A study evaluated the validity of the use of digital dexterity and reaction time as variables to predict students' gross typing speed. To gather data for the study, researchers tested approximately 120 students from three typing classes at Jefferson Community College in Louisiana and one typing class at the University of Louisville (Kentucky). In the first test, researchers used an electronic stopwatch, hand-held counter, and a digital computer to measure the digital dexterity of students entering the classes. The second test involved the use of a digital computer to measure the students' reaction time, ability to use their fingers independently, and speed at typing three random characters. Based on the results of the first test, it was concluded that little correlation exists between gross typing speed and digital dexterity. After correlating the results of the second test with students' gross typing speeds after the completion of a one-semester course, the researchers determined that reaction time and the ability to use fingers independently had moderate correlation coefficients with gross typing speed. The ability to type three random characters was, however, well correlated with typing speed. (MN)
PREDICTION OF SUCCESS AT TYPING

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

BASIC RESEARCH

U. S. Army
Research Institute for the Behavioral and Social Sciences
September 1980

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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.
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

Thomas G. Cleaver and Carol A. O'Connor
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Submitted by:
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Department of the Army

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ARI Research Reports and Technical Reports are intended for sponsors of R&D tasks and for other research and military agencies. Any findings ready for implementation at the time of publication are presented in the last part of the Brief. Upon completion of a major phase of the task, formal recommendations for official action normally are conveyed to appropriate military agencies by briefing or Disposition Form.
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. NDA 903-79-C-0423.

JOSEPH ZEIDNER
Technical Director
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, 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 \( +.25 \), \( -.42 \), and \( -.7f \) 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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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. 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. 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. 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 ± .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.


The most ambitious and innovative attempt to evaluate typing aptitude was the work of Flanagan, Fivars, and Tuska in 1959. 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 0.50. 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 very little correlation.

Since publication of their paper, the authors have continued with their research and now publish a kit to administer the tapping test. Businesses and others use the kits for screening purposes. The authors now distribute about 1,000 kits a year.

Very little published research has been performed in this field since the work of Flanagan, Fivars, and Tuska. However, Cassel and Reier did compare typing speed tests to scores on the General Aptitude Test Battery (GATB). They found that by using multiple regression they could obtain a correlation coefficient of 0.72.

7Fivars, G. Personal communication.
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

<table>
<thead>
<tr>
<th>Variable</th>
<th>$r$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best tap time manually (BTM)</td>
<td>.315</td>
</tr>
<tr>
<td>Mean best tap time manually (MBTM)</td>
<td>.254</td>
</tr>
<tr>
<td>Counter time manually (CTM)</td>
<td>.016</td>
</tr>
<tr>
<td>Best tap time automated (BTA)</td>
<td>.055</td>
</tr>
<tr>
<td>Mean best tap time automated (MBTA)</td>
<td>-.036</td>
</tr>
<tr>
<td>Best counter time automated (CTA)</td>
<td>.024</td>
</tr>
</tbody>
</table>

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 1. BTM, all January classes, manual data entry, best score.
Figure 2. MBTM, all January classes, manual data entry, mean of best 10.
TIME IN SECONDS

Figure 3. CTM, all January classes, manual data entry, counter.
Figure 4. BTA, all January classes, automated data entry, best score.
Figure 5. MTA, all January classes, automated data entry, mean of best 10.

TIME IN HUNDREDS OF SECONDS
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

<table>
<thead>
<tr>
<th>Variable</th>
<th>Typing speed</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;35</td>
<td>&gt;35</td>
</tr>
<tr>
<td>Best tap time manually (BTM)</td>
<td>15.96</td>
<td>17.96</td>
</tr>
<tr>
<td>Mean best tap time manually (MBTM)</td>
<td>17.98</td>
<td>19.80</td>
</tr>
<tr>
<td>Counter time manually (CTM)</td>
<td>11.27</td>
<td>12.24</td>
</tr>
<tr>
<td>Best tap time automated (BTA)</td>
<td>139.09</td>
<td>138.28</td>
</tr>
<tr>
<td>Mean best tap time automated (MBTA)</td>
<td>159.02</td>
<td>154.11</td>
</tr>
<tr>
<td>Best counter time automated (CTA)</td>
<td>8058.00</td>
<td>8359.80</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Variable</th>
<th>Experienced (N = 35)</th>
<th>Not experienced (N = 17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typing speed</td>
<td>35.59</td>
<td>24.96</td>
</tr>
<tr>
<td>Best tap time manually (BTM)</td>
<td>17.49</td>
<td>15.88</td>
</tr>
<tr>
<td>Mean best tap time manually (MBTM)</td>
<td>19.27</td>
<td>18.09</td>
</tr>
<tr>
<td>Counter time manually (CTM)</td>
<td>11.33</td>
<td>11.11</td>
</tr>
<tr>
<td>Best tap time automated (BTA)</td>
<td>140.82</td>
<td>134.29</td>
</tr>
<tr>
<td>Mean best tap time automated (MBTA)</td>
<td>159.38</td>
<td>152.95</td>
</tr>
<tr>
<td>Best counter time automated (CTA)</td>
<td>8323.90</td>
<td>7972.30</td>
</tr>
</tbody>
</table>
The difference in mean typing speeds of the experienced and nonexperiented 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 nonexperiented 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 Fivers, 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 subject's 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 "ASDFJXL" 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-L; when the word "LEFT" appeared on the screen and L-K-J-F-D-S 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 (BRT1)

2. the mean of the best five reaction times (BRT1) (both recorded in thousandths of seconds)

II. Twelve variables chosen pertain 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 (BTT2)

4. the best reaction time (time from stimulus to striking of first character) (BRT2)

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. (BDT2)
6. the mean of the best five total times (BTT$_{21}$)
7. the mean of the best five reaction times (BRT$_{24}$)
8. the mean of the best five differences in total time minus reaction time (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 (BTT$_{22}$)
13. the mean of the best five reaction times (BRT$_{22}$)
14. the mean of the best five differences in times (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$_{31}$)

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

18. the mean of the best five total times (BTT$_{31}$)
19. the mean of the best five reaction times (BRT$_{31}$)
20. the mean of the best five differences in times (BDT$_{31}$)
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 (BTT$_{32}$)
25. the mean of the best five reaction times ($BRT_{32}$)

26. the mean of the best five differences in times ($BDT_{32}$)

(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

$$ Y = a + bX + \varepsilon $$

where $Y$ is typing speed, $X$ is one of the 26 independent variables, and $\varepsilon$ 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

<table>
<thead>
<tr>
<th>Variable</th>
<th>Typing speed&lt;35</th>
<th>Typing speed&gt;35</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(N = 17)</td>
<td>(N = 17)</td>
</tr>
<tr>
<td>BRT&lt;21</td>
<td>213.12</td>
<td>236.35</td>
</tr>
<tr>
<td>BRT&gt;21</td>
<td>246.68</td>
<td>264.35</td>
</tr>
<tr>
<td>BTT&lt;21</td>
<td>2395.10</td>
<td>1880.90</td>
</tr>
<tr>
<td>BTT&gt;21</td>
<td>502.06</td>
<td>472.18</td>
</tr>
<tr>
<td>BDT&lt;21</td>
<td>1649.70</td>
<td>1265.50</td>
</tr>
<tr>
<td>BDT&gt;21</td>
<td>2537.20</td>
<td>2009.00</td>
</tr>
<tr>
<td>BRT&lt;22</td>
<td>622.65</td>
<td>547.53</td>
</tr>
<tr>
<td>BRT&gt;22</td>
<td>1773.00</td>
<td>1363.60</td>
</tr>
<tr>
<td>BTT&lt;22</td>
<td>2423.8</td>
<td>1905.60</td>
</tr>
<tr>
<td>BTT&gt;22</td>
<td>563.18</td>
<td>484.41</td>
</tr>
<tr>
<td>BDT&lt;22</td>
<td>1668.30</td>
<td>1283.20</td>
</tr>
<tr>
<td>BDT&gt;22</td>
<td>2565.20</td>
<td>2027.80</td>
</tr>
<tr>
<td>BRT&lt;31</td>
<td>654.29</td>
<td>561.18</td>
</tr>
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<td>1380.10</td>
</tr>
<tr>
<td>BTT&lt;31</td>
<td>1852.60</td>
<td>1439.90</td>
</tr>
<tr>
<td>BTT&gt;31</td>
<td>1067.40</td>
<td>835.82</td>
</tr>
<tr>
<td>BDT&lt;31</td>
<td>598.53</td>
<td>465.59</td>
</tr>
<tr>
<td>BDT&gt;31</td>
<td>2195.90</td>
<td>1693.90</td>
</tr>
<tr>
<td>BRT&lt;32</td>
<td>1232.50</td>
<td>993.29</td>
</tr>
<tr>
<td>BRT&gt;32</td>
<td>806.29</td>
<td>594.88</td>
</tr>
<tr>
<td>BTT&lt;32</td>
<td>1876.50</td>
<td>1453.80</td>
</tr>
<tr>
<td>BTT&gt;32</td>
<td>1097.70</td>
<td>838.59</td>
</tr>
<tr>
<td>BDT&lt;32</td>
<td>598.53</td>
<td>486.94</td>
</tr>
<tr>
<td>BDT&gt;32</td>
<td>2253.10</td>
<td>1782.10</td>
</tr>
<tr>
<td>BRT&lt;32</td>
<td>1295.00</td>
<td>1036.90</td>
</tr>
<tr>
<td>BDT&gt;32</td>
<td>836.35</td>
<td>644.65</td>
</tr>
</tbody>
</table>

*Gross typing speed is used, uncorrected for typing errors.*
Figure 7. BRT1, all summer classes, best reaction time, correlation coefficient = .24769395.
Figure 8. BRT1, 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 = -.417334614.
Figure 10. BTT$_{31}$, all summer classes, best character input time, correlation coefficient = -.745129726.
Figure 11: BT31, all summer classes, mean of best 5 character input times, correlation coefficient = -.722155.
Figure 12. BTT32, all summer classes, best correct character input time. Correlation coefficient = -0.72061861.
Figure 13. BRT_{32}, all summer classes, best correct character reaction time, correlation coefficient = -0.57066121.
Figure 14. BTT3, all summer classes, mean of best 5 correct character input times, correlation coefficient = -.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>
<thead>
<tr>
<th>Variable</th>
<th>Correlation coefficient (r)</th>
<th>Standard error s_y/x</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRT_1</td>
<td>.249</td>
<td>12.60</td>
</tr>
<tr>
<td>BRT_1</td>
<td>.154</td>
<td>12.80</td>
</tr>
<tr>
<td>BTT_21</td>
<td>-.417</td>
<td>13.00</td>
</tr>
<tr>
<td>BRT_21</td>
<td>-.072</td>
<td>12.00</td>
</tr>
<tr>
<td>BDT_21</td>
<td>-.374</td>
<td>11.90</td>
</tr>
<tr>
<td>BTT_21</td>
<td>-.407</td>
<td>12.80</td>
</tr>
<tr>
<td>BRT_21</td>
<td>-.166</td>
<td>11.90</td>
</tr>
<tr>
<td>BDT_21</td>
<td>-.399</td>
<td>11.70</td>
</tr>
<tr>
<td>BTT_22</td>
<td>-.427</td>
<td>12.60</td>
</tr>
<tr>
<td>BRT_22</td>
<td>-.227</td>
<td>12.00</td>
</tr>
<tr>
<td>BDT_22</td>
<td>-.390</td>
<td>11.80</td>
</tr>
<tr>
<td>BTT_22</td>
<td>-.217</td>
<td>12.70</td>
</tr>
<tr>
<td>BRT_22</td>
<td>-.407</td>
<td>11.90</td>
</tr>
<tr>
<td>BDT_22</td>
<td>-.746</td>
<td>8.65</td>
</tr>
<tr>
<td>BTT_31</td>
<td>-.552</td>
<td>10.80</td>
</tr>
<tr>
<td>BRT_31</td>
<td>-.557</td>
<td>10.80</td>
</tr>
<tr>
<td>BDT_31</td>
<td>-.723</td>
<td>8.97</td>
</tr>
<tr>
<td>BTT_31</td>
<td>-.551</td>
<td>10.80</td>
</tr>
<tr>
<td>BRT_31</td>
<td>-.588</td>
<td>10.50</td>
</tr>
<tr>
<td>BDT_31</td>
<td>-.721</td>
<td>9.00</td>
</tr>
<tr>
<td>BTT_32</td>
<td>-.571</td>
<td>10.70</td>
</tr>
<tr>
<td>BRT_32</td>
<td>-.482</td>
<td>11.40</td>
</tr>
<tr>
<td>BDT_32</td>
<td>-.624</td>
<td>10.10</td>
</tr>
<tr>
<td>BTT_32</td>
<td>-.512</td>
<td>11.20</td>
</tr>
<tr>
<td>BRT_32</td>
<td>-.477</td>
<td>11.40</td>
</tr>
</tbody>
</table>

Table 5
Linear Regression of Typing Speed on Pretyping Variable
Several interesting results surface from these analyses. First, for the two variables that relate to part 1 of the test 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 15% 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 BTT31 (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>
<thead>
<tr>
<th>BTT31 score</th>
<th>N</th>
<th>Below 20</th>
<th>20-34.9</th>
<th>35 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 1350</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>1350 to 1649</td>
<td>11</td>
<td>0</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>1650 to 1949</td>
<td>10</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>1950 to 2249</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2250 or more</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
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 $\epsilon$ 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

<table>
<thead>
<tr>
<th>Variable</th>
<th>Correlation Coefficient $r$</th>
<th>Standard error, $s_{y/x}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTT 31</td>
<td>.72</td>
<td>9.05</td>
</tr>
<tr>
<td>BRT 31</td>
<td>.59</td>
<td>10.50</td>
</tr>
<tr>
<td>BDT 31</td>
<td>.53</td>
<td>11.00</td>
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<tr>
<td>BTT 32</td>
<td>.69</td>
<td>9.34</td>
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<td>BRT 32</td>
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<td>9.85</td>
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<tr>
<td>BRT 32</td>
<td>.56</td>
<td>10.80</td>
</tr>
<tr>
<td>BDT 32</td>
<td>.54</td>
<td>10.90</td>
</tr>
</tbody>
</table>

Just as in the linear case, the variables measuring 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

\[ y = a + bx_1 + \ldots + bx_n + \epsilon \]

where \( y \) is typing speed, \( \epsilon \) represents the random errors, and the \( x_1, \ldots, x_n \) are \( n \) independent variables. The basic goal was to improve upon

\[ y = a + bx_{\text{BTT}31} \]

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

<table>
<thead>
<tr>
<th>Number of Variables</th>
<th>Variables</th>
<th>Correlation coefficient, ( R )</th>
<th>Standard error, ( s )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BTT_{31}</td>
<td>.75</td>
<td>8.65</td>
</tr>
<tr>
<td>1</td>
<td>BTT_{31}</td>
<td>.72</td>
<td>8.97</td>
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<tr>
<td>1</td>
<td>BTT_{32}</td>
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<td>9.00</td>
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<td>.78</td>
<td>8.31</td>
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<td>7.81</td>
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<td>3</td>
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<td>8.03</td>
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<tr>
<td>(1) 4</td>
<td>BRT_{31}, BDT_{31}, BRT_{32}, BDT_{32}</td>
<td>.84</td>
<td>7.31</td>
</tr>
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<td>.81</td>
<td>8.00</td>
</tr>
<tr>
<td>4</td>
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<td>.83</td>
<td>7.57</td>
</tr>
<tr>
<td>5</td>
<td>BRT_{1}, BTT_{31}, BDT_{31}, BRT_{32}, BDT_{32}</td>
<td>.87</td>
<td>6.86</td>
</tr>
</tbody>
</table>

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. \( Y = 78.23 - .0255 (\text{BTT}_{31}) \) \( R = .75 \) \( s = 8.65 \)

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

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

4. \( Y = 77.25 - .0765 (\text{BTT}_{31}) - .0255 (\text{BRT}_{32}) + .0505 (\text{BTT}_{32}) \) \( R = .81 \) \( s = 7.89 \)

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

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

\[ Y = 75.30 - .0252 (\text{BTT}_{31}) + 1.437 (E) \]

where
\[ R = .75 \text{ and } s = 8.67 \]

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

\[ Y = -.348 + 1.874 (E) + 57054 (1/\text{BTT}_{31}) \]

where
\[ R = .73 \text{ and } s = 9.01 \]

Similarly, for (2),

\[ Y = 72.78 - .0206 (\text{BTT}_{31}) + 2.09 (E) \]

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. \[ Y = -12.83 + .246 \times (E) + 65915 \times \left(\frac{1}{\text{BTT}_{31}}\right) \]
   \[ \text{where } R = .71 \text{ and } s = 10.7 \]

2. \[ Y = 76.81 - .237 \times (E) - .0283 \times \left(\text{BTT}_{31}\right) \]
   \[ \text{where } R = .72 \text{ and } s = 10.7 \]

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>
<thead>
<tr>
<th>Variable</th>
<th>Experienced (N = 20)</th>
<th>Nonexperienced (N = 14)</th>
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<tbody>
<tr>
<td>BRT_1</td>
<td>238.60</td>
<td>204.93</td>
</tr>
<tr>
<td>BRT_1</td>
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<td>242.93</td>
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<td>BRT_21</td>
<td>2076.50</td>
<td>&lt; 2225.90</td>
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<td>BRT_21</td>
<td>495.35</td>
<td>&lt; 475.36</td>
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<td>BDT_21</td>
<td>1448.20</td>
<td>&lt; 1471.10</td>
</tr>
<tr>
<td>BDT_21</td>
<td>2204.90</td>
<td>&lt; 2370.60</td>
</tr>
<tr>
<td>BTT_21</td>
<td>574.50</td>
<td>&lt; 600.21</td>
</tr>
<tr>
<td>BRT_22</td>
<td>1526.10</td>
<td>&lt; 1628.60</td>
</tr>
<tr>
<td>BDT_22</td>
<td>2226.80</td>
<td>&lt; 2396.10</td>
</tr>
<tr>
<td>BTT_22</td>
<td>590.05</td>
<td>&lt; 633.00</td>
</tr>
<tr>
<td>BRT_22</td>
<td>1537.40</td>
<td>&lt; 1652.60</td>
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<tr>
<td>BRT_31</td>
<td>1533.10</td>
<td>&lt; 1807.90</td>
</tr>
<tr>
<td>BRT_31</td>
<td>916.90</td>
<td>&lt; 1001.20</td>
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<td>BDT_31</td>
<td>460.30</td>
<td>&lt; 634.57</td>
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<tr>
<td>BDT_31</td>
<td>1785.90</td>
<td>&lt; 2172.10</td>
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<td>BTT_31</td>
<td>1067.40</td>
<td>&lt; 1177.90</td>
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<td>BTT_31</td>
<td>608.90</td>
<td>&lt; 831.57</td>
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<td>1534.90</td>
<td>&lt; 1851.30</td>
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<td>BRT_32</td>
<td>924.00</td>
<td>&lt; 1031.20</td>
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<tr>
<td>BDT_32</td>
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<td>BDT_32</td>
<td>1832.10</td>
<td>&lt; 2282.60</td>
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<td>BTT_32</td>
<td>1110.40</td>
<td>&lt; 1245.40</td>
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<tr>
<td>BRT_32</td>
<td>633.95</td>
<td>&lt; 892.71</td>
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<td>BDT_32</td>
<td>40.86</td>
<td>&lt; 29.85</td>
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<tr>
<td>Typing Speed</td>
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</tbody>
</table>
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 programmed 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

```
0300 -  A9 00  LDA $0000
0301 -  BD 10 C0  STA $C010
0302 -  A9 7F  LDA $7F
0303 -  CD 00 C0  CMP $C000
0304 -  10 F6  BPL $0307
0305 -  A9 00  LDA $0000
0306 -  BD 10 C0  STA $C010
0307 -  20 50 03  JSR $0350
0308 -  6A  NOP
0309 -  EA  NOP
0310 -  EA  NOP
0311 -  EA  NOP
0312 -  EA  NOP
0313 -  EA  NOP
0314 -  EA  NOP
0315 -  EA  NOP
0316 -  EA  NOP
0317 -  EA  NOP
0318 -  EA  NOP
0319 -  EA  NOP
0320 -  A9 00  LDA $0000
0321 -  BD 10 C0  STA $C010
0322 -  A9 7F  LDA $7F
0323 -  CD 00 C0  CMP $C000
0324 -  10 F6  BPL $0307
0325 -  A9 00  LDA $0000
0326 -  BD 10 C0  STA $C010
0327 -  C6 00  DEC $0000
0328 -  FO 06  BNE $033B
0329 -  20 50 03  JSR $0350
0330 -  4C 31 03  JMP $0331
0331 -  60  RTS
0332 -  EA  NOP
0333 -  EA  NOP
0334 -  EA  NOP
0335 -  EA  NOP
0336 -  EA  NOP
0337 -  EA  NOP
0338 -  EA  NOP
0339 -  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
0350 -  EA  NOP
0351 -  EA  NOP
0352 -  EA  NOP
0353 -  A9 00  LDA $0000
0354 -  BD 10 C0  STA $C010
0355 -  10 F6  BPL $0350
0356 -  A9 00  LDA $0000
0357 -  BD 10 C0  STA $C010
0358 -  60  RTS
0359 -  EA  NOP
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
0370 -  EA  NOP
0371 -  EA  NOP
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0387 -  EA  NOP
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0389 -  EA  NOP
0390 -  EA  NOP
0391 -  EA  NOP
0392 -  EA  NOP
0393 -  EA  NOP
0394 -  EA  NOP
0395 -  EA  NOP
```

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APPENDIX B

DOUBLE-TAP AND COUNTER PROGRAM

80 HOME
90 DIM T(30)
100 DS = CHR$(4): REM CTRLD
200 PRINT: PRINT "WHAT IS THE TAPFILE NAME";
210 INPUT AS
220 PRINT "WHAT IS THE REFETFILENAME";
230 INPUT BR
240 PRINT DWOPEN ";AS
250 PRINT DS;"CLOSE "MS
260 PRINT D$;"OPEN "BS.
270 PRINT DWCLOSE "113
300 PRINT "WHAT KEY DO YOU WANT THE SUBJECTS TO STRIKE";
310 PRINT "STRIKE";
320 INPUT CS
330 IF LEN(CS) < > 1 THEN 320
400 HOME
500 PRINT "PLEASE TYPE IN YOUR FULL NAME";
505 PRINT "THEN HIT THE \"RETURN\" KEY."
510 INPUT NAMES
520 PRINT
600 PRINT "WHEN THE WORD \"READY\" APPEARS:";
610 PRINT "TAP THE \"IC\" KEY TWICE."
620 PRINT "YOU WISH AFTER THE WORD \"READY\" APPEARS:";
630 PRINT "BEFORE THE TEST STARTS YOU WILL BE GIVEN A SHORT PRACTICE SESSION;"
650 PRINT "HIT THE \"RETURN\" KEY TO START:";
660 PRINT "THE PRACTICE SESSION."
670 INPUT INS
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 CONCLUDES THE PRACTICE SESSION."
910 PRINT "HIT THE \"RETURN\" KEY TO BEGIN THE TEST."
920 INPUT INS
930 FOR J = 1 TO 3000: NEXT
940 FOR I = 1 TO 30
950 GOSUB 5000
960 PRINT "READY"
970 CALL 768
980 T(I) = .04899 * (PEEK(1) + 256 * (PEEK(2) + 256 * (PEEK(3) + 256 * PEEK(4))))
990 PRINT T(I)
1000 PRINT INS
1010 PRINT "WHEN THE WORD \"READY\" APPEARS:";
1020 PRINT "TAP THE \"IC\" KEY REPEATEDLY."
1030 PRINT "BEFORE THE TEST BEGINS, YOU WILL BE GIVEN A SHORT PRACTICE SESSION;"
1040 PRINT "WHEN THE WORD \"READY\" APPEARS:";
1050 PRINT "TAP THE \"IC\" KEY AS FAST AS YOU CAN"
1060 PRINT "WITH ONE FINGER UNTIL THE WORD \"STOP\" APPEARS;"
1070 PRINT INS
1080 PRINT "HIT THE \"RETURN\" KEY, WHEN YOU ARE READY TO START THE PRACTICE SESSION;"
1090 PRINT "START THE PRACTICE SESSION."
1100 INPUT INS
1110 GOSUB 5000
1150 PRINT: PRINT "IN TEST YOU WILL TAP THE \"IC\" KEY REPEATEDLY."
1150 PRINT "REPEATEDLY."
1160 PRINT "WHEN THE WORD \"READY\" APPEARS:";
1170 PRINT "TAP THE \"IC\" KEY AS FAST AS YOU CAN"
1180 PRINT "WITH ONE FINGER UNTIL THE WORD \"STOP\" APPEARS;"
1190 PRINT INS
1200 PRINT "HIT \"RETURN\", WHEN YOU ARE READY TO START THE PRACTICE SESSION;"
1210 PRINT "START THE PRACTICE SESSION."
1230 INPUT INS
1240 PRINT
1250 FOR J = 1 TO 3000: NEXT
1260 FOR I = 1 TO 30
1270 GOSUB 5000
1280 POKE 0,15
1290 PRINT "READY"
1300 CALL 600
1320 T50 = .04899 * (PEEK(1) + 256 * (PEEK(2) + 256 * (PEEK(3) + 256 * PEEK(4))))
1325 PRINT T50

B-1
2030 PRINT "STOP"
2100 PRINT : CALL 198
2110 PRINT "THAT CONCLUDES THE PRACTICE SESSION."
2115 PRINT
2120 PRINT "HIT 'RETURN' WHEN YOU ARE READY TO"
2130 PRINT "START THE TEST."
2140 INPUT INS
2150 PRINT
2160 FOR J = 1 TO 3000: NEXT
2180 GOSUB 5000
2300 PRINT "THAT CONCLUDES THE PRACTICE SESSION."
2310 PRINT "HIT 'RETURN' WHEN YOU ARE READY TO START THE TEST."
2320 INPUT INS
2330 PRINT FOR J = 1 TO 3000: NEXT
2340 GOTO 5000
2360 PRINT T50 = 204899 * (PEEK (1) +
2370 256 * (PEEK (2) + 256 * (PEEK (3) + 256 * (PEEK (4)))))
2380 PRINT T50
2390 PRINT "STOP"
2400 CALL 198
2420 PRINT "THANKS FOR HELPING US OUT."
2430 INPUT INS
2440 IF LEN (INS) < 1 THEN 3200
2450 IF INS = "END" THEN 4000
2460 IF INS = "NEXT" THEN 400
2470 GOTO 3200
2480 PRINT D$; "LOCK " ;A$;
2490 PRINT D$; "LOCK " ;B$
2495 END
2500 PRINT POKE 0, 30
2510 PRINT POKE 1, 0
2520 PRINT POKE 2, 0
2530 PRINT POKE 3, 0
2540 PRINT POKE 4, 0
2550 RETURN
2560 PRINT D$; "APPEND " ;A$;
2570 PRINT D$; "WRITE " ;A$
2580 PRINT D$; "APPEND " ;B$
2590 PRINT D$; "WRITE " ;B$
2600 PRINT D$; "CLOSE " ;A$
2610 PRINT D$; "CLOSE " ;B$
2620 RETURN
2630 RETURN
2640 RETURN
2650 RETURN
2660 RETURN
2670 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

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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**Stopwatch tapping test:** Record time to turn stopwatch on and off in 100ths of seconds.

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

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</table>
APPENDIX E

SAMPLE RUN OF DOUBLE-TAP AND COUNTER PROGRAM

WHAT IS THE TAFFILE NAME? TAFFILETEST
WHAT IS THE REPEATFILE NAME? REPEATFILETEST
WHAT KEY DO YOU WANT THE SUBJECTS TO STRIKE?
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
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
160.6872
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'

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
160.6872
READY
129.3336
READY
121.4952
READY
143.0508
READY
125.4144
READY
113.6568
READY
146.97
READY
109.7376
READY
119.5356
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.

READY 7485.03513
STOP

THANKS FOR HELPING US OUT.

BEND

PRK40
APPENDIX F

MACHINE LANGUAGE SUBROUTINE TO TIME SUBJECTS' RESPONSES

0300- 6D 10 CO STA $C010
0303- 20 20 03 JSR $0320
0306- A9 7F LDA $67F
0308- CD 00 CO CMP $C000
030A- 10 F6 BPL $0303
030C- AD 00 CO LDA $C000
0310- BD 10 CO STA $C010
0313- 60 RTS
0314- EA NOP
0316- EA NOP
0318- EA NOP
031A- EA NOP
031C- EA NOP
031E- 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
0334- 60 RTS
0336- EA NOP
0338- EA NOP
033A- EA NOP
033C- EA NOP
033E- D0 00 BNE $033B
0340- 60 RTS
0342- EA NOP
0344- EA NOP
0346- EA NOP
0348- EA NOP
034A- EA NOP
034C- EA NOP

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APPENDIX G

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

LIST
LIST
500 POKE 928, 169: POKE 929, 0: POKE 930, 76: POKE 931, 237: POKE 932, 253: REM FIX DOS APPEND
BUG
1000 REM INTIALIZATION
1010 HOME
1020 DS = CHR$(4): REM _CTRL-D
1100 DIM R(25, 10, 1): REM _REACTION
TIME, _R (# OF SUBJECTS, _NUMB
ER OF MEASUREMENTS PER SUBJE
CT)
1200 DIM C(25, 20, 2): REM _CHARAC
TER INPUT TIME, _C (# OF SUBJECTS, _# OF MEASUREMENTS PER SUBJECT, _0 = ERROR, _1 = RESPONSE
TIME, _2 = TIME BETWEEN START AND LAST CHARACTER) 253
1300 DIM NAME$(25)
1400, DIM SEX$(25)
1500 DIM XP$(25)
1600 DIM FIS(I), INK(I)
1200 REM TIMER FORMULA
1210 DEF FN TIME(I) = .04899 * _PEEK (1) + 256 * (_PEEK (2)
1220 DEF FN TIME(I) = .04899 * _PEEK (5) + 256 * (_PEEK (6)
1300 PRINT _"WHAT IS THE
FILE NAME?"
1310 "INPUT FIS"
1320 PRINT "OPEN "FIS"
1330 PRINT "CLOSE "FIS"
2000 REM INTRODUCTION
2010 I = 0
2100 HOME
2110 PRINT
2120 I = I + 1
2125 IF I > 25 THEN PRINT _"NO MORE SUBJECTS CAN BE ENTERED
ONTO THIS FILE." GOTO 802
2130 PRINT _"PLEASE TYPE YOUR FULL"
3510 GOSUB 16000: REM RANDOM DE
3517 GOSUB 12000: REM ZERO REGI
3520 PRINT: PRINT TAB(18):"FINGER DEX
3525 PRINT "GO!": CALL 768
3530 HOME
3540 CALL - 198: REM SOUND BEL
3550 PRINT
3560 T = FN TIME(I)
3570 PRINT T
3580 GOSUB 15000: REM DELAY
3590 RETURN
4000 REM TEST 2
4010 HOME
4020 PRINT
4030 PRINT TAB(10):"FINGER DEX
4040 PRINT
4050 GOSUB 15000: REM DELAY
4060 PRINT "POSITION YOUR FINGER
4070 PRINT S OVER THE KEYS";
4080 PRINT
4090 PRINT TAB(10):"ASDFG
4100 PRINT "H J K L ;"
4110 PRINT
4120 PRINT TAB(10):"T G D E
4130 PRINT "N I I "
4140 PRINT TAB(10):"E F E
4150 PRINT TAB(10):"I F
4160 PRINT TAB(10):"F N F I
4170 PRINT TAB(10):"I N I G E
4180 PRINT TAB(10):"N E N G
4190 PRINT TAB(10):"G R G E
4200 PRINT TAB(10):"E R E
4210 PRINT TAB(10):"R R
4220 GOSUB 15000: REM DELAY
4230 GOSUB 15000
4240 GOSUB 15000
4250 PRINT: PRINT "HOLDING YOUR
4260 PRINT FINGERS IN THIS POSITION"
4270 PRINT "TYPE: ASDFJL;"
4280 PRINT
4290 GOSUB 12000: REM RESET REG
4300 POKE 0:B
4310 CALL 848
4320 GOSUB 13000: REM LOAD IN
4330, IF INS = "ASDFJL;": THEN 44
4340 GOSUB 20000: REM RASPBERRY
4350 PRINT "NO: THAT'S WRONG:
4360 GOSUB 15000: PRINT
4370 PRINT "STILL HOLDING YOUR FINGERS
4380 IN THIS";
4390 PRINT 1. PRINT "POSITION TYP
4400 PRINT ": ILKJFDSA"
4410 GOSUB 12000: POKE 0:B: CALL
4420 GOSUB 13000: REM LOAD IN
4430 IF INS = "ILKJFDSA": THEN 44
4440 GOSUB 20000: REM RASPBERRY
4450 PRINT "NO: THAT'S WRONG,
4460 TRY AGAIN": GOTO 4260
4470 PRINT "CORRECT"
4480 CALL - 198: REM SOUND BEL
4490 GOSUB 15000
4500 HOME: PRINT: PRINT "EACH
4510 TIME 'LEFT' APPEARS ON THE S
4520 SCREEN":
4530 PRINT "YOU SHOULD TYPE 'ASD
4540 FJKL;' AND EACH TIME
4550 RIGHT' APPEARS YOU
4560 SHOUL DPRACTICE'
4570 PRINT "NOW FOR THE
4580 REAL THING. REMEMBER, GO AS
4590 PRINT "FAST AS YOU CAN W
OUT MAKING MISTAKES.
4473 GOSUB 15000: REM DELAY
4474 KO = 0:KI = 0
4475 FOR J = 0 TO 19
4476 IF (10 - KO) / (20 - J) > RND(1) THEN K = 0:KO = KO + 1: GOTO 4480
4477 GOSUB 45000
4478 T1 = FN TIME(I)
4479 IF K = 0 THEN F(I;KO;0) = E:FI(KO,0) = T1:F(I,KO,1) = T1:GOTO 4490
4480 FOR J = 0 TO 19
4481 IF (10 - KO) / (20 - J) > RND(1) THEN K = 0:KO = KO + 1: GOTO 4480
4482 GOSUB 45000
4483 PRINT : PRINT "GET READY...
4484 GOSUB 16000: REM RANDOM DELAY
4485 PRINT "LEFT": CALL B4B
4486 GOSUB 13000: REM LOAD INS
4487 IF IN$ = "ASDFJKL" THEN 4500
4488 PRINT "CORRECT"
4489 CALL 198: REM SOUND BELL
4490 GOTO 4500
4491 PRINT "RIGHT": CALL B4B
4492 GOSUB 13000: REM LOAD INS
4493 IF IN$ = "IJKFDSA" THEN 4500
4494 PRINT "CORRECT"
4495 CALL 198: REM SOUND BELL
4496 HOME
4497 PRINT "TEST 3"
4498 GOSUB 45000
4499 PRINT: PRINT "TYPE WHAT APPEARS ON THE SCREEN*
4500 PRINT: PRINT "BE SURE TO HOLD YOUR FINGERS IN THE PROPER POSITION."
4501 GOSUB 45000
4502 PRINT: PRINT "THAT COMPLETES THE TESTS."
4503 GOSUB 15000
4504 PRINT: PRINT "KEEP YOUR FINGERS ON 'ASDF' AND 'JKL'!
4505 PRINT: PRINT "THANKS FOR HELPING ME."
25010 A$(1) = "AKF"
25020 A$(2) = "JAJ"
25030 A$(3) = "SLA"
25040 A$(4) = "KSJ"
25050 A$(5) = "FIS"
25060 A$(6) = "JDL"
25070 A$(7) = "DJS"
25080 A$(8) = "LFN"
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
APPENDIX H

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

\ RUN. 
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!
101.99785
GET READY...
GO!
210.36306
GET READY...

241.96161
GET READY...
GO!
204.7782
GET READY...
GO!
271.50258
GET READY...
GO!
280.85967
GET READY...
GO!
171.17106
GET READY...
GO!
255.7278
GET READY...
GO!
206.34588
GET READY...
GO!
167.25186
THAT Completes the reaction time test.
FINGER DEXTERTY TEST
POSITION YOUR FINGERS OVER THE KEYS
AS SHOWN.
A S D F G H J K L ;
L R M I  T G D E
I I I N
L R M I
T G D E
D D N T
I I I N
T G D E
E D G T

H-1

64
HOLDING YOUR FINGERS IN THIS POSITION

TYPE: ASDFJKL

ASDFJKL: NO, THAT'S WRONG. TRY AGAIN.

TYPE: ASDFJKL

ASDFJKL: CORRECT

STILL HOLDING YOUR FINGERS IN THIS

POSITION TYPE: ILKJFDSA

ILKJFDSA: NO, THAT'S WRONG. TRY AGAIN.

STILL HOLDING YOUR FINGERS IN THIS

POSITION TYPE: ILKJFDSA

ILKJFDSA: CORRECT

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

GET READY...

RIGHT

ILKJFDSA: 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

ILKJFDSA: CORRECT

1785.88146

GET READY...

ILKJFDSA: CORRECT

1971.06366

GET READY...

ILKJFDSA: CORRECT

1457.35452

GET READY...

ILKJFDSA: CORRECT

1741.05561

GET READY...

ASDFJKL: CORRECT

2447.63838

GET READY...

ASDFJKL: CORRECT

1621.42203

GET READY...

ASDFJKL: CORRECT

1152.7347

GET READY...

ILKJFDSA: CORRECT

1491.94146

GET READY...

1358.73765

GET READY...

RIGHT

ILKJFDSA: CORRECT

1785.88146

GET READY...

ILKJFDSA: CORRECT

1971.06366

GET READY...

ILKJFDSA: CORRECT

1457.35452

GET READY...

ILKJFDSA: CORRECT

1741.05561

GET READY...

ASDFJKL: CORRECT

2447.63838

GET READY...

ASDFJKL: CORRECT

1621.42203

GET READY...

ASDFJKL: CORRECT

1152.7347

GET READY...

ILKJFDSA: CORRECT

1491.94146

GET READY...
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.
BE SURE TO HOLD YOUR FINGERS IN THE PROPER POSITION.
GET READY...

L FK CORRECT
2848.13163
GET READY...

AKD WRONG
2522.0052
GET READY...

F;S CORRECT
GET READY...
JA; CORRECT
2585.00634
GET READY...
KSJ CORRECT
2874.58623
GET READY...
ALD CORRECT
3210.60864
GET READY...
LDK CORRECT
2730.73159
GET READY...
SLA CORRECT
2696.26263
GET READY...
JDL CORRECT
2380.71804
GET READY...
SJp WRONG
816.90825
THAT COMPLETES THE TESTS.
THANKS FOR HELPING US OUT.
TEND
REMOVE THE DISKETTE AND INSERT ANOTHER
ONE. THIS WILL BE USED FOR A BACKUP
FILE. WHEN THE NEW DISK IS IN PLACE HIT
'RETURN'.