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Technical Report 539

PREDICTION OF SUCCESS AT TYPING

Thomas G. Cleaver and Carol A. O'Connor
University of Louisville

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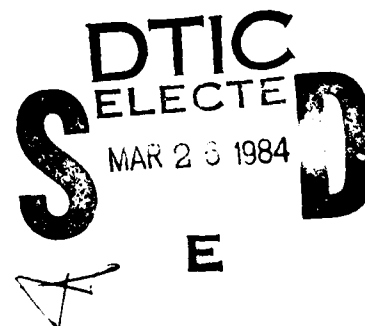


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This report details an experimental study of the prediction of gross typing speed. The study was conducted in two phases. In the first phase beginning typing students were given a battery of tests to measure digital dexterity, particularly of the index finger of the dominant hand. The test results were correlated with gross typing speed attained after a one-semester course. It was found that there was very little correlation between gross typing speed and digital dexterity. (Continued)		

Item 20 (Continued)

In the second phase of the study, beginning typing students were given a battery of computer-administered tests to measure reaction time, the ability to use the fingers independently, and the speed with which three random characters could be typed on a keyboard. The test results were correlated with gross typing speed after the completion of a one-semester course. It was found that reaction time and the ability to use the fingers independently had moderate correlation coefficients, but that the ability to type three random characters was well correlated with typing speed ($R = .75$). It was concluded that this last type of test, or some modification thereof, may be useful in screening typist trainees.

PREDICTION OF SUCCESS AT TYPING

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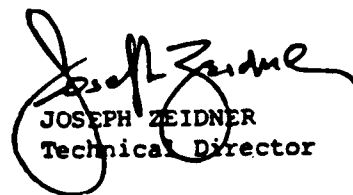
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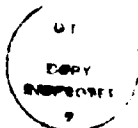
FOREWORD

The Army Research Institute for the Behavioral and Social Sciences (ARI) has performed basic research in the development of measures for identifying soldiers with good potential for developing speed and accuracy in typing as an important skill useful in many Army MOS categories. This report describes a two-phased research program to identify tests useful in screening typist trainees.

The technological base research described herein was conducted under Army Project 2Q161102B74F by the University of Louisville Foundation, Louisville, KY, under Contract No. MDA 903-79-C-0423.


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Technical Director

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PREDICTION OF SUCCESS AT TYPING

BRIEF

Requirement:

The requirement for this contract is as stated in the proposal "Prediction of Success at Typing by Use of a Simple Test of Digital Dexterity." This proposal states that preliminary research indicates a correlation between digital dexterity and performance of keyboard tasks. Experiments are described which measure digital dexterity by double taps on a key. It is proposed to measure the digital dexterity of beginning typists and then, upon completion of a typing course, to correlate their gross typing speeds with their digital dexterity test scores. After the results were analyzed, additional experiments were to be performed to refine and improve the experimental technique and to gather supporting data.

Procedure (first phase):

An electronic stopwatch, a manual hand-held counter, and a digital computer were used to administer tests of digital dexterity to students entering introductory typing courses. The double-tap experiment measured the time required for a subject to make two rapid taps with the index finger. The counter test measured the time required to advance a counter from zero to 50.

Findings (first phase):

Gross typing speed at the end of the typing courses was only slightly correlated with the dexterity test scores. The correlation coefficients were close to zero, and it was concluded that the digital dexterity tests were not sufficiently predictive to be useful. Therefore the experiments were redesigned to include measures of information processing ability.

Procedure (second phase):

A digital computer was used to administer three tests to students entering introductory typing courses. These tests consisted of measurement of reaction time, measurement of the ability to use the fingers independently, and measurement of the speed with which three random characters could be typed onto the computer keyboard.

Findings (second phase):

Upon completion of the typing course, gross typing speeds were measured and correlated with the three parts of the test. Correlation coefficients

of $+0.25$, -0.42 , and -0.75 were found for the reaction time test, the independent fingers test, and the three-character test, respectively. The excellent correlation of typing speed with the three-character test indicated that this test, or a modification thereof, could be used to screen typist trainees, but that refinement and simplification of the experimental technique would be required.

PREDICTION OF SUCCESS AT TYPING

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PREDICTION OF SUCCESS AT TYPING

INTRODUCTION

Thousands of people every year begin typing training in high schools, colleges, trade schools, and military-operated schools. Rarely are the entrants screened in any way to determine their aptitude for typing. For the person who intends to be a casual typist, screening may be inappropriate; however, for the career-oriented individual, screening may be quite important. If screening reveals that an individual has limited aptitude for typing, then that person can be directed to a more appropriate career. This screening should be of benefit to the individual; if the individual is being trained at an employer's expense, the screening will also be of benefit to the employer.

Although there are many tests of clerical skills, most of them are intended as measures of current level of skill. Few purport to predict future aptitude after a training period is complete. However, some early studies sought to relate digital dexterity and mechanical aptitude to aptitude for keyboard tasks.

In 1927, T. W. MacQuarrie developed his Mechanical Aptitude Test.¹ Included in it were tests for tapping and dotting. His tapping test measured the speed with which a person could place three dots into each of a series of small circles; the dotting test required that the subject place a single dot in each of a number of unequally spaced circles. These tests were thought to be a measure of digital dexterity and eye-hand coordination. Other researchers attempted to use these tests as predictors for success in keyboard tasks.^{2,3} The results indicated only a moderate amount of correlation with success in these tasks.

In 1951, Arline Blakemore conducted a series of tests on 16- to 19-year-old girls who were entering job training in a bank.⁴ The typing production rate of the trainees (based on typing time, preparation time, and corrections) after 1 month of job training was compared with the results of five tests given at the time of employment. The best correlation coefficient ($.62 \pm .08$) was obtained using the "Hay Number Perception Test," which takes about 12 minutes to administer. The girls in the study had all been previously trained as typists.

¹MacQuarrie, T. W. (1927). A mechanical ability test. J. Pers. Res., 5, 329-337.

²Gottsdanker, R. M. (1943). Measures of potentiality for machine calculation. J. Appl. Psychol., 27, 233-248.

³Barrett, D. M. (1946). Prediction of achievement in typewriting and stenography in a liberal arts college. J. Appl. Psychol., 30, 624-630.

⁴Blakemore, A. (1951). Reducing typing costs with aptitude tests. Personnel J., 30, 20-24.

The most ambitious and innovative attempt to evaluate typing aptitude was the work of Flanagan, Fivars, and Tuska in 1959.⁵ They based their study on the hypotheses that skill at typing is related to

1. the ability to tap with one finger at a time by controlling each finger separately and independently, and
2. the ability to learn to respond with a particular finger on perceiving a number or letter.

In their test, adhesive-backed felt circles were attached to the end of each finger. Each pad was then moistened with a different color of ink. The "tapping test," as they have called it, consisted of nine separately timed sections. The first two were designed to test the first hypothesis; and the last seven, to test the second hypothesis. The subjects tapped their fingers onto each of 12 rows of circles on a page according to letters that had been assigned to the fingers.

Flanagan, Fivars, and Tuska compared typing speed in words per minute at the end of various typing courses to the scores achieved on tapping tests administered at the beginning of such courses, and they found predictive validity coefficients of approximately .50. They also found that scores on the tapping test were not well correlated with the level of experience of the subjects. This indicates that their tests are not biased in favor of experienced typists, and it also gives evidence that the dexterity required on the tapping test is not significantly improved by typing training. In still another test, they compared intelligence test scores to typing speed and found a little correlation.

Since publication of their paper, the authors have continued with their work and now publish a kit to administer the tapping test.⁶ Businesses use the kits for screening purposes. The authors now distribute about 100 kits a year.⁷

Little published research has been performed in this field since Flanagan, Fivars, and Tuska. However, Cassel and Reier did compare speed tests to scores on the General Aptitude Test Battery and found that by using multiple regression they could obtain a coefficient of .72.

Flanagan, J. P., Fivars, G., & Tuska, S. A. (1959). Predicting success in word processing operations. Pers. and Guid. J., 37, 5, 353-357.

Flanagan, J. P. (1963). Manual for the Tapping Test. Pittsburgh: Psychological Techniques Associates.

Flanagan, J. P. Personal communication.

Cassel, R. N., & Reier, G. W. (1971). Comparative analysis of concurrent and predictive validity for the GATB Clerical Aptitude Test Battery. J. Psych., 79, 135-140.

Although the tapping test may be useful as a predictor of success at typing, it is somewhat undesirable as a mass screening test because it is time-consuming and requires special materials (felt pads and colored inks). Also, the test is closely tied to eye-hand coordination, i.e., subjects must look at the paper in order to position their fingers properly. Experienced typists do not look at their fingers as they type; therefore, eye-hand coordination tests seem to be inappropriate.

In preliminary research, the author tested the speed of a number of subjects in the task of making two quick taps with the index finger on an on/off button of an electronic timer. The timer displayed the elapsed time between taps, which varied among subjects from 0.07 seconds to 0.16 seconds. The speed of tapping seemed to be related to keyboard and musical instrument skills (anecdotal). Since the index finger is the most used digit, it is reasonable to presume that in adults this digit is extremely well trained and that, in fact, it is trained to such an extent that performance in this simple tapping task cannot be improved significantly by practice. Indeed, it was also found in the preliminary tests that no significant or repeatable improvement in time could be achieved through practice. It was therefore tentatively concluded that the speed of tapping in this task was relatively untrainable and that it was a measure of inherent, perhaps genetically determined, index finger dexterity, and perhaps of digital dexterity in general.

Phase I of the research described herein is based on the hypothesis that the speed with which adults can tap their fingers twice in succession is a measure of inherent digital dexterity and that digital dexterity is the principal requirement for speed and accuracy in typing and other keyboard tasks for experienced keyboard users. It should be noted that this simple test does not require eye-hand coordination.

Another factor in determining a typist's speed and accuracy might be what is termed information-processing ability, i.e., a typist is required to translate written words into finger movements and the mental process of making this translation may limit a typist's speed. It was not known at the outset of this study whether digital dexterity or the ability to process information is the ultimate limiting factor in speed for most typists, although it was believed that digital dexterity would prove to be more important.

PHASE I EXPERIMENTS

Experimental Design

A Cronus Single Event stopwatch, an electronic timer with a light-emitting diode (LED) display reading in hundredths of seconds, was used to measure successive taps on a key. Depressing the start/stop button on top of the stopwatch causes the timer to begin. A second depression of the button stops the count. A reset button on the face of the stopwatch could be used to reset the count to zero.

Several volunteers were recruited as subjects for testing this device. It was found that the timer could be held comfortably in the palm of either hand, and the index finger of that hand could be used to depress the start/stop button. With the hand held in this position, these subjects attempted

to tap the button twice in rapid succession. The idea was to obtain the fastest time for a double tap. It was found that only a few practice trials (fewer than 10) were required to train a subject and that 30 recorded trials provided sufficient data. It was also discovered that occasionally a subject failed to turn off the timer on the second tap; these errors caused excessive time to be recorded. It was therefore determined that the data analysis should include some method to compensate for these errors.

A second experiment was designed using a Veeder hand counter, a simple mechanical counter that advances one unit on each press of a button. A knob on the side can be used to reset the count to zero. The device is designed to be held in the palm of the right hand and advanced with the thumb, but it can also be operated easily with the left hand.

Dexterity testing using this device was chosen as an alternative to the double tap using the stopwatch. It was intended that the subject would advance the counter as fast as possible for a specific number of counts, the time for the task then being recorded. Testing with our volunteer subjects determined that they could advance the counter 50 times without fatigue.

The above tests require the presence of an observer to instruct the subject and record the data. This requirement was deemed undesirable for two reasons:

1. Nonuniformity of instructions to the subjects might introduce error into the data.
2. If this method were to be employed in a mass screening program for typists, many trained instructors would be required.

Therefore a second set of experiments was devised to automate the data-taking procedure. The equipment consisted of an Apple II microcomputer, an Apple Disk II disk drive, and a television receiver for display. The intent was to use the computer to provide much the same tests as those described above, but to have the computer train the subjects and record the data. A further benefit of this method is that the data, already in machine-readable form, could be easily analyzed by computer.

The double-tap experiment using the stopwatch was to be duplicated by having the subject make a double tap on a key of the computer keyboard. Each subject would be tested for 30 trials, and the data would be automatically recorded on a floppy disk.

The manual counter experiment described above would be duplicated by having each subject make 50 rapid taps on one of the keys on the computer keyboard. The time to make the 50 taps would be recorded automatically on the disk.

In order to time the subjects' responses, it was necessary to write a machine language subroutine on the computer, which would use the Apple II's internal "clock" to measure the time between keystrokes. This subroutine is presented in Appendix A. Using this subroutine, time between keystrokes can be measured to an accuracy of better than 1 millisecond.

A BASIC program was written to present the double-tap and counter experiments to the subjects. The program is contained in Appendix B.

Procedure

With the aid of Dr. Kathleen Drummond, University of Louisville School of Business, and Ms. Sharon Tiller, instructor of typing at the University of Louisville and Jefferson Community College, several beginning typing classes were selected for experimental study. These typing classes were intended for beginning typing students with no previous typing experience.

Four classes were used, three at Jefferson Community College and one at the University of Louisville. There were approximately 120 students in the four classes. Students in the classes were both male and female and ranged in age from 18 to 60. All classes began in January 1980.

At the beginning of the first class of the semester, the principal investigator met with the students to describe the purpose of this research and to begin experimentation. The experiments were described briefly and demonstrated, and the students were invited to participate. It was emphasized that participation was voluntary and would take about 5 minutes. Each participating student filled out a "Typing Experience Questionnaire and Consent Form" (see Appendix C).

Students were then conducted to another room, one at a time, while class was in progress. Dr. Drummond and the principal investigator conducted the four experiments on each subject in turn. While Dr. Drummond was presenting the two manual experiments to a subject, the principal investigator was supervising another in performing the two computer-moderated experiments.

Dr. Drummond would begin by demonstrating the operation of the stopwatch and by instructing the subject in the proper way to hold it. The stopwatch would be held in the palm of the dominant hand and operated with the index finger of the same hand. The subject was then given a few practice trials in the double-tap experiment. When the subject was trained, he or she would perform 30 double taps, reporting each result in turn for the experimenter to record on the "Digital Dexterity Test" form (see Appendix D).

The subject would then be given the Veeder counter and instructed in its use. The counter would be held in the palm of the dominant hand and advanced with the thumb of the same hand. After a little practice, the subject would be timed while advancing the counter from zero to 50 as quickly as possible.

Next the subject would sit down before the computer and begin the automated experiments. When necessary, the experimenter would briefly familiarize the subject with the equipment. The BASIC program would request that the subject type in his or her name and would then instruct the subject on performance of the double-tap experiment (striking a key twice in rapid succession). The subject was then given visual prompts (on the television receiver) in a practice session for the double-tap experiment. This was followed by 30 timed double-tap tests. After their completion, the results were automatically recorded on the disk.

The program next presented the subject with instructions on the automated counter test (50 rapid taps on a single key), provided a short practice session, and proceeded with the test. The results were automatically recorded on the disk.

Appendix E contains a sample run of the BASIC program. No printed (hard-copy) output occurred during the conduct of the experiment; all output simply appeared on the television screen.

After the experiment was completed, the subject was given a \$3.00 payment and returned to the classroom.

After completion of the courses, the students' typing scores were obtained from the teacher. These scores consisted of the results of one or more timed 5-minute speed tests with the results expressed in gross words per minute and number of errors.

At the end of the term, the above experiments were to be repeated on some of the students to determine if typing training improves dexterity test measurements.

It is recognized that students completing an introductory typing course cannot be considered experienced typists; therefore the plan was to conduct follow-up tests if the results of the one-semester experiment were encouraging.

Results

The original intent of this research was to test formally the hypothesis that the speed with which a person can perform these tests is a measure of inherent digital dexterity and that this dexterity measurement can be used as a predictor of success at typing.

In early May 1980, scores on typing tests were obtained from the teachers of the courses. These scores were the results of timed (5-minute) tests of typing speed measured in words per minute. Of the original 103 subjects who had been given the dexterity tests, 52 completed the typing courses and are included in this study.

In trying to assess possible correlations between the dexterity tests and typing speed, six dexterity variables were considered:

1. Best tap time manually (BTM): Of the 30 trials requiring the subject to depress and release the start/stop button twice in succession, with the times being recorded manually from the stopwatch, the best time (least amount of time required) is the first variable (in hundredths of seconds).
2. Mean of the best 10 tap times manually (MBTM): This variable is similar to the first, except that the average (mean) of the best 10 times is being used (in hundredths of seconds).
3. Counter time manually (CTM): This is the time, recorded manually from the stopwatch, required by the subject to advance the counter from zero to 50 (in seconds).

4. Best tap time automated (BTA): This variable, similar to the first, is the best time required by the subject to strike the space bar on the Apple II keyboard twice in succession (in thousandths of seconds).
5. Mean of the best 10 tap times automated (MBTA): The average of the 10 best times required by the subject to strike the space bar on the Apple II (in thousandths of seconds).
6. Counter time automated (CTA): The time required by the subject to strike the space bar on the Apple II 50 times in succession (in thousandths of seconds).

The means of the best 10 tapping times were used instead of the means of all 30 times to eliminate any possible outlying data due to the subjects' errors and unfamiliarity with the equipment and to help eliminate any confounding effects due to the subjects' past experience.

Using the simple correlation coefficient as a measure of association between typing speed (words per minute uncorrected for typing errors) and the six variables described above, typing speed was most highly correlated with the best tapping time recorded manually (BTM), with a correlation coefficient $r = .315$. The square of this value, .099, describes the amount of variation in typing speed which can be explained by the best tapping time. Only 10% of the typing speed variation could be explained by variable one. Table 1 lists each of the six variables and that variable's correlation with typing speed (r).

Table 1

Correlation of Dexterity Tests with Typing Speed

Variable	r
Best tap time manually (BTM)	.315
Mean best tap time manually (MBTM)	.254
Counter time manually (CTM)	.016
Best tap time automated (BTA)	.055
Mean best tap time automated (MBTA)	-.036
Best counter time automated (CTA)	.024

Figures 1 through 6 show graphically the association between typing speed and the six variables.

Since most of the six variables were not highly correlated with each other, multiple regression techniques were used to determine whether several of the variables in combination would better predict typing speed. The best multiple regression equation was obtained using all except MBTM as independent variables. This resulted in a multiple correlation coefficient of .39. While this does represent an improvement over a regression equation using only a single variable, it requires using five variables and only 15.2% of the variation in typing speed can be accounted for by the variables.



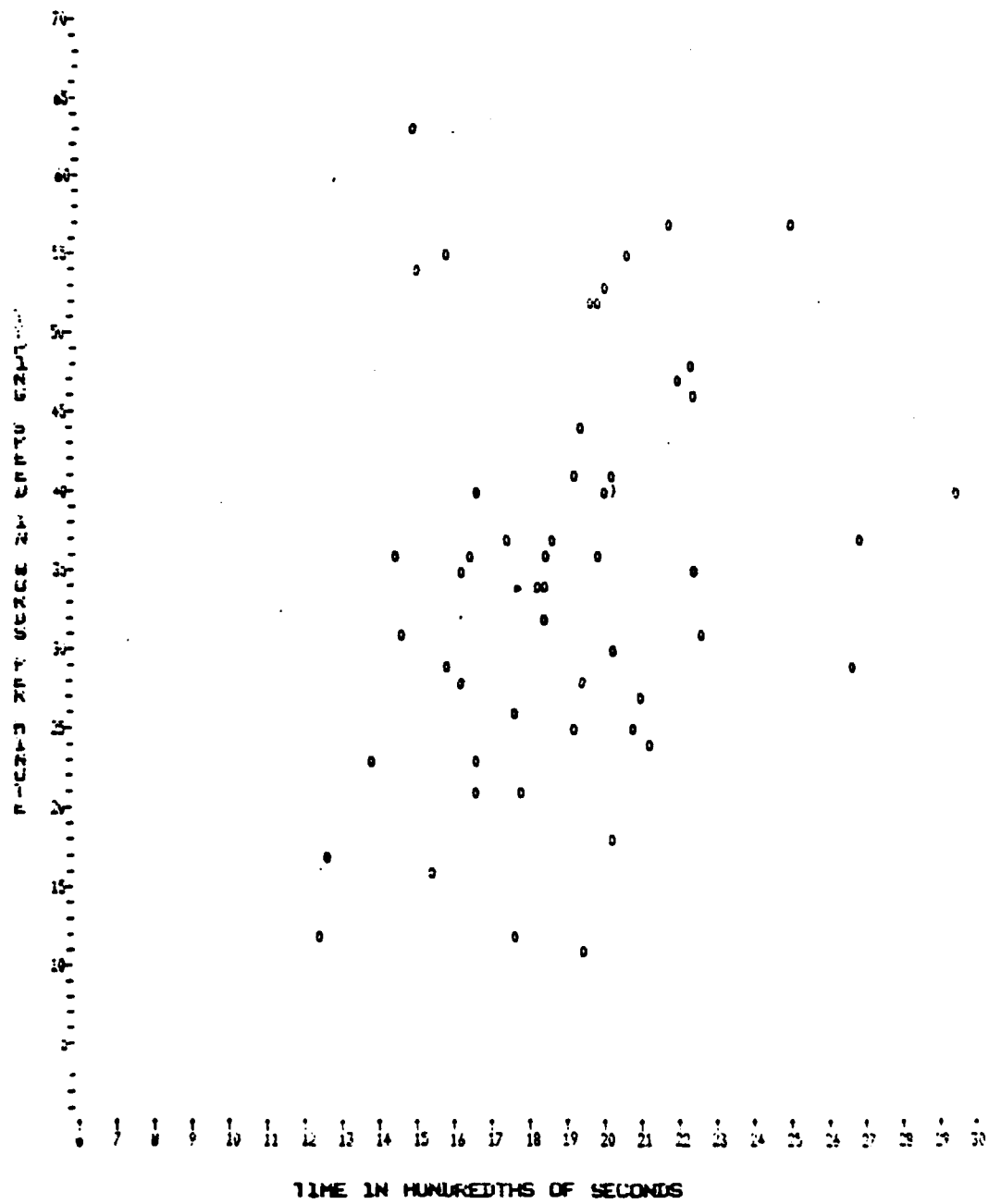


Figure 2. MBTM, all January classes, manual data entry, mean of best 10.

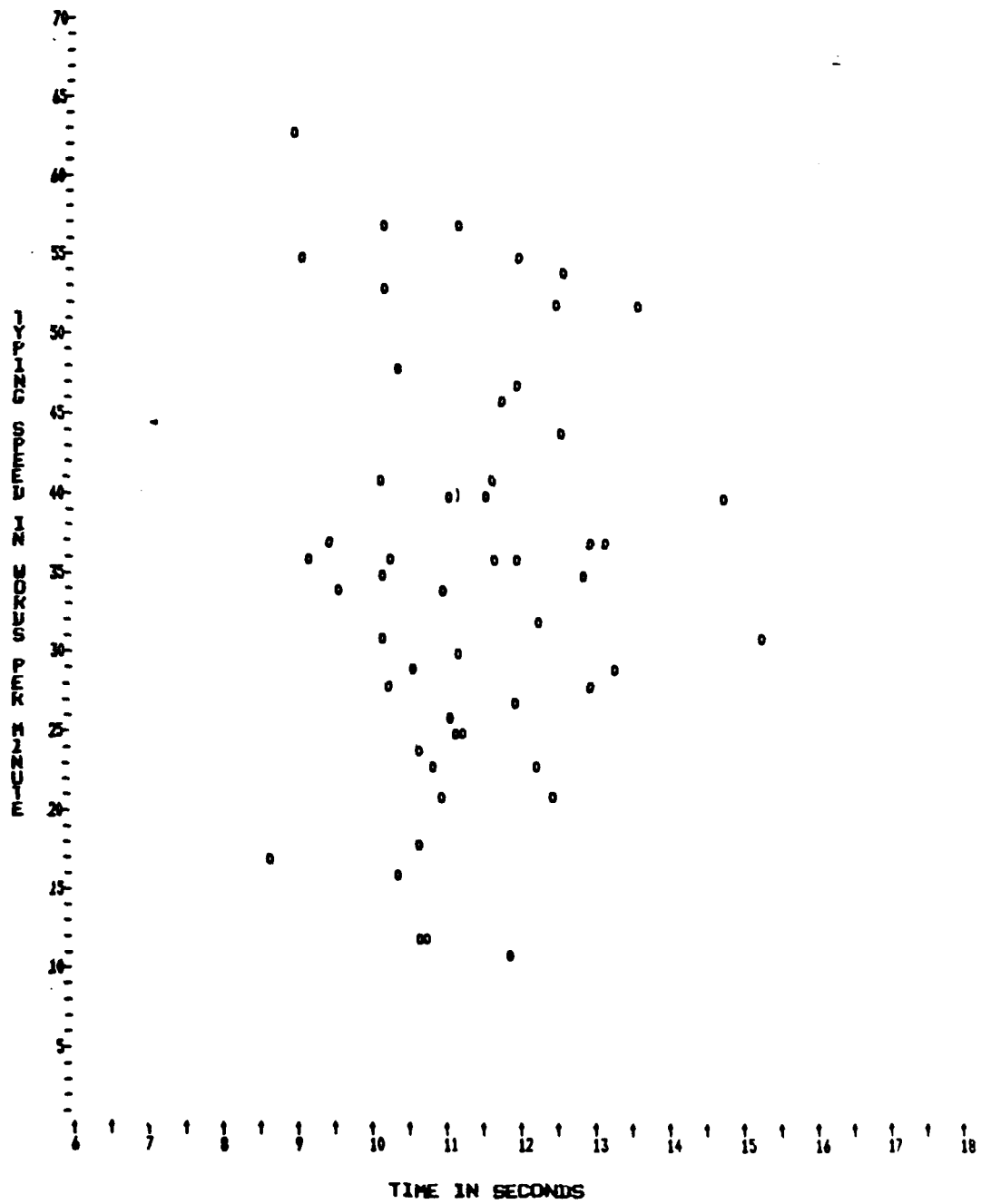


Figure 3. CTM, all January classes, manual data entry, counter.

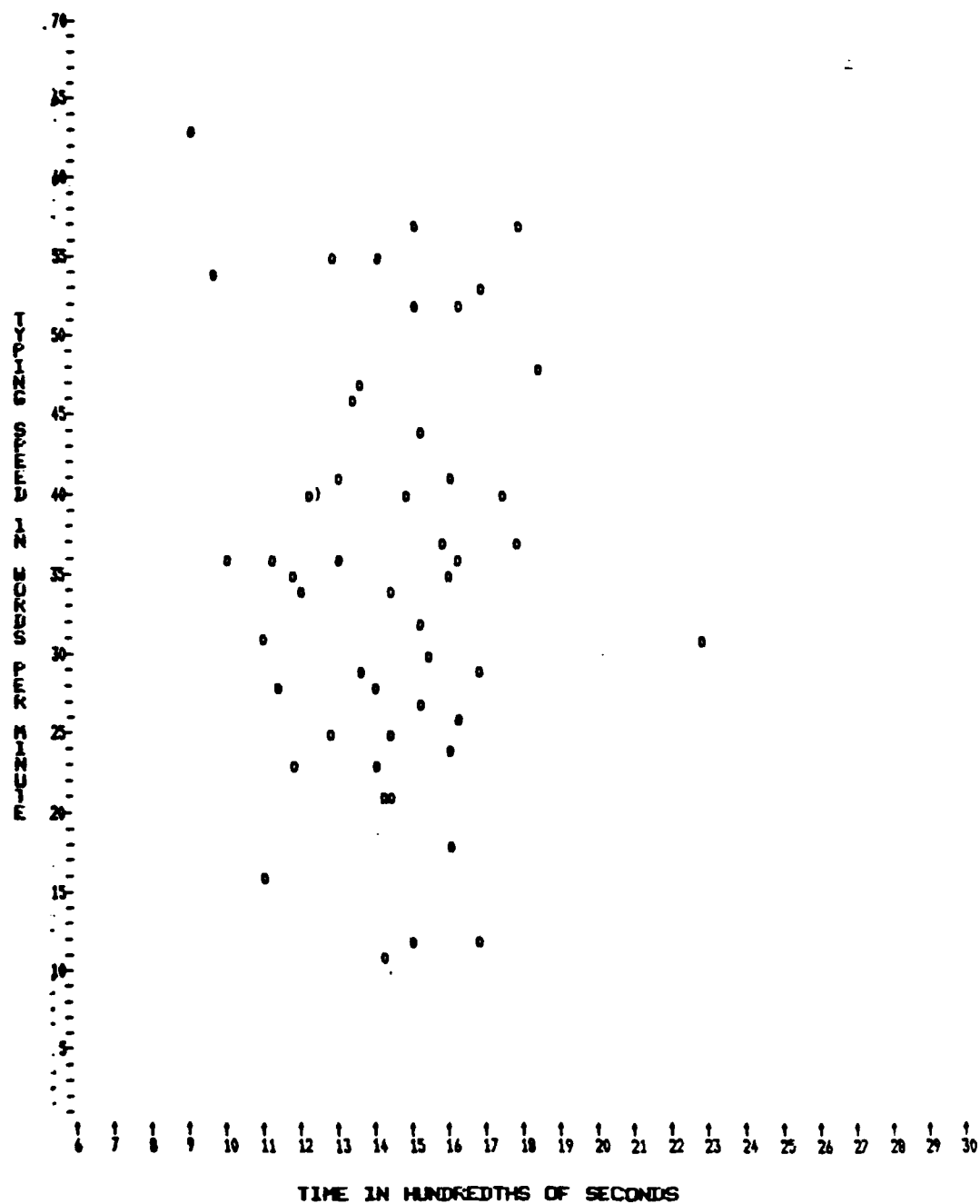


Figure 4. BTA, all January classes, automated data entry, best score.

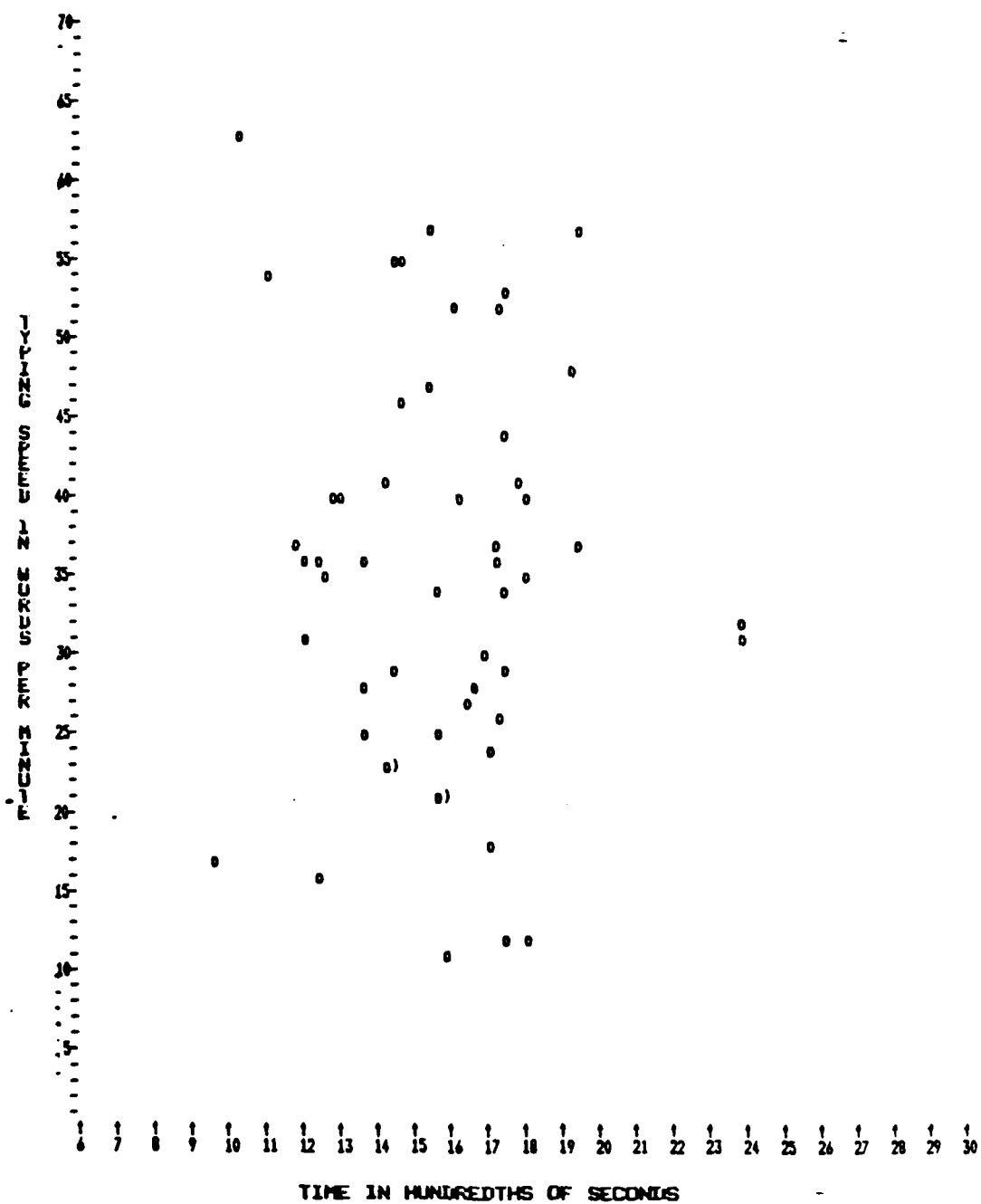


Figure 5. MBTA, all January classes, automated data entry, mean of best 10.

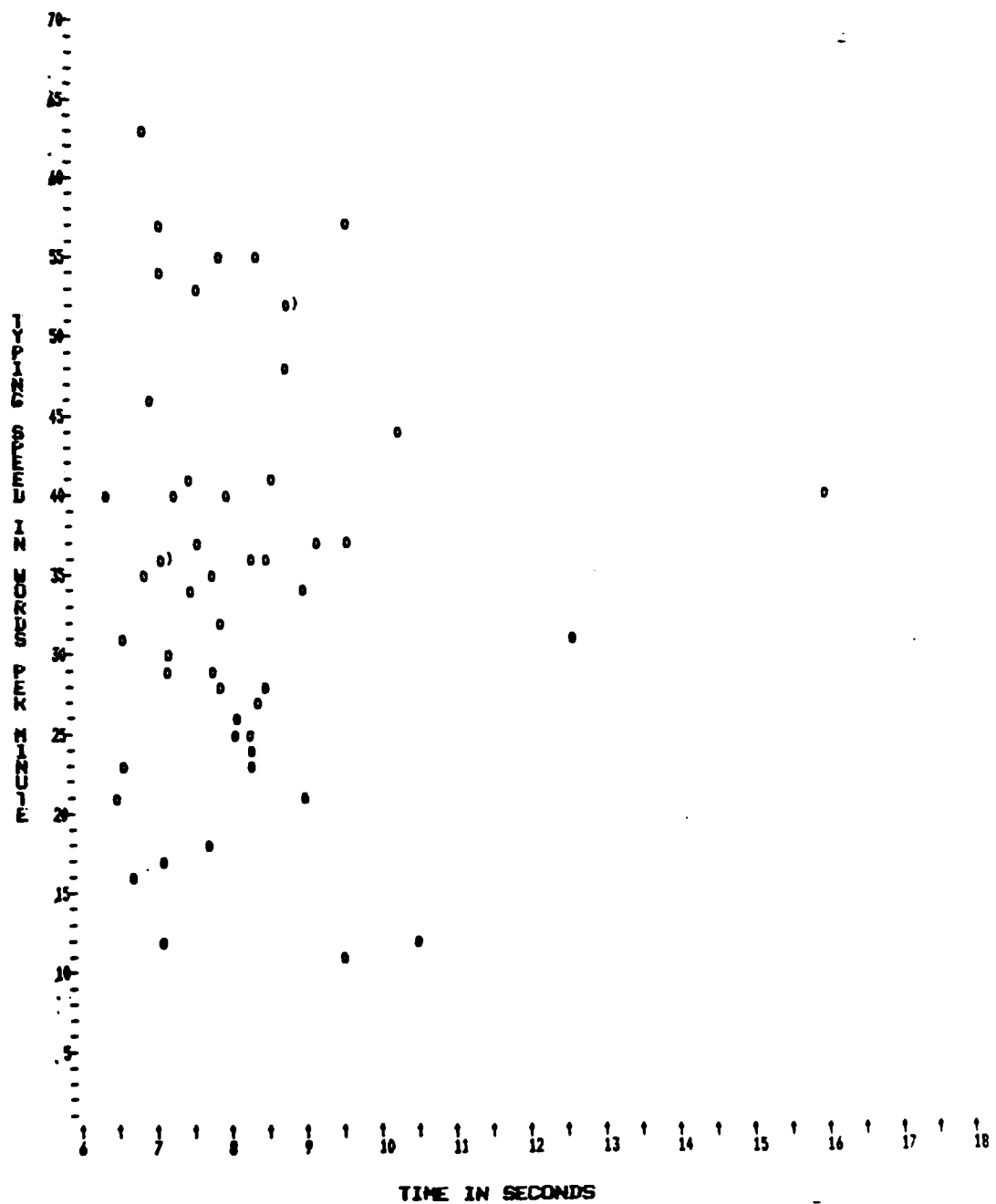


Figure 6. CTA, all January classes, automated data entry, counter.

The goal was not to predict the subject's actual typing speed, but to determine whether the dexterity tests would help to distinguish between poor typists and good typists. The original 52 subjects were divided into two groups; the first group consisted of subjects whose typing speed was less than 35 words per minute, and the second group consisted of those whose typing speed was at least 35 words per minute. For each group, the means of the six dexterity variables were calculated and the results are given in Table 2. For none of the variables did the means differ significantly between the poor typists and the good typists. In some cases, the good typists had faster times than the poor typists; and in other cases, the good typists had slower times.

Table 2

Means of Dexterity Variables for Poor vs. Good Typists

Variable	Typing speed	
	<35	>35
Best tap time manually (BTM)	15.96	< 17.96
Mean best tap time manually (MBTM)	17.98	< 19.80
Counter time manually (CTM)	11.27	> 11.24
Best tap time automated (BTA)	139.09	> 138.28
Mean best tap time automated (MBTA)	159.02	> 154.11
Best counter time automated (CTA)	8058.00	< 8359.80

One remaining question of interest was how the subjects' past typing experience was related to the dexterity tests. Of the 52 subjects in the study, 17 stated that they had had no previous typing experience, and 35 listed some form of typing experience. Table 3 gives the mean times of the six dexterity variables and mean typing speed for each group.

Table 3

Means of Typing Speed and Dexterity Variables

Variable	Experienced (N = 35)		Not experienced (N = 17)
Typing speed	35.59	>	24.96
Best tap time manually (BTM)	17.49	>	15.88
Mean best tap time manually (MBTM)	19.27	>	18.09
Counter time manually (CTM)	11.33	>	11.11
Best tap time automated (BTA)	140.82	>	134.29
Mean best tap time automated (MBTA)	158.38	>	152.95
Best counter time automated (CTA)	8323.90	>	7972.30

The difference in mean typing speeds of the experienced and nonexperienced groups is significant at the .01 level, but the differences between these groups on the dexterity tests is not significant. This means that previous typing experience is related to the typing speed at the end of a one-semester typing course, as was expected, but that the dexterity tests do not detect this typing experience.

In fact, it is interesting to note that the experienced group actually averaged greater times on the dexterity tests than the nonexperienced groups. And as witnessed by the positive correlation coefficients between typing speed and most of the dexterity variables, it appears that the better typists actually took more time to complete the dexterity trials. (Note that the r -value being so close to zero for variables 3 through 6 indicates no real correlation.)

Correlations between typing speed and the dexterity variables were examined for the 35 subjects who had had some previous typing experience. For this group, typing speed was most highly correlated with the mean of the best 10 tapping times (manual), $r = -.188$, and with the best tapping time (manual), $r = .16$.

For the group of 17 subjects with no previous typing experience, the variables most highly correlated with typing speed are the mean of the best 10 tapping times (manual), $r = .476$, and the best tapping time (manual), $r = .42$. While these correlations are significant, they are suspect due to the small sample size. And their predictive use would be limited, because the majority of people have had some typing experience.

Conclusions

The low correlation coefficients obtained indicate that the simple dexterity tests used are not predictive of success at typing after a one-semester introductory typing course. It should be remembered that the original hypothesis of this research was that well-trained typists would be limited in speed by their digital dexterity (as measured by our simple tests). This hypothesis has been neither proved nor disproved by the foregoing, but it has been shown that early success at typing is not highly correlated with such digital dexterity.

It may be that the dexterity tests are useful in predicting the ultimate speed attainable by a typist, but useless in predicting the rate of progress toward the goal. If true, the speed attained in an introductory course should not be expected to correlate well with dexterity. However, the discouraging results did not make it appear desirable to pursue follow-up studies using dexterity tests.

Although the course was intended as introductory, the students entering the course had a wide range of typing experience. Many who used the touch method had already taken other typing courses or used the typewriter in their work. This made the data difficult to analyze. Indeed, it was found that typing speed upon completion of the course was more dependent on previous experience than on any of the factors measured.

It was therefore decided to abandon digital dexterity tests. As an alternative, the role of information processing ability in the prediction of success at typing would be considered.

PHASE II EXPERIMENTS

Experimental Design

A different approach to prediction of early success at typing was clearly in order. Advice was obtained from Grace Fivars, one of the inventors of the previously described tapping test. She suggested the use of tests that would measure the ability to use the fingers independently and to associate a character with a particular finger. She said that the tapping test has shown that these are the important abilities to test.

Keeping in mind that a simple, easy-to-administer test is most desirable for screening potential typists, it was also decided to measure the reaction time of the subjects. It should be noted that reaction time denotes the speed of a response that follows a stimulus, e.g., the speed of response of a driver who sees the brake lights of another car. This is quite different from what is measured in digital dexterity tests such as the double-tap experiment. In the double-tap experiment, the time the subject spent before depressing the key the first time was not measured; only the time between the two keystrokes was recorded, thus there was no measurement of reaction time to a stimulus.

Based on the above considerations, three experimental procedures were devised: one to measure reaction time, one to measure the ability to use the fingers independently, and one to measure the ability to associate a character with a finger. It was decided to implement all three procedures on the Apple II computer, using the keyboard as the input device.

To use the computer for this purpose, it was necessary to write a machine language subroutine to time the subjects' responses. The subroutine, shown in Appendix F, is quite similar in concept to the timing subroutine shown in Appendix A.

In the first experiment, the subjects were to press the space bar as fast as possible after receiving a visual stimulus. The reaction time would be recorded on disk.

In the second experiment, the subjects were to type eight keys in sequence. In one sequence, the subjects would type using the little, ring, middle, and index fingers of the left hand followed by the index, middle, ring, and little fingers of the right hand. This amounts to "rippling" the fingers over the keys from left to right. In the other sequence, the subjects would type the keys in reverse order, rippling the fingers from right to left. The time to respond to the stimulus (the time before the first character is struck), the total time to complete the eight-key sequence, and the number of errors would be recorded on disk. This experiment was expected to measure the ability of the subjects to use their fingers independently. However, it also might be expected to depend upon the subjects' "information processing" ability; i.e., the subjects must process the stimulus (requesting that they type either from right to left or from left to

right), and the time they take to do this is recorded. Therefore, the time between the stimulus and the first keystroke may be dependent on both the subjects' raw reaction time and the speed with which they can process the stimulus information.

In the third experiment, the subjects were to type a three-key sequence of characters in response to the three random characters that would appear on the screen. The time to type the first character, the total time to type all three characters, and the number of errors would be recorded on disk. This experiment was expected to measure the subjects' ability to associate a character with a finger.

It is recognized that the third experiment will favor the student with typing experience. This is not seen as a drawback in the following context: Students entering beginning typing courses can be expected to have widely varying experience in typing. Indeed, the results from Phase I of the experiments indicate that some entering students have considerable experience, and our results also show that a student's typing speed at the end of the course is well correlated with this experience. Therefore, an experimental procedure that favors experienced typists may well be more successful at predicting typing speed than one that does not.

A listing of the BASIC program that executes the experiment is contained in Appendix G.

Procedure

Students from four beginning typing classes were used as subjects for these experiments. One of the classes was at the University of Louisville; the other three were at Jefferson Community College. All classes were taught by Ms. Sharon Tiller during the summer term of 1980. There were approximately 80 students in the four classes.

Early in the semester (on or before the third class meeting), the principal investigator met with the students to describe the purpose of the research and to begin experimentation. Conduct of the computer-moderated experiments was demonstrated, and each voluntarily participating student filled out a "Typing Experience Questionnaire and Consent Form" (Appendix C).

Students were conducted one at a time to another room where they sat down before the computer, supervised by the principal investigator. The BASIC program would request the subjects' name and sex; then it would ask if the subject had any previous typing experience.

The first experiment instructed the subjects to strike the space bar whenever "GO!" appeared on the display. After a short practice session, 10 trials were conducted and reaction time was recorded.

The second experiment directed the subjects to position their fingers over the "ASDFJKL;" keys. This is the standard "home" position for the typewriter and for the computer keyboard. Subjects were then directed to type the sequence A-S-D-F-J-K-L-; when the word "LEFT" appeared on the screen and ;-L-K-J-F-D-S-A when the word "RIGHT" appeared. The subjects were then

given trials until they could successfully complete the sequence in each direction. Then the test was repeated 20 times--10 for "RIGHT" and 10 for "LEFT," randomly mixed. Three data were recorded for each of the 20 tests: the time between presentation of the stimulus and striking the first key, the total time to input all characters, and whether there was an error in the character entry.

The third experiment directed the subjects to hold their fingers in the same position (home) and to type the three characters that appeared on the screen, e.g., "ADK." The three characters were any of the following: A, S, D, F, J, K, L, ;, i.e., any of the eight characters from the home position. The subjects were given repeated three-letter combinations until they got two sequences correct; then 10 timed trials were given. Three data were recorded for each of the 10 trials: the time between display of the letters on the screen and striking the first character, the total time to enter all three characters, and whether there was an error in the character entry.

After completion of the experiment the subjects were given a \$3.00 payment and returned to the classroom.

Appendix H contains a sample run of the BASIC program.

The instructor provided the students' typing scores at the end of the course. As before, these scores consisted of one or more timed 5-minute speed tests in which gross typing speed (in words per minute) and number of errors were reported.

Results

In trying to determine if the quantities measured during these tests could be used to predict typing speed, it was necessary to decide upon possible variables to be used. The 26 variables chosen are described below.

I. Two variables are from the first test measuring reaction times:

1. the best reaction time (BRT_1)
2. the mean of the best five reaction times ($\overline{BRT_1}$)
(both recorded in thousandths of seconds)

II. Twelve variables chosen pertained to the second test, which measures the ability to use the fingers independently:

A. Six variables were chosen from the 20 trials of each subject, regardless of whether errors were made or not:

3. the best total time (BTT_{21})
4. the best reaction time (time from stimulus to striking of first character) (BRT_{21})
5. the best difference in times between the total time and the initial reaction time. This time corresponds to the actual typing of the sequence of letters. (BDT_{21})

6. the mean of the best five total times ($\overline{BTT}_{21}$)
 7. the mean of the best five reaction times ($\overline{BRT}_{21}$)
 8. the mean of the best five differences in total time minus reaction time ($\overline{BDT}_{21}$)
- B. The remaining six variables are similar to the six just described, except they were formed from only the trials that were performed without errors.
9. the best total time (BTT_{22})
 10. the best reaction time (BRT_{22})
 11. the best difference in times (BDT_{22})
 12. the mean of the best five total times ($\overline{BTT}_{22}$)
 13. the mean of the best five reaction times ($\overline{BRT}_{22}$)
 14. the mean of the best five differences in times ($\overline{BDT}_{22}$)

(All variables for Test II are recorded in thousandths of seconds.)

III. The third part of the tests measured the ability to associate a character with a finger. The 12 variables considered here are similar to those used with the second part of the test.

A. The following six variables are formed using all 10 trials:

15. the best total time (BTT_{31})
16. the best reaction time (BRT_{31})
17. the best difference in times (BDT_{31})
18. the mean of the best five total times ($\overline{BTT}_{31}$)
19. the mean of the best five reaction times ($\overline{BRT}_{31}$)
20. the mean of the best five differences in times ($\overline{BDT}_{31}$)

B. The remaining six variables are formed from only the trials performed with no errors:

21. the best total time (BTT_{32})
22. the best reaction time (BRT_{32})
23. the best difference in times (BDT_{32})
24. the mean of the best five total times ($\overline{BTT}_{32}$)

25. the mean of the best five reaction times ($\overline{BRT}_{32}$)

26. the mean of the best five differences in times ($\overline{BDT}_{32}$)

(All 12 variables are recorded in thousandths of seconds.)

Also recorded for each subject were the subject's sex, previous typing experience, and the number of errors made on parts 2 and 3 of the tests. Means are found using the best five trials instead of all trials to compensate for excessively large times sometimes obtained by the subjects when errors were made.

Of the original 43 subjects who were administered the tests at the beginning of the summer semester typing courses, 34 completed the course and are included in this study.

Initially, it was hoped to get an idea of how the poorer typists and better typists compared to each other in terms of these variables. The sample of 34 subjects was divided into two groups: students whose typing speed at the end of the semester was less than 35 words per minute (uncorrected for typing errors), and those whose typing speed was at least 35 words per minute (uncorrected for typing errors). The means of the variables for each group were then found and are given in Table 4. For all variables except the two from part 1, the better typists had done better on the pre-typing-class tests. The next step was to examine the apparent relationship between the pretest and typing speed.

Next, each of the 26 variables described above was plotted as independent variables versus typing speed (see Figures 7 to 14 for sample plots). After examining these plots, there appeared to be two possible relationships between the independent variable and typing speed, either linear or reciprocal. Therefore, it was decided to investigate these two types of relationships.

The model underlying a linear relationship can be expressed in the form

$$Y = a + bX + \epsilon$$

where Y is typing speed, X is one of the 26 independent variables, and ϵ represents random errors. The method of least squares, which minimizes the amount of error, was used to estimate a and b in the equation. Two quantities that are used to judge the effectiveness of the fit of the curve are the correlation coefficient, r , and the standard error of Y about the regression line, denoted $s_{y/x}$. The square of the correlation coefficient, r^2 , represents the fraction of the variation in typing speed that can be explained by means of the prediction equation. The easiest way to interpret $s_{y/x}$ is as a measure of the average amount the actual typing speeds differ from the estimated mean typing speeds. Ideally, one would like the r^2 value to be as close to 1 as possible, and $s_{y/x}$ to be as small as possible. A more realistic goal of r -values around .5 was decided on from comparison with the results reported by John C. Flanagan (1963, p. 12) in the Manual for the Tapping Test, where his r -values ranged from .12 to .63, with an average of .39.

Table 4

Means of Predictive Variables for Two Groups of Typists

Variable	Typing speed ^a	
	<35 (N = 17)	>35 (N = 17)
BRT ₁	213.12	< 236.35
BRT ₁	246.88	< 264.35
BTT ₂₁	2395.10	> 1880.90
BRT ₂₁	502.06	> 472.18
BDT ₂₁	1649.70	> 1265.50
BTT ₂₁	2537.20	> 2009.00
BRT ₂₁	622.65	> 547.53
BDT ₂₁	1773.00	> 1363.60
BTT ₂₂	2423.8	> 1905.60
BRT ₂₂	563.18	> 484.41
BDT ₂₂	1668.30	> 1283.20
BTT ₂₂	2565.20	> 2027.80
BRT ₂₂	654.29	> 561.18
BDT ₂₂	1789.50	> 1380.10
BTT ₃₁	1852.60	> 1439.90
BRT ₃₁	1067.40	> 835.82
BDT ₃₁	598.53	> 465.59
BTT ₃₁	2195.90	> 1693.90
BRT ₃₁	1232.50	> 993.29
BDT ₃₁	806.29	> 594.88
BTT ₃₂	1876.50	> 1453.80
BRT ₃₂	1097.70	> 838.59
BDT ₃₂	598.53	> 486.94
BTT ₃₂	2253.10	> 1782.10
BRT ₃₂	1295.00	> 1036.90
BDT ₃₂	836.35	> 644.65

^a Gross typing speed is used, uncorrected for typing errors.

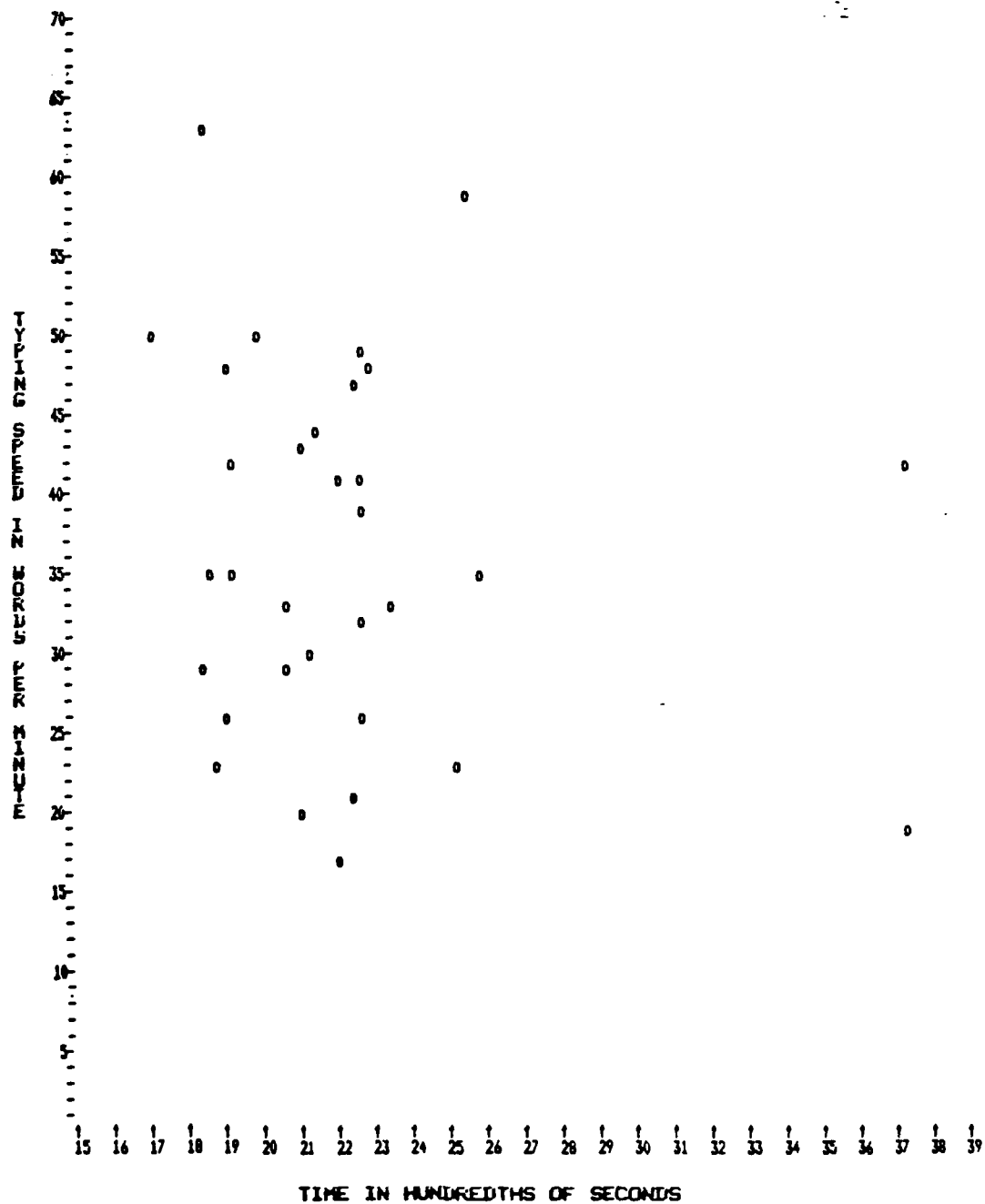


Figure 7. BRT₁, all summer classes, best reaction time, correlation coefficient = .247693395.

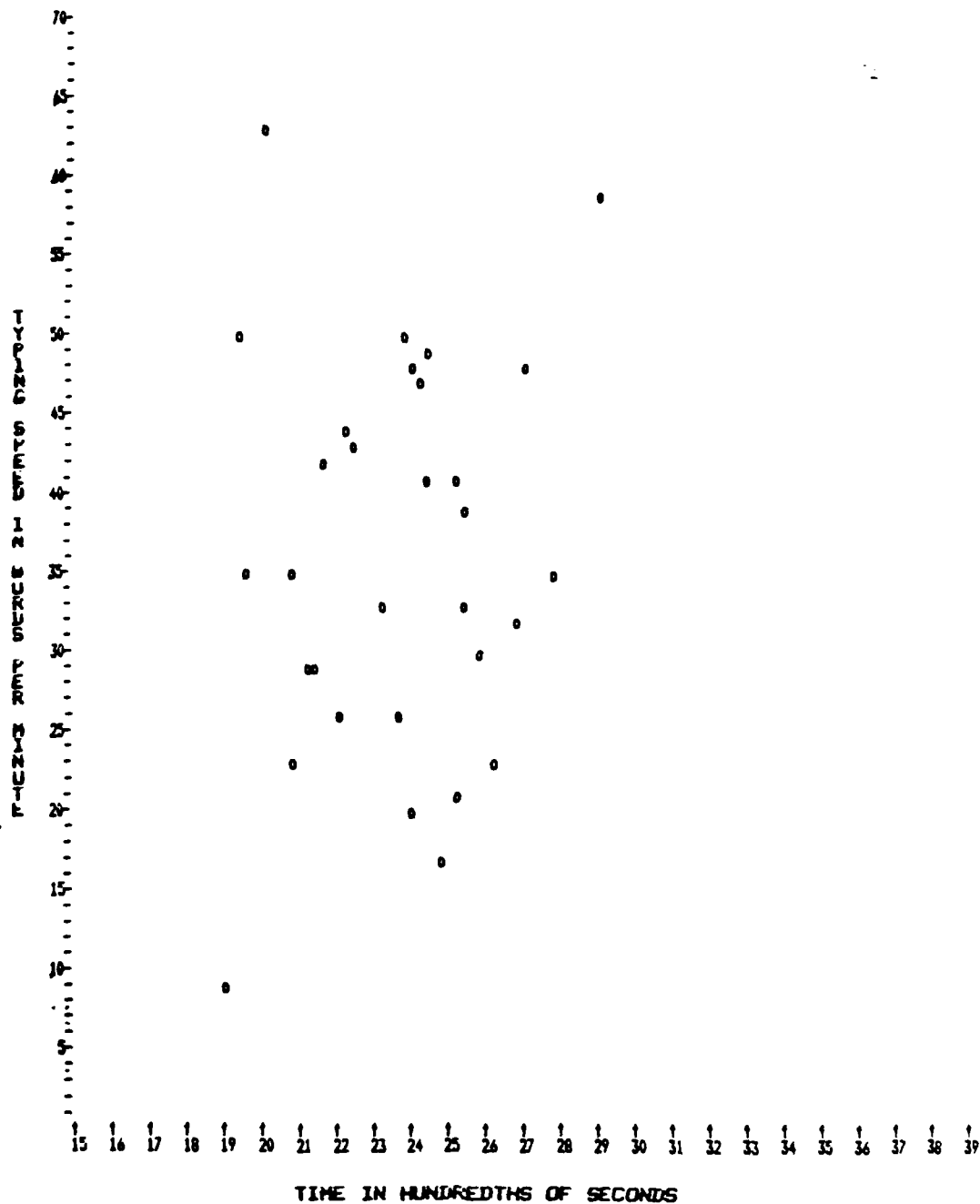


Figure 8. $\overline{BRT}_1$, all summer classes, mean of best 5 reaction times, correlation coefficient = .152882302.

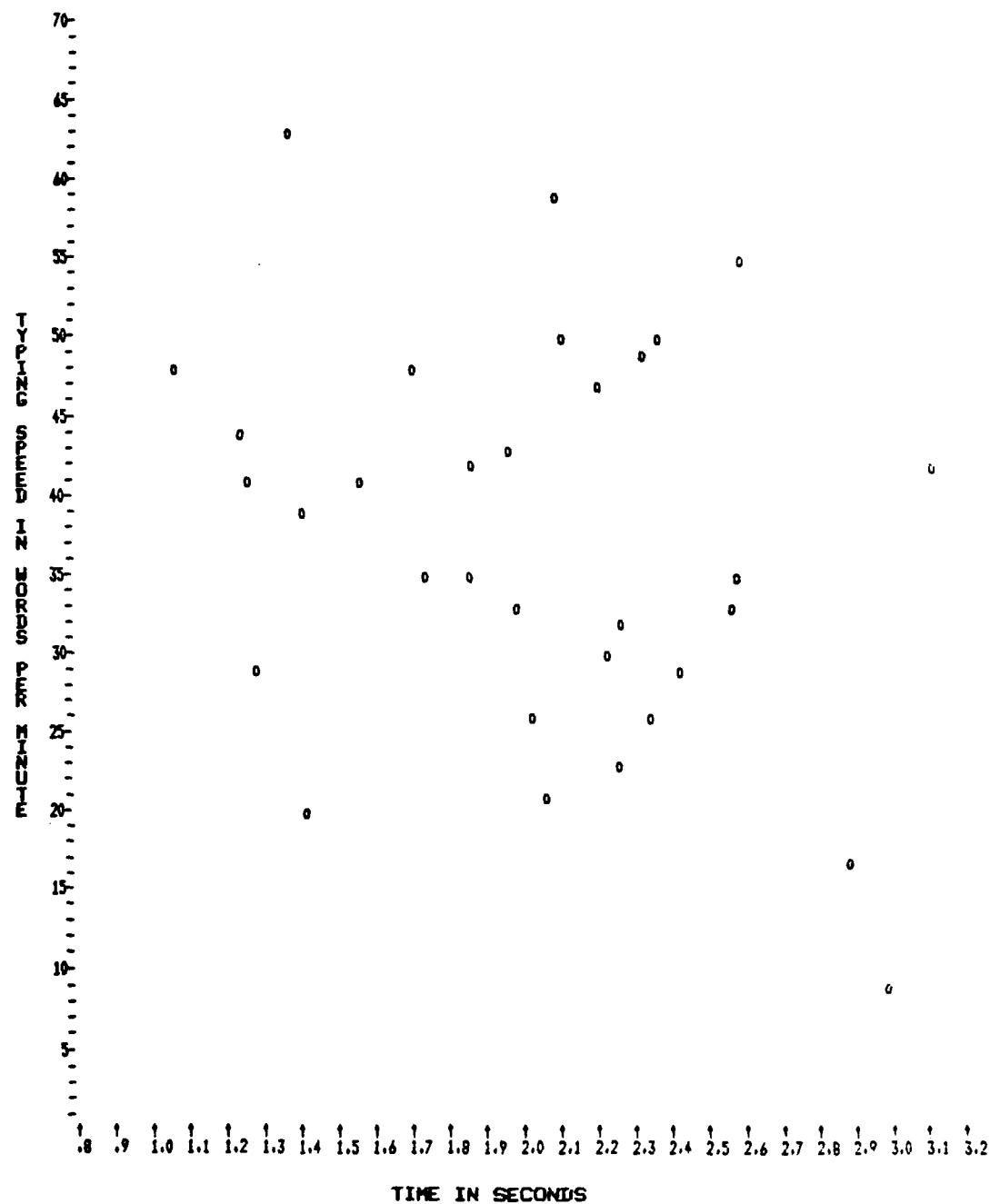


Figure 9. BTT₂₁, all summer classes, best independent finger dexterity input time, correlation coefficient = -0.417334614.

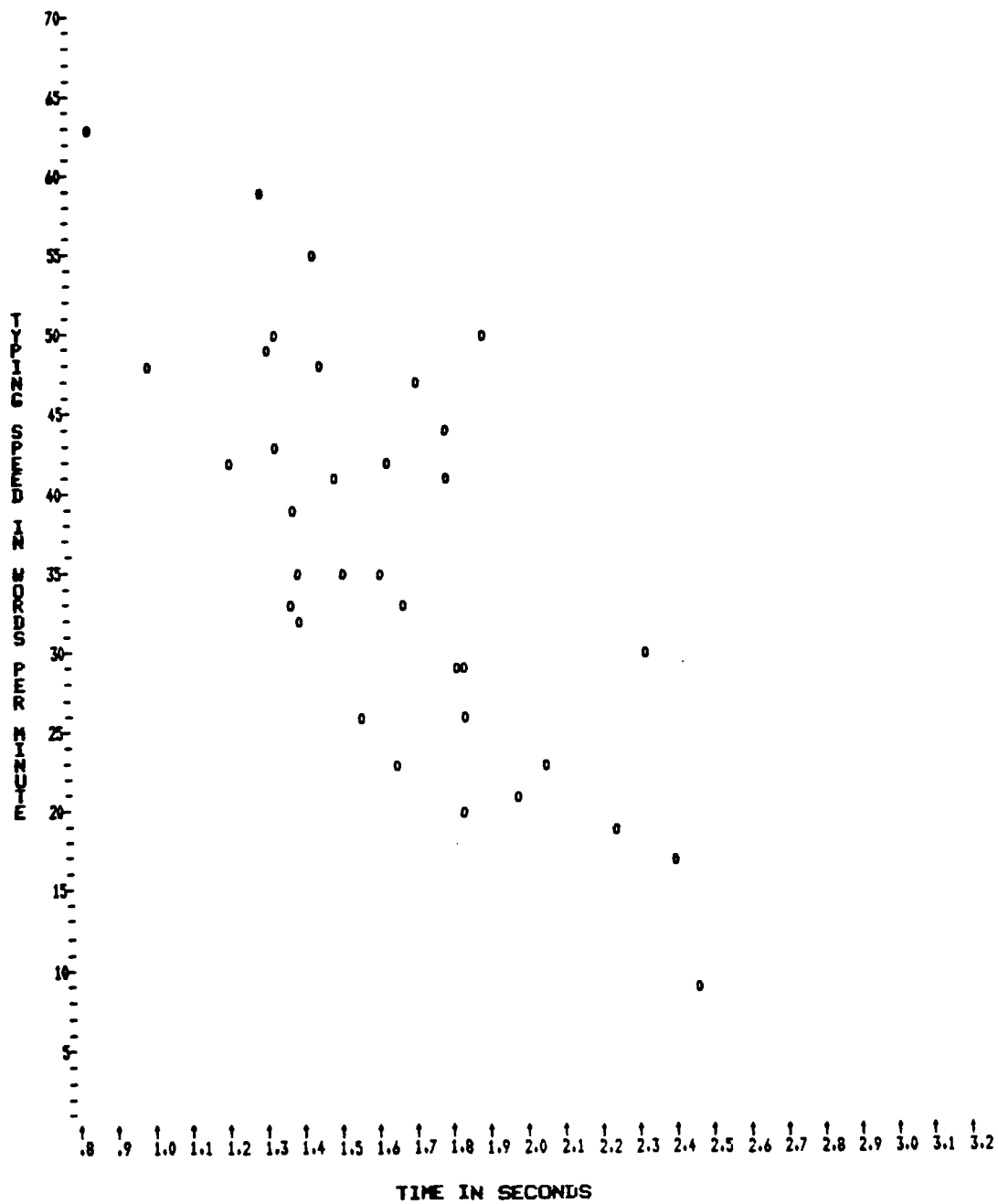


Figure 10. BTT₃₁, all summer classes, best character input time, correlation coefficient = -0.745920726.

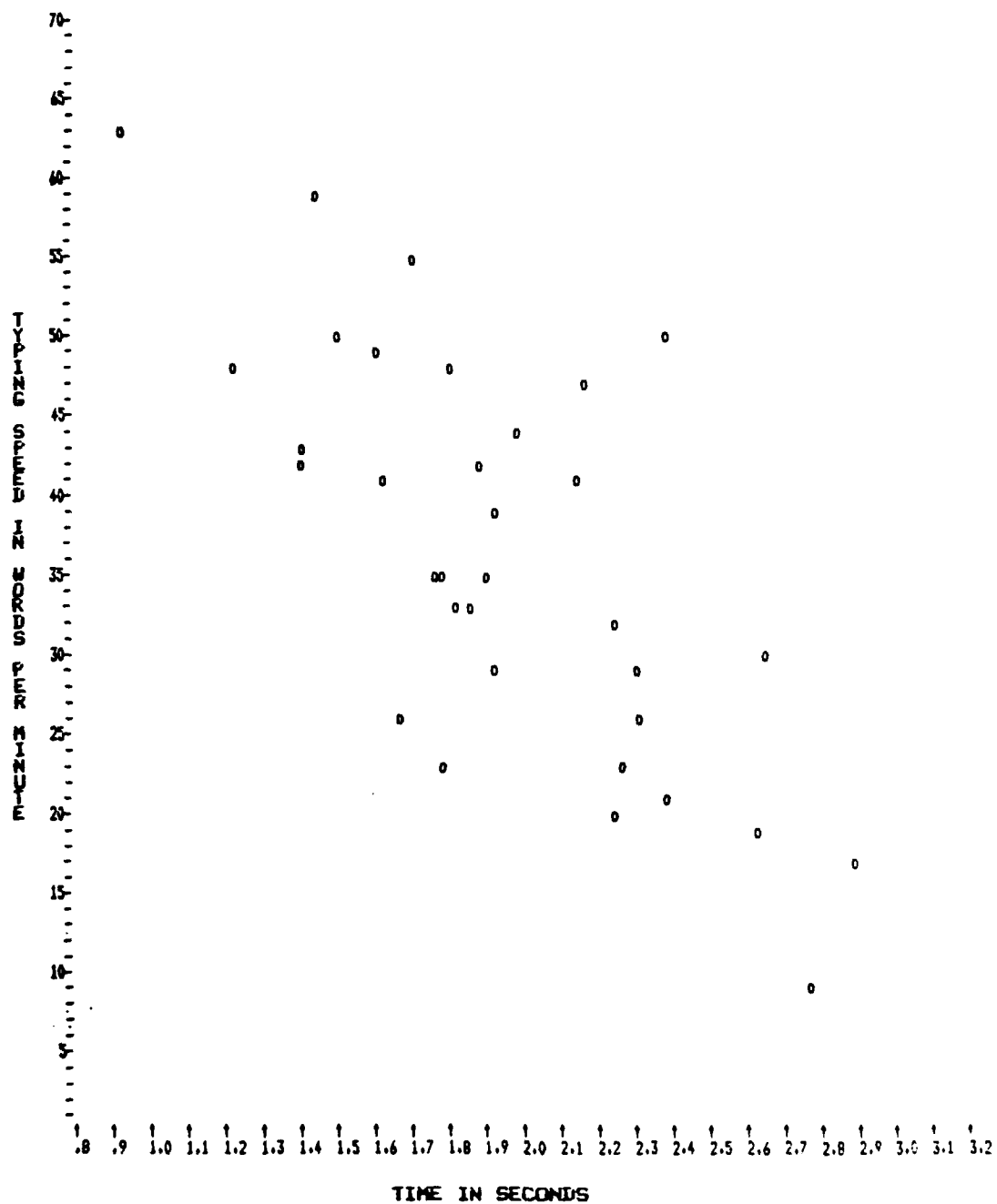
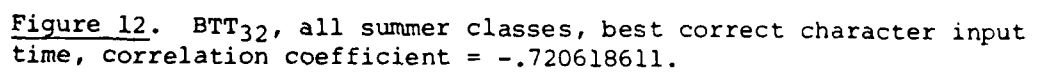


Figure 11. $\overline{BTT}_{31}$, all summer classes, mean of best 5 character input times, correlation coefficient = $-.72321515$.



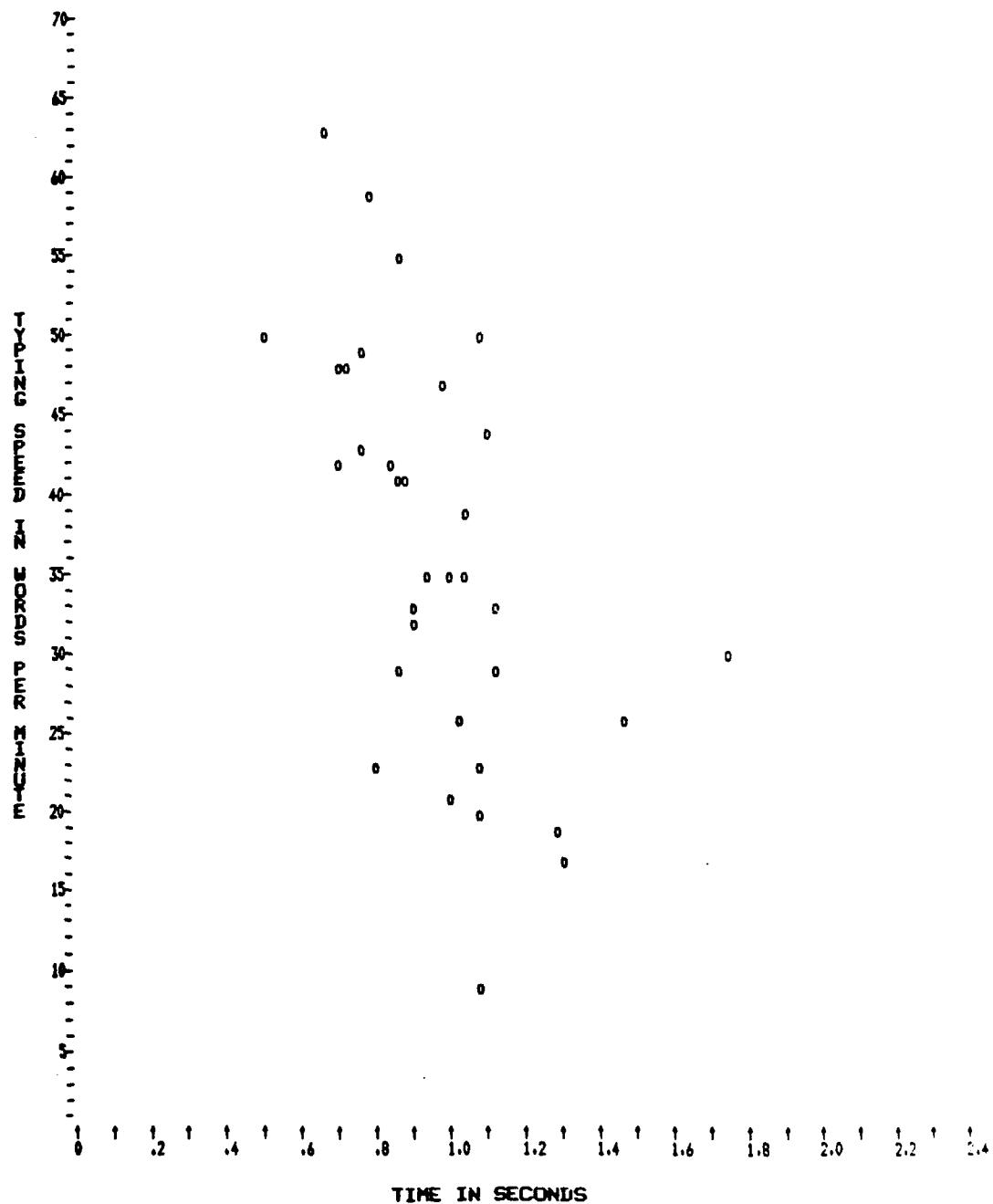


Figure 13. BRT₃₂, all summer classes, best correct character reaction time, correlation coefficient = $-.57066121$.

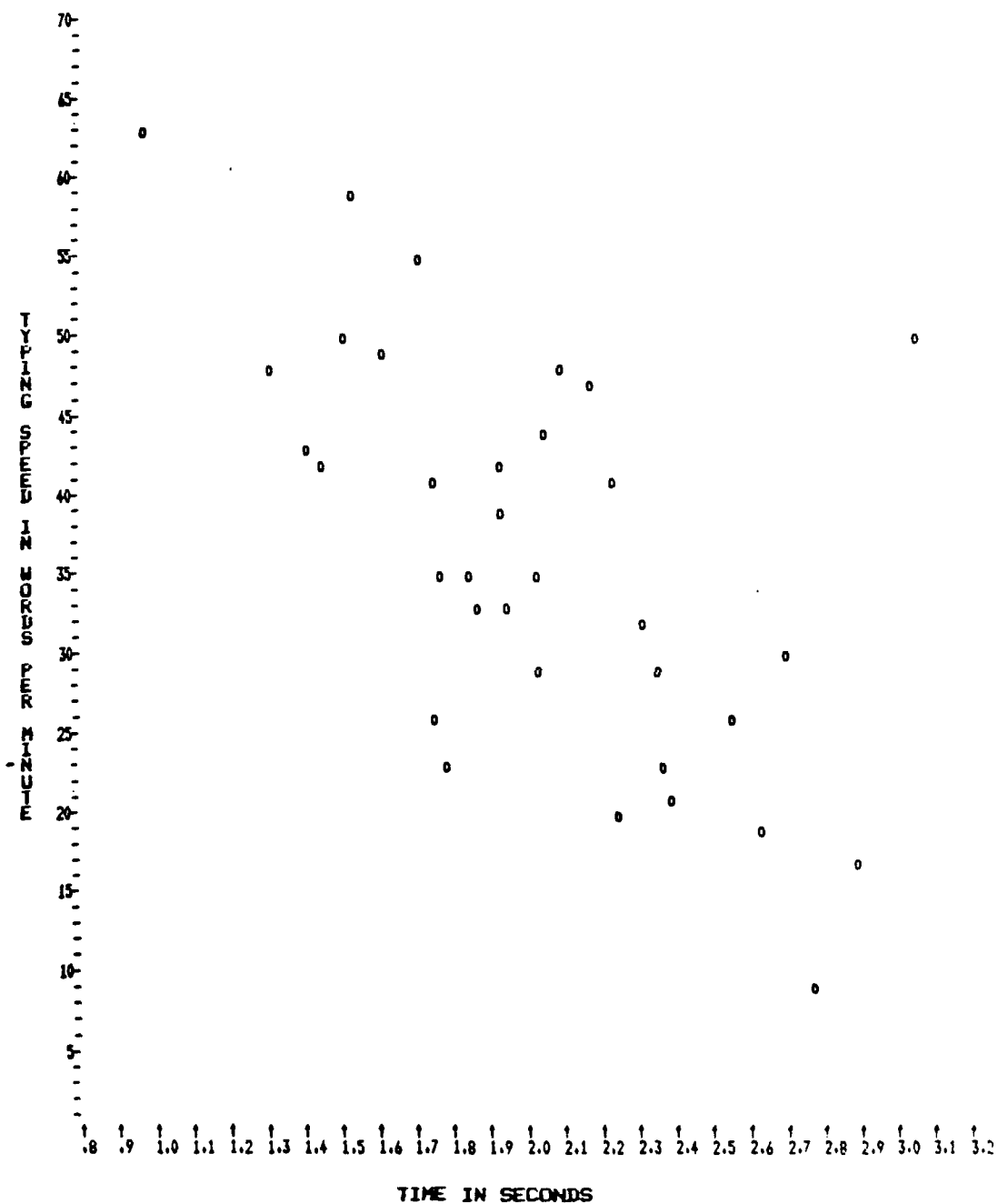


Figure 14. $\overline{BTT}_{32}$, all summer classes, mean of best 5 correct character input times, correlation coefficient = -0.624069803 .

Results of the linear regression of typing speed on each of the 26 independent variables (one at a time) are given in Table 5.

Table 5

Linear Regression of Typing Speed on Pretyping Variable

Variable	Correlation coefficient (r)	Standard error $s_{y/x}$
BRT ₁	.249	12.60
BRT ₁	.154	12.80
BTT ₂₁	-.417	11.80
BRT ₂₁	-.072	13.00
BDT ₂₁	-.374	12.00
BTT ₂₁	-.407	11.90
BRT ₂₁	-.166	12.80
BDT ₂₁	-.399	11.90
BTT ₂₂	-.427	11.70
BRT ₂₂	-.227	12.60
BDT ₂₂	-.390	12.00
BTT ₂₂	-.414	11.80
BRT ₂₂	-.217	12.70
BDT ₂₂	-.407	11.90
BTT ₃₁	-.746	8.65
BRT ₃₁	-.552	10.80
BDT ₃₁	-.557	10.80
BTT ₃₁	-.723	8.97
BRT ₃₁	-.551	10.80
BDT ₃₁	-.588	10.50
BTT ₃₂	-.721	9.00
BRT ₃₂	-.571	10.70
BDT ₃₂	-.482	11.40
BTT ₃₂	-.624	10.10
BRT ₃₂	-.512	11.20
BDT ₃₂	-.477	11.40

Several interesting results surface from these analyses. First, for the two variables that relate to part 1 of the tests and measure only reaction time, the correlation coefficients are positive and small. The positive correlations are counter to what would have been expected, but agree with the results noted in the Phase I tests. The small correlations also agree with the earlier results. Based on this evidence, any test that measures only reaction time would not be sufficient to predict typing speeds.

Secondly, variables from part 2 of the tests, which measure finger dexterity, have moderate correlations ranging from $-.07$ to $-.43$. That is, at best, approximately 16% of the variation in typing speeds can be explained by a linear relationship with one of these variables. While this is statistically significant, it was hoped to do better. Also, the highest correlations are occurring with the variables from part 2 which use the total time, i.e., the initial reaction time, the time required for the subjects to think about rippling their fingers and then to perform the rippling. Thus, it seems that it is necessary to include some measure of the thought process, as opposed to only the reaction time or only the actual performance time.

The best results were obtained with the variables from part 3 of the test. The correlation coefficients range from $-.48$ to $-.75$; thus, using the most highly correlated variable, more than 50% of the variation in typing speeds can be explained by the linear function of that one variable. As seen in part 2, the variables most highly correlated with typing speed are those that use the total time to complete the task.

When comparing the results from parts 1, 2, and 3, the more the task performed by the subject requires the subject to associate thoughts with finger manipulation, the higher the correlation is with typing speed. This suggests that a very simplified version of a typing test may best predict the typing speed at the end of an introductory course.

Table 6 shows convincingly the effectiveness of BTT_{31} (best total time for part 3, disregarding errors), the most highly correlated variable with typing speed, as a predictor of typing speed at the end of one semester. Students who perform better on part 3 of the test (less time) are able to type faster.

Table 6

Typing Speed at the End of One Semester by Students with Various Score Levels on the Predictive Variable

BTT_{31} score	<u>N</u>	Below 20	20-34.9	35 or more
Below 1350	7	0	0	7
1350 to 1649	11	0	5	6
1650 to 1949	10	1	5	4
1950 to 2249	3	1	2	0
2250 or more	3	2	1	0

Typing speed is inversely proportional to the amount of time it takes to strike a key. Therefore, it might be expected that an inverse relationship might exist between typing speed and the measured times we obtained on our tests.

The model for the reciprocal relationship is of the form

$$y = a + \frac{b}{x} + \epsilon$$

where y is typing speed, x is the independent variable, and ϵ represents the random errors. Results very similar to the linear case were obtained and are shown in Table 7 for the variables in part 3.

Table 7

Correlations and Standard Errors for Typing Speed Regressed Reciprocally on the Independent Variable

Variable	Correlation coefficient r	Standard error, $s_{y/x}$
BTT ₃₁	.72	9.05
BRT ₃₁	.59	10.50
BDT ₃₁	.53	11.00
<u>BTT₃₁</u>	.69	9.34
<u>BRT₃₁</u>	.60	10.40
<u>BDT₃₁</u>	.55	10.80
BTT ₃₂	.70	9.23
BRT ₃₂	.61	10.30
BDT ₃₂	.50	11.20
<u>BTT₃₂</u>	.65	9.85
<u>BRT₃₂</u>	.56	10.80
<u>BDT₃₂</u>	.54	10.90

Just as in the linear case, the variables during total time for trials in part 3 are the ones most highly correlated with typing speed. The reciprocal model is not an improvement over the linear model, but comparable to it for the range of values.

The results presented up to now incorporate only one of the variables in the regression equation. The next step was to use several independent variables in combination to better predict typing speed, with the goal of avoiding a terribly complicated formula. Due to the high correlations between

several of the independent variables, various multiple regression techniques were tried. The general form of the multiple regression equation used is

$$y = a + bx_1 + \dots + cx_n + \epsilon$$

where y is typing speed, ϵ represents the random errors, and the $x_1, \dots, x_n$ are n independent variables. The basic goal was to improve upon

$$y = a + bx, (x = BTT_{31})$$

where $R = .746$ and $s_{y/x} = 8.65$

but to keep n relatively small. The best results from the multiple regression techniques are summarized in Table 8.

Table 8

Regression of Typing Speed on Various Independent Variables

Number of variables	Variables	Correlation coefficient, R	Standard error, s
1	BTT_{31}	.75	8.65
1	BTT_{31}	.72	8.97
1	BTT_{32}	.72	9.00
2	BDT_{31} , BTT_{31}	.73	9.07
2	BTT_{31} , BTT_{32}	.78	8.31
3	BTT_{31} , BTT_{31} , BRT_1	.81	7.81
(1) 3	BDT_{31} , BRT_{32} , BDT_{32}	.81	7.89
3	BDT_{31} , BTT_{31} , BDT_{32}	.80	8.03
(2) 4	BRT_{31} , BDT_{31} , BRT_{32} , BDT_{32}	.84	7.31
4	BDT_{31} , BTT_{31} , BRT_{32} , BDT_{32}	.81	8.00
4	BTT_{31} , BTT_{32} , BRT_1 , BDT_{22}	.83	7.57
5	BRT_1 , BRT_{31} , BDT_{31} , BRT_{32} , BDT_{32}	.87	6.86

There is no unique answer as to which combination of predictor variables is best and of how many predictor variables to use. Using two variables will not offer a significant improvement over using only one variable, but using three or four variables does increase the correlation coefficient significantly and decreases the standard error significantly. The regression equations using the variables indicated in (1) and (2) have the additional advantage that only part 3 of the pre-typing-class test needs to be performed. The predictor variable most highly correlated with typing speed, BTT_{31} , is not used in the multiple regression cases. This was because BTT_{31} was very highly correlated with the other predictor variables, so that including other variables with it did not give a significant improvement over using only that variable.

In summarizing the results of the various regression analyses, there appear to be several fairly comparable models that could be used to describe the relationship between typing speed and the scores on the pre-typing-class test. The models with the best fits to the data are given below, with their corresponding summary statistics. (Y = typing speed)

$$1. Y = 78.23 - .0255 (\overline{BTT}_{31}) \quad R = .75 \quad s = 8.65$$

$$2. Y = 76.44 - .0206 (\overline{BTT}_{31}) \quad R = .72 \quad s = 8.97$$

$$3. Y = 75.47 - .0235 (\overline{BTT}_{32}) \quad R = .72 \quad s = 9.00$$

$$4. Y = 77.25 - .0765 (\overline{BDT}_{31}) - .0255 (\overline{BRT}_{32}) + .0505 (\overline{BDT}_{32})$$

$$R = .81 \quad s = 7.89$$

$$5. Y = -0.42 + 57355 (1/\overline{BTT}_{31}) \quad R = .72 \quad s = 9.05$$

For models 1, 2, and 5, the best times were found among all possible trials, even if errors had been made on some of those trials. The subjects in this study had been instructed to avoid errors. However, if the subjects had been led to believe that errors would not count against them, part 3 might have reverted to a pure reaction test, and any subsequent predictions would be highly suspect. An alternate model to (1), which incorporates the number of errors made on part 3 in the 10 trials (E), is

$$Y = 75.30 - .0252 (\overline{BTT}_{31}) + 1.437 (E)$$

where

$$R = .75 \text{ and } s = 8.67$$

An alternate model to (5) using the number of errors E is

$$Y = -.348 + 1.874 (E) + 57054 (1/\overline{BTT}_{31})$$

where

$$R = .73 \text{ and } s = 9.01$$

Similarly, for (2),

$$Y = 72.78 - .0206 (\overline{BTT}_{31}) + 2.09 (E)$$

where

$$R = .74 \text{ and } s = 8.87.$$

Surprisingly, including the errors results in positive coefficients for the E variable. This seems (erroneously) to imply that the more errors there are, the faster the predicted typing speed will be. Note that this refers to errors made on the predictive tests, not to errors made on the typing tests given at the end of the term. However, including the E variable does little to improve the prediction.

To account for errors made on the typing tests at the end of the semester, the net typing speed was found by subtracting the number of errors on the 5-minute tests from the number of words per minute. In applying similar statistical techniques to the net typing speed, there were few changes in the results.

The best models for predicting the net typing speed, with their summary statistics, are listed below (Y = net typing speed).

$$1. Y = -12.83 + .246 (E) + 65915 (1/BTT_{31})$$

where $R = .71$ and $s = 10.7$

$$2. Y = 76.81 - .237 (E) - .0283 (BTT_{31})$$

where $R = .72$ and $s = 10.7$

The correlation coefficients are of similar magnitude, but the larger standard errors indicate that there would be less precision in the predicted net typing speeds.

Finally, the effects that previous typing experience may have had on the results were examined. The 34 subjects were divided into two groups: those with previous typing experience and those without previous typing experience. The means of the two groups were then compared to identify any possible trends. The results are given in Table 9.

The results here are very similar to the comparison of the means when the two groups were formed by the subjects' typing speeds. Conclusions from this would be that previous typing experience does impact typing speed at the end of a one-semester typing course and that the predictor variables here are related to that past experience.

Conclusions

The results indicate that a test given to a beginning typing student is a good predictor of the typing speed that will be achieved by that student after a one-semester typing course. Specifically, three tests were given to students entering a beginning typing course. The test results were compared with gross typing speed attained by the students upon completion of the course. Although all three tests had predictive validity, the test requiring the student to enter a three-character sequence on a keyboard was far superior to the other two. The results of this test correlated well ($r = .75$)* with the gross typing speed. This correlation coefficient compares favorably with those obtained from Flanagan's tapping test, which resulted in correlation coefficients of approximately 0.5.

*In regression equations involving only one independent variable, the sign of correlation coefficient r is the same as the sign of the coefficient of that independent variable in the equation. For multiple regression equations where several independent variables may be used, the R value is given as positive. For comparisons of different models, the positive correlation coefficient will be used.

Table 9

Means of Predictive Variables for Experienced vs. Nonexperienced Subjects

Variable	Means	
	Experienced (<u>N</u> = 20)	Nonexperienced (<u>N</u> = 14)
BRT ₁	238.60	> 204.93
BRT ₁	264.50	> 242.93
BTT ₂₁	2076.50	< 2225.90
BRT ₂₁	495.35	> 475.36
BDT ₂₁	1448.20	< 1471.10
BTT ₂₁	2204.90	< 2370.60
BRT ₂₁	574.50	< 600.21
BDT ₂₁	1526.10	< 1628.60
BTT ₂₂	2094.50	< 2265.00
BRT ₂₂	509.50	< 544.21
BDT ₂₂	1453.60	< 1507.40
BTT ₂₂	2226.80	< 2396.10
BRT ₂₂	590.05	< 633.00
BDT ₂₂	1537.40	< 1652.60
BTT ₃₁	1533.10	< 1807.90
BRT ₃₁	916.90	< 1001.20
BDT ₃₁	460.30	< 634.57
BTT ₃₁	1785.90	< 2172.10
BRT ₃₁	1067.40	< 1177.90
BDT ₃₁	608.90	< 831.57
BTT ₃₂	1534.90	< 1851.30
BRT ₃₂	924.00	< 1031.20
BDT ₃₂	465.05	< 653.71
BTT ₃₂	1832.10	< 2282.60
BRT ₃₂	1110.40	< 1245.40
BDT ₃₂	633.95	< 892.71
Typing speed	10.86	> 29.85

Based on the above, it was concluded that some variation on the three-character test may be useful in screening typist trainees. This test was implemented with a microcomputer, the keyboard being used for character entry. A program was written to time the subjects' responses and to record data.

It may be possible to improve the testing procedure by modifying or replacing the computing equipment. Some possible improvements are listed below.

1. Replace the computer keyboard with a simple eight-key keyboard, the keys being numbered one through eight. The subject would place his or her fingers over the keys as with a typewriter, then type in three-number (or n-number) sequences that would be provided by the computer display. This type of test would be more like the Flanagan tapping test and would not favor experienced typists as much as those using a standard keyboard.
2. Use an eight-key keyboard as above, but design and construct electronics to make the device self-contained, not requiring an external computer. This would require a built-in timer, random number generator, and display circuit. Random three-digit numbers would appear on an LED (light-emitting diode) display, and the subject would type in the digits on the eight-key keyboard. Timed results would be automatically stored.
3. A simpler and less expensive implementation than the above would be the use of a programmable calculator to display the random numbers. The subject would then key in the numbers on the calculator keyboard. The calculator would be programed as a timer, and would store the timing results automatically in its registers. It is believed that programmable calculators costing less than \$200 could be used for this purpose. The disadvantage of this approach is that the calculator keyboard is not very much like the typewriter keyboard, and eye-hand coordination may play too great a role in the task.
4. A still simpler implementation than the above would be to use a typewriter for the test. This may involve nothing more than a typing pretest (these are available commercially). Such a test should give a good measure of the student's experience, and if typing speed at the end of the course is highly dependent on the student's previous experience (as our data suggest), then the student's final typing speed should be well correlated with the results of the pretest.

Such a test, however, will not detect any other mechanisms that affect the student's progress. It therefore may be necessary to include additional tests to measure these other factors. Perhaps a typing test augmented by some form of the three-character test would have improved predictive validity over the typing test alone or the three-character test alone.

It seems clear that further research is required to further develop and refine our predictive tests. Although we have shown that prediction of success at typing can be accomplished with acceptable precision, the experimental technique used is not suitable for mass screening of typist trainees. In further research we would seek to

1. Simplify the data-gathering technique. The goal would be to minimize the time required by the subject, the time required by the person gathering the data, and the time required to analyze the data.
2. Simplify the data-taking equipment, eliminating or simplifying the computing equipment.
3. Improve the predictive validity of the tests. This may involve including tests using typewriters.

APPENDIX A

MACHINE LANGUAGE SUBROUTINE TO MEASURE TIME BETWEEN KEYSTROKES

#300LLLLL

```

0300- A9 00 LDA $000
0302- 8D 10 C0 STA $C010
0305- A9 7F LDA $7F
0307- CD 00 C0 CMP $C000
030A- 10 FB BFL $0307
030C- A9 00 LDA $000
030E- 8D 10 C0 STA $C010
0311- 20 50 03 JSR $0350
0314- 60 RTS
0315- EA NOP
0316- EA NOP
0317- EA NOP
0318- EA NOP
0319- EA NOP
031A- EA NOP
031B- EA NOP
031C- EA NOP
031D- EA NOP
031E- EA NOP
031F- EA NOP
0320- A9 00 LDA $000
0322- 8D 10 C0 STA $C010
0325- A9 7F LDA $7F
0327- CD 00 C0 CMP $C000
032A- 10 FB BFL $0327
032C- A9 00 LDA $000
032E- 8D 10 C0 STA $C010
0331- C6 00 DEC $00
0333- F0 06 BEQ $033B
0335- 20 50 03 JSR $0350
0338- 4C 31 03 JMP $0331
033B- 60 RTS
033C- EA NOP
033D- EA NOP
033E- EA NOP
033F- EA NOP
0340- EA NOP
0341- EA NOP
0342- EA NOP
0343- EA NOP
0344- EA NOP
0345- EA NOP
0346- EA NOP
0347- EA NOP
0348- EA NOP
0349- EA NOP
034A- EA NOP
034B- EA NOP
034C- EA NOP
034D- EA NOP
034E- EA NOP
034F- EA NOP
0350- 20 70 03 JSR $0370
0353- A9 7F LDA $7F
0355- CD 00 C0 CMP $C000

```

```

0358- 10 F6 BFL $0350
035A- A9 00 LDA $000
035C- 8D 10 C0 STA $C010
035F- 60 RTS
0360- EA NOP
0361- EA NOP
0362- EA NOP
0363- EA NOP
0364- EA NOP
0365- EA NOP
0366- EA NOP
0367- EA NOP
0368- EA NOP
0369- EA NOP
036A- EA NOP
036B- EA NOP
036C- EA NOP
036D- EA NOP
036E- EA NOP
036F- EA NOP
0370- E6 01 INC $01
0372- D0 10 BNE $0384
0374- E6 02 INC $02
0376- D0 10 BNE $0388
0378- E6 03 INC $03
037A- D0 10 BNE $038C
037C- E6 04 INC $04
037E- D0 10 BNE $0390
0380- 20 2D FF JSR $FF2D
0383- 60 RTS
0384- EA NOP
0385- EA NOP
0386- D0 00 BNE $0388
0388- EA NOP
0389- EA NOP
038A- D0 00 BNE $038C
038C- EA NOP
038D- EA NOP
038E- D0 00 BNE $0390
0390- 60 RTS
0391- EA NOP
0392- EA NOP
0393- EA NOP
0394- EA NOP
0395- EA NOP
*
```

APPENDIX B

DOUBLE-TAP AND COUNTER PROGRAM

40

LIST

```

80 HOME
90 DIM T(30)
100 D$ = CHR$(4): REM CTRL-D
200 PRINT : PRINT "WHAT IS THE T
    AFFILE NAME";
210 INPUT A$
220 PRINT "WHAT IS THE REPEATFIL
    E NAME";
230 INPUT B$
240 PRINT D$;"OPEN ";A$
250 PRINT D$;"CLOSE ";A$
260 PRINT D$;"OPEN ";B$
270 PRINT D$;"CLOSE ";B$
300 PRINT "WHAT KEY DO YOU WANT
    THE SUBJECTS TO"
310 PRINT "STRIKE";
320 INPUT C$
330 IF LEN(C$) < > 1 THEN 320

400 HOME
500 PRINT "PLEASE TYPE IN YOUR F
    ULL NAME"
505 PRINT "THEN HIT THE 'RETURN'
    KEY."
510 INPUT NAME$
520 PRINT
600 PRINT "WHEN THE WORD 'READY'
    APPEARS,"
610 PRINT "TAP THE ';'C$;' KEY
    TWICE."
622 PRINT : PRINT "THE TWO TAPS
    SHOULD BE AS FAST AS"
624 PRINT "POSSIBLE, BUT YOU MAY
    PAUSE AS LONG AS"
626 PRINT "YOU WISH AFTER THE WO
    RD 'READY' APPEARS."
630 PRINT "BEFORE THE TEST START
    S YOU WILL BE"
640 PRINT "GIVEN A SHORT PRACTIC
    E SESSION."
650 PRINT : PRINT "HIT THE 'RETU
    RN' KEY TO START"
660 PRINT "THE PRACTICE SESSION.
    "
670 INPUT IN$
680 PRINT
700 FOR J = 1 TO 3000: NEXT
800 FOR I = 1 TO 10
810 GOSUB 5000
820 PRINT "READY"

```

```

830 CALL 768
840 T(I) = .04899 * ( PEEK (1) +
    256 * ( PEEK (2) + 256 * ( PEEK
    (3) + 256 * PEEK (4))))
850 PRINT T(I)
860 FOR J = 1 TO 500: NEXT
870 NEXT I
900 PRINT : PRINT "THAT CONCLUDE
    S THE PRACTICE SESSION."
910 PRINT "HIT THE 'RETURN' KEY
    TO BEGIN THE TEST."
920 INPUT IN$
930 FOR J = 1 TO 3000: NEXT
1000 FOR I = 1 TO 30
1010 GOSUB 5000
1020 PRINT "READY"
1030 CALL 768
1040 T(I) = .04899 * ( PEEK (1) +
    256 * ( PEEK (2) + 256 * ( PEEK
    (3) + 256 * PEEK (4))))
1050 PRINT T(I): REM IN MS (UP
    TO 2.1X105 SECS)
1060 FOR J = 1 TO 500: NEXT
1070 NEXT I
1100 PRINT : PRINT "THAT CONCLUD
    ES TEST #1"
1110 GOSUB 6000
1500 PRINT : PRINT "IN TEST #2 Y
    OU WILL TAP THE ';'C$;' KEY
    "
1510 PRINT "REPEATEDLY."
1520 PRINT
1530 PRINT "BEFORE THE TEST BEGI
    NS YOU WILL BE"
1540 PRINT "GIVEN A SHORT PRACTI
    CE SESSION."
1545 PRINT
1560 PRINT "WHEN THE WORD 'READY
    ' APPEARS,"
1570 PRINT "TAP THE ';'C$;' KEY
    AS FAST AS YOU CAN"
1580 PRINT "WITH ONE FINGER UNTI
    L THE WORD 'STOP'"
1590 PRINT "APPEARS."
1600 PRINT
1610 PRINT "HIT 'RETURN' WHEN YO
    U ARE READY TO"
1620 PRINT "START THE PRACTICE S
    ESSION."
1630 INPUT IN$
1640 PRINT
1650 FOR J = 1 TO 3000: NEXT
1800 GOSUB 5000
1810 POKE 0,15
2000 PRINT "READY"
2010 CALL 800
2020 T50 = .04899 * ( PEEK (1) +
    256 * ( PEEK (2) + 256 * ( PEEK
    (3) + 256 * PEEK (4))))
2025 PRINT T50

```

```

2030 PRINT "STOP"
2100 PRINT : CALL - 198
2110 PRINT "THAT CONCLUDES THE P
RACTICE SESSION."
2115 PRINT
2120 PRINT "HIT 'RETURN' WHEN YO
U ARE READY TO"
2130 PRINT "START THE TEST."
2140 INPUT IN$
2150 PRINT
2160 FOR J = 1 TO 3000: NEXT
2800 GOSUB 5000
3000 PRINT "READY"
3010 CALL 800
3020 T50 = .04899 * ( PEEK (1) +
256 * ( PEEK (2) + 256 * ( PEEK
(3) + 256 * PEEK (4))))
3025 PRINT T50
3030 PRINT "STOP"
3035 CALL - 198
3040 GOSUB 7000
3100 PRINT : PRINT "THANKS FOR H
ELPING US OUT."
3200 INPUT IN$
3210 IF LEN (IN$) < 1 THEN 3200

3220 IF IN$ = "END" THEN 4000
3230 IF IN$ = "NEXT" THEN 400
3240 GOTO 3200
4000 PRINT D$;"LOCK ";A$
4010 PRINT D$;"LOCK ";B$
4020 END
5000 POKE 0,50
5010 POKE 1,0
5020 POKE 2,0
5030 POKE 3,0
5040 POKE 4,0
5050 RETURN
6000 PRINT D$;"APPEND ";A$
6010 PRINT D$;"WRITE ";A$
6020 PRINT NAME$
6030 FOR I = 1 TO 30
6040 PRINT T(I)
6050 NEXT I
6060 PRINT D$;"CLOSE ";A$
6080 RETURN
7000 PRINT
7005 PRINT D$;"APPEND ";B$
7010 PRINT D$;"WRITE ";B$
7020 PRINT NAME$
7030 PRINT T50
7040 PRINT D$;"CLOSE ";B$
7050 RETURN

```

APPENDIX C

TYPING EXPERIENCE QUESTIONNAIRE AND CONSENT FORM

Name _____ Date _____

Are you right- or left-handed? _____

Describe any formal typing training you have had: _____

Which typing method do you use, e.g., the "hunt and peck" method, the "touch method" (typing without looking at your fingers)? _____

Describe any typing experience you have had in your work: _____

What is your gross typing speed in words per minute (if known)? _____

List all musical instruments which you play and rate your ability from 1 (poor) to 10 (virtuoso). _____

We are attempting to gather data on digital dexterity as it relates to success at typing. To do this, we wish to measure your response to certain simple tests of dexterity. They may include such tasks as tapping a key or typing a few characters on a keyboard. The records of your results along with the results of your typing course will be kept confidential and will be published only as statistics.

Please sign your name in the space provided if you understand the above and agree to allow the measurements to be made, and agree to allow your grades and typing scores to be made available to other experimenters.

Signature

APPENDIX D

DIGITAL DEXTERITY TEST FORM

Name _____ Date _____

Stopwatch tapping test: Record time to turn stopwatch on and off in 100ths of seconds.

1 _____	11 _____	21 _____
2 _____	12 _____	22 _____
3 _____	13 _____	23 _____
4 _____	14 _____	24 _____
5 _____	15 _____	25 _____
6 _____	16 _____	26 _____
7 _____	17 _____	27 _____
8 _____	18 _____	28 _____
9 _____	19 _____	29 _____
10 _____	20 _____	30 _____

Mechanical counter test: Record time to advance counter from 0 to 50.

_____ seconds.

APPENDIX E

SAMPLE RUN OF DOUBLE-TAP AND COUNTER PROGRAM

Start

WHAT IS THE TAPFILE NAME?TAPFILETEST
WHAT IS THE REPEATFILE NAME?REPEATFILETEST
WHAT KEY DO YOU WANT THE SUBJECTS TO
STRIKE?B
PLEASE TYPE IN YOUR FULL NAME
THEN HIT THE 'RETURN' KEY.
?THOMAS G. CLEAVER

WHEN THE WORD 'READY' APPEARS,
TAP THE 'B' KEY TWICE.

THE TWO TAPS SHOULD BE AS FAST AS
POSSIBLE, BUT YOU MAY PAUSE AS LONG AS
YOU WISH AFTER THE WORD 'READY' APPEARS.
BEFORE THE TEST STARTS YOU WILL BE
GIVEN A SHORT PRACTICE SESSION.

HIT THE 'RETURN' KEY TO START
THE PRACTICE SESSION.
?

READY
495.7788
READY
174.4044
READY
137.172
READY
131.2932
READY
123.4548
READY
141.0912
READY
152.8488
READY
115.6164
READY
166.566
READY
148.9296

THAT CONCLUDES THE PRACTICE SESSION.
HIT THE 'RETURN' KEY TO BEGIN THE TEST.
?

READY
127.374
READY
137.172
READY
166.566
READY
105.8184
READY
111.6972
READY
115.6164

READY
127.374
READY
133.2528
READY
123.4548
READY
137.172
READY
131.2932
READY
127.374
READY
121.4952
READY
143.0508
READY
123.4548
READY
131.2932
READY
125.4144
READY
250.8288
READY
129.3336
READY
139.1316
READY
139.1316
READY
160.6672
READY
129.3336
READY
121.4952
READY
143.0508
READY
125.4144
READY
113.6568
READY
146.97
READY
109.7376
READY
119.5356

THAT CONCLUDES TEST #1

IN TEST #2 YOU WILL TAP THE 'B' KEY
REPEATEDLY.

BEFORE THE TEST BEGINS YOU WILL BE
GIVEN A SHORT PRACTICE SESSION.

WHEN THE WORD 'READY' APPEARS,
TAP THE 'B' KEY AS FAST AS YOU CAN
WITH ONE FINGER UNTIL THE WORD 'STOP'

APPEARS.

HIT 'RETURN' WHEN YOU ARE READY TO
START THE PRACTICE SESSION.
?

READY
1959.40404
STOP

THAT CONCLUDES THE PRACTICE SESSION.

HIT 'RETURN' WHEN YOU ARE READY TO
START THE TEST.
?B

READY
7485.03513
STOP

THANKS FOR HELPING US OUT.
?BEND

IFR40
*

APPENDIX F

MACHINE LANGUAGE SUBROUTINE TO TIME SUBJECTS' RESPONSES

*300LLLL

0300-	BD 10 C0	STA	\$C010
0303-	20 20 03	JSR	\$0320
0306-	A9 7F	LDA	\$47F
0308-	CD 00 C0	CMF	\$C000
030B-	10 F6	BFL	\$0303
030D-	AD 00 C0	LDA	\$C000
0310-	BD 10 C0	STA	\$C010
0313-	60	RTS	
0314-	EA	NOP	
0315-	EA	NOP	
0316-	EA	NOP	
0317-	EA	NOP	
0318-	EA	NOP	
0319-	EA	NOP	
031A-	EA	NOP	
031B-	EA	NOP	
031C-	EA	NOP	
031D-	EA	NOP	
031E-	EA	NOP	
031F-	EA	NOP	
0320-	E6 01	INC	\$01
0322-	D0 10	BNE	\$0334
0324-	E6 02	INC	\$02
0326-	D0 10	BNE	\$0338
0328-	E6 03	INC	\$03
032A-	D0 10	BNE	\$033C
032C-	E6 04	INC	\$04
032E-	D0 10	BNE	\$0340
0330-	20 2D FF	JSR	\$FF2D
0333-	60	RTS	
0334-	EA	NOP	
0335-	EA	NOP	
0336-	D0 00	BNE	\$0338
0338-	EA	NOP	
0339-	EA	NOP	
033A-	D0 00	BNE	\$033C
033C-	EA	NOP	
033D-	EA	NOP	
033E-	D0 00	BNE	\$0340
0340-	60	RTS	
0341-	EA	NOP	
0342-	EA	NOP	
0343-	EA	NOP	
0344-	EA	NOP	
0345-	EA	NOP	
0346-	EA	NOP	
0347-	EA	NOP	
0348-	EA	NOP	
0349-	EA	NOP	
034A-	EA	NOP	
034B-	EA	NOP	
034C-	EA	NOP	

034D-	EA	NOP	
034E-	EA	NOP	
034F-	EA	NOP	
0350-	A2 00	LDX	\$00
0352-	20 00 03	JSR	\$0300
0355-	9D 00 02	STA	\$0200,X
0358-	20 ED FD	JSR	\$FDED
035B-	A5 01	LDA	\$01
035D-	B5 05	STA	\$05
035F-	A5 02	LDA	\$02
0361-	B5 06	STA	\$06
0363-	A5 03	LDA	\$03
0365-	B5 07	STA	\$07
0367-	A5 04	LDA	\$04
0369-	B5 08	STA	\$08
036B-	E8	INX	
036C-	20 03 03	JSR	\$0303
036F-	9D 00 02	STA	\$0200,X
0372-	20 ED FD	JSR	\$FDED
0375-	E8	INX	
0376-	BA	TXA	
0377-	C5 00	CMF	\$00
0379-	D0 F1	BNE	\$036C
037B-	60	RTS	
037C-	EA	NOP	
037D-	EA	NOP	
037E-	EA	NOP	
037F-	EA	NOP	
*0			

J

APPENDIX G

REACTION TIME, INDIVIDUAL FINGER DEXTERITY, AND THREE-CHARACTER INPUT PROGRAM

LIST\
JLIST

```

500 POKE 928,169: POKE 929,0: POKE
    930,76: POKE 931,237: POKE 9
    32,253: REM FIX DOS APPEND
    BUG
1000 REM INITIALIZATION
1010 HOME
1020 D$ = CHR$(4): REM CTRL-D
1100 DIM R(25,10): REM REACTION
    TIME, R(# OF SUBJECTS, NUMB
    ER OF MEASUREMENTS PER SUBJE
    CT)
1110 DIM F(25,10,2,1): REM FING
    ER DEXTERITY, F(# OF SUBJECT
    S, #OF MEASUREMENTS PER SUBJ
    ECT, (0=ERRORS, 1=RESPONSE T
    IME, 2=TIME BETWEEN START AN
    D LAST CHARACTER), (0=RIGHT,
    1=LEFT))
1120 DIM C(25,20,2): REM CHARACT
    ER INPUT TIME, C(#OF SUBJECT
    S, # OF MEASUREMENTS PER SUB
    JECT, (0=ERRORS, 1=RESPONSE
    TIME, 2=TIME BETWEEN START A
    ND LAST CHARACTER))
1130 DIM NAME$(25)
1140 DIM SEX$(25)
1150 DIM XP$(25)
1160 DIM FI$(1),IN$(1)
1200 REM TIMER FORMULA
1210 DEF FN TIME(I) = .04899 *
    ( PEEK (1) + 256 * ( PEEK (2
    ) + 256 * ( PEEK (3) + 256 *
    ( PEEK (4))))))
1220 DEF FN TTIME(I) = .04899 *
    ( PEEK (5) + 256 * ( PEEK (6
    ) + 256 * ( PEEK (7) + 256 *
    ( PEEK (8))))))
1300 PRINT : PRINT "WHAT IS THE
    FILE NAME";
1310 INPUT FI$
1320 PRINT D$;"OPEN ";FI$
1330 PRINT D$;"CLOSE ";FI$
2000 REM INTRODUCTION
2010 I = 0
2100 HOME
2110 PRINT
2120 I = I + 1
2125 IF I > 25 THEN PRINT "NO M
    ORE SUBJECTS CAN BE ENTERED
    ONTO THIS FILE." GOTO 802
    0
2130 PRINT "PLEASE TYPE YOUR FUL

```

```

L NAME,"
2135 PRINT : PRINT "THEN HIT 'RE
    TURN'";
2140 INPUT NAME$(I)
2150 PRINT
2155 IF LEN (NAME$(I)) < 5 THEN
    2130
2160 PRINT "ARE YOU MALE OR FEM
    LE (M/F)? ";
2170 GET SEX$(I)
2180 PRINT SEX$(I)
2190 IF SEX$(I) < > "M" AND SEX
    $(I) < > "F" THEN 2150
2200 PRINT
2210 PRINT "HAVE YOU HAD ANY PRE
    VIOUS TYPING"
2215 PRINT : PRINT "TRAINING OR
    EXPERIENCE (Y/N)? ";
2220 GET XP$(I)
2230 PRINT XP$(I)
2240 IF XP$(I) < > "Y" AND XP$(
    I) < > "N" THEN 2200
3000 REM TEST 1
3010 HOME
3020 PRINT
3030 PRINT TAB( 10);"REACTION T
    IME TEST"
3040 PRINT
3050 GOSUB 15000: REM DELAY
3060 PRINT "WHEN 'GO!' APPEARS O
    N THE SCREEN,"
3065 PRINT : PRINT "STRIKE THE S
    FACE BAR AS QUICKLY AS"
3067 PRINT : PRINT "YOU CAN."
3069 GOSUB 15000
3070 GOSUB 3500
3080 PRINT : PRINT "OK, NOW TRY
    IT AGAIN."
3085 GOSUB 15000
3090 GOSUB 3500
3100 HOME
3110 PRINT
3120 PRINT "THAT WAS PRACTICE."
3130 PRINT
3140 PRINT "NOW YOU WILL DO THE
    REAL THING 10 TIMES."
3160 GOSUB 15000: REM DELAY
3170 FOR J = 1 TO 10
3180 GOSUB 3500
3190 R(I,J) = T
3200 NEXT J
3210 PRINT
3220 PRINT "THAT COMPLETES THE R
    EACTION TIME TEST."
3230 GOSUB 15000: REM DELAY
3240 GOTO 4000
3500 REM REACTION TIME SUBROUTI
    NE
3510 PRINT : PRINT "GET READY..."

```

```

3515 GOSUB 16000: REM RANDOM DE
    LAY
3517 GOSUB 12000: REM ZERO REGI
    STERS
3520 PRINT : PRINT TAB( 18);
3525 PRINT "GO!": CALL 768
3530 HOME
3540 CALL - 198: REM SOUND BEL
    L
3550 PRINT
3560 T = FN TIME(I)
3570 PRINT T
3580 GOSUB 15000: REM DELAY
3599 RETURN
4000 REM TEST 2
4010 HOME
4020 PRINT
4030 PRINT TAB( 10);"FINGER DEX
    TERYTY TEST"
4040 PRINT
4050 GOSUB 15000: REM DELAY
4060 PRINT "POSITION YOUR FINGER
    S OVER THE KEYS"
4065 PRINT : PRINT "AS SHOWN."
4070 PRINT
4080 PRINT TAB( 10);"A S D F G
    H J K L ;"
4085 PRINT
4090 PRINT TAB( 10);"L R M I
    I M R L"
4100 PRINT TAB( 10);"I I I N
    N I I I"
4110 PRINT TAB( 10);"T N D D
    D D N T"
4120 PRINT TAB( 10);"T G D E
    E D G T"
4130 PRINT TAB( 10);"L L X
    X L L"
4140 PRINT TAB( 10);"E F E
    E F E"
4150 PRINT TAB( 10);" I F
    F I"
4160 PRINT TAB( 10);"F N F I
    I F N I"
4170 PRINT TAB( 10);"I G I N
    N I G I"
4180 PRINT TAB( 10);"N E N G
    G N E N"
4190 PRINT TAB( 10);"G R G E
    E G R G"
4200 PRINT TAB( 10);"E E R
    R E E"
4210 PRINT TAB( 10);"R R
    R R"
4220 GOSUB 15000: REM DELAY
4230 GOSUB 15000
4240 GOSUB 15000
4250 PRINT : PRINT "HOLDING YOUR
    FINGERS IN THIS POSITION"
4260 PRINT

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```

4270 PRINT "TYPE: ASD FJNL;"
4280 PRINT
4290 GOSUB 12000: REM RESET REG
    ISTERs
4300 POKE 0,8
4310 CALL 848
4320 GOSUB 13000: REM LOAD IN$
4330 IF IN$ = "ASDFJNL;" THEN 43
    50
4340 GOSUB 20000: REM RASBERRY
4345 PRINT " NO, THAT'S WRONG.
    TRY AGAIN.": GOTO 4260
4350 PRINT " CORRECT"
4355 CALL - 198: REM SOUND BE
    LL
4360 GOSUB 15000: PRINT : PRINT
    "STILL HOLDING YOUR FINGERS
    IN THIS"
4365 PRINT : PRINT "POSITION TYP
    E: ;LKJFDSA"
4370 GOSUB 12000: POKE 0,8: CALL
    848
4375 GOSUB 13000: REM LOAD IN$
4380 IF IN$ = ";LKJFDSA" THEN 44
    00
4390 GOSUB 20000: REM RASBERRY
4395 PRINT " NO, THAT'S WRONG.
    TRY AGAIN.": GOTO 4360
4400 PRINT " CORRECT"
4405 CALL - 198: REM SOND BELL
4410 GOSUB 15000
4420 HOME : PRINT : PRINT "EACH
    TIME 'LEFT' APPEARS ON THE S
    CREEN "
4425 PRINT "YOU SHOULD TYPE 'ASD
    FJNL;' AND EACH TIME"
4430 PRINT "'RIGHT' APPEARS YOU
    SHOULD TYPE "
4435 PRINT "'LKJFDSA'. GO AS F
    AST AS YOU CAN "
4440 PRINT "WITHOUT MAKING MISTA
    KES."
4441 GOSUB 15000
4442 GOSUB 15000: REM DELAY
4443 GOSUB 15000
4444 GOSUB 15000
4445 K = 0: GOSUB 4500
4450 IF E = 1 THEN PRINT : PRINT
    "TRY AGAIN.": GOTO 4445
4455 K = 1: GOSUB 4500
4460 IF E = 1 THEN PRINT : PRINT
    "TRY AGAIN.": GOTO 4455
4465 PRINT : PRINT "THAT WAS PRA
    CTICE."
4470 PRINT : PRINT "NOW FOR THE
    REAL THING. REMEMBER, GO AS
    "
4472 PRINT "FAST AS YOU CAN WITH

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OUT MAKING MISTAKES."
4473 GOSUB 15000: REM DELAY
4474 K0 = 0:K1 = 0
4475 FOR J = 0 TO 19
4477 IF (10 - K0) / (20 - J) > RND
(1) THEN K = 0:K0 = K0 + 1: GOTO
4480
4478 K = 1:K1 = K1 + 1
4480 GOSUB 4500
4482 T1 = FN TTIME(I)
4484 IF K = 0 THEN F(I,K0,0,0) =
E:F(I,K0,1,0) = T1:F(I,K0,2,
0) = T: GOTO 4490
4486 F(I,K1,0,1) = E:F(I,K1,1,1) =
T1:F(I,K1,2,1) = T
4490 NEXT J
4495 PRINT : PRINT "THAT COMPLET
ES THE FINGER DEXTERITY TEST
"
4497 GOSUB 15000
4498 GOTO 5000
4500 REM FINGER DEXTERITY INPUT
SUBROUTINE
4505 E = 0
4510 PRINT : PRINT "GET READY..."
"
4515 GOSUB 16000: REM RANDOM DE
LAY
4517 POKE 0,8: GOSUB 12000: REM
RESET REGISTERS
4520 PRINT : PRINT TAB( 18);
4530 IF K = 0 THEN 4700: REM RI
GHT
4540 PRINT "LEFT": CALL 848
4545 GOSUB 13000: REM LOAD IN$
"
4550 IF IN$ = "ASDFJKL;" THEN 46
00
4560 PRINT " WRONG":E = 1
4570 GOSUB 20000: REM RASBERRY
4580 GOTO 4900
4600 PRINT " CORRECT"
4610 CALL - 198: REM SOUND BEL
L
4620 GOTO 4900
4700 PRINT "RIGHT": CALL 848
4710 GOSUB 13000: REM LOAD IN$
4720 IF IN$ = ";LKJFDSA" THEN 46
00
4730 GOTO 4560
4900 PRINT
4910 T = FN TIME(I)
4920 PRINT T
4930 GOSUB 15000: REM DELAY
4940 HOME
4999 RETURN
5000 REM TEST 3
5010 HOME
5020 PRINT : PRINT TAB( 10);"LE
TTER RECOGNITION TEST"

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```

5030 GOSUB 15000
5040 PRINT : PRINT "KEEP YOUR FI
NGERS ON 'ASDF' AND 'JKL;'"
"
5050 PRINT "JUST AS IN THE LAST
TEST."
5060 GOSUB 15000
5065 PRINT
5070 PRINT "TYPE: DKA"
5080 POKE 0,3: GOSUB 12000
5090 CALL 848
5095 GOSUB 14000
5100 IF IN$ = "DKA" THEN 5150
5110 GOSUB 20000: REM RASBERRY
"
5120 PRINT " NO, THAT'S WRONG.
TRY AGAIN.": GOTO 5060
5150 PRINT " CORRECT"
5160 CALL - 198: REM SOUND BELL
"
5170 GOSUB 15000
5180 HOME
5190 PRINT : PRINT "NOW TYPE: F
;S"
5200 POKE 0,3: GOSUB 12000
5210 CALL 848
5215 GOSUB 14000
5220 IF IN$ = "F;S" THEN 5250
5230 GOSUB 20000: REM RASBERRY
"
5240 PRINT " NO, THAT'S WRONG.
TRY AGAIN.": GOTO 5190
5250 PRINT " CORRECT"
5260 CALL - 198: REM SOUND BEL
L
5270 GOSUB 15000
5280 PRINT : PRINT "THAT WAS PRA
CTICE."
5290 PRINT : PRINT "NOW FOR THE
REAL THING."
5300 GOSUB 15000
5310 PRINT : PRINT "TYPE WHAT AP
PEARS ON THE SCREEN."
5320 PRINT : PRINT "BE SURE TO H
OLD YOUR FINGERS IN THE"
5325 PRINT
5330 PRINT "PROPER POSITION."
5340 GOSUB 15000
5350 GOSUB 15000
5355 GOSUB 25000: REM SETUP ARR
AY
5360 FOR J = 1 TO 10
5370 GOSUB 5500
5380 T1 = FN TTIME(I)
5390 C(I,J,0) = E:C(I,J,1) = T1:C
(I,J,2) = T
5400 NEXT J
5410 PRINT : PRINT "THAT COMPLET
ES THE TESTS."
5420 PRINT : PRINT "THANKS FOR H

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      ELPING US OUT."
5430 GOTO 6000
5500 REM CHARACTER RECOGNITION
      INPUT
5510 E = 0
5520 PRINT : PRINT "GET READY..."
      "
5530 GOSUB 16000: REM RANDOM D
      ELAY
5540 POKE 0,3: GOSUB 12000: REM
      RESET REGISTERS
5550 PRINT : PRINT TAB( 19);
5560 GOSUB 25200: REM SELECT B$

5570 PRINT B$: CALL 848
5580 GOSUB 14000: REM LOAD IN$
5590 IF IN$ = B$ THEN 5700
5600 PRINT " WRONG":E = 1
5610 GOSUB 20000: REM RASBERRY

5620 GOTO 5800
5700 PRINT " CORRECT"
5710 CALL - 198: REM SOUND BELL

5800 PRINT
5810 T = FN TIME(I)
5820 PRINT T
5830 GOSUB 15000: REM DELAY
5840 HOME
5999 RETURN
6000 REM SAVE DATA ON DISK
6010 PRINT D$;"APPEND ";FI$
6020 PRINT D$;"WRITE ";FI$
6030 GOSUB 8120
6300 CALL 928: PRINT
6310 PRINT D$;"CLOSE ";FI$
7000 REM END TEST?
7010 INPUT IN$
7020 IF IN$ = "NEXT" THEN 2100
7030 IF IN$ = "END" THEN 8000
7040 GOTO 7000
8000 REM FILE BACKUP
8010 HOME
8020 PRINT
8030 PRINT "REMOVE THE DISKETTE
      AND INSERT ANOTHER "
8040 PRINT "ONE. THIS WILL BE U
      SED FOR A BACKUP "
8050 PRINT "FILE. WHEN THE NEW
      DISK IS IN PLACE HIT"
8060 PRINT "'RETURN'."
8070 INPUT IN$
8090 N = I
8100 PRINT D$;"OPEN ";FI$;" /BACK
      UP"
8110 PRINT D$;"WRITE ";FI$;" /BA
      CKUP"
8115 FOR I = 1 TO N
8117 GOSUB 8120
8118 GOTO 8500

```

```

8120 PRINT NAME$(I)
8130 PRINT SEX$(I)
8140 PRINT XP$(I)
8150 FOR J = 1 TO 10
8160 PRINT R(I,J)
8170 NEXT J
8180 FOR K = 0 TO 1
8190 FOR J = 1 TO 10
8200 PRINT F(I,J,0,K)
8210 PRINT F(I,J,1,K)
8220 PRINT F(I,J,2,K)
8230 NEXT J
8240 NEXT K
8250 FOR J = 1 TO 10
8260 PRINT C(I,J,0)
8270 PRINT C(I,J,1)
8280 PRINT C(I,J,2)
8290 NEXT J
8295 RETURN
8500 NEXT I
8510 PRINT D$;"CLOSE "
9999 END
12000 REM
12010 FOR DL = 1 TO 8
12020 POKE DL,0
12030 NEXT DL
12999 RETURN
13000 REM LOAD IN$
13005 IN$ = CHR$( PEEK (512) -
      128)
13010 FOR DL = 513 TO 519
13020 IN$ = IN$ + CHR$( PEEK (D
      L) - 128)
13030 NEXT DL
13999 RETURN
14000 REM LOAD IN$
14005 IN$ = CHR$( PEEK (512) -
      128) + CHR$( PEEK (513) -
      128) + CHR$( PEEK (514) -
      128)
14999 RETURN
15000 REM DELAY
15010 FOR DLY = 1 TO 2000
15020 NEXT DLY
15999 RETURN
16000 REM RANDOM DELAY
16010 D1 = 2000
16020 D1 = D1 + 2000 * RND (1)
16030 FOR DLY = 1 TO D1
16040 NEXT DLY
16999 RETURN
20000 REM
20002 RAS = - 16336
20005 FOR DL = 1 TO 50
20010 RS = PEEK (RAS) + PEEK (R
      AS) + PEEK (RAS) + PEEK (R
      AS) + PEEK (RAS)
20020 NEXT DL
20999 RETURN
25000 REM

```

```

25010 A$(1) = "ANF"
25020 A$(2) = "JA;"
25030 A$(3) = "SLA"
25040 A$(4) = "KSJ"
25050 A$(5) = "F;S"
25060 A$(6) = "JDL"
25070 A$(7) = "DJS"
25080 A$(8) = "LFK"
25090 A$(9) = "ALD"
25100 A$(10) = "LDK"
25199 RETURN
25200 DL = INT (1 + 10 * RND (1
))
25210 IF A$(DL) = "0" THEN 25200

25215 B$ = A$(DL)
25220 A$(DL) = "0"
25999 RETURN

```

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APPENDIX H

SAMPLE RUN OF REACTION TIME, INDIVIDUAL FINGER DEXTERITY, AND THREE-CHARACTER INPUT PROGRAM

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\
JRUN
WHAT IS THE FILE NAME?TEST
PLEASE TYPE YOUR FULL NAME,
THEN HIT 'RETURN'?THOMAS G. CLEAVER
ARE YOU MALE OR FEMALE (M/F)? M
HAVE YOU HAD ANY PREVIOUS TYPING
TRAINING OR EXPERIENCE (Y/N)? N
REACTION TIME TEST
WHEN 'GO!' APPEARS ON THE SCREEN,
STRIKE THE SPACE BAR AS QUICKLY AS
YOU CAN.
GET READY...
GO!
265.0359
OK, NOW TRY IT AGAIN.
GET READY...
GO!
263.86014
THAT WAS PRACTICE.
NOW YOU WILL DO THE REAL THING 10 TIMES.
GET READY...
GO!
181.99785
GET READY...
GO!
210.36306
GET READY...
241.96161
GET READY...
204.7782
GET READY...
271.50258
GET READY...
280.85967
GET READY...
171.17106
GET READY...
255.7278
GET READY...
206.34588
GET READY...
167.25186
THAT COMPLETES THE REACTION TIME TEST.
FINGER DEXTERITY TEST
POSITION YOUR FINGERS OVER THE KEYS
AS SHOWN.

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```

A S D F G H J K L ;
L R M I      I M R L
I I I N      N I I I
T N D D      D D N T
T G D E      E D G T

```

L	L	X		X	L	L
E	F	E		E	F	E
	1	F		F	I	
F	N	F	I	I	F	N
I	G	I	N	N	I	G
N	E	N	G	G	N	E
G	R	G	E	E	R	G
E	R		R	R		E
R			R			R

HOLDING YOUR FINGERS IN THIS POSITION

TYPE: ASDFJKL;

ASDFJKLL NO, THAT'S WRONG. TRY AGAIN.

TYPE: ASDFJKL;

ASDFJKL; CORRECT

STILL HOLDING YOUR FINGERS IN THIS

POSITION TYPE: ;LKJFDSA

;LKDSADF NO, THAT'S WRONG. TRY AGAIN.

STILL HOLDING YOUR FINGERS IN THIS

POSITION TYPE: ;LKJFDSA

;LKJFDSA CORRECT

EACH TIME 'LEFT' APPEARS ON THE SCREEN
YOU SHOULD TYPE 'ASDFJKL;' AND EACH TIME
'RIGHT' APPEARS YOU SHOULD TYPE
';LKJFDSA'. GO AS FAST AS YOU CAN
WITHOUT MAKING MISTAKES.

GET READY...

RIGHT
;LKJFDSA CORRECT

2910.88782

GET READY...

LEFT
ASDFJKL; CORRECT

1680.21003

THAT WAS PRACTICE.

NOW FOR THE REAL THING. REMEMBER, GO AS
FAST AS YOU CAN WITHOUT MAKING MISTAKES.

GET READY...

LEFT
ASDFJKL; CORRECT

1358.73765

GET READY...

RIGHT
;LLKJFDA WRONG

1785.88146

GET READY...

RIGHT
;LKJFDSA CORRECT

1971.06366

GET READY...

RIGHT
;LKJFDSA CORRECT

1457.35452

GET READY...

RIGHT
;LKJFDSA CORRECT

1741.05561

GET READY...

LEFT
ASDFJK;; WRONG

2447.63838

GET READY...

LEFT
ASDFJKL; CORRECT

1621.42203

GET READY...

LEFT
ASDFJKL; CORRECT

1152.7347

GET READY...

RIGHT
;LKJFDSA CORRECT

1491.94146

GET READY...

#LKJFDSA CORRECT RIGHT

1573.95072

GET READY...

ASDFJKL; CORRECT LEFT

1316.31231

GET READY...

#LKJFDSA CORRECT RIGHT

1712.73939

GET READY...

ASDFJK;L WRONG LEFT

1087.578

GET READY...

ASDFJK;L WRONG LEFT

1900.51806

GET READY...

ASDFJKL; CORRECT LEFT

1318.56585

GET READY...

ASDFKJL; WRONG LEFT

1177.2297

GET READY...

#LLKJFDS WRONG RIGHT

1652.97159

GET READY...

ASDFJKL; CORRECT LEFT

1716.93253

GET READY...

#LKJFDSA CORRECT RIGHT

2002.2213

GET READY...

#LKJFDSA CORRECT RIGHT

2017.60416

THAT COMPLETES THE FINGER DEXTERITY TEST

LETTER RECOGNITION TEST

KEEP YOUR FINGERS ON 'ASDF' AND 'JKL;' JUST AS IN THE LAST TEST.

TYPE: DKA
DKJ NO, THAT'S WRONG. TRY AGAIN.

TYPE: DKA
DKA CORRECT

NOW TYPE: F;S
F;S CORRECT

THAT WAS PRACTICE.

NOW FOR THE REAL THING.

TYPE WHAT APPEARS ON THE SCREEN.

BE SURE TO HOLD YOUR FINGERS IN THE
PROPER POSITION.

GET READY...

LFK CORRECT LFK

2848.13163

GET READY...

AKD WRONG AKF

2522.0052

GET READY...

F;S CORRECT F;S

2112.00789

GET READY...

JA; CORRECT

JA;

2585.00634

GET READY...

KSJ CORRECT

KSJ

2874.58623

GET READY...

ALD CORRECT

ALD

3210.60864

GET READY...

LDK CORRECT

LDK

2730.75159

GET READY...

SLA CORRECT

SLA

2696.26263

GET READY...

JDL CORRECT

JDL

2380.71804

GET READY...

SJD WRONG

DJS

816.90825

THAT COMPLETES THE TESTS.

THANKS FOR HELPING US OUT.

?END

REMOVE THE DISKETTE AND INSERT ANOTHER
ONE. THIS WILL BE USED FOR A BACKUP
FILE. WHEN THE NEW DISK IS IN PLACE HIT
'RETURN'.