



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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JE Gale



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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 na ve 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

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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

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