CHANGING THE CURRENT DIRECTORY – CHDIR

The CHDIR command (short for "change directory" allows you to designate a directory as the "current" directory for a drive so that the computer will automatically look there for files or subdirectories mentioned in your commands. You can designate a current directory for each disk drive independently. Changing the current directory on the diskette in drive A does not affect the current directory on drive B.

The root directory is automatically designated as the current directory for each drive when you first start up the computer. It is useful to designate a subdirectory as the current directory when you will be working primarily on the files in that subdirectory. Then you won't have to specify the path to the subdirectory in each command you issue.

FORMAT

The format of the command is:

CHDIR [[d:]path]

You can use the abbreviation CD in the command instead of typing CHDIR.

If you designate a subdirectory as the new current directory, the computer will carry out all the subsequent commands within that directory, unless you specify a path to another directory. To change the current directory back to the root directory, use a backslash as the path.

If you forget which directory is the current directory, the computer can remind you. Enter a CHDIR command without specifying a location. The computer will display the path from the root directory to the current directory, or "\", if you are still in the root directory.

Figure 2. Excerpt of manual illustrating RICH CONCEPT elaborations.

conducted research on instructions for solving analogy problems. They found that when verbal instructions for how to solve a problem (i.e. rules) were *contradicted* by a situational example, subjects tended to execute a procedure that was consistent with the example rather than one consistent with the rule. We suspect that because the examples were concrete and specific, subjects mistrusted their intepretation of the more abstract rule and reinterpreted the rule to conform to the operations illustrated in the example. In any case, the results underscore the importance of choosing examples carefully.

4.4. The role of examples for learning and remembering to select the best procedure

Various factors may cause a learner to select a less than optimal procedure for solving some problem. The learner may know that one procedure is more appropriate for a problem than another, but if she only remembers how to execute the suboptimal one, that is the one she will end up using. In this sort

of situation, the learner has mastered the selection problem; she simply needs more help with the execution of the procedures she has learned. In contrast, the situations we are mainly interested in concern people who do not think of using a procedure that they would acknowledge to be more appropriate and people who have not learned to judge between alternative procedures.

We believe that *situational examples* can play a dual role in procedural selection. First, they can provide the relevant stimulus cues to help the user 'think of' the right procedure for a specific situation, and second, they can help people learn or induce a generalization for when a given procedure is better than some alternative.

4.4.1. Increasing the salience of alternative procedures: command editing

Consider again the *command editing* procedure. It is quite possible for a user who knows what command editing is and who remembers how to bring back previous commands, to type in a long command instead of modifying and reissuing a similar command that he recently issued. The procedure simply may not have been sufficiently salient that it occurred to the user at the appropriate time. If a person only thinks of one procedure to achieve a specific goal then the problem of *selection* does not arise.

It is interesting to speculate on what aspects of a hypothetical situation example are most likely to increase salience and facilitate retrieval of the procedure in a real problem situation. Retrieval is probably most likely when the example and the problem are identical or very similar. Under these circumstances, many elements in the problem situation may remind the learner of the example, and hence the procedure used in the example. Unfortunately, since the procedures in a computer-operating system can be used in such a wide variety of contexts, it is highly unlikely that the problems users face will be exactly like the examples in the manual, even if the examples are carefully chosen.

What happens, then, when the actual problem situation does not perfectly match the example? In part, this will depend on how the example is represented in memory and how good the example is at illustrating the relevant dimensions of the situation to encode. We believe that the same examples that best motivate *why* a person should want to use the command-editing facility will also be best for reminding a person to use it because these examples highlight those elements of the problem situation that make the command most appropriate. As long as a problem situation matches the example on those dimensions, the example may serve as a good retrieval cue, in spite of other differences between the situations. On the other hand, it is possible that a learner will only store a *superficial* representation of the example; in this case, examples that *literally* match aspects of the current situation will be better memory cues.