



# Question Pool

## Study Guide for Extra Class Exam Questions

Valid July 1, 2016 through June 30, 2020

This version of the Question Pool has been rearranged to follow the topics as presented in the ARRL Extra Class Exam Manual/Study Guide. See the printed book for a version of the Question Pool arranged by Subelement as released by the NCVEC Question Pool Committee.

As you study, consult the section lists provided at the beginning of each part to determine where items or subelements may be presented in a different order in the actual exam.

### Chapter 2 Section 2.1

E2C01

Which of the following is true about contest operating?

- A. Operations are permitted to make contacts even if they do not submit a log
- B. Interference to other stations is unavoidable and therefore acceptable
- C. It is mandatory to transmit the call sign of the station being worked as part of every transmission to that station
- D. Every contest requires a signal report in the exchange

E2C02

Which of the following best describes the term self-spotting in regards to HF contest operating?

- A. The generally prohibited practice of posting one's own call sign and frequency on a spotting network
- B. The acceptable practice of manually posting the call signs of stations on a spotting network
- C. A manual technique for rapidly zero beating or tuning to a station's frequency before calling that station
- D. An automatic method for rapidly zero beating or tuning to a station's frequency before calling that station

E2C03

From which of the following bands is amateur radio contesting generally excluded?

- A. 30 m
- B. 4 m
- C. 2 m
- D. 10 m

E2C01

(A)

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E2C02

(A)

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E2C03

(A)

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# Extra Class Study Guide 2013

**David Rempel**



## Extra Class Study Guide 2013:

**Active Learning in College Science** Joel J. Mintzes, Emily M. Walter, 2020-02-23 This book explores evidence based practice in college science teaching It is grounded in disciplinary education research by practicing scientists who have chosen to take Wieman's 2014 challenge seriously and to investigate claims about the efficacy of alternative strategies in college science teaching In editing this book we have chosen to showcase outstanding cases of exemplary practice supported by solid evidence and to include practitioners who offer models of teaching and learning that meet the high standards of the scientific disciplines Our intention is to let these distinguished scientists speak for themselves and to offer authentic guidance to those who seek models of excellence Our primary audience consists of the thousands of dedicated faculty and graduate students who teach undergraduate science at community and technical colleges 4 year liberal arts institutions comprehensive regional campuses and flagship research universities In keeping with Wieman's challenge our primary focus has been on identifying classroom practices that encourage and support meaningful learning and conceptual understanding in the natural sciences The content is structured as follows after an Introduction based on Constructivist Learning Theory Section I the practices we explore are Eliciting Ideas and Encouraging Reflection Section II Using Clickers to Engage Students Section III Supporting Peer Interaction through Small Group Activities Section IV Restructuring Curriculum and Instruction Section V Rethinking the Physical Environment Section VI Enhancing Understanding with Technology Section VII and Assessing Understanding Section VIII The book's final section IX is devoted to Professional Issues facing college and university faculty who choose to adopt active learning in their courses The common feature underlying all of the strategies described in this book is their emphasis on actively engaging students who seek to make sense of natural objects and events Many of the strategies we highlight emerge from a constructivist view of learning that has gained widespread acceptance in recent years In this view learners make sense of the world by forging connections between new ideas and those that are part of their existing knowledge base For most students that knowledge base is riddled with a host of naive notions misconceptions and alternative conceptions they have acquired throughout their lives To a considerable extent the job of the teacher is to coax out these ideas to help students understand how their ideas differ from the scientifically accepted view to assist as students restructure and reconcile their newly acquired knowledge and to provide opportunities for students to evaluate what they have learned and apply it in novel circumstances Clearly this prescription demands far more than most college and university scientists have been prepared for

Promoting Active Learning through the Flipped Classroom Model Keengwe, Jared, 2014-01-31 This book focuses on an in depth assessment on strategies and instructional design practices appropriate for the flipped classroom model highlighting the benefits shortcoming perceptions and academic results of the flipped classroom model Provided by publisher

Handbook of Research on Emerging Practices and Methods for K-12 Online and Blended Learning Heafner, Tina Lane, Hartshorne, Richard, Thripp, Richard, 2019-01-11 National efforts

have been made to encourage technology integration in teacher preparation with expectations for frequent and successful applications with K 12 learners While online learning has become pervasive in many fields in education it has been somewhat slow to catch on in K 12 settings The Handbook of Research on Emerging Practices and Methods for K 12 Online and Blended Learning is a collection of innovative research on the applications of technology in online and blended learning environments in order to develop quality courses explore how content is delivered across disciplines and settings and support the formation of relationships and enrichment opportunities While highlighting topics including learning initiatives institutional policies and program structures this book is ideally designed for teachers principals early childhood development centers university faculty administrators policymakers researchers and practitioners IBM SPSS for Intermediate Statistics Karen C. Barrett, Nancy L. Leech, George A. Morgan, 2014-08-05 Designed to help readers analyze and interpret research data using IBM SPSS this user friendly book shows readers how to choose the appropriate statistic based on the design perform intermediate statistics including multivariate statistics interpret output and write about the results The book reviews research designs and how to assess the accuracy and reliability of data how to determine whether data meet the assumptions of statistical tests how to calculate and interpret effect sizes for intermediate statistics including odds ratios for logistic analysis how to compute and interpret post hoc power and an overview of basic statistics for those who need a review Unique chapters on multilevel linear modeling multivariate analysis of variance MANOVA assessing reliability of data multiple imputation mediation moderation and canonical correlation and factor analysis are provided SPSS syntax with output is included for those who prefer this format The new edition features IBM SPSS version 22 although the book can be used with most older and newer versions New discussion of intraclass correlations Ch 3 Expanded discussion of effect sizes that includes confidence intervals of effect sizes ch 5 New information on part and partial correlations and how they are interpreted and a new discussion on backward elimination another useful multiple regression method Ch 6 New chapter on how to use a variable as a mediator or a moderator ch 7 Revised chapter on multilevel and hierarchical linear modeling ch 12 A new chapter ch 13 on multiple imputation that demonstrates how to deal with missing data Updated web resources for instructors including PowerPoint slides and answers to interpretation questions and extra problems and for students data sets chapter outlines and study guides IBM SPSS for Intermediate Statistics Fifth Edition provides helpful teaching tools all of the key SPSS windows needed to perform the analyses outputs with call out boxes to highlight key points interpretation sections and questions to help students better understand and interpret the output extra problems with realistic data sets for practice using intermediate statistics Appendices on how to get started with SPSS write research questions and basic statistics An ideal supplement for courses in either intermediate advanced statistics or research methods taught in departments of psychology education and other social behavioral and health sciences This book is also appreciated by researchers in these areas looking for a handy reference for SPSS **Mosby's Massage Therapy Review - E-Book** Sandy

Fritz,2014-02-01 Written by massage therapy expert Sandy Fritz this unique review resource prepares you for all of your massage therapy exams both routine semester exams and tests administered for licensure such as the National Certification Exam and the MBLEx This comprehensive review features updated content and questions based on the currently administered licensing exams Plus a companion Evolve website comes loaded with 8 practice exams and a variety of review activities such as labeling exercises crossword puzzles electronic coloring book games and much more And for studying on the go Mosby offers a new mobile app featuring 125 test questions No other massage review on the market gives you such complete exam preparation Full color format with 347 illustrations showing various massage techniques as well as anatomy physiology presents information in a more visual engaging way and helps you retain information better than reviewing text alone Over 1300 practice questions in the text provide the opportunity to assess your readiness for exams Over 40 labeling exercises are available throughout the book to help kinesthetic learners retain information Logical text organization presents review content with illustrations and examples followed by review questions and exams to help you hone test taking skills as you master facts learn how to apply them complete practice questions by topic and then work through a realistic exam experience Written to be versatile so it can be used to prepare for licensing exams as well as classroom exams allows you to prepare for massage licensure exams as well as your regular course load along the way Answer key printed in the back of the text with rationales provides you additional feedback so you can better understand why answers are correct or incorrect Esteemed author Sandy Fritz delivers quality content that students and instructors know they can rely on NEW Updated content and questions based on the changes to licensing exams delivers the most up to date relevant questions ensuring you ll be fully prepared to pass the current exams NEW Companion website offers 8 practice exams numerous review activities such as labeling exercises crossword puzzles Body Spectrum electronic coloring book online flashcards med term games animations and more NEW Mobile app with practice test questions offers increased flexibility to study on the go and in shorter intervals

**Biology** ,1986 "Code of Massachusetts regulations, 2013" ,2013 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 The School Executive ,1925 **American Educational Digest** ,1927 Bradshaw's monthly railway and steam navigation guide George Bradshaw,1905 **Mind the gap: To what extent do social, economic, and psychological factors explain underperformance in achievements assessments? Identifying interventions to narrow the gap** Marcos Cupani,Ana E. Azpilicueta,Jose Juan Gongora,Sebastian Urquijo,2023-10-06 Study Abroad 1994 Peterson,Peterson's Guides Staff,1994-01-22 With this new directory students can research the full spectrum of study abroad options Profiles nearly 1 500 programs offered by over 900 institutions providing details on where and when the program takes place when to apply academic programs offered specific courses taught total costs living arrangements and more *Marine Engineer and Motorship Builder* ,1910 *Railway Review* ,1915 Iron & Coal Trades Review ,1929 Vol 115 includes Diamond jubilee

issue 1867 1927      *Dress & Vanity Fair* ,1923      United Services and Empire Review ,1912      *Factors of Success of Gifted and Talented Kenyan Children and Young Adults from Marginalized and Impoverished Backgrounds, from Mully Children's Family* David Rempel,2017-07-14 Doctoral Thesis Dissertation from the year 2017 in the subject Psychology Learning Psychology Intelligence Research Friedrich Alexander University Erlangen Nuremberg Philosophische Fakultät und fachbereiche Theologie language English abstract This study analyzes the success factors of winning awards for individual beneficiaries and as an organization within Mully Children's Family MCF a Kenyan NGO for marginalized and traumatized children The Actiotope Model is used to help analyze and define the success factors The Educational Capital developed and the development of Learning Capital supported by MCF as a construct is analyzed through the use of 1 a QELC questionnaire with beneficiaries 2 interviews of beneficiaries 3 NBLC checklist based questionnaires for people in the support system and 4 interviews of staff and community The Microsystems developed by the MCF construct provide tools and well developed Educational Capital as well as a system of coaching and nurturing to be able to enhance Learning Capital The MCF construct is a Microsystem it has its own compounds schools playgrounds and clubs to ensure that the best Micro and Mesosystem is created to rehabilitate and help beneficiaries effectively interact and impact the Exosystems around them while some win awards The success factors based on the QELC questionnaire for the award winners were determined The three strong correlations for award winners were 1 Cultural Educational Capital especially as it relates to their choice to surround themselves with other high achievers within the MCF construct 2 Organismic Learning Capital which suggests that award winners not only understand the significance of keeping their bodies healthy but also practice this 3 Modifiability Belief the award winners understand they have the ability to modify their behavior learn from their mistakes and success and then modify their present actions The impact of mentors was researched Peers were found to play a vital role in success as well The MCF construct intentionalizes staff beneficiary and peer peer mentoring The success of MCF which supports the modification of each beneficiary through the complex intentionalized Actiotope is effective as can be seen by the rankings of their primary and secondary exam results and the numerous awards of individuals and teams and also provides an environment in which marginalized members of Kenyan society have the chance to develop themselves to win awards become entrepreneurs and become vital members of society      **The London Corn Circular** ,1926      Daily Commercial Report and Market Review ,1884

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