

COMPUTER LITERACY QUIZ

1. All computers understand the language BASIC because, as its name implies, it is the most fundamental of computer languages.
2. For any problem within its capability, a computer can always solve it more quickly and cheaper than can be done manually.
3. Example of random access storage devices include:
 1. core and disk
 2. magnetic tape and punch cards
 3. disk and magnetic tape
 4. paper tape and punch cards
 5. all of the above
4. M.I.C.R. stands for magnetic ink character recognition, and is used on bank checks in the United States.
5. Which of the following does not manufacture and sell computers?
 1. Control Data Corporation
 2. IBM
 3. Digital Equipment Corp.
 4. Honeywell
 5. American Telephone and Telegraph Company
6. A typical CAI drill and practice program:
 1. works only when one is teaching elementary arithmetic
 2. asks the student questions and checks his answers
 3. forces all the students to work the same set of problems
 4. allows three incorrect responses before going on to the next problem
 5. none of the above
7. Although learning a machine language is difficult, once one has mastered it, he can write programs that will be understood by any machine.
8. The best computer programs for playing chess and checkers are based upon having the computer memorize tens of thousands of board positions (i.e. rote memory).
9. It is now possible to manufacture a single large-scale integrated circuit, called a chip, which contains all of the circuitry for a CPU.
10. The concept and use of punched cards was developed:
 1. before 1900
 2. about 1920
 3. about 1940
 4. about 1960
11. PLATO is an educational computer system which uses a gas plasma display terminal.
12. In the early days of computers, all programming was done:
 1. in FORTRAN
 2. in BASIC
 3. in machine language
 4. in UNIVAC
13. The Turing "Imitation Game":
 1. has a computer imitate a business environment to train executives in decision-making.
 2. has a person imitate a computer to find program errors.
 3. has a computer simulate a complex situation providing a detailed study of alternative effects.
 4. has a computer pretend to be human, demonstrating artificial intelligence.
14. The science of control and feedback theory is called cybernetics, and Norbert Wiener contributed a lot to this area.
15. One threat to privacy comes from the willingness of most people to provide information about themselves voluntarily.
16. Which of the following is a characteristic of a problem which is well-suited to solution by the computer?
 1. Problem solution involves value judgments
 2. All necessary decisions are quantifiable
 3. The problem is ill-defined
 4. The solution to the problem is needed only one time
17. The largest user of computers in the U. S. Government is:
 1. The Internal Revenue Service
 2. The Census Bureau
 3. The military
 4. Congress
 5. None of these.
18. When one is buying a computer system, he might purchase hardware and software from two different companies.
19. Magnetic tape is an effective medium in operations requiring frequent access to data on a random basis.
20. Very large computer programs are apt to contain undetected errors even after the programs have been used for several years.
21. NCIC is a method whereby checks printed with a special ink can be machine read.
22. By 1950 about 1000 electronic digital computers had been manufactured and placed into service.
23. The fastest core memories have retrieval times of about one millisecond.
24. Using an 8 bit code (such as on magnetic tape), how many different characters can be represented?
 1. 8
 2. 16
 3. 32
 4. 256
 5. 512
25. A computer's memory can think about and solve a problem much in the same way as a person's brain works on a problem.
26. A major problem with computerized data banks is guarding against erroneous data getting into the system.
27. A disadvantage of punched card machines is that the speed of processing is limited by the movement of mechanical parts and devices.
28. Which of the following is not an example of the administrative application of computers in education?
 1. Payroll
 2. Scheduling
 3. Student records
 4. Computer-assisted instruction
29. Why do computer scientists write computer programs to play games?
 1. Computer scientists have lots of fun doing this.
 2. To communicate the ability of the computer.
 3. To study the nature of problem solving.
 4. All of the above.
 5. None of the above.
30. Computer costs (measured in terms of computations per dollar) have leveled off in the last five years.

Answers on page 239.

Answers For Computer Literacy Test

SA Adler



Answers For Computer Literacy Test:

Inspection Authorization Knowledge Test Guide ,1996 *Computer-literacy Needs Assessment* Ron Zemke,1985

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Thomas M. Haladyna,Steven M. Downing,2011-04-26 Despite the fact that test development is a growth industry that cuts across all levels of education and all the professions there has never been a comprehensive research oriented Handbook to which everyone developers and consumers can turn for guidance That is the mission of this book The Handbook of Test

Development brings together well known scholars and test development practitioners to present chapters on all aspects of test development Each chapter contributor is not only a recognized expert with an academic and research background in their designated topic each one has also had hands on experience in various aspects of test development This thirty two chapter volume is organized into six sections foundations content item development test design test production and administration and post test activities The Handbook provides extensive treatment of such important but unrecognized topics as contracting for testing services item banking designing tests for small testing program and writing technical reports The Handbook is based on the Standards for Educational and Psychological Testing which serve as the foundation for sound test development practice These chapters also suggest best test development practices and highlight methods to improve test validity evidence This book is appropriate for graduate courses and seminars that deal with test development and usage professional testing services and credentialing agencies state and local boards of education and academic libraries serving these groups

Fostering 21st Century Digital Literacy and Technical Competency Cartelli, Antonio, 2013-02-28 The 21st century has seen an expansion in digital technology and the ways in which it affects everyday life These technologies have become essential in the growth of social communication and mass media *Fostering 21st Century Digital Literacy and Technical Competency* offers the latest in research on the technological advances on computer proficiency in the educational system and society This collection of research brings together theories and experiences in order to create a common framework and is essential for educators and professionals in the technology fields

GED Test For Dummies Murray Shukyn, Dale E. Shuttleworth, Achim Krull, 2014-10-27 Presents subject review full length practice tests with answer explanations and test taking strategies to help readers prepare for and score higher on the high school equivalency test

Challenges of Information Technology Management in the 21st Century Information Resources Management Association. International Conference, 2000 As the 21st century begins we are faced with opportunities and challenges of available technology as well as pressured to create strategic and tactical plans for future technology Worldwide IT professionals are sharing and trading concepts and ideas for effective IT management and this co operation is what leads to solid IT management practices This volume is a collection of papers that present IT management perspectives from professionals around the world The papers seek to offer new ideas refine old ones and pose interesting scenarios to help the reader develop company sensitive management strategies

ECGBL2015-9th European Conference on Games Based Learning Robin Munkvold and Line Kolås, 2015-09-18 These proceedings represent the work of researchers participating in the 9th European Conference on Games Based Learning which is being hosted this year by Nord Trondelag University College Steinkjer Norway on the 8 9 October 2015 The Conference has become a key platform for individuals to present their research findings display their work in progress and discuss conceptual advances in many different areas and specialties within Games Based Learning It also offers the opportunity for like minded individuals to meet discuss and share knowledge

ECGBL continues to evolve and develop and the wide range of papers and topics will ensure an interesting two day conference In addition to the main streams of the conference there are mini tracks focusing on the areas of the design of multiplayer collaborative serious games applied Games and gamification the teacher s role in game based learning games for STEM Science Technology Engineering Mathematics learning assessment of digital game based learning and pervasive and ubiquitous gaming for learning In addition to the presentations of research we are delighted to host the third year of the Serious Game competition which provides an opportunity for educational game designers and creators to participate in the conference and demonstrate their game design and development skills in an international competition This competition is again sponsored by SEGAN Serious Games Network With an initial submission of more than 60 games 28 finalists will present their games at the conference Prizes will be awarded to the games judged to demonstrate the best quality and originality of game play itself and the positioning and articulation of the game s contribution to the educational domain With an initial submission of 190 abstracts after the double blind peer review process there are 75 research papers 15 PhD research papers 4 Non Academic papers and 8 work in progress papers published in these Conference Proceedings These papers represent research from more than 40 countries including Australia Austria Belgium Brazil Bulgaria Canada Czech Republic Denmark Finland France Germany Greece Hungary Ireland Israel Italy Japan Malaysia Norway Portugal Russia Saudi Arabia Slovakia Slovenia South Africa Spain Sweden Switzerland Taiwan ROC The Netherlands The Netherlands United Arab Emirates UK and USA

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