN
   A. YES
   B. No

HyperChallenge Key For Variant 1

1. B
2. A
3. A
4. B
5. A
6. A
7. A
8. A
9. C
10. A
11. A
12. A
13. B
14. A
15. B
16. B
17. A
18. A
19. B
20. A

The Dentist Office : Variant 1

1. dentist = hygienist
   A. Yes
   B. No

2. toothache = backache
   A. Yes
   B. No

3. to extract a tooth = to pull out a tooth
   A. Yes
   B. No

4. molar = tooth
   A. Yes
   B. No

5. hurt = pain
   A. Yes
   B. No

6. I have a terrible toothache. = I have an awful toothache.
   A. Yes
   B. No

7. A filling is a cavity.
   A. Yes
   B. No

8. An abscess is an infection at the root of your tooth.
   A. Yes
   B. No

9. You go to the bank when you have a toothache.
   A. Yes
   B. No

10. A cavity is a hole in a tooth.
    A. Yes
    B. No

11. When you have a toothache, you go to see a _____.
    A. farmer
    B. mechanic
    C. dentist
    D. nurse

12. When you need your teeth to be cleaned, you go to see the _____.
    A. nurse
    B. dentist
    C. doctor
    D. hygieist

13. Sometimes the dentist has to _____ a molar.
    A. mouth wash
    B. extract
    C. braces
    D. infect

14. When you have a cavity, you must have a _____.
    A. candy
    B. brace
    C. filling
    D. chocolate

15. The hygienist asks you to rinse out your mouth with _____.
    A. infection
    B. mouth wash
    C. tea
    D. water

16. The receptionist asks you, "Do you have _____?
    A. medical insurance
    B. house insurance
    C. car insurance
    D. life insurance

17. You wear _____ to make your teeth become straight.
    A. clothes
    B. braces
    C. shoes
    D. earrings

18. When you have a/an _____ in your mouth, you have to take antibiotics.
    A. infection
    B. tooth
    C. tongue
    D. candy

19. When you are in _____, your doctor will give you a pain killer.
    A. love
    B. trouble
    C. pain
    D. a car

20. A patient is a person _____.
    A. who loves people.
    B. receiving medical treatment.
    C. who is kind to animals.
    D. who likes hospitals.

HyperChallenge Key For Variant 1
1. B
2. B
3. A
4. A
5. A
6. A
7. B
8. A
9. B
10. A
11. C
12. D
13. B
14. C
15. B
16. A
17. B
18. A
19. C
20. B

The Doctor Office : Variant 1

1. physician = doctor
   A. Yes
   B. No

2. headache = backache
   A. Yes
   B. No

3. What's the matter? = What's wrong?
   A. Yes
   B. No

4. surgery = operation
   A. Yes
   B. No

5. pain = hurt
   A. Yes
   B. No

6. I am not well. = I feel sick.
   A. Yes
   B. No

7. You go to the pharmacy to get your prescription. = You go to the pharmacy to get your medicine.
   A. Yes
   B. No

8. When you are sick, you go to see an accountant.
   A. Yes
   B. No

9. When you are sick, you go to see a doctor.
   A. Yes
   B. No

10. You go to the bank to see a doctor.
    A. Yes
    B. No

11. The doctor gives you ice cream to help you get better.
    A. Yes
    B. No

12. When your head hurts, you have a _____.
    A. stomachache

B. backache
C. toothache
D. headache

13. When your back hurts, you have a _____.
   A. stomachache
   B. backache
   C. toothache
   D. headache

14. When I feel very sick, I need to see a _____.
   A. truck driver
   B. dentist
   C. nurse
   D. doctor

15. I go the _____ to get medicine.
   A. bank
   B. post office
   C. pharmacy
   D. college

16. He _____ a fever.
   A. has not
   B. have
   C. has
   D. will

17. "She _____ a doctor quickly!"
   A. need not
   B. will
   C. need
   D. needs

18. When you are in the doctor's office having a check-up, what will the doctor ask you to do?
   A. Stick out your tongue.
   B. Go to sleep.
   C. Lie on the floor.
   D. Stand on the chair.

19. My throat hurts. = I have a sore throat.
   A. Yes
   B. No

20. A _____ is a person receiving medical treatment.
   A. student
   B. patient
   C. cashier
   D. home maker

HyperChallenge Key For Variant 1

1. A
2. B
3. A
4. A
5. A
6. A
7. A
8. B
9. A
10. A
11. B
12. D
13. B
14. D
15. C
16. C
17. D
18. A
19. A
20. B

Speaking to My Boss : Variant 1

1. *I'm available to work tomorrow. = I can work tomorrow.*
   A. Yes
   B. No

2. *I am very sick. = I can work.*
   A. Yes
   B. No

3. *What's up? = What's wrong?*
   A. Yes
   B. No

4. *minimum wage = $10.56*
   A. Yes
   B. No

5. *wages = pay*
   A. Yes
   B. No

6. *Pay attention! = Concentrate!*
   A. Yes
   B. No

7. *Work quickly! = Work faster!*
   A. Yes
   B. No

8. *A pay check = A driver's licence*
   A. Yes
   B. No

9. *A kind boss says, "Hurry up, or I'll get someone else!"*
   A. Yes
   B. No

10. A kind boss says, "If you work for me for three months, then you will get a pay raise."
   A. Yes
   B. No

11. What do you say when you see your boss in the morning?
   A. "Good evening!"
   B. "I am so tired today."
   C. "Good morning! How are you?"
   D. "I hate my job."

12. What do you say when you need to talk to your boss?
   A. "Excuse me, I need to walk by."
   B. "Can I speak to you for a minute?"
   C. "I don't understand."
   D. "What's the problem?"

13. What do you say when you are describing a woman?
   A. "She has long, brown, straight hair."
   B. "hair long."
   C. "She straight hair."
   D. "hair her brown."

14. What do you say when you can't go to work the next day?
   A. "I will be here tomorrow."
   B. "I am fine, and you?"
   C. "I can't come to work tomorrow."
   D. "See you tomorrow."

15. What do you say when you want to know about a pay raise?
   A. "It pays $7.75 an hour."
   B. "Do you get paid every week?"
   C. "I need more money."
   D. "What about pay raises?"

16. What do you say when you want to work extra hours?
   A. "I can't come tomorrow."
   B. "I can't work overtime."
   C. "I can work overtime."
   D. "I am too busy to work extra hours."

17. What do you say when your supervisor asks, "Will you fill out this paper work?"

    A. "No, I can't."
    B. "Yes, I can."
    C. "Maybe tomorrow."

    D. "Maybe next week."

18. What do you say when you are tired, and need a break?
    A. "I am really tired. I need a break."
    B. "I feel sick. I need to go home."
    C. "I will keep working."
    D. "My friend is tired, and needs a break."

19. What do you say when your boss asks, "Are you interested in promotion?"
    A. "No, I'm not!"
    B. "Maybe next week."
    C. "Maybe next year."
    D. "Yes, I am!"

20. What do you say when you can see that your boss needs some help?
    A. "Can I help you?"
    B. "Excuse me."
    C. "I am busy."
    D. "How are you today?"

HyperChallenge Key For Variant 1

1. A
2. B
3. A
4. B
5. A
6. A
7. A
8. B
9. B
10. A
11. C
12. B
13. A
14. C
15. D
16. C
17. B
18. A
19. D
20. A

APPENDIX B

EXAMPLES OF TESTS

What follows are some examples of pen and paper tests and quizzes that were used after a review using HyperVision in the computer lab. Many of the multiple choice and yes/no questions were modified a bit from the review questions given on HyperVision.

A significantly higher student success rate was noticed following a class using HyperVision as compared to reviewing without HyperVision. Also noticed was an increase in the speed in which the students took the paper-pen tests. They could read the multiple choice questions much faster after having a review on HyperVision, as compared to an oral review without the use of HyperVision.

Test on Emergencies
English Class at Big Bend Community College
Level 2 – High Beginners

Name_____

Date_____

I. Oral Dictation. Please write the words you hear. (1 pt. each)

1.   11.

2.   12.

3.   13.

4.   14.

5.   15.

6.   16.

7.   17.

8.   18.

9.   19.

10.   20.

II. Please circle and label the pronoun, the verb, and the noun in each sentence. (3pts. each sentence)

1. I need an ambulance.

2. She needs a doctor.

3. Where is the hospital?

4. Where is the location?

5. He committed suicide.

6. She has depression.

7. She is fighting depression.

8. She had an asthma attack.

9. He had a heart attack.

10. He committed murder.

pron. = pronoun
v. = verb
n. = noun

III. Use all the words in the box to make a complete sentence. Do not add any words. Only use the words that are given. (2 pts. each)

1.
house .
is on
the fire

_____

2.
person the
unconscious . is

_____

3.
house was
robbed my

_____

4.
terrible there
accident car
is a .

_____

5.
emergency this
is an !

_____

6.
need the you Ambulance,
Police, do or Fire, Department

_____

7.
emergency the ? is
location your what of

_____

There is more on the next page!

IV. Circle "Yes" or "No" for each statement. (1 pt. each)

1. Where is the location? = What is the address?   Yes or No

2. The ambulance will be there quickly. = The ambulance   Yes or No
will be there tomorrow.

3. My car was broken into. = I had a car accident.   Yes or No

4. asthma attack = heart attack   Yes or No

5. domestic violence = people in a family fighting at home   Yes or No

6. Please, calm down. = Try to stay calm.   Yes or No

7. a very depressed person = a very happy person   Yes or No

8. robber = burglar   Yes or No

9. The person is unconscious! = The person is not responding!   Yes or No

10. My house is on fire! = My house was robbed!   Yes or No

X. Multiple choice questions. Please circle the best answer.

1. You call _____ in an emergency.
   - a) 765 - 9111
   - b) 555 - 1212
   - c) 98837
   - d) 911

2. For a heart attack, ask for the
   _____.
   - a) Fire
   - b) Police
   - c) Ambulance
   - d) College

3. For a house on fire, ask for the
   _____.
   - a) Fire
   - b) Police
   - c) Ambulance
   - d) College

4. The house was robbed, ask for the
   _____.
   - a) Fire
   - b) Police
   - c) Ambulance
   - d) College

5. The person is unconscious, ask for the
   _____.
   - a) Fire
   - b) Police
   - c) Ambulance
   - d) College

6. The car was broken into, ask for the
_____.

a) Fire
b) Police
c) Ambulance
d) College

7. A very depressed person might commit
_____.

a) an asthma attack
b) a burglary
c) suicide
d) a car accident

8. The person was _____ with a knife.

a) drowned
b) stabbed
c) broken
d) depressed

9. When you call 911 in an emergency,
the operator will ask"_____".

a) "Where do you live?"
b) "What is the problem?"
c) "What is your phone number?"
d) "911, what is the location of your emergency?"

10. A dangerous situation:

a) someone is drowning
b) someone is bleeding
c) someone is driving
d) someone is swimming

Bonus question: What is your e-mail address and your password? (Please write a complete sentence) (2 Pts)

_____
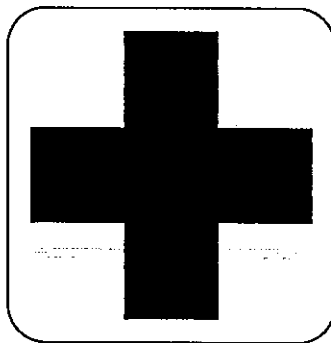
Emergency symbol

Have a great day! ☺

Test on Family
English Class at Big Bend Community College
Level 2 – High Beginners

Name_____
Date_____

I. Oral Dictation. Please write the words you hear. (1 pt. each)

1.   11.

2.   12.

3.   13.

4.   14.

5.   15.

6.   16.

7.   17.

8.   18.

9.   19.

10.   20.

II. Please circle and label the pronoun, the verb, and the noun in each sentence. (3pts. each sentence)

1. She is single.

2. I am married.

3. He has a son.

4. They have children.

5. I have a family.

6. Are you a mother?

7. Is she a half-sister?

8. We are separated.

9. She is my grandmother.

10. Are you Gennadiy's wife?

pron. = pronoun
v. = verb
n. = noun

III. Use all the words in the box to make a complete sentence. Do not add any words. Only use the words that are given. (2 pts. each)

1.
```
pablo  ?        is

or       married   single
```

2.
```
and    nikolay      .

are    alex    brothers
```

3.
```
nadezhda     is
         ?            to
married       misha
```

4.
```
one    only   has

son    svetlana .
```

5.
```
is      law     oksana's
        sister-
nadezhda     in-      .
```

6.
```
children,  one  boy  one  .

xochilt  and  two  girl  has
```

7.
```
Daughter-    Nadezhda's  law    and

Galina       is    in-    Misha  .
```

IV. Circle "Yes" or "No" for each statement. (1 pt. each)

1. father-in-law = sister-in-law   Yes or No

2. kids = children   Yes or No

3. guy = man/boy   Yes or No

4. Someone who has a spouse is married.   Yes or No

5. My brothers and sisters are my siblings.   Yes or No

6. My father-in-law is my wife's brother.   Yes or No

7. My brother-in-law is my husband's brother.   Yes or No

8. An uncle is your mother's brother.   Yes or No

9. A niece is your aunt's daughter.   Yes or No

10. My grandparents are my father's children.   Yes or No

Multiple choice questions. Please circle the best answer.

1. A woman can be a/an:
   a) uncle
   b) aunt
   c) grandson
   d) couple

2. If your husband or wife is dead, you are ...
   a) married.
   b) a widow.
   c) separated.
   d) divorced.

3. Her husband is also her ...
   a) great grandfather.
   b) step-mother.
   c) friend.
   d) half-brother.

4. My grandparents are my father's...
   a) girlfriend.
   b) grandchildren.
   c) siblings.
   d) parents.

5. My stepfather is my mother's new...
   a) husband
   b) boyfriend
   c) fiance
   d) nephew

X.   Please match the opposite words: (1 pt. each)

grandson	fiancee
brother-in-law	daughter
fiance	aunt
wife	sister-in-law
daughter-in-law	boyfriend
uncle	sister
mother	nephew
son	father
niece	husband
brother	granddaughter
girlfriend	son-in-law

Test on Clothing Store
English Class at Big Bend Community College
Level 2 – High Beginners

Name_____

Date_____

I. Oral Dictation. Please write the words you hear. (1 pt. each)

1.   11.

2.   12.

3.   13.

4.   14.

5.   15.

6.   16.

7.   17.

8.   18.

9.   19.

10.   20.

II.   Please circle and label the pronoun, the verb, the noun, and the adverb in each sentence. (4pts. each sentence)

1. Obviously, I need a tie with this shirt.

2. I always like green clothes.

3. He is usually a size 32 in pants.

4. She danced beautifully in her new red dress.

5. Of course, I wear underwear!

6. He dressed quickly for work.

7. Fortunately, they liked the clothes.

8. Generally, we dress properly for church.

9. You returned the clothes sadly.

10. She always dresses badly for school!

pron. = pronoun
v. = verb
n. = noun
adv. = adverb

III. Use all the words in the box to make a complete sentence. Do not add any words. Only use the words that are given. (2 pts. each)

1.

you	help	
may	i	?

2.

I	dress	.	a	for
am	looking		yes,	

3.

size		your
Is	what	?

4.

need	.	I
a	medium	

5.

i	can	on
it	try	?

6.

the	room	yes,	over
there	.	is	fitting

7.

are	color	what	for
you	looking		?

There is more on the next page! ☹

III. Circle "Yes" or "No" for each statement. (1 pt. each)

1. too big = too small   Yes or No

2. too big = too large   Yes or No

3. sizes = small, large, petite, x-large, and medium   Yes or No

4. colors = blue, red, brown, and underwear   Yes or No

5. sales assistant = sales clerk   Yes or No

6. This is too expensive! = This costs too much money!   Yes or No

7. pajamas = clothing for bed   Yes or No

8. socks = shoes   Yes or No

9. winter clothing = wool hat, leather gloves and wool scarf   Yes or No

10. unbutton your jacket = zip up your jacket   Yes or No

11. underwear = bra, panties/underpants   Yes or No

X. Multiple choice questions. Please circle the best answer.

1. This is a _____ .

   a) sweater
   b) jacket
   c) dress
   d) shirt

2. These are _____ .

   a) clothes
   b) pants
   c) skirts
   d) shirts

3. We wear _____ to go to work.

   a) gloves
   b) pantyhose
   c) pants
   d) underwear

4. We wear a _____ to keep us warm.

   a) shirt
   b) jacket
   c) sweater
   d) coat

5. You wear a _____ in the summer.

a) shirt
b) blouse
c) sweater
d) tee shirt

6. This is a _____ _____ :
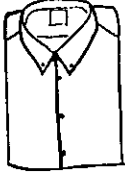
a) blouse
b) men's shirt
c) baby's shirt
d) tee shirt

7. What size are you?

XXL

a) I am a medium.
b) I am a large.
c) I am an extra large.
d) I am an extra, extra large.

8. Unbutton your _____.

a) coat
b) jacket
c) suit
d) winter coat

9. perhaps is a/an _____.

a) noun
b) verb
c) pronoun
d) adverb

10. He wears a _____ to his wedding.
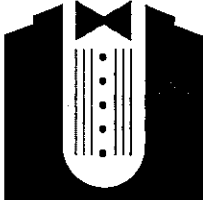
a) tuxedo
b) pants
c) coat
d) dress
e) jacket

Bonus question: What do you like about the HyperVision Program? Did it help you prepare for the test? Is it easy to use? (*Please write a complete sentence*) (2 points)

_____

_____

_____

Have a great day! ☺

Test on Food
English Class at Big Bend Community College
Level 2 – High Beginners

/77

Name: _____
Date: _____

I. Please correctly write ten foods you <u>love</u> to eat, and ten foods you <u>do not like</u> to eat. (1 pt. each)

1.   11.

2.   12.

3.   13.

4.   14.

5.   15.

6.   16.

7.   17.

8.   18.

9.   19.

10.   20.

II.   Please match the correct verb with the most correct noun: (1 pt. each)

1. cut   the cookies

2. cream   the carrots

3. bake   the parsley

4. beat   the dough

5. peel   the oven

6. knead   the bananas

7. toss   the eggs

8. turn on   the margarine and sugar

9. mash   the salad

10. prepare   the vegetables

11. chop   the bread

III. Use all the words in the box to make a complete sentence. Do not add any words. Only use the words that are given. (2 pts. each)

1.

chopped	olga	potatoes	.
for	the	soup	the meatball

2.

how	elena	to	mexican	.
taught		make	us	food

3.

countertop	out	the	rolled
dough	on	.	gennadiy	the

4.

made	stuffed	.	antonina
and	cabbage	ukrainian	nadia

5.

chicken	.	the	a	persian
in	cooked	shahla	oven	dish

6.

finely	brown	xochilt	until	golden
onion	the	.	chopped	fried

7.

make	lynne	.	crescent
to	cornmeal	us	
showed	how	rolls	steeves

More on the next page! ☹

IV. Circle "Yes" or "No" for each statement. (1 pt. each)

1. coarsely = little pieces   Yes or No

2. 3/4 = one quarter   Yes or No

3. 1/2 = one half   Yes or No

4. counter top = the bottom of a counter in a kitchen.   Yes or No

5. finely chop the vegetables = cut the vegetables into little pieces. Yes or No

6. remove = take it away   Yes or No

7. cool = warm   Yes or No

8. scalded milk = cold milk   Yes or No

9. mix = stir   Yes or No

10. Osh is Persian for soup.   Yes or No

11. to prepare = to get ready   Yes or No

12. combine = mix together   Yes or No

13. We measure fruits, vegetables, meat, fish, poultry, and cheese   Yes or No
    in pounds (lbs.).

14. Tbsp. = teaspoon   Yes or No

15. Carrots, apples, potatoes and celery are all vegetables.   Yes or No

X. Multiple choice questions. Please circle the best answer.

1. Insert the _____ into the banana bread.
   a) spoon
   b) knife
   c) toothpick
   d) banana

2. Beat the _____.
   a) eggs
   b) cream
   c) cake mixture
   d) all of the above

3. Knead the _____.
   a) dough
   b) mixture
   c) sauce
   d) bread

4. Chop the _____.

    a) parsley
    b) onions
    c) dill
    d) green peppers
    e) all the above

5. _____ the bread in the oven.

    a) add
    b) put
    c) move
    d) look

6. Out of all the dishes we made, what was your most favorite? (2 points)

_____

Write out how to prepare one of the dishes we made in class: (10 points.)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Bonus question: During the whole quarter, what part of this class did you like the best? (2 pt.)

_____

You have finished!
Well done!! ☺
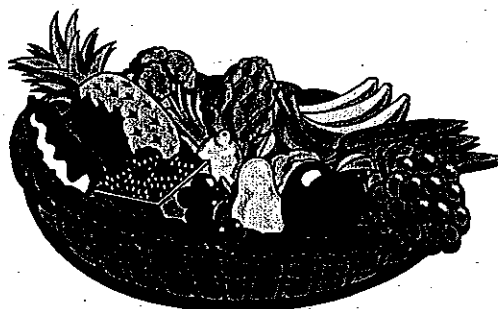
Test on How to Speak to My Boss
English Class at Big Bend Community College
Level 2 – High Beginners

Name_____

Date_____

I. Oral Dictation. Please write the words you hear. (1 pt. each)

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

II. Please circle and label the pronoun, the verb, and the noun in each sentence. (3pts. each sentence)

1. I have a question.

2. I have a problem.

3. You need to fill in this paperwork.

4. He needs help.

5. She needs some money.

6. Do you need a job?

7. She is a doctor.

8. He is a locksmith.

9. Ignacia has long, black, wavy, hair.

10. Raquel has beautiful brown eyes.

pron. = pronoun
v. = verb
n. = noun

III. Use all the words in the box to make a complete sentence. Do not add any words. Only use the words that are given. (2 pts. each)

1.
work	?	is
my	what	today

_____

2.
you	tomorrow
	!
see	

_____

3.
today		are
	?	
you		how

_____

4.
pay	need	I
you	attention	to

_____

5.
she		black
	has	
wavy		hair

_____

6.
work		I
tomorrow		can't

_____

More on the next page!

IV. Circle "Yes" or "No" for each statement. (1 pt. each)

1. I'm available to work tomorrow = I can work tomorrow   Yes or No

2. I am very sick = I can work   Yes or No

3. What's up? = What's wrong?   Yes or No

4. minimum wage = $10.56   Yes or No

5. money = pay   Yes or No

6. Pay attention! = Concentrate!   Yes or No

7. Work quickly! = Work faster!   Yes or No

8. A pay check = a driver's license   Yes or No

9. A kind boss says, "Hurry-up, or I'll get someone else!"   Yes or No

10. A kind boss says, "If you work for me for three months, then   Yes or No
    you will get a pay raise."

X. Multiple choice questions. Please circle the best answer.

1. What do you say when you see
your boss in the morning?
   a) "Goodevening!"
   b) "I am so tired today."
   c) "Goodmorning! How are you?"
   d) "I hate my job."

2. What do you say when you need
to talk to your boss?
   a) "Excuse me, I have a problem."
   b) "Can I speak to you?"
   c) "I don't understand?"
   d) "What's the problem?"

3. What do you say when you can't
go to work the next day?
   a) "I will be here tomorrow."
   b) "I'm fine, and you?"
   c) "I can't come to work tomorrow."
   d) "See you tomorrow!"

4. What do you say when you
are describing a woman?
   a) "She has long, brown, straight hair."
   b) "hair long."
   c) "She straight hair."
   d) "hair her brown."

5. What do you say when you want
to know about pay increase?
   a) "It pays $7.75 an hour."
   b) "Do you get paid every week?"
   c) "I need more money."
   d) "What about pay increases?"

Test on The Doctor's Office
English Class at Big Bend Community College
Level 2 – High Beginners

Name_____
Date_____

I. Oral Dictation. Please write the words you hear. (1 pt. each)

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

II. Please circle and label the pronoun, the verb, and the noun in each sentence. (3pts. each sentence)

1. I am sick.

2. I have a stomachache.

3. Are you feeling better?

4. He needs a specialist.

5. She needs an operation.

6. Did you have a good Valentine's Day?

7. They are patients.

8. We are English students.

9. Viktor, are you feeling better?

10. Griselda has a beautiful baby boy.

pron. = pronoun
v. = verb
n. = noun

III. Use all the words in the box to make a complete sentence. Do not add any words. Only use the words that are given. (2 pts. each)

1.

my	baby
well	
is	not

2.

is	?
what	
matter	the

3.

a	fever
she	has

4.

I	a
Have	
throat	sore

5.

headache	I
have	a

6.

take	a
please	
seat	

7.

see	to	appointment	the
have	an	doctor	I

There is more on the next page!

IV. Circle "Yes" or "No" for each statement. (1 pt. each)

1. physician = doctor   Yes or No

2. headache = backache   Yes or No

3. What's the matter? = What's wrong?   Yes or No

4. surgery = operation   Yes or No

5. pain = hurt   Yes or No

6. I am not well. = I feel sick .   Yes or No

7. You go to the pharmacy to get your prescription.   Yes or No

8. When you are sick, you go to see a doctor.   Yes or No

9. You go to the bank to see a doctor.   Yes or No

10. The doctor gives you ice cream to help you get better.   Yes or No

X. Multiple choice questions. Please circle the best answer.

1. When your head hurts, you have
   a _____.
   - a) headache
   - b) stomachache
   - c) backache
   - d) toothache

2. When your back hurts, you have
   a _____.
   - a) headache
   - b) stomachache
   - c) backache
   - d) toothache

3. When I feel very sick, I need to see
   a _____.
   - a) truck driver
   - b) mechanic
   - c) friend
   - d) doctor

4. I go to the _____, to get medicine.
   - a) bank
   - b) pharmacy
   - c) post office
   - d) college

Bonus Question: What do you like to do the most? (2pts. Possible)

_____

Have a great day!

Test on The Dentist's Office
English Class at Big Bend Community College
Level 2 – High Beginners

Name_____

Date_____

I. Oral Dictation. Please write the words you hear. (1 pt. each)

1.   11.

2.   12.

3.   13.

4.   14.

5.   15.

6.   16.

7.   17.

8.   18.

9.   19.

10.   20.

II. Please circle and label the pronoun, the verb, and the noun in each sentence. (3pts. each sentence)

1. It hurts over here.

2. I have a terrible toothache.

3. It needs a filling?

4. You have a cavity.

5. He has gum disease.

6. Did you have a good Valentine's Day?

7. We have medical coupons.

8. She has an abscess.

9. Xochilt, are you sick ?

10. Griselda works hard.

pron. = pronoun
v. = verb
n. = noun

III. Use all the words in the box to make a complete sentence. Do not add any words. Only use the words that are given. (2 pts. each)

1.
let's	look
take	a

2.
see	problem
	I
can	the .

3.
need	take	an
x-ray	I	to

4.
sick	baby	was
	this	.
week	Griselda's	

5.
hurt	?	where
does		it

6.
over	hurts	.
here	It	doctor

7.
need	months	hygienist	the
you	six	see	every	to

There is more on the next page!

IV. Circle "Yes" or "No" for each statement. (1 pt. each)

1. dentist = doctor   Yes or No

2. toothache = backache   Yes or No

3. to extract a tooth = to pull out a tooth   Yes or No

4. molar = tooth   Yes or No

5. hurt = pain   Yes or No

6. I have a terrible toothache. = I have an awful toothache.   Yes or No

7. A filling is a cavity.   Yes or No

8. An abscess is an infection at the root of your mouth.   Yes or No

9. You go to the bank when you have a toothache.   Yes or No

10. A cavity is a hole in a mouth.   Yes or No

X. Multiple choice questions. Please circle the best answer.

1. When you have a toothache, you go to see a _____.
   - a) farmer
   - b) mechanic
   - c) dentist
   - d) nurse

2. When you need your teeth to be cleaned, you go to see the _____.
   - a) nurse
   - b) dentist
   - c) doctor
   - d) hygienist

3. Sometimes the dentist has to _____ a molar.
   - a) mouth wash
   - b) extract
   - c) braces
   - d) infect

4. When you have a cavity, you must have a _____.
   - a) candy
   - b) brace
   - c) filling
   - d) chocolate

5. The hygienist asks you to rinse out your mouth with _____.
   - a) infection
   - b) mouth wash
   - c) tea
   - d) water

Please turn the page, there's more on the other side!!!

6. The receptionist asks you, "Do you have
_____?"

a) medical insurance
b) house insurance
c) car insurance
d) life insurance

7. You wear _____ to make your
teeth become straight.

a) clothes
b) braces
c) shoes
d) injections

8. When you have a/an _____
in your mouth, you have to take antibiotics.

a) infection
b) tooth
c) tongue
d) candy

9. When you are in _____, your doctor
will give you a pain killer.

a) love
b) TV
c) pain
d) hurt

10. A patient is a person_____

a) who loves people
b) under medical treatment
c) who is kind to animals
d) who likes hospitals

Bonus question: What time is a dentist's office usually open? (Please write a complete
sentence) (2 Pts)

_____

Test on Telephone Conversations

English Class at Big Bend Community College
Level II – High Beginners

Name_____
Date_____

I. Oral Dictation. Please write the words you hear. (1 pt. each)

1.   11.

2.   12.

3.   13.

4.   14.

5.   15.

6.   16.

7.   17.

8.   18.

9.   19.

10.   20.

II. Use all the words in the box to make a complete sentence. Do not add any words. Only use the words that are given. (2 pts. each)

1.
reyes may to please
speak   mrs i ?

2.
see   the   you   can
2 o'clock
tomorrow at   dentist

3.
make appointment like   I   to   daughter
would   ; for   she   sick   my   an   is
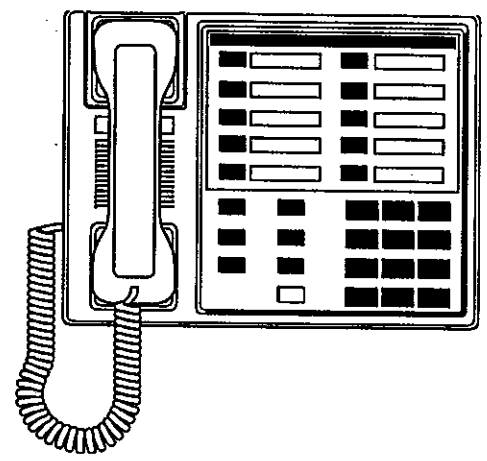
4.

| answering a machine, the |
| message on leave please |

5.

| Igor, would like speak I |
| Hello, to please . to |

6.

| today nadezhda am sorry, is |
| here I not . |

7.

| message call do leave |
| ? |
| you to or want back, a |

III. Circle "Yes" or "No" for each statement. (1 pt. each)

1. Do you say "goodbye" when you start a telephone conversation?   Yes or No

2. Can I speak to Miss Ulyanchuk? = May I talk with Miss Ulyanchuk? Yes or No

3. Pardon me = excuse me   Yes or No

4. May I speak to Peter, please? = Is Peter there?   Yes or No

5. Call 911 in an emergency.   Yes or No

6. Sorry, it's the wrong number. = Sorry, you've got the wrong number?   Yes or No

7. "May I speak with Mr. Vorobey please?" = informal question   Yes or No

8. Can I take a message? = Can I leave a message?   Yes or No

9. Hold on please. = Wait a minute please.   Yes or No

10. "Is Svetlana there, please?" = informal question   Yes or No

III. Multiple choice questions. Please circle the best answer.

1. What do you say first when you pick up the telephone.

   a) "Who is it?"
   b) "Hello."
   c) "Hi. What's up?"
   d) "What do you want?"

2. What do you say when someone asks, "How are you?"

   a) "Where are you?"
   b) "I'll call later."
   c) "I'm fine, and you?"
   d) "I feel terrible."

3. What do you say when someone asks, "What are you doing tonight?"

   a) "Tonight, I'm going dancing."
   b) "Tomorrow, I'm going out."
   c) "Today, I'm going dancing."
   d) "I'll call you later on tonight."

4. "Can I speak to Mr. Boychuk please?"

   a) "Where are you?"
   b) "Wait a minute, she's busy."
   c) "Sorry, she's not here."
   d) "Yes, you can. I'll put you through."

5. "Can I have an appointment?"

   a) "No, you can't."
   b) "Yes, thanks."
   c) "Yes, you can. What day is good for you?
   d) "You're welcome."

6. "Is Valley _____?

   a) call
   b) there
   c) take
   d) telephone

7. "No, _____ not here."

   a) he
   b) he's
   c) his
   d) him

8. "May I _____ a message?"

   a) take
   b) tell
   c) call
   d) her

9. "My _____ number is 764-5375.

   a) number
   b) area code
   c) telephone
   d) social security

10. "May I speak with Miss Peters?"

a) "No, he's not here."

b) "Yes, please have her call me back."

c) "My telephone # is 754-9823."

d) "Yes, she's right here. One moment please."
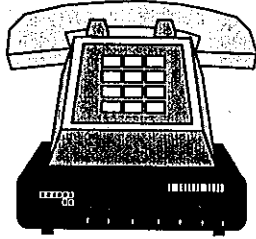
Please leave a message. Write two things you say when you leave a message.
(Please write complete sentences) (4pts)

1. _____

2. _____

X. Write a simple telephone conversation between two people. (10 pts.)
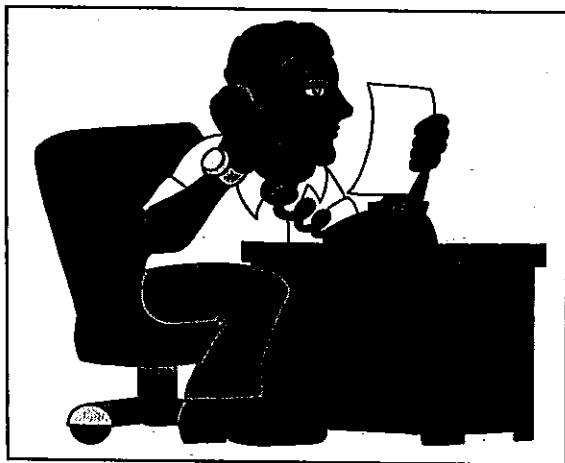
Test on Personal Information
English Class at Big Bend Community College
Level 2 – High Beginners

Name_____

Date_____

I. Oral Dictation. Please write the words you hear. (1 pt. each)

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

II. Please match the corresponding word with the correct information.

1. v. = verb
2. He shyly asks her to dance.

3. Evidently, he is blind.

4. She danced gracefully in front of the class.

5. I usually eat breakfast at 6:30 AM.

6. Maybe, I will go to the parent – teacher conference tonight.

7. Nadia drives her new car cautiously.

8. He occasionally does his homework.

9. Regrettably, I can't go to the parent – teacher conference.

10. Hopefully, I will get 100% on this test!

n. = noun
adv. = adverb

III. Use all the words in the box to make a complete sentence. Do not add any words. Only use the words that are given. (2 pts. each)

1.

my	son	how	school
is	at	doing	?

2.

son	doing at	well	.
your	school is	very	

3.

daughter	to	hand-in	your
needs		her	homework	.

4.

needs	she	read	20 to 30
day	every	to	.	minutes

5.

Is	great	doing
	Gerardo	!

6.

daughter	math	does	her
assignments	?	your	do

7.

son	the	more	for	.	your
tests	study	spelling	to	needs

There is more on the next page! ☹

IV. Circle "Yes" or "No" for each statement. (1 pt. each)

1. discuss = talk   Yes or No

2. conference = meeting   Yes or No

3. school counselor = school teacher   Yes or No

4. report card = birthday card   Yes or No

5. She is doing very well! = She is doing great!   Yes or No

6. He is an excellent student! = He is an "A" student!   Yes or No

7. one's behavior = one's actions   Yes or No

8. approximately = nearly the same as   Yes or No

9. discuss the progress of = talk about the progress of   Yes or No

10. Is it important to go to a parent - teacher conference   Yes or No
    for your child?

11. Can you help your child study better at home?   Yes or No

X. Multiple choice questions. Please circle the best answer.

1. A parent – teacher conference is held to :
   a) discuss the food at school.
   b) discuss politics.
   c) to talk about the weather.
   d) to talk about the progress of your child.

2. A parent – teacher conference is:
   a) a meeting with the principle.
   b) a party.
   c) an individual session to meet with your child's teacher.
   d) a time to play in your child's school.

3. A parent – teacher conference lasts approximately:
   a) 5 – 10 minutes
   b) 20 – 30 minutes
   c) 30 – 40 minutes
   d) 40 – 50 minutes

4. A parent – teacher conference is:
   a) a time to stay at home.

b) a special time to get to know your child's teacher.
c) a special time to talk about your child's grades, and behavior at school.
d) not necessary.

5. Usually, a parent – teacher conference occurs:

a) once a week.
b) once a month.
c) once every three months.
d) once a year.

6. Usually, a _____ is sent from the school, to let you know when the conference is scheduled.

a) test
b) letter
c) report card
d) paper

7. If you want to reschedule your appointment, you can call :

a) the police.
b) an ambulance.
c) a friend.
d) the school.

8. How is she doing in math?

a) She is doing well in English.
b) She is doing great in math.
c) He is getting a "C" in social studies.
d) He is doing very poorly in reading.

9. approximately is a/an _____.

a) noun
b) verb
c) pronoun
d) adverb

10. Why is it important to go to a parent - teacher conference?

a) It is nice to see the classroom.
c) I like to meet the teacher.
b) Hopefully, it helps my child do better at school.
d) I don't know.

Bonus question: What helps you learn the most in this class? (Please write a complete sentence) (2 Pts)

_____

_____

Have a great day! ☺

Test on Parent – Teacher Conference
English Class at Big Bend Community College
Level 2 – High Beginners

Name_____

Date_____

I. Oral Dictation. Please write the words you hear. (1 pt. each)

1.   11.

2.   12.

3.   13.

4.   14.

5.   15.

6.   16.

7.   17.

8.   18.

9.   19.

10.   20.

II. Please circle and label the pronoun, the verb, the noun, and the adverb in each sentence. (4pts. each sentence)

1. He walks to school quickly.

2. He shyly asks her to dance.

3. Evidently, he is blind.

4. She danced gracefully in front of the class.

5. I usually eat breakfast at 6:30 AM.

6. Maybe, I will go to the parent – teacher conference tonight.

7. Nadia drives her new car cautiously.

8. He occasionally does his homework.

9. Regrettably, I can't go to the parent – teacher conference.

10. Hopefully, I will get 100% on this test!

pron. = pronoun
v. = verb
n. = noun
adv. = adverb

III. Use all the words in the box to make a complete sentence. Do not add any words. Only use the words that are given. (2 pts. each)

1.

my	son	how	school
is	at	doing	?

_____

2.

son	doing	at		well	.
your	school	is		very	

_____

3.

daughter		to		hand-in	your
needs			her	homework	.

_____

4.

needs	she	read	20 to 30
day	every	to .	minutes

_____

5.

Is	great	doing	
	Gerardo	!	

_____

6.

daughter		math	does	her
assignments	?		your	do

_____

7.

son	the	more	for .	your
tests	study	spelling	to	needs

_____

There is more on the next page! ☹

IV. Circle "Yes" or "No" for each statement. (1 pt. each)

1. discuss = talk   Yes or No

2. conference = meeting   Yes or No

3. school counselor = school teacher   Yes or No

4. report card = birthday card   Yes or No

5. She is doing very well! = She is doing great!   Yes or No

6. He is an excellent student! = He is an "A" student!   Yes or No

7. one's behavior = one's actions   Yes or No

8. approximately = nearly the same as   Yes or No

9. discuss the progress of = talk about the progress of   Yes or No

10. Is it important to go to a parent - teacher conference   Yes or No
    for your child?

11. Can you help your child study better at home?   Yes or No

X. Multiple choice questions. Please circle the best answer.

1. A parent – teacher conference is held to :   a) discuss the food at school.
                                                 b) discuss politics.
                                                 c) to talk about the weather.
                                                 d) to talk about the progress of
                                                    your child.

2. A parent – teacher conference is: a) a meeting with the principle.
                                                 b) a party.
                                                 c) an individual session to meet
                                                    with your child's teacher.
                                                 d) a time to play in your child's
                                                    school.

3. A parent – teacher conference lasts   a) 5 – 10 minutes
   approximately: b) 20 – 30 minutes
                                         c) 30 – 40 minutes
                                         d) 40 – 50 minutes

4. A parent – teacher conference is:

a) a time to stay at home.
b) a special time to get to know your child's teacher.
c) a special time to talk about your child's grades, and behavior at school.
d) not necessary.

5. Usually, a parent – teacher conference occurs:

a) once a week.
b) once a month.
c) once every three months.
d) once a year.

6. Usually, a _____ is sent from the school, to let you know when the conference is scheduled.

a) test
b) letter
c) report card
d) paper

7. If you want to reschedule your appointment, you can call :

a) the police.
b) an ambulance.
c) a friend.
d) the school.

8. How is she doing in math?

a) She is doing well in English.
b) She is doing great in math.
c) He is getting a "C" in social studies.
d) He is doing very poorly in reading.

9. approximately is a/an _____.

a) noun
b) verb
c) pronoun
d) adverb

10. Why is it important to go to a parent - teacher conference?

a) It is nice to see the classroom.
c) I like to meet the teacher.
b) Hopefully, it helps my child do better at school.
d) I don't know.

Bonus question: What helps you learn the most in this class? (Please write a complete sentence) (2 Pts)

_____

_____

Have a great day! ☺

Test on Occupations
English Class at Big Bend Community College
Level III & IV – Intermediate & Advanced

Name_____

Date_____

I. Oral Dictation. Please write the words you hear. (1 pt. each)

1.   11.

2.   12.

3.   13.

4.   14.

5.   15.

6.   16.

7.   17.

8.   18.

9.   19.

10.   20.

II. Please write the correct vocabulary word that corresponds with the definition. (1 pt. each)

1. _____: a specialist in electrical wiring.

2. _____: a person who makes and sells eyeglasses.

3. _____: someone who studies at school, college or university

4. _____: a person who runs a drugstore and fills out prescriptions.

5. _____: a person who cuts hair and shaves men's beards.

6. _____: a person working 40 hours a week or more.

7. _____: one in charge of managing an enterprise or business.

8. _____: a person who controls an airplane.

9. _____: a person who fixes, mends and makes things right.

10. _____: a person who designs buildings.

III. Use all the words in the box to make a complete sentence. Do not add any words. Only use the words that are given. (2 pts. each)

1.
the	at	works	school
day	a	during	teacher

_____

2.
be	in	to	wants .
			hector
the	electrician	an	future,

_____

3.
| computer | to | programmer | a |
| wants | | be | natalia . |

_____

4.
| Works | every | very | hard |
| gallardo | . | day | alejandro |

_____

5.
| Is | great | doing | at |
| hernan | school | ! | |

_____

6.
| for | alla | like | her | tests |
| English | ? | study | to | does |

_____

7.
| wants | tony | to . | electrician |
| study | an | be to | excellent |

_____

There is more on the next page! ☹

IV. Circle "Yes" or "No" for each statement. (1 pt. each)

1. A dentist is a person who looks after animals.   Yes or No

2. A babysitter is a person who looks after children, when the   Yes or No
   parents are away.

3. seasonal worker = a person who works all year round.   Yes or No

4. interior decorator = interior designer   Yes or No

5. A locksmith is a person who makes houses.   Yes or No

6. carpenter = joiner   Yes or No

7. electrician = a specialist in electrical wiring   Yes or No

8. pilot = a person who controls a train   Yes or No

9. manager = supervisor   Yes or No

10. An irrigation worker sometimes works on an orchard.   Yes or No

11. hairdresser = stylist   Yes or No

X. Multiple choice questions. Please circle the best answer.

1. Someone who plans, and builds dams,   a) repairperson
   roads, railroads, and bridges.   b) electrician
                                           c) architect
                                           d) engineer

2. A picker is a person who works in a/an: a) field
                                           b) fruit shop
                                           c) factory
                                           d) orchard

3. An architect is a person who: a) puts out fires
                                           b) runs a business
                                           c) designs buildings
                                           d) works in Hawaii

4. A carpenter/joiner is a person who: a) builds roads
                                           b) builds wooden houses
                                           c) builds machinery
                                           d) builds orchards

5. Someone who studies at school is a:

    a) specialist
    b) student
    c) teacher
    d) baby

6. A person who cuts men's hair and shaves men's beards is a:

    a) hair stylist
    b) barber
    c) repairman
    d) beautician

7. A person who runs a drugstore and fills out prescriptions is a:

    a) dentist
    b) nurse
    c) pharmacist
    d) teacher

8. One in charge of managing an enterprise or business is a:

    a) supervisor/manager
    b) shop assistant
    c) cashier
    d) scientist

9. A _____ is a person who looks after sick patients.

    a) teacher
    b) nurse
    c) locksmith
    d) babysitter

10. A person who changes from one language to another, while retaining the original meaning is a:

    a) teacher
    b) student
    c) professor
    d) translator

Bonus question: What helps you learn the most in this class? (Please write a complete sentence) (2 Pts)

_____

_____

Have a great day! ☺

Test on Job Interview Skills
English Class at Big Bend Community College
Level 2 – High Beginners

Name _____

Date _____

I. Oral Dictation. Please write the words you hear. (1 pt. each)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

II. Please circle and label the pronoun, the verb, and the noun in each sentence. (3pts. each sentence)

1. I am building a house.

2. You are having an interview.

3. She knows her work.

4. He has a lot of experience.

5. It gives benifits.

6. We love school! ☺

7. Maria has insurance.

8. They need a carpenter.

9. Lidiya and Antonina drive to Sun Lakes.

10. Nadia is looking for a job.

pron. = pronoun
v. = verb
n. = noun

III. Use all the words in the box to make a complete sentence. Do not add any words. Only use the words that are given. (2 pts. each)

1.

looking		Nadia is
for	job	a	.

2.

may	application	i
have	please		an

3.

English		do
	?	
you		speak

4.

does	job	how
		?
much	this	pay

5.

is		what
experience		your
	hair	

6.

skills	?		have
you	any		do

7.

this	full-	a	time
	or	?	is
time	part-	a	job

More on the next page! ☹

IV. Circle "Yes" or "No" for each statement. (1 pt. each)

1. unemployment = work   Yes or No

2. application = license   Yes or No

3. application = form to fill out   Yes or No

4. full-time job = 29 hours a week   Yes or No

5. wages = pay = salary   Yes or No

6. experience = time working in a job   Yes or No

7. How much education do you have? = number of years at school Yes or No

8. skill = special training   Yes or No

9. job application = job interview   Yes or No

10. Everyone has skills to offer.   Yes or No

X. Multiple choice questions. Please circle the best answer.

1. What do you say when you are looking for a job?
   a) "What can you do?"
   b) "What experience do you have?"
   c) "I'm looking for a job."
   d) "I have a lot of experience."

2. What do you say when you want an application for a job?
   a) "I am looking for a job."
   b) "Please can I have an application?"
   c) "Is this a part-time or a full-time job?"
   d) "I need a form to fill out."

3. What do you say when someone asks, "What was your work in your native country."
   a) "I was a _____ in my native country."
   b) "I never worked."
   c) "I'm a mechanic in America."
   d) "I worked for ____ years."

4. What do you say when someone asks, "How long did you work at that job?"
   a) "I am ____ years old."
   b) "I worked for ____ in that job."
   c) "I liked my job."
   d) "I worked for a long time."

5. What do you say when you want to know about pay increase?
   a) "It pays $7.75 an hour."
   b) "Do you get paid every week?"
   c) "I need more money."
   e) "What about pay increases?"

6. What are some qualities of a good worker?
   a) punctual
   b) attentive

c) patient
d) friendly
e) all of the above

7. Do you like working alone or with someone?

_____

8. What can you do?

_____

9. What qualities do you have?

_____

10. If you could do any job here in America, what job would you like to do the most?

_____

Write out a simple interview, either formal or informal: (10 pts.)

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____
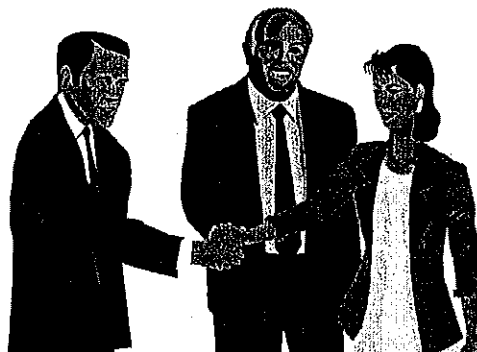
APPENDIX C

EXAMPLES OF WEEKLY TOPICS AND

SCHEDULED EVENTS

What follows are some examples of how the Computer Day and HyperVision practice were incorporated with the rest of the activities throughout the quarter.

The students themselves selected weekly topics and scheduled activities during the first few days of orientation. Then the topics were systematically arranged into a grid for easy reference for the ESL High Beginners. This framework became a guide to the student directed thematic units. The framework was open to change and was flexible with how the students were doing, but on the whole it gave the students a clear navigation of where the class was to travel together.
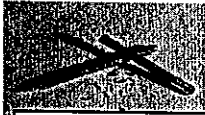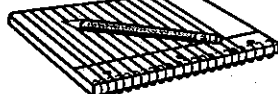
ESL - Intermediate, Fall Quarter 1998
WEEKLY TOPICS AND SCHEDULED ACTIVITIES
Instructor: Mrs. L. Lucas, Monday – Friday, 9:30 am – 12:00 noon

MONDAY 9/21	TUESDAY 9/22	WEDNESDAY 9/23	THURSDAY 9/24	FRIDAY 9/25
Registration Orientation 3600	Orientation Theater Games	Discuss topics Name Game	Choose topics Get to know each other	Dialogue Journals
9/28 **Personal Information**	9/29 Reading Groups	9/30 Dialogue Journals	10/01 Reading Groups	10/02 Vocabulary Quiz Feedback
10/05 **Numbers and Time**	10/06 READ THE BOOK	10/07 Computer Day 1500 Dialogue Journals	10/08	10/09 Vocabulary Quiz "My Project"
10/12 **Days, Months, Dates Calendar**	10/13 Reading Groups	10/14 Computer Day 1500 Dialogue Journals	10/15 Reading Groups	10/16 Vocabulary Quiz Feedback
10/19 **Family**	10/20 Reading Groups	10/21 Computer Day 1500 Dialogue Journals	10/22 Reading Groups	10/23 Vocabulary Quiz "My Project"
10/26 **Occupations**	10/27 Reading Groups	10/28 Computer Day 1500 Dialogue Journals	10/29 Hit The Books!	10/30 Midterm exam Feedback session
11/02 **Places of Work**	11/03 Reading Groups	11/04 Computer Day Dialogue Journals	11/05 Reading Groups	11/06 Vocabulary Quiz "My Project"
11/09 **Directions and Prepositions**	11/10 Reading Groups	11/11 No School Veteran's Day	11/12 Reading Groups	11/13 Vocabulary Quiz Feedback session
11/16 **Car, Driving and Transportation**	11/17 Reading Groups Small Group Project Presentations	11/18 Dialogue Journals	11/19 Reading Groups	11/20 Vocabulary Quiz Small Group Project Presentations
11/23 **Food and Money**	11/24 Reading Groups Thanksgiving Feast	11/25 No School Thanksgiving Holiday	11/26 Enjoy your holiday!	11/27 No School
11/30 **Food and Money**	12/01	12/02 Dialogue Journals Computer Day 1500	12/03 Reading Groups	12/04 Vocabulary Quiz Feedback Session
12/07 Class Project Presentations	12/08 Project Presentations	12/09 Project Presentations	12/10 Project Presentations	12/11 Final exam **End of Quarter Potluck**

ESL – High Beginners, Winter Quarter 1999
WEEKLY TOPICS AND SCHEDULED ACTIVITIES
9:30 am – 12:00, M –F, Instructor: Mrs. L. Lucas

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Registration 01/04/99 Orientation	Orientation 01/05 Theater Games	Discuss topics 01/06 Name Game	Choose topics 01/07 Get to know each other	01/08 Computer Day 1500
01/11 **Quiz on computer vocabulary**	01/12 **How to fill out forms…**	01/13 Medical forms Dialogue Journals	01/14 Rental applications Reading Groups	01/15 **Filling out forms Test** Computer Day 1500
01/18 Martin Luther King Jr. Holiday No School ☺	01/19 **Telephone Conversation** Reading Groups	01/20 Dialogue Journals	01/21	01/22
01/25 **Telephone Conversation Test**	Interview Skills 01/26 READ THE BOOK	01/27 Dialogue Journals	01/28 Hit The Books!	01/29 Computer Day 1500
02/01 **Interview Skills Test**	02/02 How to speak to my boss Reading Groups	02/03	02/04 Reading Groups	Computer Day 1500 02/05
02/08 **Speaking to my boss Test**	02/09 **Doctor's Office**	02/10 Dialogue Journals	02/11	02/12 Valentine's Day Party!!
02/15 Doctor's Office Test **Midterm exam**	02/16 **Dentist's Office** Reading Groups	02/17 Dialogue Journals	02/18 Reading Groups	02/19 Computer Day 1500 E-mail buddies
02/22 **Dentist's Office Test**	02/23 **Emergencies** Reading Groups	02/24 Dialogue Journals	02/25 Reading Groups	02/26 Computer Day 1500 E-mail buddies
03/01 **Test on Emergencies**	03/02 **Parent-Teacher Conference** Reading Groups	03/03 Dialogue Journals	03/04 Reading Groups	03/05 Computer Day 1500 E-mail buddies
03/08 **Test on Parent-Teacher Conference**	03/09 **Clothing Store** Reading Groups	03/10 Dialogue Journals	03/11 **Cultural Heritage Fair** Auditorium 1400	03/12 Computer Day 1500 E-mail buddies
03/15 **Clothing Store Test** Play Rehearsal	03/16 **Play Rehearsal** Review for final exam		03/18 **Final exam** **Play Rehearsal**	03/19/99 **Play Presentation End of Quarter** Potluck ☺

ESL – High Beginners, Spring Quarter 1999
WEEKLY TOPICS AND SCHEDULED ACTIVITIES
Monday – Friday, 9:30 am – 12:00 noon, Instructor: Mrs. L. Lucas

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Registration 03/29/99 Orientation	Discuss topics 03/30 **Personal Information**	Choose topics 03/31 White boards	04/01 Pictionary	HyperVision 04/02 Computer Day 1500
04/05 **ESL Family Week Field Day!!**	04/06 **USA Sports Day Baseball & Volleyball**	04/07 **ESL Sports Day Soccer & Basketball**	04/08 **Petting Zoo ~ 4H** Arts & Crafts Day	04/09 'Rumpelstiltskin' Barbeque Potluck!
Review for test 04/12 **PERSONAL INFORMATION** **TEST**	New Topic: 04/13 **Directions and Prepositions** 'Conchita & Pham' Chapter 2, Level 1B	04/14 Create dialogues Present to class Body sentence ordering White boards	'Conchita & Pham'04/15 Chapter 3, Level 1B	HyperVision 04/16
Review for test 04/19 **Directions and Prepositions Test**	New Topic: 04/20 **Family** Vocabulary 'Conchita & Pham' Chapter 4, Level 1B	Pronouns 04/21 Verb: to be Verb: to have **Questions and answers**	04/22	HyperVision 04/23 Computer Day, 1500
Review for test 04/26 **Test on Family**	New Topic: 04/27 **Places of Work**	Regular Verbs 04/28	'Conchita & Pham'04/29 Reading Groups	04/30 Computer Day 1500 HyperVision
Review for test 05/03 **Test on Places of Work**	New Topic: 05/04 **Telephone Conversations**	Cinco de Mayo 05/05 Dialogue Journals	'Conchita &Pham' 05/06	05/07 HyperVision **Mother's Day Handout**
Review for test 05/10 **Test on Telephone Conversations**	New Topic: 05/11 **Interview Skills** Reading Groups	05/12 Sentence ordering Common nouns Proper nouns	'Conchita & Pham'05/13 Reading Groups	HyperVision 05/14 Computer Day, 1500 E-mail buddies
Review for test 05/17 **Test on Interview Skills**	New topic: 05/18 **Doctor's/Dentist's Office**	05/19 Dialogue partners Adjectives	'Conchita & Pham'05/20 Reading Circles	HyperVision 05/21 Computer Day, 1500 E-mail buddies
Review for test 05/24 **Test on Doctor's & Dentist's Offices**	New topic: 05/25 **Food and Money** Adverbs	*American food* 05/26 Chocolate Chip cookies & Banana Bread	'Conchita & Pham'05/27 Reading Circles	HyperVision 05/28 Computer Day 1500 E-mail buddies **Memorial Day Handout**
05/31 Memorial Day Holiday **No class!!** ☺	*Baking bread* 06/01 *Mexican food* Adverbs	*Persian food* 06/02 Dialogue partners	*Ukrainian food* 06/03 'Conchita & Pham'	HyperVision 06/04 Computer Day, 1500 E-mail buddies
Review for test 06/07 **Test on Food and Money** Play Rehearsal	**Play Rehearsal** 06/08 'Little Red Riding Hood' Review for final exam		**Play Rehearsal** 06/10 **Final exam**	06/11/99 **Play Presentation End of Quarter** Potluck ☺

APPENDIX D

EVALUATION FORM

This form is used to ascertain the value of HyperVision to the student's learning in the computer lab. It has been constructed very simply for the use of students with limited English. It touches on intrapersonal skills, as well as the interpersonal skills gained from using this software in learning English through this technical medium.

Student Evaluation of HyperVision

Name of Test:_____   **Student's Name:**_____
                                          Date:_____

1. I liked the HyperVision pre-test.

No, not at all	Some	Yes, a little	Yes	Yes, a lot
1	2	3	4	5

2. The HyperVision program helps me learn English better.

No, not at all	Some	Yes, a little	Yes	Yes, a lot
1	2	3	4	5

3. The HyperVision program supports what we have studied in the class.

No, not at all	Some	Yes, a little	Yes	Yes, a lot
1	2	3	4	5

4. I found the HyperVision program easy to use.

No, not at all	Some	Yes, a little	Yes	Yes, a lot
1	2	3	4	5

5. I enjoyed working with my team members.

No, not at all	Some	Yes, a little	Yes	Yes, a lot
1	2	3	4	5

6. The HyperVision program helped me become less afraid of computers.

No, not at all	Some	Yes, a little	Yes	Yes, a lot
1	2	3	4	5

7. I'm looking forward to using the HyperVision program again.

No, not at all	Some	Yes, a little	Yes	Yes, a lot
1	2	3	4	5

TOTAL SCORE:_____/35 points possible

APPENDIX E

HYPER QUEST TUTORIAL

All this information is on a disc that guides a person step-by-step through the HyperVision software. Please also find enclosed a more up-to-date version of the tutorial in a book version called, *The Hyperformance Instructional Model* written by Darrel L. Ward, Ph.D.

March 10, 2000
Darren Ward
einstruction
308 N. Carroll
Denton, TX 76201

Dear Mr. Ward:

I would like permission to duplicate the following materials for instructional use in a non-profit educational institution. This material will not be sold or used for any other purpose than instructional presentation.

Biographical citation: Ward, Darrell L. (2000) The Hyperformance Instructional Model HyperQuest Tutorial.

Material to be duplicated: one book and one tutorial as stated above.

Reason: To illustrate the usefulness and effectiveness of computer assisted language learning integrated in the traditional classroom.

Distribution: It will be included as part of an individual professional project and distributed to participants of this project.

Thank you for your consideration of this request. If you have any further questions please contact me at (509) 765-1839, or email me at 15lucas@yahoo.com.

A self-addressed stamped envelope is enclosed for your convenience.

Sincerely,

Lisa Lucas

Lisa Lucas

PRODUCER REPLY:

Permission is hereby ✓ granted ___ denied.

Conditions, if any: _____

Firm: _elNstruction Corp_

By: _____ (Darren Ward)_

Date: _3-17-2000_

The *Hyper*formance Instructional Model

Integrating Instruction, Interactivity, and Technology into the 21st Century Classroom

Darrell L. Ward, PhD.
President and CEO, *Hyper*Graphics Corporation

Table of Contents

Chapter 1: Interactivity in the Classroom

1.1 Introduction

Our educational system, both public and private, has remained relatively unchanged over this century. Now, as we approach the 21st century, revolutionary changes in technology are rapidly occurring, changes that have the potential to alter substantially the very structure of our educational system.

This book assesses those changes particularly in relation to the classroom portion of our educational endeavors. The traditional classroom is only one part of the learning process, but I believe it is the most important part and that it will become the centerpiece of our instructional process in the next century. There is no good rationale for subjugating this centerpiece to a computer lab, the internet, or any other supplanting technology. The instructor-led classroom is, and I believe always will be, the most important tool of the instructional process. Certainly, no computer technology can ever provide the insight, encouragement, motivation, experience, understanding, love, and care of the dedicated classroom instructor.

Technological advances that are taking place such as the computer lab and internet have a definite place in our educational framework. But I do not address those complementary areas in this book. Instead, my focus is on the application of technology to the traditional classroom which has received very little formal attention, to date. The model presented in this book, the *Hyper*formance model, is therefore, designed for the traditional classroom.

1.2 Traditional Models

For the purposes of our book, I will assume that the average model for the traditional classroom is represented by:

- **1 instructor**
- **20 to 30 students**
- **a set of instructional tools**
- **50- minute educational sessions**

The traditional classroom has been long defined by two major instructional tools:

- **chalkboard**
- **overhead projector**

with supporting tools such as:

- **films**
- **35 mm slides**
- **educational television**

These tools have served our educators for many years and will continue to provide exceptional instructional support for our dedicated instructional staffs. The major emphasis of these tools is to enhance the communication process of the instructor. With limited exceptions, the tools do not promote any major two way communication, so these tools are relegated to one-way communication situations.

1.3 Rationale for Interactivity

Much research has been conducted regarding the merits of interactivity. In this context, interactivity is defined as any sort of formal two-way communication. The communication must be between the instructor and one or more students.

Traditionally, this has been accomplished by a variety of methods. The instructor may choose to issue a question or request for information from a student. For example:

Instructor: "Mary, would you explain how "carry" works when adding two numbers in base 10?"
Mary: "Uh, I think any time you have two digits that add up to 10 or higher, you know, more that 10, then you carry 1 to the next column."

The above illustrates an example of requesting information from one or more students. You may obtain great results for that student, because the student must construct an answer, however the feedback process may have little impact on the remainder of the class. They may not be able to understand the student due to the location of the student, the student's articulation of the response, the lack of confidence in the response, or other factors.

The instructor may broadcast a rhetorical question for the entire class with no expectation of substantive responses. For example:

Does everyone understand that concept?

These examples may have positive and negative possibilities. The following lists some of the advantages and disadvantages of classroom interactivity:

Advantages:

- **The construction of strategic questions for use within the class strengthens the total instructional strategy of the instructor.**
- **The partition of the instructional activities into both one- and two-way instructional sequences produces positive and continuous breaks from the traditional and overriding one-way instruction process.**
- **The notion that every student may be required to respond places importance on learning and preparation for the classroom encounter and improves the attentiveness of the student. This has been verified from research activities at IBM in the late 1980s.**
- **The student feedback provided is of value to the instructor, from a teaching strategy perspective. "On-the-spot" correction or expansion of the information base of one or more students will occur due to the real-time feedback capability. Though the correction or expansion may, in some instances, apply only to one student, it generally is applicable to more than one person within the class, thus proving more generally beneficial.**
- **The interaction process between a student and instructor may provide encouragement and motivation to that student and/or other students as a by-product of the interaction.**
- **The interaction process provides correct information to the class extending the information base of the students.**

Disadvantages:

- **The interaction process may take up too much time since the student portion of the interaction is not directly controllable.**

- **The direct interaction with a student may produce negative ramifications with respect to one or more students, adversely affecting their attitude toward that class.**
- **The student's part of the interaction may introduce confusing and unnecessary information into the process.**
- **The process has the possibility of interrupting the flow of information from the instructor to the student impeding the "time on task" objectives of the classroom.**

As you can see, there are obvious advantages and disadvantages of classroom interactivity. The objective of any instructor is to maximize the learning within the classroom environment. The successful instructor utilizes a variety of tools to achieve

this objective. The hypothesis of the book is that the learning process is greatly enhanced by maximizing the advantages of interaction while minimizing the disadvantages of the interactive process.

An additional hypothesis of the book is that technological tools for the interactive classroom have been overlooked in the rush to embrace technology. These simple tools, while not as glamorous or perhaps as profitable as multimedia CD-ROMs in a large computer laboratory or the online internet, provide the opportunity for far greater learning returns to our educational programs.

Chapter 2: Technology Support for the Classroom

2.1 Multimedia Classrooms

Over the past fifteen years, technology has grown at a frenzied pace leading to the recent integration of several technologies into the multimedia classroom. This classroom terminology, called multimedia, is being incorporated into many educational environments and is generally characterized by the following components:

- **an instructor station supported by a personal computer**
- **computer output projected to large group of students via projection technology**
- **audio output**
- **video output**
- **superior lighting considerations**
- **software supporting slideshow type applications**
- **access to a variety of software applications**

These types of classrooms are used many times by the Computer Information Systems department for displaying how various software applications operate. However, as the general state of technology moves forward rapidly, many postsecondary institutions are devoting resources to the creation and maintenance of multimedia classrooms for general purpose use.

At the secondary level, this is also becoming more and more of a factor in classroom planning. Several school districts have made the commitment to one PC per classroom along with projection support in the classroom. Though many of these classrooms would not qualify as multimedia classrooms, they do integrate some levels of technology to support the instructional process.

The proliferation of the multimedia classroom has occurred for many reasons. First, the cost to the institution of multimedia technology has reached a level that supports the deployment of such classrooms throughout the educational environment. Secondly, instructors are becoming more adept at utilizing such technology in a positive manner. Finally, learners can learn in a variety of manners, and the multimedia classroom, appropriately used, can accommodate the various learning styles.

2.1.1 Personal Computers

Personal computers (PCs) now penetrate all aspects of our society. They are the dominate processing systems for businesses of all types. PCs are utilized daily in the

home for education, entertainment, and personal use. Educationally, they are dispersed throughout our public and private educational systems.

From a technology standpoint PCs have progressed to the point where the current models can easily support:

- **audio**
- **video**
- **256 colors and more**
- **large volumes of data stored locally on hard disks or CD-ROMs**
- **networked systems of PCs with a central server**
- **various input and output devices**

Additionally, PCs now come in notebook models than can support the mobile uses of the tool in the home, at the office, in the classroom, on the plane, and so on.

notebook computer

With the proliferation of CD-ROM technology and removable hard disk technology, the ability to store massive amounts of video, audio, and graphics with quick access for utilization is now common practice.

CD-ROM reader

Thus, the capability of the PC is at the point where it can serve as the host system for the classroom instruction process and support the following instructional functions:

- **delivery of multimedia curriculum in the classroom**
- **development of curriculum materials by instructors in their home or office**
- **evaluation of student performance by instructors in their home or office**

2.1.2 Projection Technology

With the advances taking place in the PC display resolution and color, we have seen slower but constant advances taking place in the projection technology arena. The first low cost, portable projection systems began appearing in 1985. Sayett and Infocus were the first to introduce the monochrome Liquid Crystal Display (LCD) panels to the marketplace. They were very difficult to use, monochrome only, not very bright and tended to become extremely hot in a fairly short period of time.

Today, this LCD technology has become very sophisticated with many manufacturers entering this market. The resulting products now are quite good and range from color LCD panels that can be used with existing overhead projectors to lightweight self-contained projections systems. Almost all current systems support audio connection for sound as well as video for VCR and TV projection.
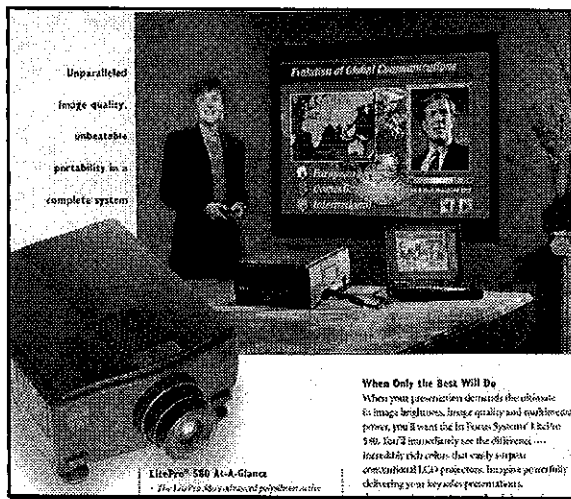
self-contained projection system

Most self-contained projection systems can now be ceiling-mounted or used as a rear screen projector. The lumens measurement for brightness now reach 1000 for reasonably priced units (under $10,000). The original panels were in the 150 lumens range. The brightness issue is important because it is very difficult to teach and learn in a poorly lighted room. Projection systems with 350 lumens are required to provide adequate brightness in a fully lighted room without any lighting control.

Many classrooms employ TVs connected to PCs or large PC monitors to support the instruction process. These TVs and monitors many times are daisy chained to provide visual access from a variety of locations within the classroom.

As we move forward, (of course, no technology retrogresses) projection systems will become considerably smaller, lighter, brighter, and less expensive.

2.1.3 Instructor Control

As technology has begun to penetrate the classroom, the need for flexible and easy-to-use remote controls to support the instructor has increased. The early remote controls were very similar to the current TV remote controls. They required pointing the remote at a receiver unit in order to control the software. The buttons were used for navigating through displays, and the software had to be customized to understand the various codes transmitted by the remote control device. The original remote control devices were unable to manipulate the cursor remotely.

State-of-the-art remote controls now provide for radio frequency (RF) transmission. This technology does not require the pointing of the device at a receiver and most of these types of devices support a trackball-like mouse for manipulating the on-screen cursor.

Typically, these devices will support remote and cordless operation from a range of 30-40 feet. This sort of flexibility affords the instructor the freedom to move throughout the classroom, yet still control the delivery of instruction to the front of the room. From an instructor to student perspective, this permits the instructor to move directly to one or more students for an interaction, but retain a control of the instruction throughout the entire process.

The Logitech Trackman Live remote mouse shown below is an example of a device that smoothly and easily supports the instructional process from any position within a normal classroom.

Logitech remote mouse

Recently, "touch board" technology has provided some exciting instructional opportunities. These boards act like a chalk board, but supports functions like a touch screen device. This permits the instructor to alternate between leveraging technology via the touch screen and using the board like a chalk board.

2.2 Software for Presentations

A variety of approaches exist for the support of classroom instruction from a software viewpoint. The approaches can be broadly categorized into the following categories:

- **slideshow software**
- **authoring software**

Both approaches will be developed in the next two sections. As you will see, they differ mainly in terms of simplicity and functionality. The simple development is accomplished via the slideshow software and lacks the functionality of the more intricate authoring software.

2.2.1 Slideshow Software

Slideshow software is characterized by a simple display-by-display or screen-by-screen approach to the development of instructional materials. Early slideshow systems merely supported the development of text screens with a variety of fonts, colors, and backgrounds. The instructor used templates to build simple transparency-like slides to support the development of materials to support the instructor within the classroom.

As the sophistication of the PC hardware and the creativity of software developers increased, these systems have evolved to very elegant software system filled with features including but not limited to:

- **3-D graphics**
- **animation sequences**
- **a variety of fade options for bringing in text and displays**
- **video**
- **audio**

The development tools for constructing and maintaining these instructional materials have evolved to support nicely those users who are not especially computer-astute. Generally, slideshow software easily supports the editing of any screen, insertion and deletion of screens, and the movement of screens from one position in the sequence to another.

An analogy for using slideshow software within the classroom is the transparency projector or the 35 mm slide system. At delivery time the process for using the materials typically consist of simple clicking to move forward with some easy-to-use methods for moving in a reverse direction. Examples of such systems include:

- **Astound**
- **Persuasion**
- **Powerpoint**

2.2.2 Authoring Software

Authoring software is more sophisticated from a feature perspective than slideshow software, but authoring software tends to be more challenging to use on a regular basis. This type of software may use analogy of a book with parts, chapters, topics, and pages. Another analogy may be that of a play consisting of a variety of objects that may be manipulated. Whereas a slideshow tends to be very linear in fashion, authoring systems are based on rich branching mechanisms supporting many decision points.

Most authoring systems support many of the following features:

- **animation**
- **audio**
- **video**
- **branching based on a variety of conditions**
- **graphics**
- **screen hot spots or *Hyper*links to other topics**

One typical application of authoring systems, though not applicable to the classroom environment, is the acceptance of input from a user. The user input may be evaluated, saved, and acted upon by the system. This sort of application is focused on computer-based-training (CBT) which is generally achieved by a single student operating on a single computer.

Examples of authoring systems include:

- **Authorware**
- **Icon Author**
- ***Hyper*Studio**
- **Quest**
- **TenCore**
- **Toolbook**
- **tbt Author**

The cost of authoring systems is usually much higher than the cost of the less capable slideshow systems.

2.2.3 Practical Considerations of Software Development

Even though both the technology and the software supporting that technology has advanced very rapidly over the past ten years, the actual development and maintenance of substantial software systems supporting curriculum areas has not progressed at the same rate. Why hasn't that occurred as rapidly? There are several practical answers to this question.

1. Instructors, who are the knowledge base for curriculum materials, typically have little time to create and maintain substantial instructional materials.
2. Instructors are not necessarily trained to develop instructional materials with computer software systems.
3. The investment in time to learn the software tools, time to develop the curriculum materials with the software tools, time to test the instruction, time to refine the

instruction, and time to maintain the instruction is, in most cases, a questionable expenditure of resources.

4. The return on the investment by for-profit institutions has in many cases been disappointing.

5. Changing technologies many times obsolete instructional systems quite quickly.

There are several examples of instructional systems that were developed by exceptionally talented instructional developers, yet the instructional systems have struggled to survive from both a financial and instruction standpoint. Though the examples cited below are not the focus of this book, they are closely related and should serve as experience points with respect to any future investment in learning systems.

An early learning system, developed for single user CBT, was the PLATO system. Plato evolved from the University environment to a commercial endeavor by Control Data Corporation. The commercial venture has been a failure to this point. The materials have been developed and redeveloped, at considerable cost, over the past fifteen years with the ongoing success of the instruction still questionable.

Other systems by Wicat, Jostens Learning Systems, CCC, IBM, and so on have been launched with much promise, yet there has been no widespread movement to any particular instructional system supporting computer-based-instruction.

This is not to imply that there have been no successes. Certainly we have seen some outstanding commercial successes in some fairly restricted areas. The Math Blaster instructional software from Davidson in the mid-to-late 1980's has been a very successful computer-assisted-instruction (CAI) or CBT system.

Again, all of the above are related to classroom instruction, but none of the above software systems was developed to directly support the classroom instruction process. That process has been mainly overlooked by the educational community because this community, both profit and non-profit, has focused almost entirely on the development of tools and curriculum supporting a single student learning at a single computer station.

2.3 Interactive Technology

Traditional instructional models have endorsed a classroom instructional process which includes a Socratic questioning approach. Such an approach produces sequences of instruction with objective, subjective, and critical thinking activities scattered throughout. The activity produced by this approach represents interactivity in the classroom instructional process.

Technology, supporting this classroom interactivity, has been slow to evolve. There are several reasons for the slowness of this technology:

1. The other previously developed base technologies, PC, projection, and instructor control had to precede this technology.
2. At the low end, the technology requires wireless student units capable of providing responses to instructional questions, and this has not been an easy technology to develop.
3. At the high end, the technology requires keyboard stations or computers stations for each student or group of students, and this has been a costly solution in the absence of specific software support.
4. Instructors have been reluctant in some cases to embrace any type of technology due to the fear of the technology replacing the instructor or, at a minimum, producing part-time instructional status or excessive adjunct instructors.

Even in the face of the above obstacles, there has been recent technology advances to support the classroom instructional process.

Both infrared and RF student response units are now available as low-end interactive technology supporting the instructional process in the classroom. Examples of these are shown below.
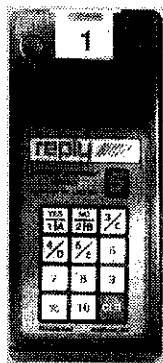
radio frequency student response units and receiver
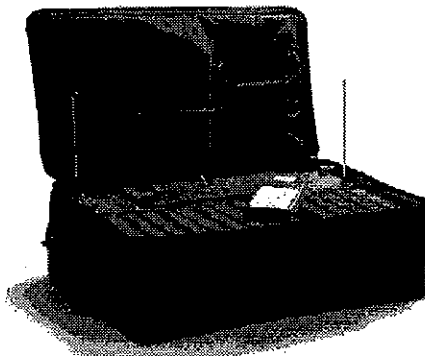
infrared response units and receiver

This technology supports immediate and anonymous response systems for the instructional classroom. Students are required to respond to objective and subjective questions by entering and transmitting their response to the question that has been posed to the class and, via technology, to each individual student.

This technology is connected to the instructional PC in the classroom, delivering individual student responses to the PC for immediate processing. A receiver unit, much like the receiver unit for the instructor remote control, is positioned to receive each student or group response and to pass that to the instructional software for processing.

At the high-end, there are computer systems that are connected, via technology, and can provide information to the instructor station as well as be controlled by the instructional computer at the center of the technology.

Such systems are typically used for delivering education and training on specific software applications. In this environment, the following is normally available to the instructor:

1. The ability to lock each student out of his/her respective computer and require all students to view the operations being accomplished by the instructor.
2. The ability to look at the display of any specific student while that student is using the application software.
3. The ability to project a specific student activity to the displays of the remaining students.

The advantage of this system is very apparent for teaching about the use of a specific software application. The advantage of such a system is not as apparent for instruction in general.

Classification of Technology in Classrooms

The following is a categorization of classrooms by the technology available in that classroom. Technology will be defined in this case as a PC and any device directly connected to the PC. The device may be connected without cords or wires. Such devices are designated as wireless devices.

Technology Classification of Classrooms

Technology Level	Technology in the Classroom
Level 0	None
Level 1	PC and mouse
Level 2	PC, wireless instructor control, and projection technology
Level 3	PC, wireless instructor control, projection technology, and student response units (many students to 1 response unit)
Level 4	PC, wireless instructor control, projection technology, and student response units (1 student to 1 response unit)

Notice that the classification is restricted to a single PC. The single PC is the instructor's PC as this classification does not include multiple PCs, either networked or standalone, as part of the classification. The situation with multiple PCs in a classroom is not considered as a classroom by this author, but a computer lab.

The *Hyper*formance model will provide instructional tools for all levels of classrooms beginning with level 0. Thus, the model is available to use immediately with no requirement that you have technology in your classroom. Obviously, as the classroom grows with respect to technology the tools become richer and, I feel, produce a more robust teaching and learning environment.

Chapter 3: Educational Technology and Interactivity

3.1 Overview of the Model

The advantages and disadvantages of interactivity have been developed earlier. This section will address these advantages and disadvantages and describe the application of interactive technology in this environment. The objective of this model is to support the interactive instructional process by maximizing the advantages while minimizing the disadvantages of interactivity.

This general model is designed to engage students in the classroom. I will use the term "engage" and "engagement" throughout the remainder of this book. The various synonyms of engage are important to the instructional process:

- **keep busy**
- **occupy**
- **interest**
- **become involved**
- **put in gear**

These terms are representative of instructional objectives necessary to maintain an on-task environment and improve the learning within that environment.

General Engagement Guidelines

1. **The engagement should be continuous.**

It does little good to initiate and close the class with interactive sequences with no interactivity for the majority of the class time. The interactivity should be uniformly distributed throughout the instructional period. The student should never feel "safe" from being engaged by the instructor.

2. **The engagement should be varied.**

The types of questions that are posed to the students should have variety. For example, if all of the questions posed are true/false questions, then the variety component is not valid. This variation should include both objective and subjective questions with some questions not pertaining to the instruction at all. A good question to open a session with on a winter day in the north may be

```
┌─────────────────────────────────────────┐
│         Do you think it will snow today? │
│         ---------------------------      │
│                  Yes or No               │
└─────────────────────────────────────────┘
```

3. __The engagement may be indirect.__

Direct engagement typically requires responses from your class that are observable and, with technology, these engagement results may be captured. Indirect engagement consists of requesting the student to participate during the learning process by actively following the materials in a book or workbook and achieving some tasks during that process. For example, as the students follow the materials being delivered, you may have parallel materials in printed form with key terms missing. The task of the students would be to follow the instructional delivery, filling in the key terms as needed. Perhaps a diagram or graphics is provided without accompanying labels and the students are required to fill in the labels as the material is presented.

4. __The engagement should include as many students as possible.__

It is optimal to engage every student at each question. If that is not possible, then as many students as viable should be engaged at each point.

5. __The engagement, though aggressive, should be anonymous with no possibility for on-the-spot embarrassment.__

The aggressive engagement of the total class or any subset of the class should not have any personal side effects for the individuals in the class. Collection of individual performance by the technology is very positive for both the instructor and the students, however, there should never be any revelation of individual while the class is in session.

6. __The engagement should be always driven by the objectives of the particular classroom session.__

A clear statement of the objectives of each classroom session will serve as the basis for the classroom session and thus be the foundation for the engagement questions supporting that session. As those questions are constructed, the instructional process is well served providing structure and goals for both the instructor and students along with a quantitative measuring device - the engagement process.

7. __Active engagement is no substitute for professional instruction. It is a strong complement to the classroom instruction process but not the principal factor.__

One must keep balance in the process. The model that I will present is based on that premise. It is not appropriate to drive the class with engagement only, that is simply the complementary portion of the instructional process.

With the above guidelines in place and student interactivity available with technology, the following approach can be applied within the both the technology enhanced classroom and the classroom devoid of technology.

Implementing Engagement without Technology

1. Engaging a specific or individual student.

The engagement of a specific student will vary substantially based on the age of your class, your engagement ability, and the make-up of the student who is engaged. Many instructors are brilliant at engaging individual students and enhancing the class learning. This must be learned over time and fit the personalities of the class and the instructor. There are many pitfalls to engaging individual students including the pitfall of alienating one or more of the students.

2. Engaging the class in formal groups.

If you have the logistic ability to divide your class into subgroups, then you have an ability to engage the subgroups formally without producing the embarrassment associated with a specific student responding incorrectly to an engagement. This may produce positive or negative interactions within each subgroup, which may become a positive or negative factor within your class. In these cases, you may choose to frequently reconstitute your subgroups to relieve the formality of the groups and to solve subgroup problems that may arise. Actually, in the real world, people work in teams, so this approach is one that I strongly endorse.

How you engage the class, without technology, is limited to verbal and/or visual engagement. Without technology there are limited short term uses of the feedback other than a general feel for the results of the engagement and almost no long term application.

Implementing Engagement with Response Unit Technology

1. Initiate the engagement

When engagement is appropriate, the instructor may initiate the interaction **by activating the student response units** and requesting input from all students with response units.

2. Terminate the engagement cycle.

After a "reasonable" amount of time, the response unit activity is **terminated**. It never makes sense to wait until all students have responded unless it occurs within a reasonable amount of time. This is not a testing system, it is an engagement and interactivity system.

3. **Observe the results**.

With software support, the **group results** may be immediately **displayed**. This provides group results constructed from the individual responses.

4. **Continue if the results are acceptable.**

If the results are acceptable to the instructor, then instruction can **continue** with the knowledge that an acceptable portion of the class has achieved the required level of understanding.

5. **Provide correction if the results are unacceptable.**

If the class results are not acceptable, instruction correction should be taken to remedy the unacceptable results.

In the above scenario, the data associated with the engagements may be stored and evaluated at a later time. With this sort of capability, you have the ability to assess the value of the instruction and the engagements that verify the validity of the instruction.

3.2 Instructional Benefits of the Model

Most benefits from the above model are fairly apparent. However, before outlining the benefits of the model, I will first address potential negative aspects of using such a model in the classroom.

The most obvious and major concern of this model is that of instructional time. The time that it takes to implement student engagement must be taken from the pure instructional time. This will be fully developed when I delineate the *Hyper*formance Instructional model. However the argument is consistently made that:

"I don't have time to "cover" all of the materials and uniformly distribute engagement activities in the classroom".

The operate word above is "cover". Why cover materials if you don't have an ability to observe the results or verify that the learning objectives were achieved? Of course, the verification of the learning outcomes can be provided at a later time on a comprehensive test. The problem with this is that the damage, from a cumulative learning perspective, may already be done and may be beyond corrective action.

There must be an allocation of time to both instruction and engagement within a class session. The priorities must be established by each instructor, but the allocation of time must be divided between instruction and engagement. Any argument for the elimination of engagement based on coverage of materials must be rejected.

The benefits of this approach fall into two categories:

Instructional benefits to the instructor

1. Adding structure and organization to the curriculum materials by constructing the engagement components of the course.

2. Receiving immediate feedback on the students' level of comprehension and involvement.

This should lead to strategies for improving the instruction, identifying problem areas within the curriculum, and corrective action at the time of the problem.

3. Ongoing data on individual students that should provide a basis for working with each student to maximize his or her potential.

This data will identify individual students who are "slipping behind" and need help exposing the student's deficiencies to others in the class.

4. Tools for motivating the class to maximum classroom performance.

Instructional benefits to the students

1. Engagement activities will improve on-task time leading to more learning in the classroom.

2. Problem areas, not readily apparent without engagement, will be more readily identified for each student.

Chapter 4: The *Hyper*formance Classroom Instruction Model

4.1 The Hyperformance Model

The *Hyper*formance model has been developed over a 20 year period of time by using interactive technology in a teaching/learning environment. The instructional model is intended as a model or guideline and is not intended to constrain any instructional approach. I believe that this model can complement any other instructional model in use within the classroom setting. The basic premise of the model is that there are three instructional phases within the classroom setting.

*Hyper*formance Model Phases

Phase I - Welcome/Review Phase

This phase is typically a short, "get started" phase. It may be devoted entirely preparing the students for achieving the instructional objectives associated with this session. It may be allocated to a review of the previous instructional session. It may be allocated to some fun materials for relaxation purposes. It may consist of a combination of these items.

Phase II - Instruction Phase

The concepts and instructional objectives of the session are communicated and reinforced through the use of student engagement activities.

Phase III - Wrap-Up/Review Phase

This phase, similar to Phase I, is a short, shut-down phase. It may be devoted entirely to a review of the major instructional points of the session. It may be a fun and relaxing phase with limited attention given to the instructional materials. It may be a combination of these items.

An instructor may choose to eliminate one or more phases. For example, an instructor may choose to have an entire session devoted to review of materials, in which case the phase is either an entire Phase I or entire Phase III or a combination of Phases I and III.

Any session entirely devoted to instruction with no review of previous materials or any review of the currently presented materials would consist of just Phase II. This model is designed to accommodate any of the above scenarios.

The model is summarized by the following illustration.

```
Phase I:   Welcome/Review
```

```
Phase II:  Instruction
```

```
Phase III: Wrap-up/Review
```

The following sections will develop the application of technology to each of the above three phases. Again, this application is intended as an example and is not intended to constrain any classroom model. On the other hand, I believe that close adherence to this model will produce immediate and significant instructional benefits.

For the purposes of this book, I will make the following assumptions.

The class length is 50 minutes.
The class size is 24 students.

4.1.1 Welcome/Review Phase

The *Hyper*formance model allocates 3-5 minutes to this phase. The following represents a brief outline of the instructional content within this phase.

1. A short question on a current campus activity or current event
2. Outline review of the previous sessions materials
3. 2-3 questions to confirm the above review and/or initiate the current session

The short question on a different subject should be just that with no extended follow-up allowed. The students may be inclined to take this item and move to block the instructional content that follows by elaborating on the subject of the question. If you are not capable of using this as an ice-breaker for the class and then moving quickly forward, then exclude this from the first phase.

The outline review should be there merely to initiate recognition of where you have been and to set up where you will be going with the instruction. One or two quick questions about the outline is appropriate as a review and stimulation for the current materials.

If the results are unacceptable for the outline review, then a correction may be necessary prior to launching into the second phase. This is data which is available only because of technology support.

Certainly, a question to get the class thinking about the upcoming materials is most pertinent. Moreover, this question may be constructed to reflect learning improvement. This question may be a pretest question on which you wouldn't expect adequate performance by your class. Thus, it establishes a basis for a later question or two that will explicitly demonstrate the learning improvement during the session.
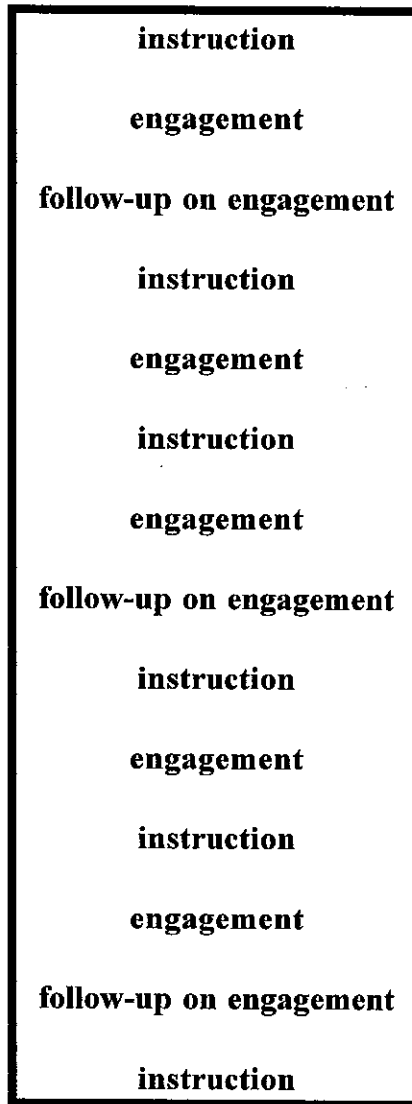
4.1.2 Instruction Phase

Approximately 40 minutes should be allocated to the instruction phase. You may have several objectives to accomplish in this phase, therefore you need to initiate several interactive sessions. During this period of instruction, you need approximately 5-7 interactive sequences. The objectives of these engagements are twofold:

- **break up the instruction so that it is not all one-way communication**
- **engage the class to observe the achievement of your objectives**

Phase II is the longest and most important phase since all new instruction should occur in this phase. It is easy to enter this phase, without an engagement plan, and to "teach" through this phase neglecting to implement any engagement activities.

It is important to plan out this phase with identifiable points at which the engagement is to occur. Then the actual implementation of that plan is key. As this phase is planned, implemented, and refined, there will be a need to evaluate continuously the instructional materials and the engagements provided to support these instructional materials. The following illustration depicts a typical Phase II.

```
instruction

engagement

follow-up on engagement

instruction

engagement

instruction

engagement

follow-up on engagement

instruction

engagement

instruction

engagement

follow-up on engagement

instruction
```

This produces

- **6 instructional sequences**
- **5 engagements**
- **3 engagement follow-ups which are optional**

If the engagements are allocated approximately 30 seconds and the engagement follow-ups are allocated one minute, then this 40 minute period reserves approximately 35 minutes for actual instruction. Thus, if the engagements are spread uniformly over the instructional period, there would be an engagement every 7 minutes.

```
1i. instruction: 6 minutes

1e. engagement:30 seconds

1f. follow-up: 1 minute

2i. instruction: 6 minutes

2e. engagement: 30 seconds

3i. instruction: 6 minutes

3e. engagement: 30 seconds

2f. follow-up: 1 minute

4i. instruction: 6 minutes

4e. engagement: 30 seconds

5i. instruction: 6 minutes

5e. engagement: 30 seconds

3f. follow-up: 1 minute

6i. instruction: 6 minutes
```

instruction (6)	=	36 minutes
engagement (5)	=	2.5 minutes
follow-up (3)	=	3 minutes

approximately 40 minutes of instruction

Discipline, organization, and planning are required to adhere to this sort of plan. Certainly, this is merely an example implementation. The actual plan may vary from session to session. For example, you might have a particular classroom session where you partition the classroom session as follows:

instruction (4) = **39 minutes**

engagement (3)   =   **1.5 minutes**
follow-up (1)   **=**   **1   minute**
approximately 40 minutes of instruction

Keep in mind that both ends of the instruction phase can provide time to the instruction phase for particular sessions. Also, the ability to borrow from Phase III is always an option that the instructor may make during Phase II. These are decisions that instructors make all the time as priorities are used in the instructional planning and execution.

In addition to the interactive technology tools, the normal instructional tools are available for all phases of this model. With such a model as proposed above, a normal reaction is to lose perspective of common sense type activities and to become technology-bound.

There are no boundaries imposed by this model that restrict the use of these normal instructional tools such as the chalk board, transparencies, films, 35 mm slides, and the old-fashioned activity of verbally asking a question directly to one or more students and engaging the student in the old-fashioned way.

4.1.3 Wrap-Up/Review Phase

The *Hyper*formance model allocates 3-5 minutes to this phase. The following represents a brief outline of the instructional content within this phase:

1. Outline review of the sessions materials
2. 2-3 questions to confirm the above review
3. A fun concluding engagement

The outline review should be there merely to initiate recognition of where you have been. Two to three quick questions about the outline is appropriate as a review.

If the results are unacceptable from the outline review, then a correction may be necessary and could be the basis for an immediate outside-of-class assignment. Also, if these results are unacceptable, this may serve as the basis for some Phase I engagement of the next session.

Over a period of time, you should endeavor to coordinate the engagement of phase I with a related or coordinated engagement of Phase III. This will demonstrate to you and your class that measurable learning is occurring and further motivate everyone to stay focused on the instructional objectives of each session.

A concluding question like

- **Are we going to win the volleyball game tonight?**

- **Are you going to the fraternity and sorority sing competitions tonight?**
- **Will you be studying tonight?**
- **Are you going to the new Star Wars movie this week?**
- **Will you use the internet tonight?**

can provide a fun concluding question and serve for discussion with students outside of the classroom environment. Instruction is clearly related to motivation and motivation can come in a variety of settings, including an ability to relate to and communicate with your students outside of the classroom.

4.1.4 Summary

The *Hyper*formance model partitions the instructional session into Welcome, Instruction, and Wrap-up phases. Each phase has well defined goals.

The **Welcome phase** has the goal of setting up the instruction phase.

The **Instruction phase** should produce instruction based on predefined objectives that are verified as you move through the instruction.

The **Wrap-up phase** should quickly summarize and verify the objectives of the instruction phase.

If the *Hyper*formance model is approximated, you should have generated 9 - 14 engagements during the 50-minute period. With this level of interactivity, your students will be on task longer, producing improved learning. Sessions based on this model encourage planning, discipline, and attention to objectives by the instructor which produces a better course from an instructional perspective.

Chapter 5: Implementing the *Hyper*formance Model in a Technology Environment

This chapter will develop a total system for implementing the *Hyper*formance model. It makes the following assumptions:

- **The class length is 50 minutes**
- **The class size is 24 students**
- **The technology in the class consists of**
  - ♦ **instructor PC**
  - ♦ **projection technology**
  - ♦ **8 student response units**
  - ♦ **Word for Windows, Powerpoint, and so on**
  - ♦ ***Hyper*Vision software for supporting the engagements**

All of the above items, except for Word and *Hyper*Vision, have been discussed previously in this book. Both the Word and *Hyper*Vision components are simple, yet important, components of the model.

The Word component of the model is the key tool for your development of the curriculum materials that serve as the basis of your course. If appropriately developed, you can use this as part of your in-class instruction and review-delivery component. If you choose, you can utilize other tools for this portion of your model. Powerpoint is a popular tool for the creation of presentation materials for instruction. Thus, as I develop the technology tools, you have the option of using your favorite tool for implementing the instruction/review portions of this model.

*Hyper*Vision is a software system from *Hyper*Graphics Corporation that has been specifically developed to support this model. It will support the engagement portion of the *Hyper*formance model using student response units.

Notice also that I am assuming only 8 response units. Thus, the response units must be either shared or passed around as the instruction proceeds. Neither of these scenarios will detract from the model. Obviously, the more response units, the higher the engagement percentage.

5.1 Creating the Hyperformance course

The *Hyper*formance course consists of three phases and two components.

The phases have already been described. Each phase contains two components:

- **course materials**
- **engagement materials**

The course logically consists of sessions where each session is split into the three phases. Although all sessions are not identical, most are very similar. For example, some sessions may be devoted entirely to a test and others may be devoted to review. However, most sessions take on the same characteristics. I will map the *Hyper*formance course as follows:

- **Instructional sessions**
- **Review sessions**
- **Testing sessions**

Most courses will have different overall structures with respect to the review and testing sessions, so I will concentrate on the planning, development, and implementation of the instructional sessions.

5.1.1 Creating the *Hyper*formance Course Lesson Plan

The first activity is to create the overall lesson plan. For a normal semester type course, this involves the planning of approximately 45 sessions, each 50 minutes in length. If you are mapping those activities into a textbook, then you need to identify the chapters that will be covered in class and map those chapters into your sessions. This determines the content of each session and, subsequently, the objectives you want to achieve during each session.

You can use Word and create the overall plan for your course. The overall plan will culminate with the allocation of the curriculum materials to each of the sessions. I recommend that you create a folder for each course. The first entry in the folder is the lesson plan document mapping the course into specific classroom instruction sessions, testing sessions, and review sessions.

*Hyper*formance Model Folder for your course
- **Course outline document - Word**

Your experience in developing course outlines along with tools you already use are very appropriate here. Thus, if you have a favorite way of creating this document then use it.

The objective here is to delineate a overall course plan with each classroom instruction session identified.

Consider the following partial course plan for a computer course:

Word document: e.g. **outline.doc** in the computer fundamentals folder

Class Session 1
    Applications of Computers
    Overview of the Computer System
        Processor
        Memory
        I/O Devices
        Storage
    Software
        Operating Systems
        Application Software
    Types of Computers
        PCs
        Minicomputers
        Mainframe Computers
        Supercomputers
Class Session 2
    Data in the computer
    How the computer processes data
        Central Processing Unit (CPU)
    Memory
Class Session 3
    Registers
    RAM factors
    The computer clock
    Computer busses
    Cache memory
    Overview of CPUs in PCs
Class Session 4
    Input devices
    Output devices
    Connecting I/O devices to the computer
        ⋮
        ⋮

5.1.2 Constructing a *Hyper*formance Instruction Session

The construction of a *Hyper*formance session consists of placing the course materials into the appropriate *Hyper*formance phases and constructing your engagement materials.
If you are using Word as a comprehensive tool, then I recommend that you create one Word folder for each *Hyper*formance session. Thus, when you start to develop the first session, create a word document for this session.

Hyperformance Model Folder for your course

- **Course outline document**   **Word document**
- **Session materials for session 1**   **Word document**

Adding to the example started above, there are now two documents in the computer fundamentals folder.

Computer fundamentals folder

- **outline.doc**
- **session1.doc**

The materials in the outline.doc will serve as the basis for the session1.doc. Copy the materials in the outline.doc under Class session 1 to your session document producing the initial session document below.

Session1.doc

```
        Applications of Computers
        Overview of the Computer System
                Processor
                Memory
                I/O Devices
                Storage
        Software
                Operating Systems
                Application Software
        Types of Computers
                PCs
                Minicomputers
                Mainframe Computers
                Supercomputers
```

Enter the three phases into your document.

Session1.doc

Welcome/Review
  Are you excited about computers?
  Hardware Question
  Software Question
Instruction
  Applications of Computers
  Overview of the Computer System
      Processor
      Memory
      I/O Devices
      Storage
  Software
      Operating Systems
      Application Software
  Types of Computers
      PCs
      Minicomputers
      Mainframe Computers
      Supercomputers
Wrap-up/Review
  Hardware Question
  Software Question
  Are you excited about computers?

You may have notes, transparencies, 35 mm slides, etc. to support the above materials. These materials might have substantial history, experience, and efforts built into them. Use them to produce the in-class instruction if you feel comfortable with those materials. Most books will have supporting materials for content associated with the book. Those materials are certainly applicable here.

In the absence of materials to support your session, you can clearly utilize Word or other tools to create or construct curriculum materials that you can present in class.

5.1.3 Constructing *Hyper*formance Engagements

In the construction of your interactive sequences, there are two options available for implementing the engagements: You can enter all engagements in Word and then use *Hyper*Vision to implement the engagements based on the actual materials in Word; or you can enter the engagements in the *Hyper*Vision system and use them directly.

The entry of the engagements into *Hyper*Vision is slightly more difficult than entering them directly into Word, however, Chapter 6 will cover additional uses of the engagement materials if you enter them into *Hyper*Vision. I recommend that you take the extra effort and enter them into *Hyper*Vision and then you have additional uses of the materials.

I will assume that the engagements will be entered into *Hyper*Vision. In fact, the actual process for entry will be included in this section. Everyone understands a word processor, so there is no need to document the process for building these into the word processor. The *Hyper*Vision tool is a supporting tool for instruction and the *Hyper*formance model, thus it is appropriate to fully describe how this component supports the engagement process.

*Hyper*Vision consists of 4 components, each of which will be described in this book. Chapter 6 will fully develop *Hyper*Vision. The 4 *Hyper*Vision components are:

- *Hyper*Quest
- *Hyper*Link
- *Hyper*Challenge
- *Hyper*Test

*Hyper*Quest and *Hyper*Link are key to the development and implementation of engagements for the *Hyper*formance model. *Hyper*Quest will be used to define the *Hyper*Vision Database (HBD) of engagements. *Hyper*Link will be used to support the implementation of the engagements within the classroom. *Hyper*Challenge and *Hyper*Test will be described in Chapter 6.

Using *Hyper*Quest to Define your HDB

You start *Hyper*Quest by **double-clicking** the *Hyper*Quest icon within the *Hyper*Vision group.
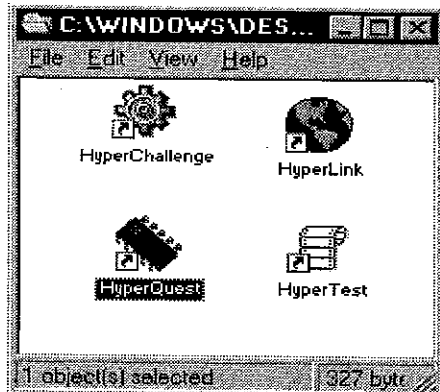
HyperVision Instruction Technology Software Suite

The *Hyper*Quest component of *Hyper*Vision is activated. The main display of *Hyper*Quest is shown below.
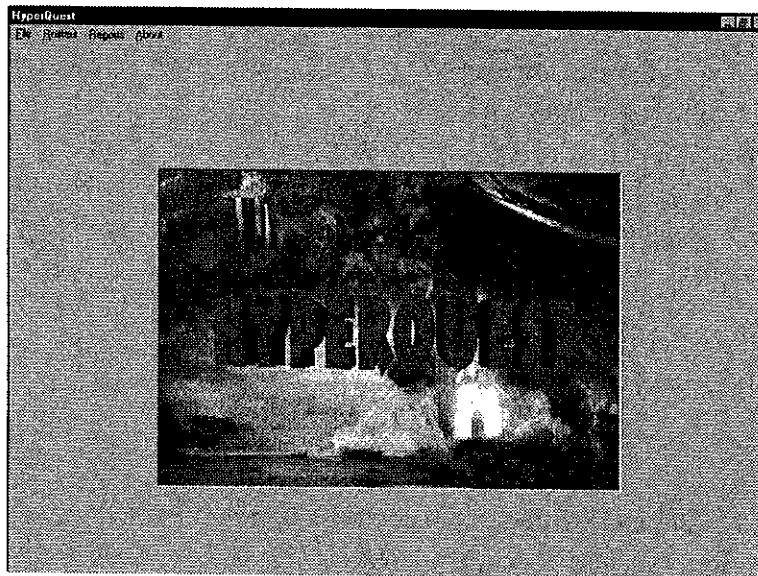
HyperQuest Main Display

The following actions are required to create your HDB for any *Hyper*formance course. **Click File** select **Databases** and select **New Database.**
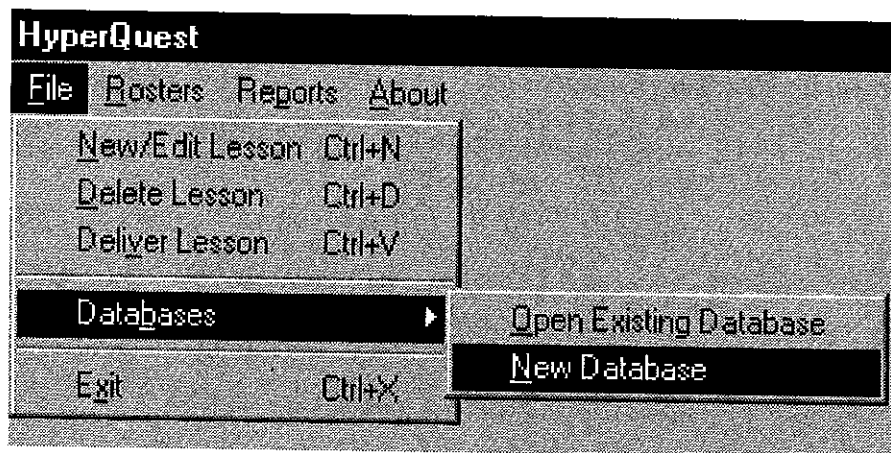
HyperQuest creation of Hyperformance database for your course

These actions provide the dialog box to support the naming of your *Hyper*formance database of engagements to accompany your computer fundamentals course. You will need to name one database to support your interactive sessions. This should be named using **1-8 characters** for the name and an extension of **mdb**. For example, suppose we name our HDB for the computer fundamentals course, compfund.mdb. This is illustrated
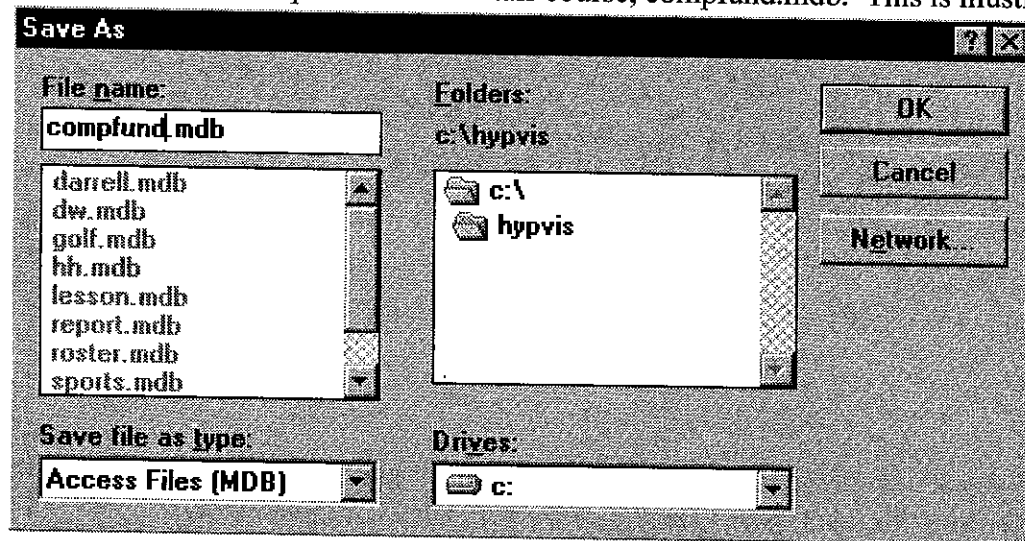
below.

Using *Hyper*Quest to name a computer fundamentals database of engagements

*Hyper*Quest will construct an HDB named compfund.mdb and open it. Now it is available to hold your sessions of engagements for each *Hyper*formance session. Within this database you may create an unlimited number of lessons or sessions to support your

instruction. Let's create the first lesson to host an interactive session supporting the *Hyper*formance engagements.

Click File, select New/Edit Lesson.
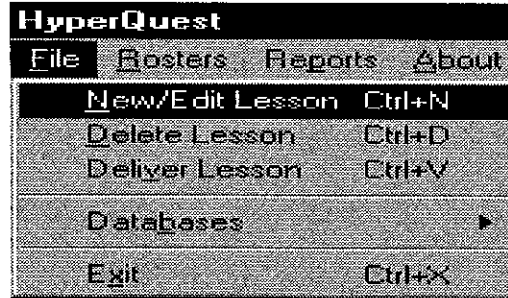
Creating and naming a lesson

You will receive a lesson entry/edit dialog box.

Click New, then Enter Lesson 1: Introduction and Click Ok.

Naming a lesson

You are now ready to produce engagements for Lesson 1: Introduction.

*Hyper*Quest now provides a screen that will identify questions that you have entered as engagements for this lesson. The *Hyper*Quest display is shown below.
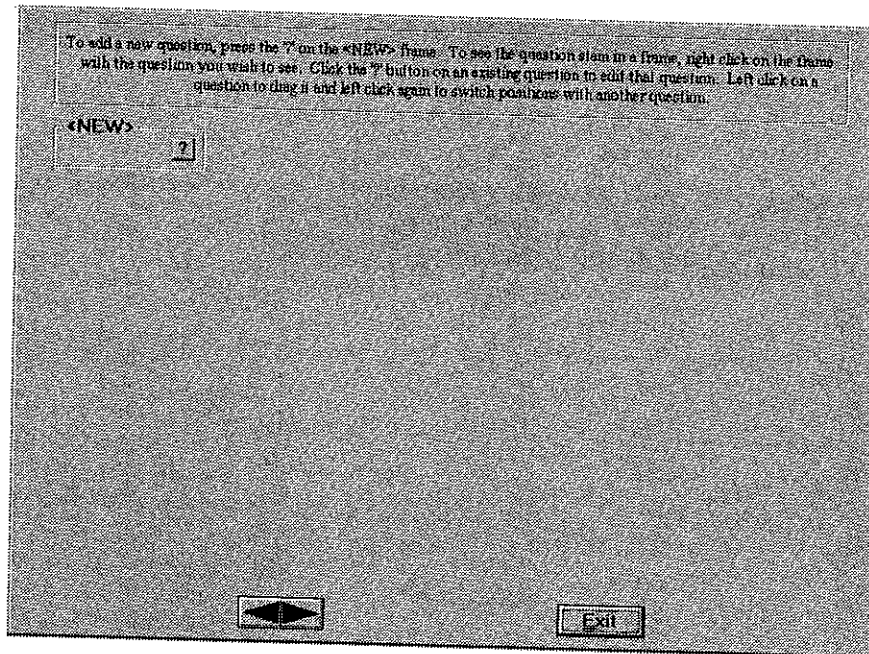
*Hyper*Quest display of engagements

As you can see above, there are currently no questions or engagements associated with this lesson. To initiate the entry of engagements, **Click ?** within the <NEW> box. *Hyper*Quest furnishes the following screen to support all of your engagement creation activities.

*Hyper*Quest question entry display

Without going into all of the fields of this display, you can see the various items that are supported:

- **question types**
    - ♦ **true/false**
    - ♦ **yes/no**
    - ♦ **multiple choice (A-D)**
    - ♦ **multiple choice (A-E)**
- **graphics**
- **difficulty levels**
- **question stem entry area**
- **answer entry areas**

Consider the following question entry supporting the Welcome/Review *Hyper*formance phase.
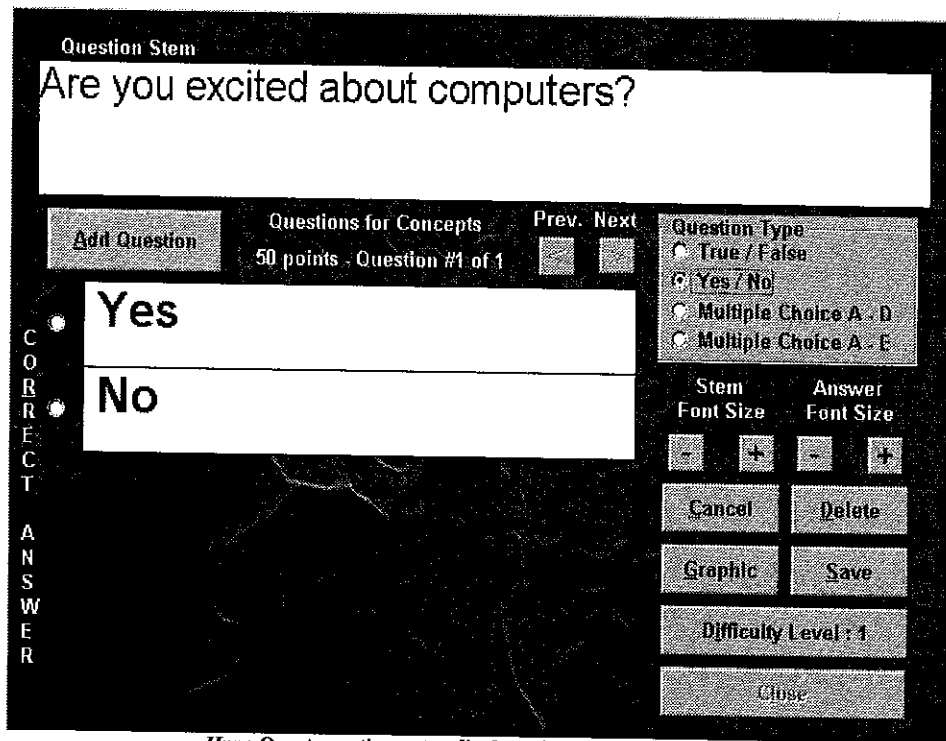
*Hyper*Quest question entry display with an engagement

To complete the creation of this engagement, **Click Save** then **Close**.

The following *Hyper*Quest display indicates the creation of your first interactive sequence.
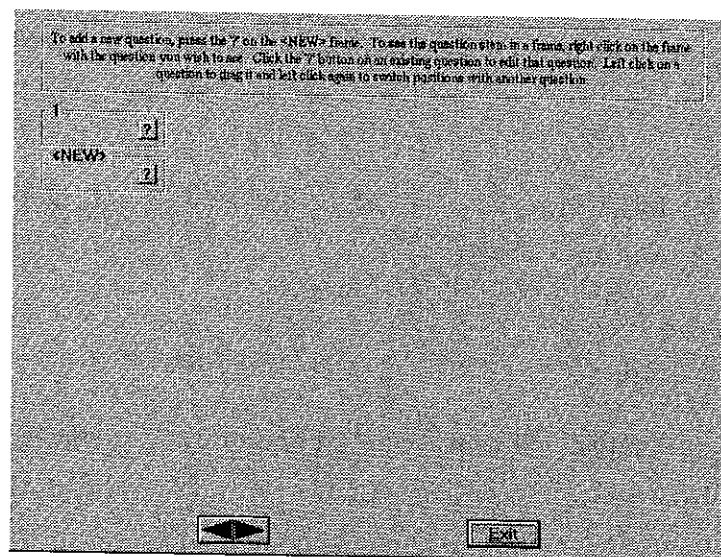
*Hyper*Quest main display with one question entered

Notice that the <NEW> box is still available for creating additional questions. You can edit question 1 by clicking the ?.

Proceeding in this fashion you can enter specific engagement questions for this entire lesson. Consider the following questions as engagement questions for the first session. Notice how they are allocated to the specific phases.

Phase I: Welcome/Review

1.   Are you excited about computers?

       Yes or No

2.   Which of the following is hardware?

    a.   processors   c.   Windows 95
    b.   DOS   d.   Excel

3.   Which of the following is NOT software?

    a.   Word   c.   storage
    b.   OS/2   d.   Access

Phase II: Instruction

4.   The earliest applications of computers were business applications.

       True or False

5.   Which of the following is NOT one of the four hardware categories of a computer system?

    a.   RAM   c.   storage
    b.   processor   d.   input and output devices

6.   A major factor influencing the speed and power of the computer is the

    _____ .

    a.   amount of storage   c.   number of input devices
    b.   amount of RAM   d.   speed of ROM

7. The CPU is the computer's processing hardware and stands for central processing.

      True or False

8. The initial self-test actions of the computer are conducted by system software located in the _____.

    a.   RAM   c.   ROM
    b.   CPU   d.   Storage subsystem

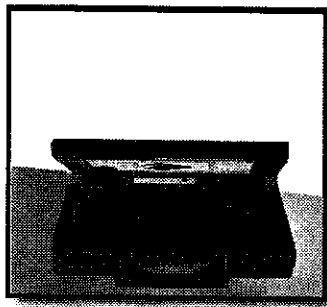9. Once the operating system is loaded into memory it continues to run until the computer is shut down.

      True or False

10. Desktop publishing software typically has more sophisticated features than word processing software.

      True or False

Phase III: Wrap-up/Review

11. Consider the graphic. Which best describes the type of personal computer in the graphic?

    a.   notebook   c.   desktop
    b.   tower   d.   workstation

12. Which of the following is NOT software?

    a.   Word   c.   storage
    b.   OS/2   d.   Access

13.   Are you excited about computers?

Yes or No

If these questions are entered via *Hyper*Quest and your curriculum delivery materials are in place, then you have constructed the foundation of *Hyper*formance for the first session. You must definitely evaluate the validity of the questions with respect to the objectives you wish to achieve in this session.

These questions may not entirely suit your objectives and you may realize that after using them in a session. That is not unexpected, they may need refinement over a period of time, but all efforts placed on the development of these engagements will reap benefits in a variety of other ways.

These questions must be strategically delivered. You can decide where in your course materials the instruction engagements are pertinent, indicate that in your session materials within your Word document and you are ready for implementation of *Hyper*formance sessions.

In summary, the following represents the activities achieved to this point:

_Hyper_formance Model Folder for your course
- **Course outline document**   **Word document**
- **Session materials for sessions 1, 2, ...**   **Word document**
- **Named engagement database for the course HDB**
- **Lessons containing the engagements**   **Entries in the HDB**
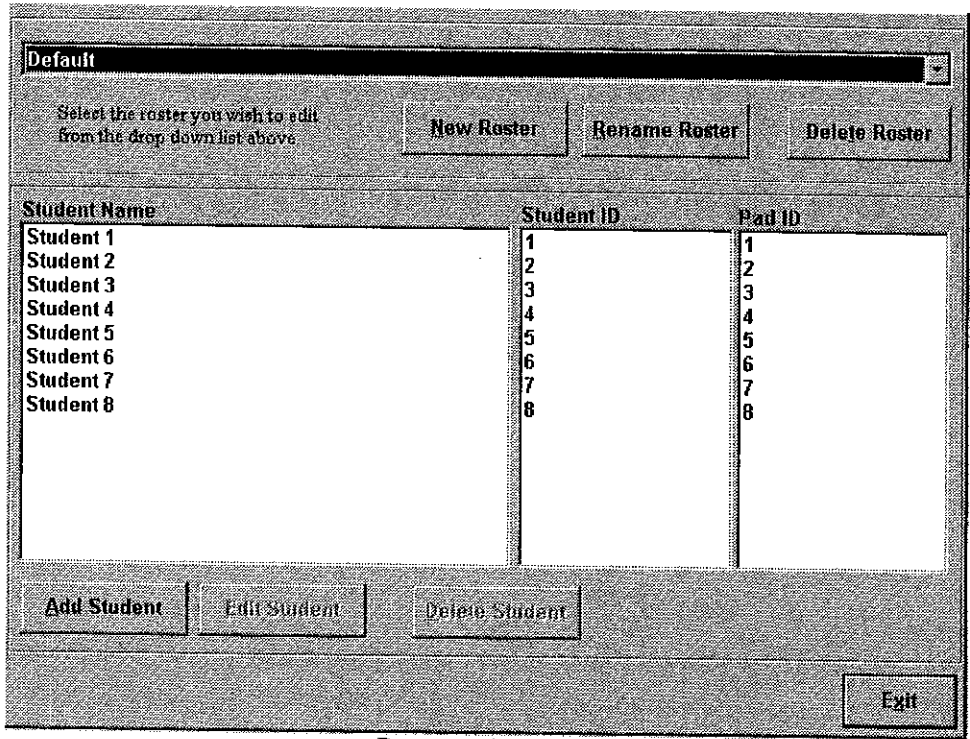
5.1.4 Creating Class Rosters

*Hyper*Vision supports the collection of data accumulated from any *Hyper*formance session. You can collect that data in a rather anonymous manner or you collect the data as it applies to each individual student. To collect the data for specific students, you must first create a student roster. *Hyper*Vision supports that activity.

In *Hyper*Quest, you can **click Rosters** then select **Roster Tools.**
Roster menu
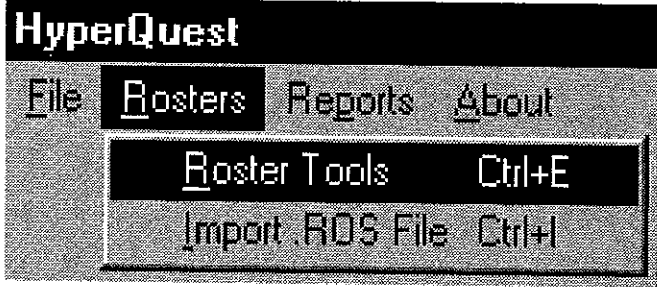
This furnishes the following display to support the roster building or editing process.

Roster creation display

After creating and naming a roster, it may appear as follows:

CS 101: 10 MWF			▼

Select the roster you wish to edit from the drop down list above.   **New Roster**   **Rename Roster**   **Delete Roster**

Student Name	Student ID	Pad ID
Larry Woods	1	1
Susan Adams	2	2
Robert Chen	3	3
Wanda Gonzalez	4	4
Wilma Brown	5	5
Sharon Player	6	6
Charles Mayor	7	7
Warren Newton	8	8

Add Student   Edit Student   Delete Student

Exit

Roster after entry of students

Once saved, this roster is just an extension of your HDB. That is, it will be available to the *Hyper*Vision system for support of your *Hyper*formance session. It serves as the basis for the creation of achievement results of each of the students in the roster. Notice the response unit pad identification numbers are assigned to the students in the roster and will support the collection of data from the engagements of *Hyper*formance.

We now have the following components to support your instruction session:

*Hyper*formance Model Folder for your course
- **Course outline document**   **Word document**
- **Session materials for sessions 1, 2, ...**   **Word document**
- **Named engagement database for the course** **HDB**
- **Lessons containing the engagements**   **Entries in the HDB**
- **Student roster**   **Hyper*Vision item**

5.2 Delivering the Hyperformance Course

The following technology components are now in place to support your classroom instruction:

- **The technology in the class consists of**
    - ♦ **instructor PC**
    - ♦ **projection technology**
    - ♦ **8 student response units - allocated to your roster students**
    - ♦ **Word for Windows - containing your session materials**
    - ♦ *Hyper*Vision **software for supporting the 13 engagements**

The actions now required to initiate the classroom instruction are as follows:

- **Start** *Hyper*Link **(from the** *Hyper*Vision **suite) with the appropriate session and roster**
- **Start Word with the appropriate session (or any presentation software)**

This produces a display where Word and the curriculum materials are occupying most of the screen while *Hyper*Link is located as a taskbar across the top of the display.

Word with *Hyper*Link
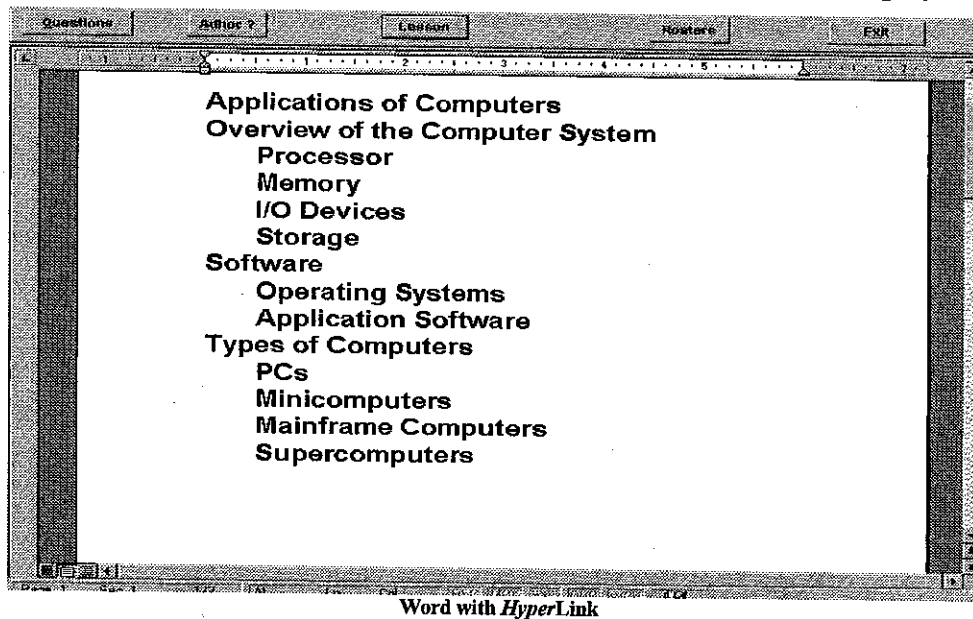
As you deliver the materials from your *Hyper*formance session, the major items from the *Hyper*Link toolbar that you use are:

- **Questions**
- **Ad Hoc ?**

The questions located under the Questions button are those 13 questions you entered in the *Hyper*Quest component. The specifics of initiating the *Hyper*Link component will be described below.

Double-click the *Hyper***Link icon** from the *Hyper*Vision group.
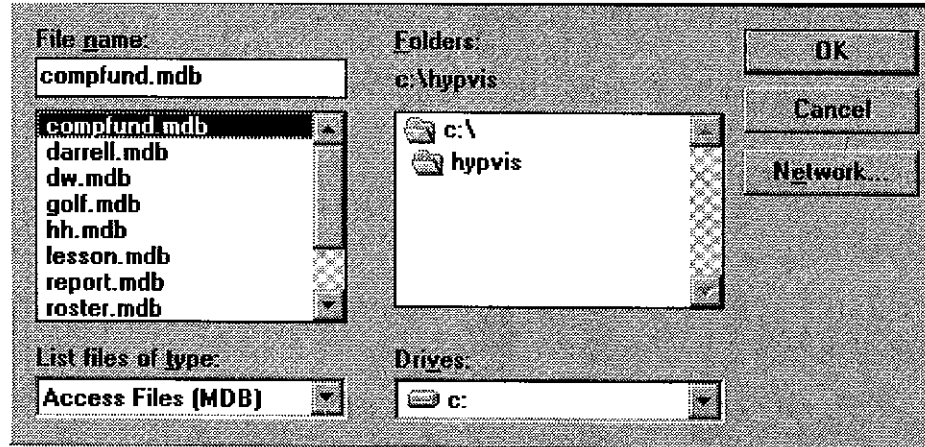

*Hyper*Vision Group
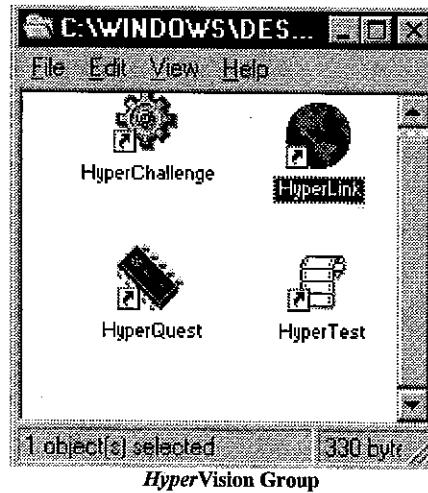
The *Hyper*Link main display is furnished. At this point you identify your database (compfund.mdb) and deliver your session (Lesson 1: Introduction) with your roster identified (CS 101: 10 MWF).

These actions are described below.

Click File, select **Databases**, click **Open Existing Databases.**
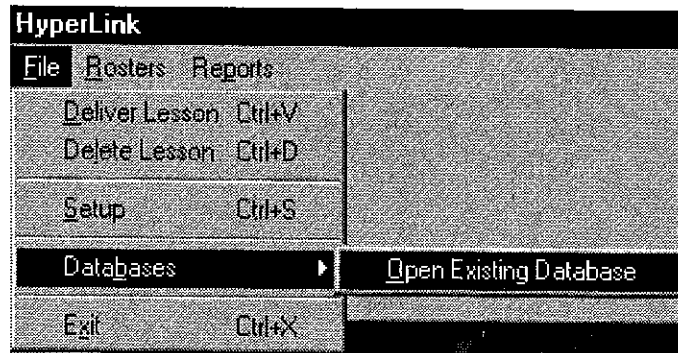
Selecting your *Hyper*Vision database

Identifying your *Hyper*formance database

Click **File**, then select **Deliver Lesson.**
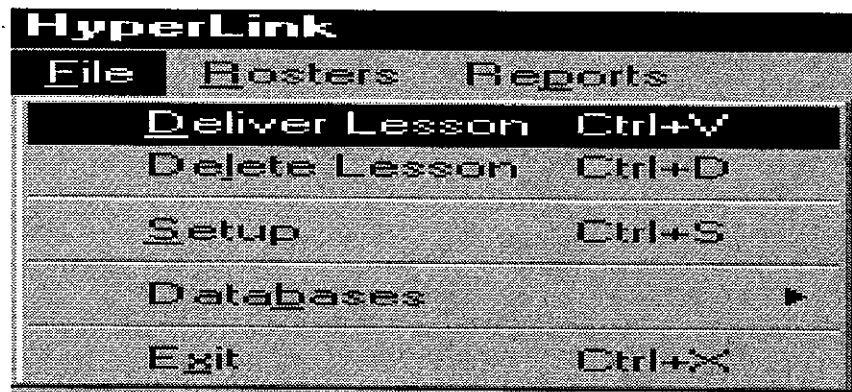
Lesson/roster selection initiation

Click down arrow on the Lesson dialog and select **Lesson 1: Introduction**, then **click down arrow** on Roster to use for lesson and select **CS 101: 10 MWF**. Click **Deliver Lesson** to start *Hyper*Link.
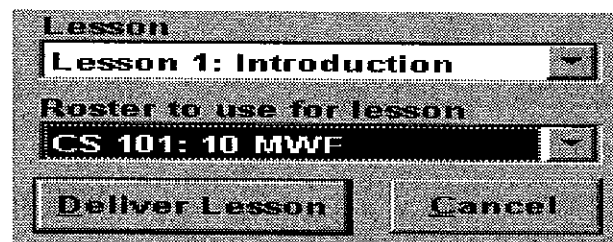
Lesson/roster selection

Hyperformance 51

Results of an engagement

Hyperformance 53

The *Hyper*Link taskbar is now active at the top of the screen and

Notice that 6 of the 8 students responded on their response units by pressing **Yes**. This provides a baseline for your wrap-up question that is exactly the same. If the class swings to more numbers showing **No** at the end of this class period, then you have data that may reflect a need to change the pace or the content of the materials.

Clicking **Back** returns you to the original taskbar and the Word document or any other system that you are using.

Consider an objective question.

Which of the following is hardware?

Start Response	37% Correct	Start Response

✔ A processors   3

B DOS   2

C Windows 95   2

Graphic   D Excel   1   Graphic

Back   Back

*Hyper*Link engagement showing student responses

Now you can see the results of an objective question and the initial response during the Welcome Phase. Notice also that the graphic button is now available. You can reinforce this concept by clicking **Graphic** and showing an associated graphic.

*Hyper*Quest supports the association of any graphic with a question. The following shows the display with the graphic shown.
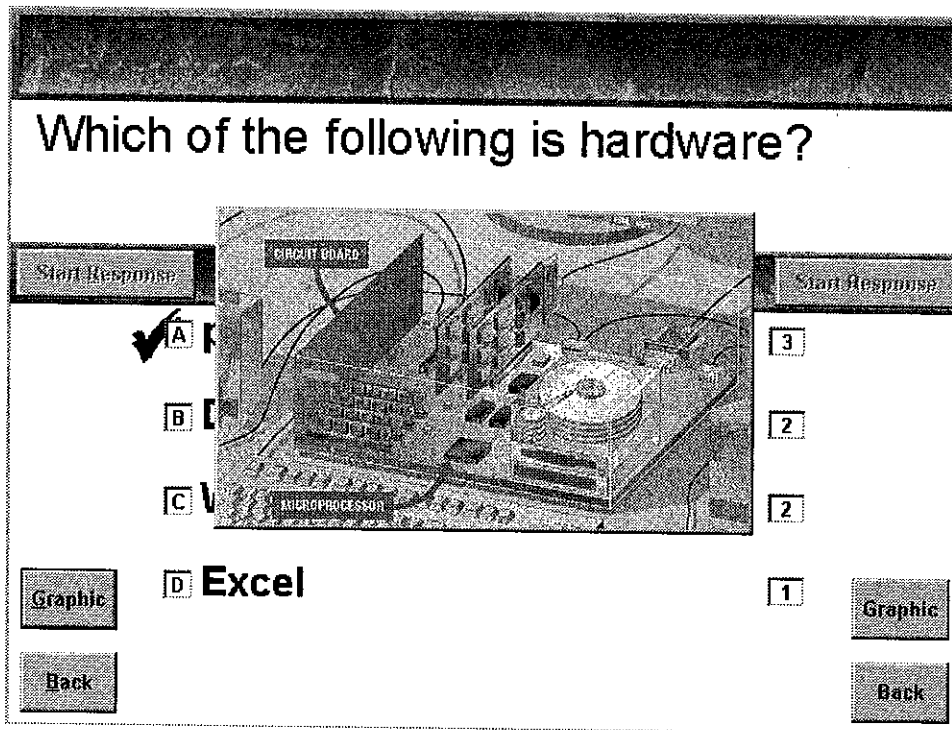
*Hyper*Link engagement with graphic displayed

As you deliver your instruction, you will never be able to anticipate all of the questions you may wish to use in the engagement process. Of course, any questions that you choose to issue to the class, you can always do that verbally and require an individual to respond. However, if you choose to formally issue the question to either groups or to all individuals that are using the response system, you may use the Ad-hoc feature of *Hyper*Link to accomplish that. This feature is on the taskbar and shown below:

Adhoc ? on taskbar

When you click Adhoc ?, a list of options appear.

- **A-D**
- **A-E**
- **True/False**
- **Yes/No**

You may click one of the options and then pose your question of that type to your class. The class will respond providing you with the feedback to the question that arose in an

unanticipated manner during your instruction. Of course, you could very easily write the question on the board and require the class to answer on the response units.

Once you have terminated the response cycle, the actual responses will be displayed if the students are using the response units. For objective questions, you will be required to click the correct answer. This will write the student results to the HDB along with a capture of the current screen to provide some context for the ad-hoc question that you inserted into the class.

Thus, you have some tremendous tools available to support the engagements that you construct in advance as well as engagements that may occur, unanticipated, during your instruction. As a starter, you always have the option of producing all of your engagements using the chalk board and the ad-hoc question capability. With such an approach, you can immediately leverage the response unit technology by applying the *Hyper*formance model to your course, with no requirement to create instruction or engagements on the PC.

5.2.1 The Welcome/Review Phase

With the above described software and hardware in place, your Phase I delivery would consist of:

- **clicking the question button and selecting the first question**
- **delivering the first question**
- **reacting to the results from the response units**
- **clicking the question button and selecting the second question**
- **delivering the second question**
- **reacting to the results from the response units**
- **clicking the question button and selecting the third question**
- **delivering the third question**
- **reacting to the results from the response units**

The results accumulated in the reporting component of *Hyper*Vision will now include the responses of each of the 8 students or 8 groups for the 3 questions submitted during the Welcome/Review Phase of *Hyper*formance. You also have some basis of information about the knowledge level of your class prior to launching the instructional phase of the session.

5.2.2 The Instruction/Interactivity Phase

This phase consists of using the Word document (or some delivery system) to deliver the curriculum materials that you have developed to support your instruction. Of course, all

instructional tools such as chalk, transparencies, etc. are available in any of the phases, but you may choose to use these tools quite often in this phase.

At the appropriate engagement points you:

- **click the question button and select the appropriate question, typically the next unchecked question**
- **deliver the question as described above**
- **observe and react to the class results**
- **provide on-the-spot corrective information or continue with the instruction**

Again, as you proceed through this portion of the instruction, you are accumulating quantitative data on how your class is meeting the objectives you set for this session.

As you deliver a question, the question moves from the unchecked column to the checked column. Thus, it is very straightforward to observe which is the next engagement when you click the question box.

5.2.3 The Wrap-Up/Review Phase

Your Phase III delivery would consist of:

- **clicking the question button and selecting the 11th question**
- **delivering the 11th question**
- **reacting to the results from the response units**
- **clicking the question button and selecting the 12th question**
- **delivering the 12th question**
- **reacting to the results from the response units**
- **clicking the question button and selecting the 13th question**
- **delivering the 13th question**
- **reacting to the results from the response units**

At this point all of the engagements have occurred for this session and you have accumulated results for your class for this session. *Hyper*Link accumulates group performance and always displays the cumulative value, thus you have a completed performance value for your class.

5.3 Reviewing Hyperformance Results

5.3.2 The Reporting System

The reporting system can be accessed via *Hyper*Link or *Hyper*Quest by merely **clicking Reports** from the main display.
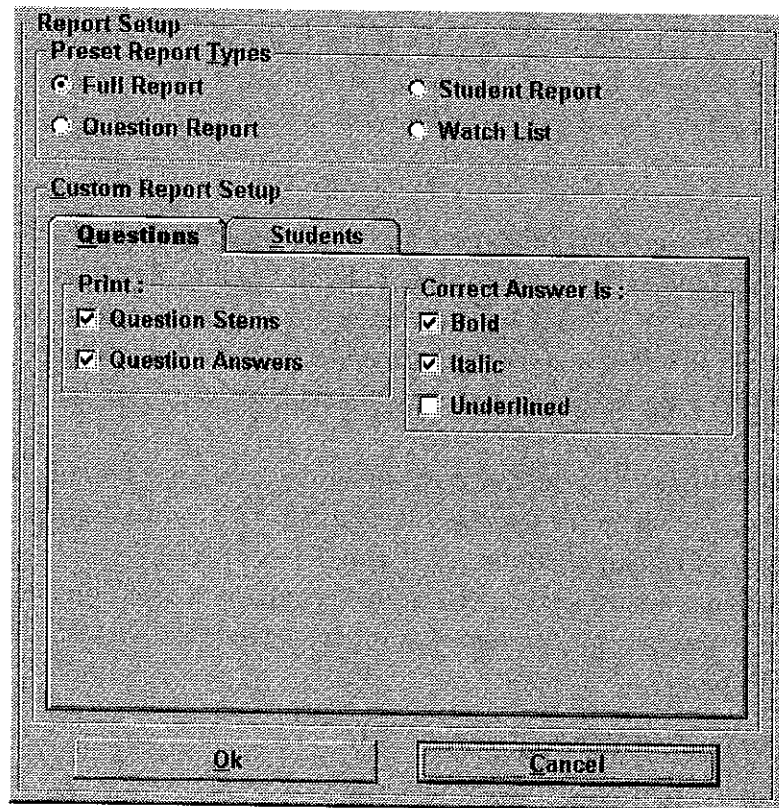

Initiating a report

*Hyper*Quest or *Hyper*Link furnishes you with a reporting system for generating a variety of reports. The reports are generated by session. This facilitates your creation of a paper trail of engagements for each session by which you can evaluate both the success or failure of the instruction and/or the success or failure of each student with respect to the instruction.

The following display illustrates the approach taken to this component.
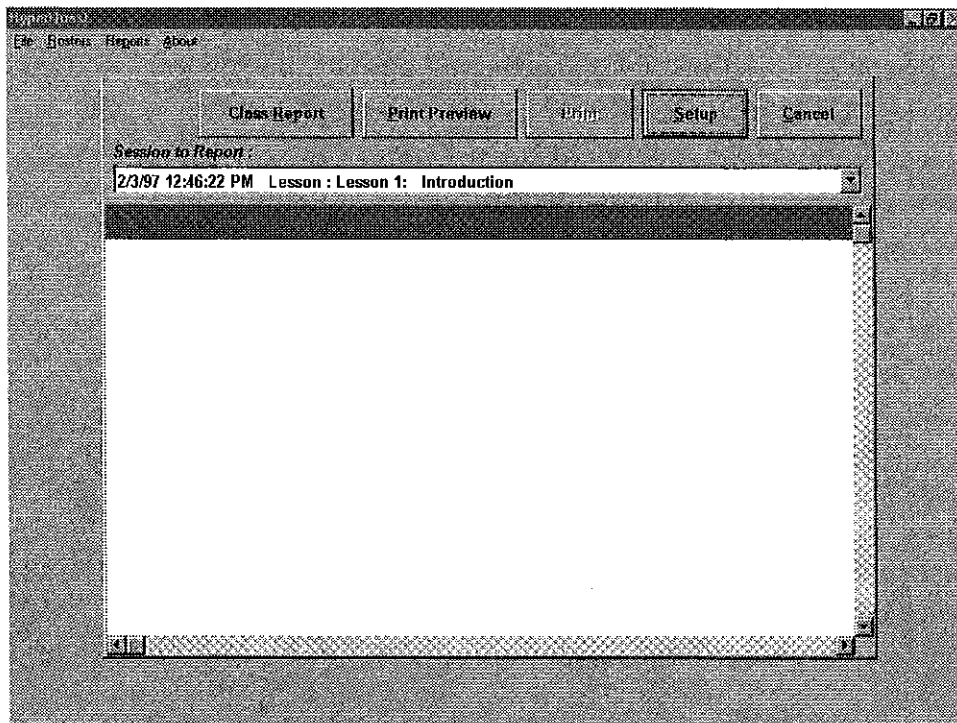
Session identified to reporting system

Clicking Setup produces the formatting component of the reporting system. This is shown below.

Report Setup

Preset Report Types

- (●) Full Report
- ( ) Question Report
- ( ) Student Report
- ( ) Watch List

Custom Report Setup

| Questions | Students |

Print :
- [✓] Question Stems
- [✓] Question Answers

Correct Answer Is :
- [✓] Bold
- [✓] Italic
- [ ] Underlined

[Ok]   [Cancel]

Report formatting approach

You can observe some of the options furnished by the *Hyper*Quest reporting system. The reporting system is very straightforward and designed to support a variety of evaluation needs.

Chapter 6: Other Applications of the *HyperVision* Interactive Database

In an earlier chapter I recommended the use of *HyperQuest* for the creation of engagement activities. This recommendation is based on the merits of the *HyperQuest* and *HyperLink* capabilities and also on the other uses of the materials that are created in the *HyperQuest* system.

This chapter will identify some other uses of the engagements created within the *HyperQuest/HyperLink* systems. Specifically, I will develop the *HyperChallenge* system which can be used as an in-class collaborative learning tool or as a computer lab individual student usage tool. In addition to the *HyperChallenge* system, I will introduce you to the use of *HyperTest* as a test-generation system for both paper and on-line testing.

Finally, I will address some of the key areas of current excitement within the educational community, namely the internet and distance learning. As technology speeds toward the turn of the century, it is incumbent for any technological pedagogy to be applicable to a variety of educational environments. Thus, this chapter will focus on other ways to achieve a return on the investment made to produce interactive sequences for the classroom environment.

6.1 Group Activities with HyperVision

All engagements created for use in the *Hyper*formance model are in a format that supports their use as a collaborative learning tool. The approach used to accomplish that capability is realized in the *HyperChallenge* system. It is designed to facilitate group learning with teams. The real world consists of working with colleagues, as a team, to solve problems and achieve business objectives.

I feel that the *HyperChallenge* system provides an opportunity to integrate group learning activities into the review periods. Thus, it does support indirectly the *Hyper*formance model by enhancing the review activities with engagements you created from the *Hyper*formance model.

6.1.1 Using HyperChallenge for Collaborative Activities

Typically, your sessions will consist of 9 - 14 engagements. To utilize these engagements in *HyperChallenge*, requires the following:

- **create a copy of your HDB**
- **activate this copy of the HDB with *Hyper*Challenge**

- use *Hyper*Challenge to replace the non-curriculum questions with specific objective curriculum oriented questions
- supplement the set of questions to reach at least 20 questions per lesson (this is optional as *Hyper*Challenge can be used with any number of questions)
- deliver the *Hyper*Challenge activity for a group collaborative activity

The *Hyper*Challenge activity is operated off of the following board:
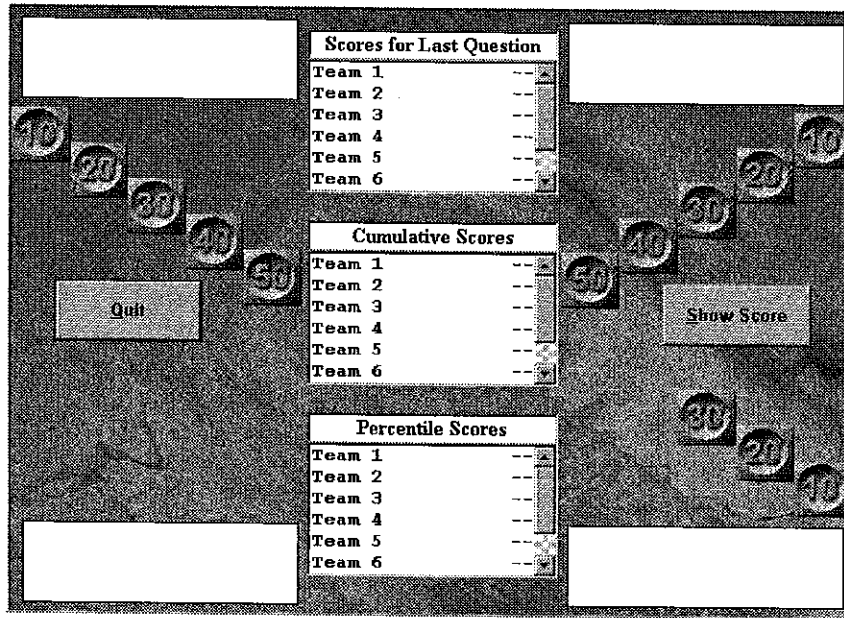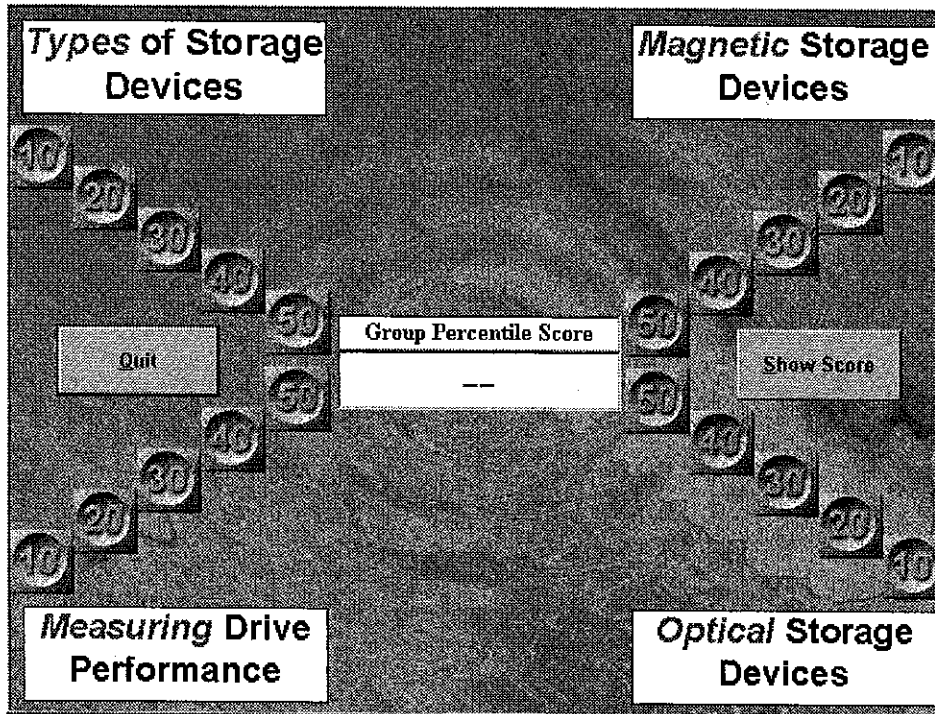

*Hyper*Challenge board

The *Hyper*formance questions are mapped into the 13 buttons beginning at the upper left at the 10 button and proceeding through the 50 button and then moving to the 10 button on the upper right. It finally proceeds through the 30 button on the lower right.

You have the ability to edit the board. For example, you can enter the main topics of the session in each of the four corner boxes. You can delete any of questions behind each button. You can add questions to fill out the board.

You have the ability to use the board as it exists or to alter it and use additional questions. In fact, you can enter multiple questions behind the buttons and *Hyper*Challenge will randomly select the question to be delivered.

The delivery of the questions proceeds like a game with each question representing a specific point value between 10 and 50. The teams compete to answer questions and accumulate points. While doing this they are gaining experience in working as a team and participating in a review of the materials for the specific session. In a 50-minute period, you could easily review several sessions by moving among several *Hyper*Challenge boards.

The following is a *Hyper*Challenge activity associated with some computer topics. No
questions have been issued at this time.

As questions are selected and answered the various buttons will become blank reflecting
that the question has been taken.

6.2 Individual Student Usage with HyperVision

6.2.1 Using *Hyper*Challenge for Individual Utilization

Any *Hyper*Challenge activity that you create can be used in an individual student mode.
This means that you can construct a set of *Hyper*Challenge boards and install these
boards on stand alone or network computers in a computer lab. Once operational in this
environment, students may log onto the computers and move through the *Hyper*Challenge
activities trying to achieve the maximum points.

6.3 Assessment with HyperVision

All questions created in *Hyper*Quest and *Hyper*Challenge are candidates for use with the
*Hyper*Test Wizard. The *Hyper*Test Wizard will lead you through the creation of a paper
test with multiple variations or an online test that can be taken at any individual computer

station. *Hyper*Test allows you to combine questions, either randomly or selected by you, from any combination of lessons from your HDB.

6.3.1 Paper Tests with *Hyper*Test

The paper test format allows you to:

- **select questions manually**
- **select questions randomly**
- **select questions within categories (true/false, yes/no, multiple choice)**
- **select questions by difficulty level**
- **randomly arrange question stems**
- **randomly arrange answers**
- **create variations of the same test**
- **use a variety of fonts sizes, types, and styles**
- **save the test for future use**
- **print multiple copies of the test**

The wizard allows you to move forward and backward at will so that there is never a point at which you cannot change your mind. The focus of this is to allow you to leverage your investment in creating the engagements in another very important way.

6.3.2 Online Tests with *Hyper*Test

The same wizard you use to create the paper test supports the creation of a HDB that will serve as an online test. You have the features described in the paper test format in the online test generator also. Once you have made the decision on the number and types of questions, you can save the resulting set of questions as a HDB that students may access in an online mode.

This is accomplished in much the same manner as a student moving through the *Hyper*Challenge activity in an individualized manner. The major difference is that no feedback will occur; it is a test, and you can move around at will. Specifically, you can choose which questions to answer and, of course, you can change the answer to any specific question.

6.4 Internet Usage with HyperVision

Of course, all instructional materials may be placed on your web site for download access. The major utilization of the internet would be to support the use of *Hyper*Challenge in an individual mode. Additionally, *Hyper*Test could be used from an internet download site to provide access to the testing component of this system.

Access is a Microsoft product and Access 97 appears to have internet capabilities. If this provides an environment that is rich enough, then users should be able to access the *Hyper*Challenge and *Hyper*Test materials live on the net for educational and testing use. It will require additional analysis to determine the general viability of this approach.

6.5 Distance Learning with Hyperformance and HyperVision

In recent years, there has been a clear movement to leverage technology to support distance learning education. Distance learning education is characterized by

- **host site**
    - ♦ **students**
    - ♦ **two way audio and video**
- **remote sites**
    - ♦ **students**
    - ♦ **two way audio and video**

The instructor at the host site provides the instruction that is "piped into" the remote sites. This sort of education is efficient since remote sites are difficult to integrate into a central campus environment. The effectiveness of such instruction has always been a concern. Many times the host site instructor is unaware of the understanding that is occurring at the distant sites. This is understandable as the remote site is exactly that.

With *Hyper*formance, it is assumed that the remote sites have technology which supports interactivity, specifically student response units. Although this doesn't deliver the intimate classroom scenario that exists in a classroom with a resident instructor, it does produce engagement as each remote site now has the explicit requirement to participate in the engagement process.

To implement a distance learning education *Hyper*formance model, you must add a computer to each remote site and supporting communications software. Each computer would be under the control, software-wise, of the primary computer from the host site. All engagements would be done in a parallel mode at each site with the collection of the engagement results on the computers resident at each site.

The technology, both hardware and software, is currently in place to support the *Hyper*formance model in a distance learning education mode. As we proceed with our educational objectives within the distance learning environment, the *Hyper*formance engagement model will provide support to enhance this type of education.

Appendix A: Graphical Summary of the *Hyper*formance Model

Development of the Classroom Sessions
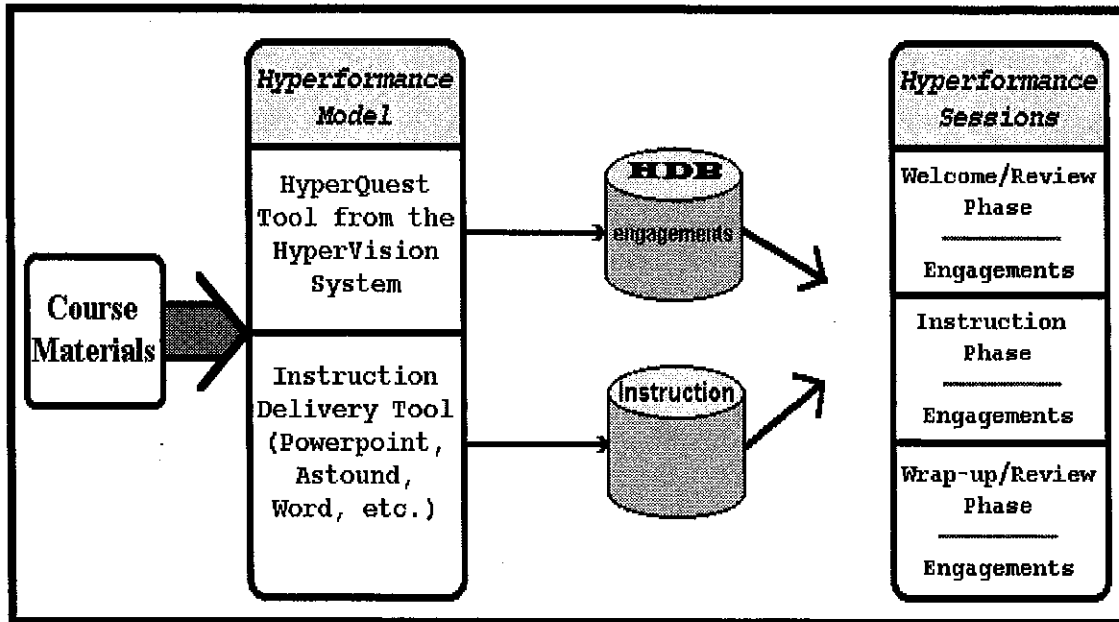
- **The engagement should be continuous.**
- **The engagement should be varied.**
- **The engagement should be always driven by the objectives of the particular classroom session.**

Delivery of Sessions With Technology Approaches

| Technology	*Hyper*formance Session	Engagement	Evaluation
none	chalk, transparencies, etc.	card response system	manual evaluation
PC	chalk, transparencies, etc.	*Hyper*Link with the card response system	*Hyper*Quest
PC and projection	delivery system (chalk, ...,Word, Powerpoint, etc.)	*Hyper*Link with the card response system	*Hyper*Quest
PC, projection, and student response units	delivery system (chalk,...,Word, Powerpoint, etc.)	*Hyper*Link with the student response system	*Hyper*Quest

- **The engagement should include as many students as possible.**

- The engagement, though aggressive, should be anonymous with no possibility for on-the-spot embarrassment.
- Active engagement is no substitution for professional instruction. It is a strong complement to the classroom instruction process but not the principal factor.

Appendix B: Engagement Evaluation with *Hyper*Quest
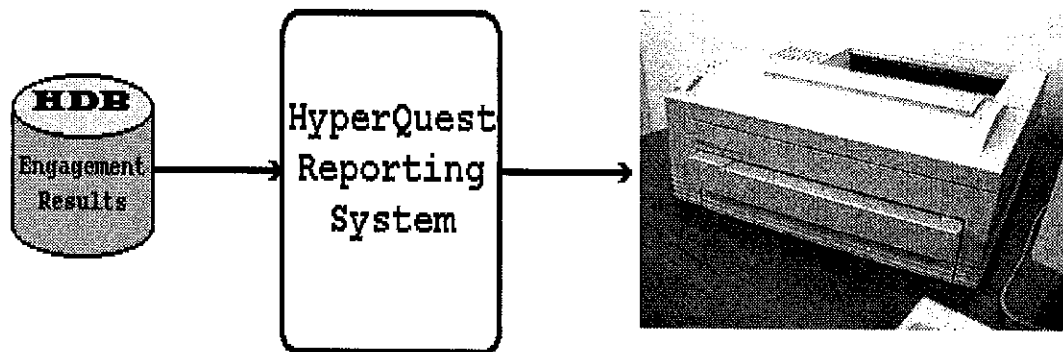
Appendix C: Other Uses of the *Hyper*formance Model

HDB engagements
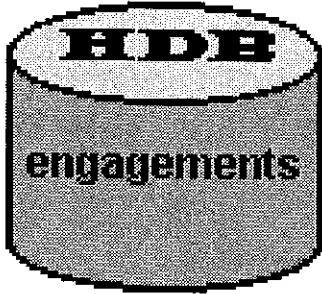
HyperChallenge

Classroom and Distance Learning Applications
> Group collaborative game format
> Computer lab and Internet Applications
> Individual review activity

HyperTest
> Paper test
> Online test

Appendix D. Example Application of the *Hyper*formance Model

Session Outline:

Overview of a Computer System
    Memory
    Processor
    I/O

Chunking of the instruction

Memory
    Chunk 1
    Engagement 1
    Chunk 2
    Chunk 3
    Engagement 2
Processor
    Chunk 1
    Chunk 2
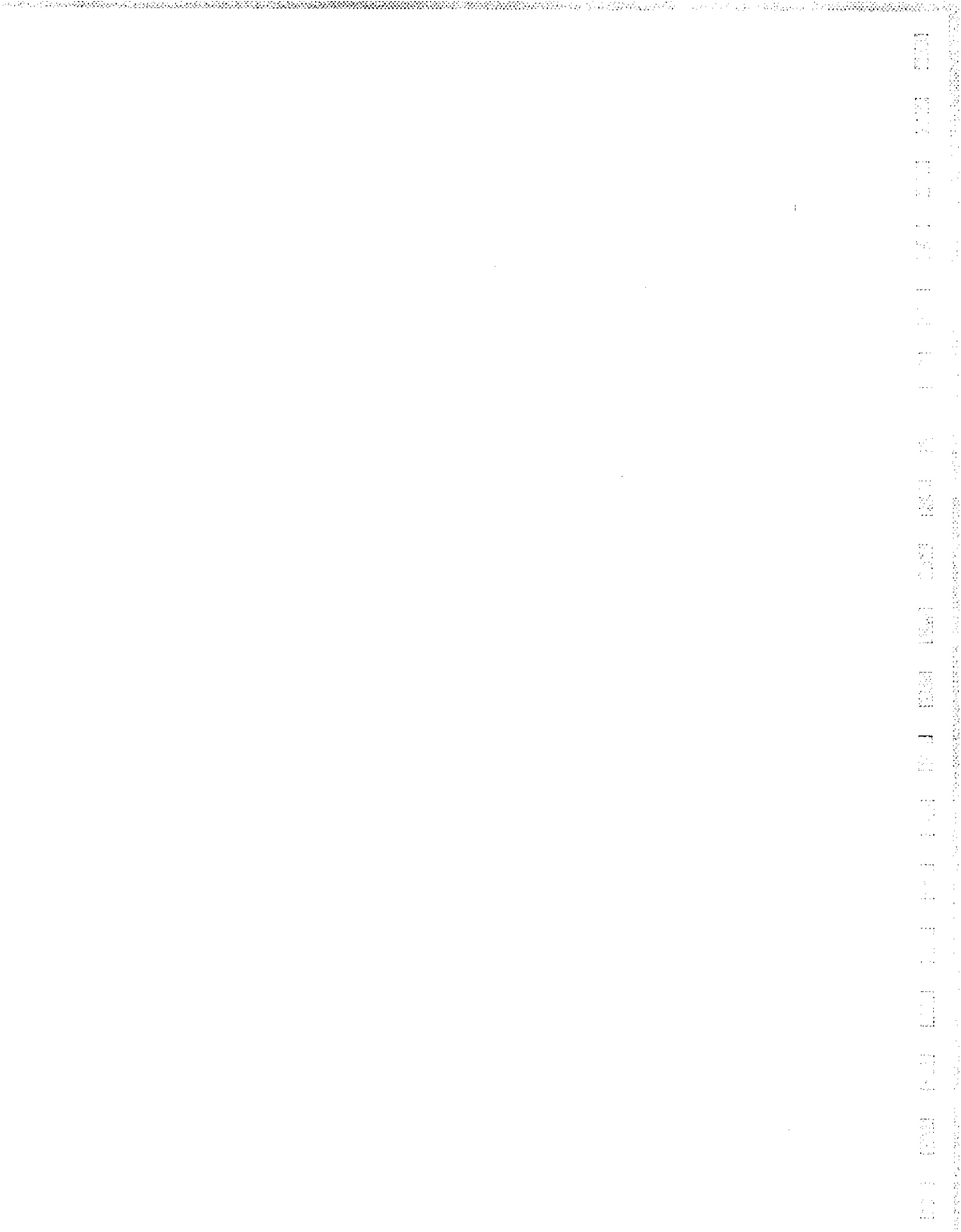   Engagement 3
    Chunk 3
    Chunk 4
    Engagement 4
I/O
    Chunk 1
    Chunk 2
    Engagement 5

APPENDIX F

POWER POINT SANDANONA PRESENTATION

The presentation that follows is a brief overview of what HyperVision is in the ESL context. It is part of a presentation that was given at a Sandanona Conference in the School for International Training in Brattleboro, Vermont.

Please also find included evaluations from some of the participants of the conference, as well as a final self-evaluation of the process of giving a workshop/presentation focusing on HyperVision by the presenter.

1999 Sandanona Conference on the Teaching
of Second and Foreign Languages

PROPOSAL FORM

The information on this page will appear in the conference program. Please type or use a computer with a (near) letter quality printer.

Name of presenter/s (list family name first): Lucas, Lisa

Title of presentation (9-word maximum, capitalize first word only):

"Pass the remote..." Interactive classroom review ~ made simple! (CALL)

Type of presentation (check ONE):

___ Paper   ___ Demonstration   __X__ Workshop   ___ Colloquium

Summary (50 word maximum); Number of words in summary__49__

This presentation is for teachers who face teaching in a computer lab setting or who would like to in the future. This presentation will focus on 'HyperVision', a program that:
* creates discussion
* assess and evaluates
* gives instant feedback
* integrates group work
* lowers the affective filter
* encourages diverse learning styles.

Biographical statement (25 word maximum); Number of words in statement __24__

Lisa Lucas, wife and mother of four, and an instructor of ESL and Basic Computer Skills in a community college in Moses Lake, Washington.

Audio-visual equipment needed, (Overhead projector, flip chart, slide projector, VCR)

computer, slide projector, screen

Names of support group members:
Nora McKenna, April Minerich, and Wilma Luth.

Lisa Lucas
Workshop
"Pass the remote..." Interactive classroom review ~ made simple!
Later

This presentation is for teachers who face teaching in a computer lab setting, or who would like to explore the many possibilities of doing so in the future.

This presentation will focus on a software program called 'HyperVision' which can be tailored to fit any classroom setting. Its main components are to use lessons generated by the instructor in a variety of ways including stimulating discussion, assessing and evaluating what has been previously taught in the module or thematic unit, and responding with instant feedback either to the small group or the individual.

I use this tool in my class to review for a paper and pencil test, to synthesize a module, and more importantly to access the affective filter by working with technology in a positive, fun and interactive way. Students can work together in small groups or individually doing hands-on reviews using response pads (remote controls) and computers.

I will begin my workshop with an introduction to what HyperVision is and what it does. I will speak briefly about the learning I have gone through as a teacher this last year experimenting with this software program.

I will then ask participants to discuss and reflect in pairs on one of these questions, "Can you remember the first time you used a computer?" "How comfortable do you feel using CALL?"

Finally, the participants will experience how HyperVision works in a computer aided language learning environment. They will work through a simulated test taken from questions gathered on campus related to the S.I.T. experience. They will immediately be evaluated and assessed for their responses, and participate in a real discussion based on their observances of the experience.
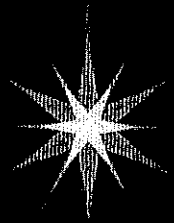
Welcome to Sandanona!

Summer 1999
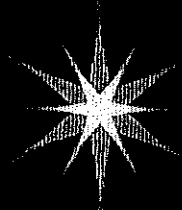
"Pass the remote...."

Interactive classroom review ~ made simple!
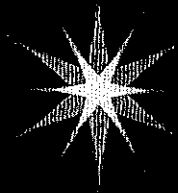
Can you remember the first time you used a computer?

How did you feel?

How comfortable do you feel using Computer Assisted Language Learning?

What is HyperVision?

Software specially designed to be used as an assessment tool with students.

Software includes an infrared receiver unit, 8 infrared response pads and a disk. It needs to be used with a computer, and preferably a projector.

Software facilitates "Computer Assisted Language Learning" (CALL).

Software can be used in any class.
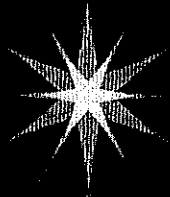
Why use HyperVision?

Supports the curriculum, adding the element of computer-aided instruction.
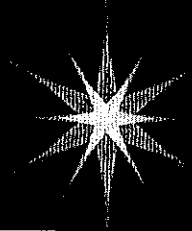
Reduces computer anxiety.

Reduces test taking fears.

Prepares students adequately for a test in a fun, cooperative learning atmosphere.

Works on key vocabulary, structure, and content from a particular theme.

Teacher's Objectives &
Learner's Objectives

Create a bank of materials

Lower affective filter

Synthesize module

Develope CALL skills

Become aware of what students learned and what went over their heads.

Use variety of learning styles

Review for test

Instant feedback

Integrate 4 skills

Lower affective filter

Better understand module and terminology.
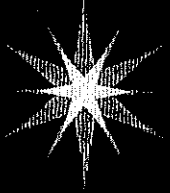
In what ways would this tool be effective to you and your students?

Discuss this in your small group and write down your ideas.
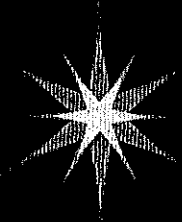
I hope you leave with a *Vision* of how *you* can use this tool!

Thank you for your time, energy and participation!

May the Force be with you!!

Welcome to Sandanona!
Summer 1999

"Pass the remote..."
Interactive classroom review --
made simple!

Can you remember the first time you used a computer?

How did you feel?

How comfortable do you feel using
Computer Assisted Language Learning?

What is HyperVision?

- Software specially designed to create multiple choice and yes/no questions.
- Software includes an infrared receiver unit, 8 infrared response pads and a disk. It needs to be used with a computer, and preferably a projector.
- Software facilitates "Computer Assisted Language Learning" (CALL).
- Software can be used in any class.

Why use HyperVision?

- Supports the curriculum, adding the element of computer-aided instruction.
- Reduces computer anxiety.
- Reduces test taking fears.
- Prepares students adequately for a test in a fun, cooperative learning atmosphere.
- Works on key vocabulary, structure, and content from a particular theme.

Benifits for Teachers and Learners:

- Create a bank of materials
- Lower affective filter
- Synthesize module
- Develop CALL skills
- Become aware of what students learned and what went over their heads.
- Use variety of learning styles
- Review for test
- Instant feedback
- Integrate 4 skills
- Lower affective filter
- Better understand module and terminology.

I hope you leave with a *Vision* of how *you* can use this tool!

Thank you for your time, energy and participation!
May the Force be with you!!
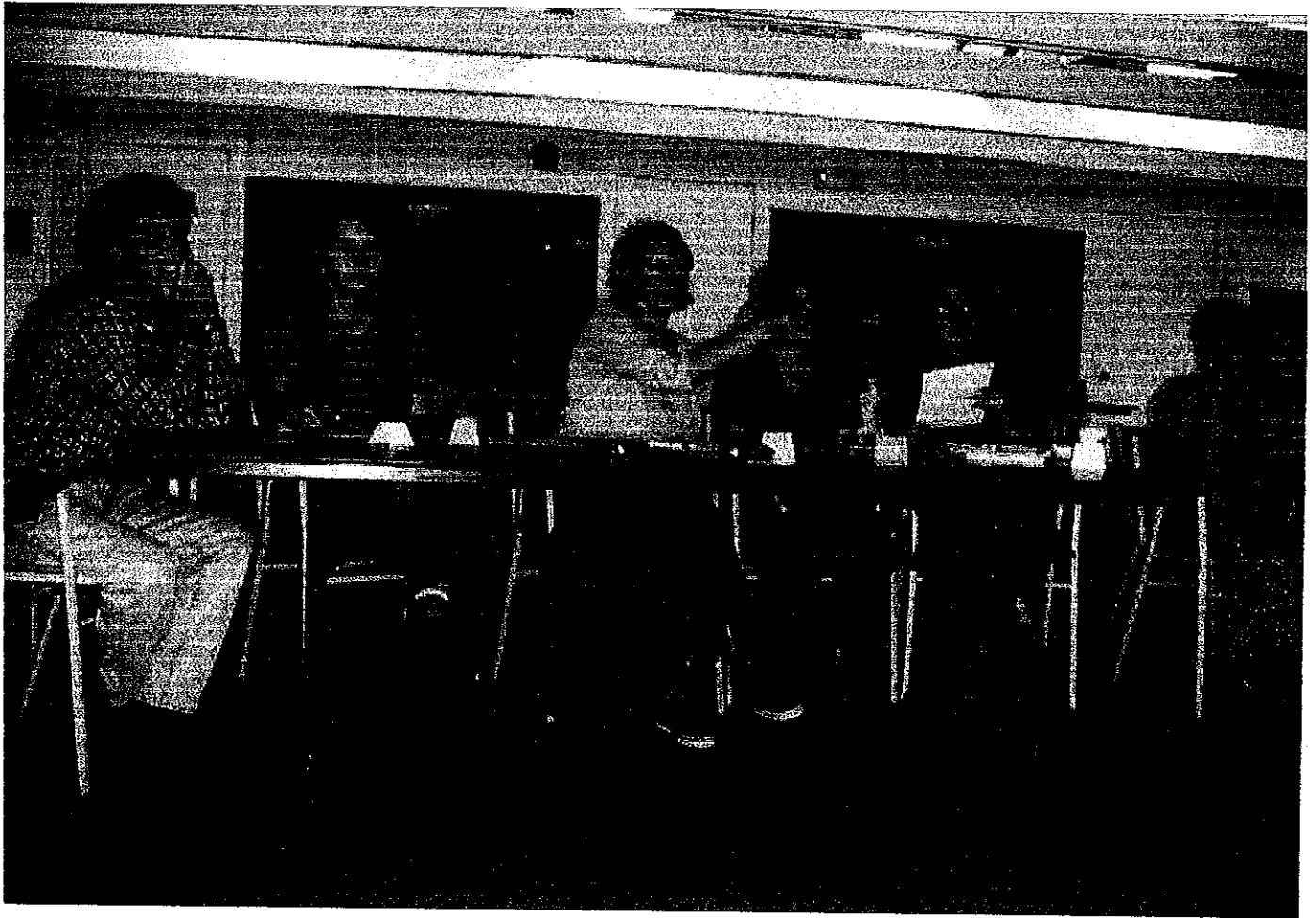
Written Feedback

"Pass the remote..." Interactive classroom review ~ made simple!

I was touched by the unconditional support you got from the crowd.
It was beautiful to see/hear.

I liked ...... → The product, it's possibilities.

The presentation, the structure.
Your gentle warm reassuring presence.
Your attitude facing technical problems
was super. I was impressed by
your having printed questions ready
for us to go on while the ~~problems~~ were taken care of

(margin, left) I liked the idea of group evaluation instead of cognitive individual evals.

Next time please change...... More info about the
softwares. I have a feeling we just ~~xxxx~~ had
an overview of the possibilities (maybe it's just
that it went too fast for me up there on the screen (?))

I always feel insecure when using technical tools in
a class room (even if I have a computer programmer
degree, (or maybe "because I have ...")). In a real class
situation, I always have some other activities up my sleeve.
It keeps the gremlins away ☺.

P.S. You could ~~xxxxxx~~ get some money from
McGraw & Hill to present their product
in the way you did. (They are interested)

Written Feedback

"Pass the remote..." Interactive classroom review ~ made simple!

I liked ......

The fact that I really learned something
new in this workshop - it was the first time I
had ever heard of Hyper Vision and it's
really a useful tool for lots of things in
the classroom! I could see it also as a
vehicle for feedback at the end of a
week ~~also~~ - many possible uses! We
should get SIT to buy a copy - maybe

Next time please change......

they will now because
of you !

No need to apologize for being nervous -
just pause, breathe, smile your beautiful
smile + keep going !

This was great Lisa — congratulations
on finishing Sandanona !
You did a great job —

Written Feedback

"Pass the remote..." Interactive classroom review ~ made simple!

I liked ...how you organized your presentation. It was very professional.

I appreciated the systematic way in which you presented you context and program. Well done!

I loved the idea of carrying out what we learned at SIT)

Thanks

Next time please change......

Nothing !!!

Written Feedback

"Pass the remote..." Interactive classroom review ~ made simple!

I liked ...... EVERYTHING! IT WAS VERY
COOL! I'LL BET YOUR STUDENTS MUST
LOVE IT. I'm INTERESTED IN LEARNING
MORE ABOUT CALL - IT'S GETTING POPULAR
IN JAPAN. IT WAS FUN! THE QUESTIONS
were great + funny too. THE ROOM
LAYOUT AND ATMOSPHERE W/CANDLES, etc.
were GREAT + BEAUTIFUL! VERY NICE!!!
I LIKED THE NAME CARDS TOO.

Next time please change......
NOTHING SPECIAL ... EVERYTHING was
WONDERFUL.

(MAYBE YOU COULD TALK MORE ABOUT
SET-UP COSTS)

THANK YOU LISA!

AN EXCITING AND PROFESSIONAL
         & FUN PRESENTATION!

Written Feedback

"Pass the remote..." **Interactive classroom review ~ made simple!**

I liked ......

You did a great Job Lisa - Good sense of humour - You did not panic when the computer was not doing what you expected.

(1) The presentation _Hand-out_ of the weekly topics and scheduled activities

(2) and Hyperstudio pre-test was very polished

Next time please change......

Written Feedback

"Pass the remote..." Interactive classroom review ~ made simple!

I liked ......

the questions!
the _interaction_ with the computer!
the classmate interaction.
the _information_ on the software.
the graphics included in the program!
the answers to good questions!

Next time please change......

— give us _time_ to write the questions!

—

That's it!

Thank you! I hope I'll
soon purchase the
software! (:)

Written Feedback

"Pass the remote..." Interactive classroom review ~ made simple!

I liked ...... the engaging and funny test we took
to learn how to use "Hypervision".

- the small group discussion
- the fact that this is easy to learn to use
- "   "   "   "   " inexpensive
- the troubleshooting skills and adjustments
  made to deal with technical malfunction
- the effective use of multiple technologies

Next time please change......

= more time for small group interactions, and
- a little more time for sharing + questions
  would have helped me.

Written Feedback

"Pass the remote..." Interactive classroom review ~ made simple!

I liked ......

- The simplicity of the program.
- Your organizing everything so well.
- I've never used computers in EFL classes. This gave me some new ideas + took away my fear of CALL.

Next time please change......

Have extra batteries
Tell us pros + cons of the program.

Written Feedback

"Pass the remote..." Interactive classroom review ~ made simple!

I liked ...... - your enthusiasm
- that you didn't lose your cool when
you encountered Technological difficulties
(that you had a handout/contingency plan(?)
- that you made it accessible

- that you customized the questions and
made them fun
Next time please change...... - that you asked us for our questions on the card

- It would have been interesting to
see how you go about inputting (sp.?) the
questions -- but I realize time was
limited. Enjoyed it!
Thank you!

Written Feedback

"Pass the remote..." Interactive classroom review ~ made simple!

I liked ......

The information about hyper vision. (Content)
The casual way that you were able
to deal with technical problems. It gave
me the a feeling of security. both as
a learner here and as a teacher as I anticipate my
possibly using the program. I won't be
able to use it in the near future, but your
presentation has given me ideas of activities
that I can do in the classroom without a
Next time please change...... computer.

invite him! Ask Greg (or stuff person in charge of technical)
to stay here.

At the end when you cut off the
elicitation part, I felt that you
could have just left that into on the
screen and asked us to say what
we thought. Later on I realized you
had something else to show us (the
last quote. Therefore I am not sure
what I think would have been most
effective for me. I thought I might as
well share it with you.

Written Feedback

"Pass the remote..." Interactive classroom review ~ made simple!

I liked ......

- interaction & engagement of participants
- fun, entertaining, authentic
- informative & useful (I plan to have my program order it - see lots of applications)
- coffee, goodies, music & candles were wonderful

Thanks !

Next time please change......

- more information on technical aspects
- where software is available

Written Feedback

"Pass the remote..." *Interactive classroom review ~ made simple!*

I liked ......

- Everything about the presentation!
- Useful, great ideas!
- I will definitely try to use this in my classroom.

Next time please change......

Nothing - it was perfect!!

Thank you!

:)

Written Feedback

"Pass the remote..." Interactive classroom review ~ made simple!

I liked ...... the questions, the explanation of your context (warm, helpful, natural!). Congratulations! I'd love to see you speak again!

Next time please change......

It might be neat to see how you type in a question — maybe too much work?

Written Feedback

"Pass the remote..." Interactive classroom review ~ made simple!

I liked ......

The amount of interaction that can take place when using a computer program.
How much fun it was.
How the relevancy of student generated questions can motivate the class.
Clear explanations of how and why you use the computer.
It made me feel completely open to using technology in the classroom.

~~Next time please change~~ ......

The weekly topics & scheduled events calendar was great idea.

Thank you!

Sandanona Conference Self-Evaluation
based on Feedback
"Pass the remote..." Interactive classroom review ~ made simple!

Through self reflections, consulting with my support group, reading the participants feedback and watching parts of my video, I have gleaned the following:

What Worked!
* My enthusiastic introduction of the topic and my context!
* Clear explanations of how and why I use the computer program in my classroom.
* The "beautiful" room layout and atmosphere as it included name cards, candles, music, coffee and goodies.
* My composure when I experienced technical difficulties.
* Having prepared a handout as a contingency plan!
* My trouble shooting skills.
* Sharing the handout on weekly topics and scheduled events which I had developed last year as a result of my first SMAT experience.
* The use of small group discussion.
* Supplying the participants with useful information on HyperVision, i.e. inexpensive cost, good classroom interaction, ease of use.
* How the relevant, student generated test made it more accessible to everyone.
* The customized test (about SIT!) which made the questions fun, engaging, and motivated the class.
* Asking participants to write questions of concern toward the beginning of class on their notecards, and that I came back to these at the end of the presentation.
* Effective use of multiple technologies, i.e. CALL, HyperVision, Power Point.
* Giving the participants some new ideas on how to use CALL in the classroom

What I Would Change!
* To be more composed at the beginning and to not apologize for my nervousness.
* Give the participants more time for small group interactions.
* Give the participants more time to write their questions on their index cards.
* Ask for a techi to stay close at hand until all is rolling smoothly.
* Have a more solid back-up plan in case of a technical disaster!
* Save more time to illicit from the audience where they thought they could use the HyperVision program.
* Add a brief demonstration on how easy it is to input the questions using the HyperVision framework.

*   Have more time! Otherwise, cut the fun test to 9 questions instead of 17 in order to fit in the above.

The questions which remain relative to the content area are:
* To give more information on where to buy the software and the set up costs involved. I think I should have had this info on a handout to be given out towards the end.
* To tell the participants more about the pros and cons of the program. I could easily have presented this on a slide.
* To briefly explain that there are other interesting areas of the software that I did not explain. As I have not used them all myself, I did not feel comfortable demonstrating and discussing them. Nonetheless, the program includes a 'roster framework' which can be used in multiple ways. A competitive game can be played, and also it is possible for students to take the test individually using the computer.

When giving professional presentations:
*   I need more solid, concrete time for preparation.
*   I need more time to rehearse at the site with all the technical components in place in order to have one thorough run through.

Key factors which relate to the process of giving professional presentations are:
*   Run through the presentation more than once.
*   Be both prepared, well-rested, and confidently waiting days in advance!
*   With time and practice, all things should run smoother.

APPENDIX G

PROPOSAL AND DESIGN DOCUMENT FOR

BIG BEND COMMUNITY COLLEGE

Enclosed is the initial proposal, which began this project. The results of the project are succinctly delineated in the Design Document.

Title III Proposal, Applied Technology
"Hypervision Assessment Tools and Response Pads"

To: Brinn Harberts, Title III, Activity 3 Director
cc: Kara Garrett

From: Lisa Lucas, BBCC ESL Instructor, Adult Basic Skills Department

Date: 12/1/98

Re: Proposal to Request Funds for Applied Technology Project

The following proposal to request funding follows the requested format supplied in the Memorandum of 11/2/98 sent to staff at BBCC from Brinn Harberts.

Individuals Involved: Lisa Lucas (with optional second ESL teacher)

Project Description: This project is designed to use the Hypervision Response Pads software in creating additional assessment tools for all 16 BBCC Employability ESL Modules.

Category: Applied Technology

Project Timeline: December 1998 through February 14, 1998.
(I plan to work on this project over Winter Vacation.)

This project will be implemented in the ESL courses offered by BBCC.

This project is beneficial to the BBCC ESL program as it will increase the bank of computer aided assessment tools valuable to our students learning, as well as enhance the students' familiarity and comfort with working independently on computers.

1. Impact on student learning/need for project: The tools created by the project will allow students more opportunity to become comfortable with computer technology while at the same time reinforcing the lessons taught in the ESL classroom. This tool addresses the students' desire to overcome their fear and anxiety which comes when using a computer.
This tool will benefit the students' learning of English, as it gives them instant feedback, while at the same time they become independent learners.

2. _Research/Skill Development:_ First I will need to familiarize myself more with the Hypervision software. Then I need to print out and categorize the work initially done by both Shannon Powers and Lori Callise. I will read and review what has already been done.

I will then create a second set of evaluation tools in the multiple choice and true/false format, based on the employability ESL curriculum modules. This is Phase I.

Upon becoming very familiar with the Hypervision software, I plan on completing Phase II which involves creating supplementary ESL lesson plans which incorporate a discussion based format using Hypervision response pads. (Although I have not yet spoken to them about it, I would be happy to work with Lori Callise and/or Shannon Powers, as I feel the new tools would benefit from consultation with another teacher(s) of the BBCC ESL Employability Modules.)

3. _Design:_ This project does not change the curriculum which has been extensively reworked over the past year. This project supports the curriculum, adding computer-aided instruction elements, which so far have not been implemented to a great degree.

4. _Feasibility/Timeline:_ I plan to complete Phase I over Winter Vacation, finishing by January 4th. Phase II would be scheduled for completion by February 14th. An outline of the steps needed to complete the project is below.

	Process	Estimated Hours
Phase I:	a. Hypervision Tutorial - to familiarize myself more with software to be used	3 hrs. (per person)
	b. Print out and categorize all existing ESL Hypervision evaluation tools (16)	4 hrs. (one person)
	c. Create a second complete set of evaluation tools. Each set will include 10 multiple choice questions and 10 true/false questions per module (16). 3 hrs. per module (1 1/2 hrs for research, and possible group input; 1 1/2 hrs for design and typing into software.)	48 hrs. (total)

(Phase I to be completed by January 4th, 1999.)

	Process	Estimated Hours

Phase II: d. Create a discussion based activity   40 hrs. (total)
for each of the 16 modules based
on the research and groups discussion
completed in Phase I.

e. Print out and categorize new ESL   4 hrs. (one person)
hypervision evaluation tools to be
copied and shared with other ESL
instructors.

(Completion date for Phase II is February 14th.)

Estimated Project Hours: 99 hrs. (total)

5. *Resources Necessary:* The needed resources are currently
available:

- Access to computer lab
- Access to Hypervision Software
- Printing of final copies to be distributed
to ESL instructors.

- An optional second person on the project could
be useful as a source of feedback and consultation
on the content and structure of the created tools.

Respectfully submitted,

Lisa Lucas, ESL Instructor

General Information

1. The project developer is Lisa Lucas, B.S., English as a Second Language Instructor at Big Bend Community College.
2. Course Titles and Course ID Numbers:
    English as a Second Language Level II, Course Numbers DVS 031
    English as a Second Language Level III, Course Number DVS 032
    English as a Second Language Level IV, Course Number DVS 035
    The English as a Second Language Program courses are credit generating, non-degree, open enrollment classes.
3. General Course/Project Description: This project is designed to use the HyperVision Response Pads software in creating additional assessment tools for 16+ BBCC ESL Multi-Level Employability Curriculum Modules. The Project is focused specifically on ESL-Level II, High Beginners.
4. Projected Implementation Date: March 29th, 1999.

Section 1: Learner Analysis

- *Identification of the expected types of learner(s).*
    The learners will all be students in the English as a Second Language Program. The students range in age from 18 to over 60. Most are in their late 20's and 30's. The ratio of male to female is usually equal. Their educational level ranges from pre-literate to doctorate (in their native language). Their economic level ranges from welfare and laborer to wives of businessmen. Some participants do not work outside the home, others take other vocational college classes, and others work full or part-time. Many students who do not currently work have previously been employed in the full range of employment in their own countries.
    The participants remain in the ESL program for varying lengths of time.
    The students are second language learners from a variety of experienced language backgrounds including Spanish, Ukrainian, Estonian, Japanese, Hindi, Russian, Arabic, and more.

- *Description of the special needs and capabilities of the learner(s), which will have an impact on their success.*
    The learners have a special bond with each other in that they are all wanting to learn English, firstly to survive, and secondly to progress in the American culture. These two desires lead to motivation for most of the students.
    Students need to come to class regularly (consistently) with the attitude to participate and learn.

- *Indication of the need for the instruction in relation to the specific learner(s).*
    The students are not proficient in their ability to speak, read or write English, as needed to be employable in this society.

- *Description of the expected entry skills and/or knowledge of the learner(s).*

  Goal of Washington State Competencies, English as a Second Language: At the end of Level II (Beginning ESL), students will be able to: function with some difficulty in situations related to immediate needs; handle routine, entry-level jobs that involve only the most basic oral communication and in which all tasks can be demonstrated; communicate with great difficulty with native English speakers.

  The learners have very little, if any prior knowledge of computer technology, and have no prior knowledge of the HyperVision program.
  The students are experienced learners, and have varying degrees of skills on how to adapt and learn in general. They use this process to enhance their own knowledge, keep up with each other, and help those in need.

Section 2: Needs Assessment

1. *List the status quo skills that the learners have:*
   - Students cannot use the HyperVision program, and are intimidated by computer technology. Most of the students have a difficult time studying for a test at home, due to stresses in their personal lives, and their lack of experience or knowledge of how to study at home.

2. *List the change that will occur after you have implemented the instruction:*
   - The HyperVision assessment tools created by the project will allow the students to become more comfortable with computer technology while at the same time reinforcing the lessons taught in the ESL classroom.
   - This exposure addresses the students' desire to overcome their fear and anxiety which comes when using a computer.
   - This tool will benefit the students' learning of English, as it gives them instant feedback, while at the same time they become independent learners.
   - Students learn how to work in small group discussions, debate their answers, and then select a decision through majority vote, in a fun and easy way.
   - Students have a better opportunity to review for a test, and learn additional study skills for future learning.

3. *The difference between the current status and performance after implementation:*
   - The gap between the status quo and performance after instruction is the ability to use the HyperVision program in a computer lab setting, in order to assist with a fun way of assessment and immediate feedback.
   - This HyperVision program taps into many diverse learning skills - visual: using graphics and color; kinesthetic/tactile: using the response pads; auditory: listening to the instructor read the questions out loud, and listening to each other's ideas on the correct answer.
   - It is much more stimulating, fun and interesting than a paper and pen written test, and gives a percentage grade to each individual, group or class quickly and effectively.

Section 3: Instructional Objectives/Competencies/Outcomes

Project Objective(s)

- Students will be able to take a multiple choice or yes/no question test, either individually or with a small to large group, using the HyperVision program, and pre-inputted tests.
- Students will be able to discuss the question with their fellow team members in order to work out the best answer.
- Students will be able to use a series of learning styles: visual, kinesthetic/tactile, and auditory, etc.
- Students will be able to see their failure or success of a response to a question immediately, without any one else knowing. This limits humiliation and shame.
- Students will become more familiar with computer technology.
  This tool allows students who may have missed a day or two during the week to quickly catch-up before a test.

Learner Objectives

The learner will be able to:

- Operate a response pad (similar to a remote control)
- Read and understand the multiple choices, yes/no format questions, on a large overhead screen and respond accordingly.
- Discuss the question with other team members
- Make a decision about the correct answer
- Select the correct answer using a response pad
- Understand the answer to the question
- Understand if their group reaches the correct answer or not and why.
- Read and understand a final report given to each team or individual at the end of class
- Study better for their test
- Better understand the module and terminology.

Section 4: Instructional Strategies and Activities

Activities for implementation of the HyperVision Program

- Print out the HyperVision tutorial for a reference guide.
- Stay in touch with Brinn Harberts, Title III, Activity Director, for hands-on computer training.
- Learn how to use the HyperVision software
- Learn about all the different components of the software. e.g.: graphics, roster.
- Research the work that has already been done by other instructors on the HyperVision program. Print it out and categorize in a binder.
- Design and create a set of evaluation tools which complement, correlate with and add to the ESL Multi-Level Employability Curriculum Modules used in Levels I, II and III.
- Train the computer lab assistant, and the instructional assistant on the process of the lesson.

Sequencing of learning activities and the relationship of the project objectives to the overall course structure.

- This project does not change the BBCC ESL Program curriculum, which has been extensively reworked over the past year.
- This project supports the curriculum, adding the element of computer-aided instruction.
- The primary objectives of the project are to reduce computer anxiety, reduce test-taking fear, and to prepare students adequately for a test in a fun, cooperative learning atmosphere.
- Each HyperVision program works with the key vocabulary, structure, and content, which have been presented that week prior to entering the computer lab.

Types of activities/interactions that will take place during the implementation of the new materials

- Students will have access to computers in the computer lab at the BBCC facility.
- Group discussions/cooperative learning
- Testing
- Computer aided instruction
- Test preview/simulation
- Debate
- Consultation
- Group decision making
- Use diverse learning styles
- Peer teaching
- Peer correcting/editing process
- Module/Topic review for test
- Exampling (students or instructor give examples of a concept)
- Stand-up lecture
- Interactive use of the HyperVision program will be done, including instructor to student, computer to student, student to student, student to instructor, and finally student to computer.
- The modules are independent of one another and build on the previous learning in the classroom.

Section 5: Material Selection Criteria and/or Production Design

Material Selection Criteria:

Computer-aided instruction was selected to:

- Introduce students to computer-aided learning.
- Enable students to work either cooperatively or individually, and within their own comfort level.
- HyperVision was selected to introduce foreign students to typical American-type questions and answers.
- HyperVision was selected to assist with assessment and evaluation of ESL modules in a way that learning was still enhanced.

- HyperVision is user friendly, and has an excellent quality of transmission, using color, graphics, large overhead screen, and sleek, fun response pads.

Production Design:
- The HyperVision tutorial has been printed out and categorized for easy reference.
- The assessment tools have been printed out and categorized for instructors' use.

Section 6: Evaluation Procedures and Results

Academic performance measures:
- Overall, students who took the HyperVision pre-test did much better on the final test, than those students who didn't take the pre-test.
- Also the students' grades increased significantly when taking the HyperVision pre-test, as opposed to not taking the HyperVision pre-test before an end of module test.
- Three forms of evaluation will be utilized:
  1. Observation by instructor and assistants.
  2. Feedback sessions and personal interviews with the students.
  3. Student evaluation of the instrument.