

**Generalized Intelligent Framework for Tutoring**

**Course Technical Details**

**Hemorrhage Control Lesson**

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# Overview

This document describes the technical details specific to the “Hemorrhage Control Lesson” named domain content. It is meant to help GIFT course authors find examples of implementations GIFT supports in order to help facilitate re-use and quicker understanding of supported features. Basically what can GIFT do and how can you create similar course elements of your own.

For more details on what the user should see in this course refer to the test procedures for the course (if available).

For more details on authoring in general, refer to the help documentation for GIFT available in the “docs” folder of GIFT.

# Course Content

The purpose of this course is to exercise the use of an *assessed* PowerPoint show.

This course utilizes the following important features:

* **Guidance –** there are several uses of this in the form of presenting an HTML formatted message to the user.
* **Present Survey** – there are several uses of this to present GIFT surveys referenced by the “GIFT key” and “Survey Context” id. The GIFT surveys were authored using the Survey Authoring System (SAS).
* **Lesson Material** – A PDF is presented as lesson material via a hyperlink on the TUI’s presentation of this lesson material webpage during course execution. Depending on the browser’s configuration the PDF will either be presented embedded in the browser or opened external to the browser.
* **PowerPoint** – there are 2 instances in this course where a PowerPoint show file is presented as the Training Application. The first is assessed using the “HemorrhageControlLesson.dkf.xml” file while the second instance uses the “HemorrhageControlSummary.dkf.xml”. The first show also contains macros and audio files.
  + **HemorrhageControlLesson.dkf.xml** – the main purpose of this DKF is to provide under and over dwell assessments on various individual slides. Under dwell means the user hasn’t spent enough time on the identified slide, while over dwell means the user has spent too much time on the identified slide. In addition the DKF specifies when the PPT assessment is over.
    - **Under Dwell Concept**
      * **Input –** there are 2 types of input for this condition used here. One is a list of the minimum amount of time to spend on a particular slide and the second is the default time to spend on every other slide index not previously mentioned. If the user stays on a slide for less time than specified, the assessment will be below expectation for the under dwell concept.
      * **Scoring** - This specifies scoring information that will be used to score the user on this concept. The results will be shown in any AAR for this lesson and saved in the LMS. In this case there are rules for how to achieve Above, At and Below expectation scores for “= -1” (impossible), “< 5” and “>­ 5” violations.
    - **Over Dwell Concept**
      * **Input –** there are 2 types of input for this condition used here. One is a list of the maximum amount of time to spend on a particular slide and the second is the default maximum time to spend on every other slide index not previously mentioned. If the user stays on a slide for more time than specified, the assessment will be below expectation for the over dwell concept.
      * **Scoring** - This specifies scoring information that will be used to score the user on this concept. The results will be shown in any AAR for this lesson and saved in the LMS. In this case the lack of scoring rules means the user can violate this condition without affecting their final score. However, as you will read later, the user will still receive feedback for violations of this concept.
    - **State Transitions and Instructional Strategies:** There are 2 state transition of interest and 2 instructional strategies to choose from in this configuration which configures the Pedagogy and Strategy implementation of the Pedagogical module and Domain module, respectively.
      * **State transitions:** there is one transition element for the under dwell concept and one for the over dwell concept. Each is interested in the transition from At Expectation to Below Expectation (Note: each concept specifies the “default” assessment value as “At Expectation” rather than using the default value of “Unknown”) for the respective concept. Each of the two transition elements references a single unique instructional strategy.
      * **Instructional Strategies:** The strategies for this DKF utilize simple feedback messages authored as text. The text can will be converted to speech and spoken by an avatar if GIFT is configured to do so. The strategy associated with the under dwell transition has 2 feedback messages available. Therefore upon the initial violation the first message will be used. Subsequent infractions will result in the second message being used (an example of increase escalation of this tactic). The strategy associated with the over dwell transition has 1 feedback message to use.
  + **HemorrhageControlSummary.dkf.xml** – this is the simplest DKF that can be authored as of now and is used in this course to fill the requirement of needing a DKF for, among other things, assessing.
* **AAR** – “After Action Review” is shown some time after the first PowerPoint show and includes the scoring results of both the PowerPoint lesson assessed by the rules in the DKF and the pre and post surveys which contain survey scoring rules such as the correct answers and weights for each possible response.