



# What's it doing now?

## Understanding automation confusion

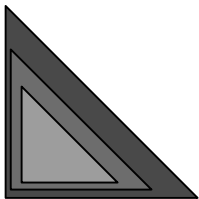
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**Randy Mumaw**

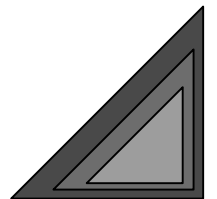
**Boeing Commercial Aviation  
Aviation Safety  
Human Factors**

**Symposium on  
Situation Awareness in the Glass Cockpit**

**Royal Aeronautical Society  
London  
February 23, 2000**



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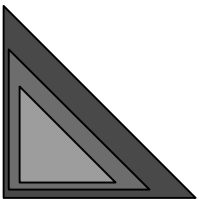




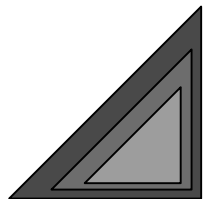
## Overview

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- **Boeing's Mode Awareness Program**
- **Training an automation "mental model"**
- **Understanding pilot monitoring**



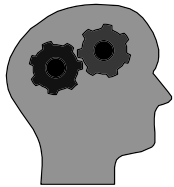
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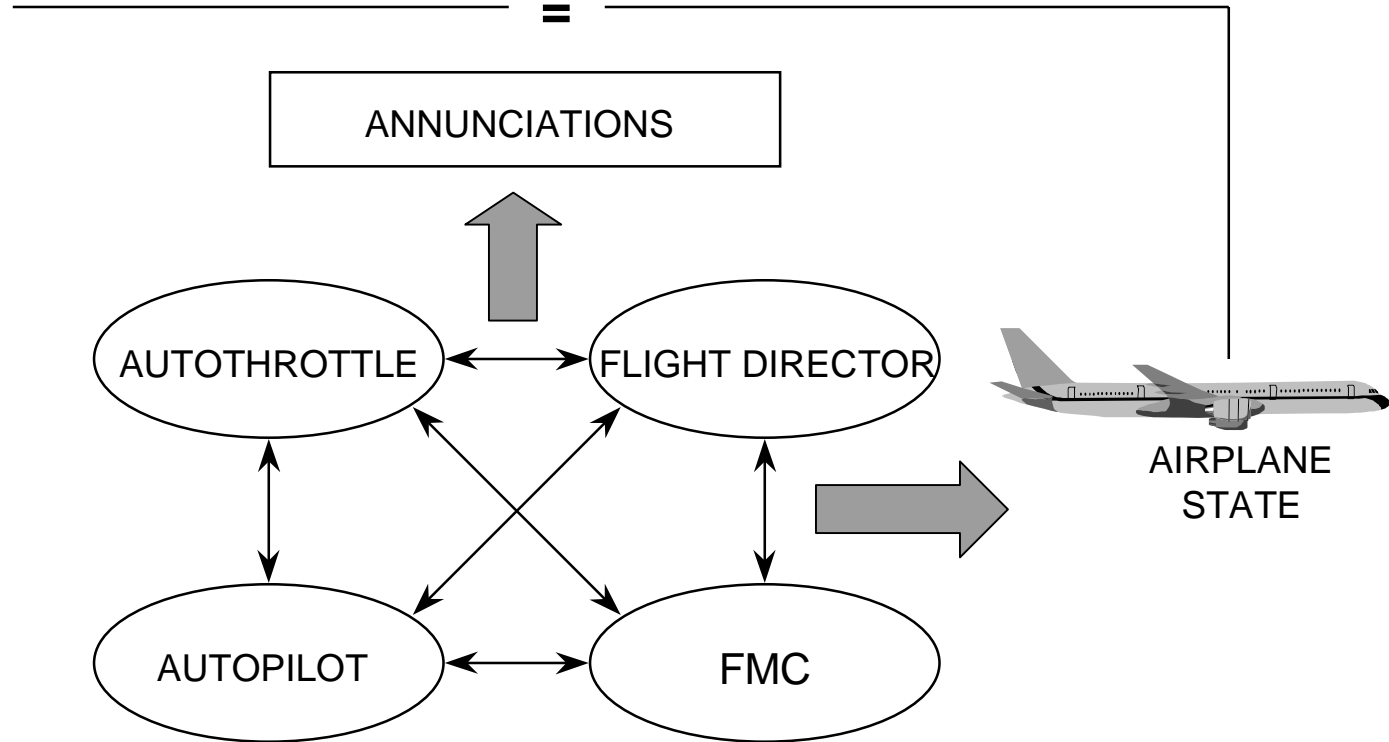
# Mode/Automation Awareness

MENTAL MODEL



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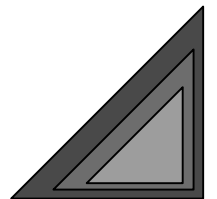
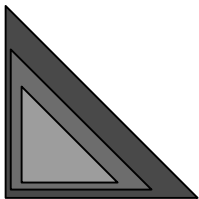
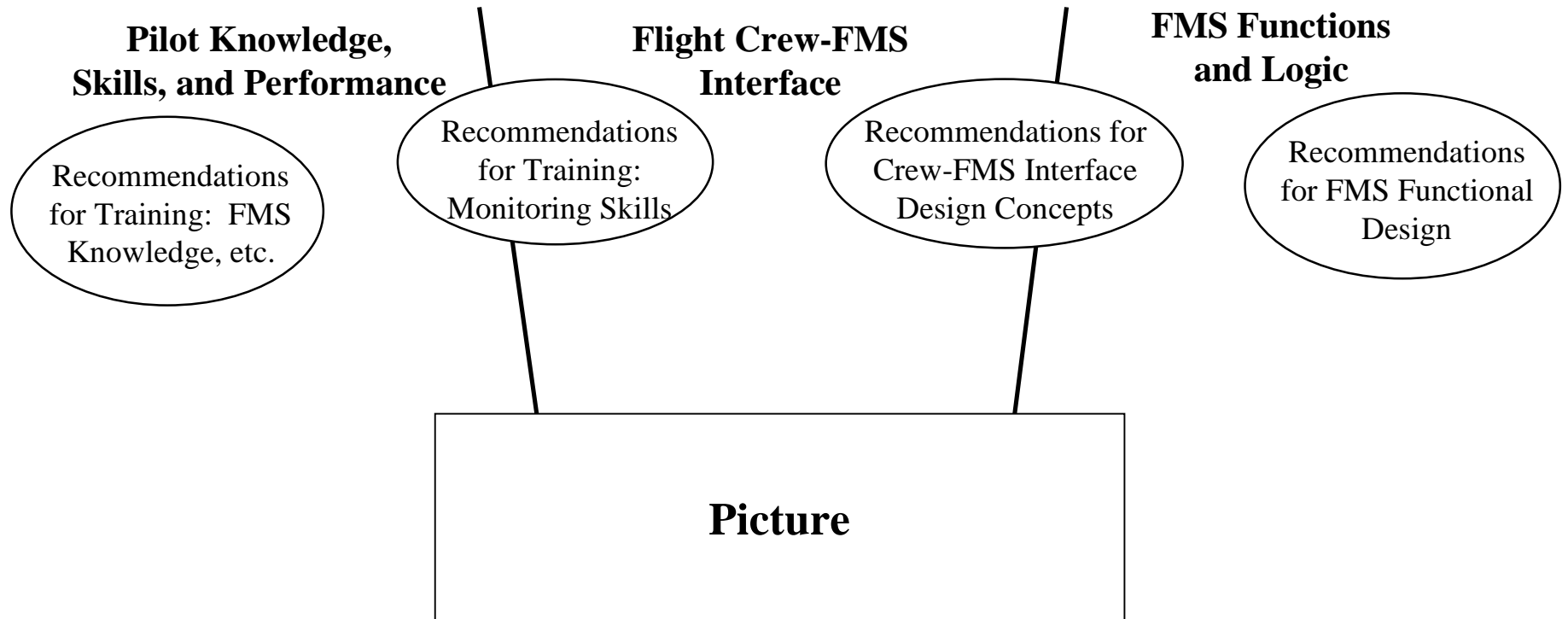
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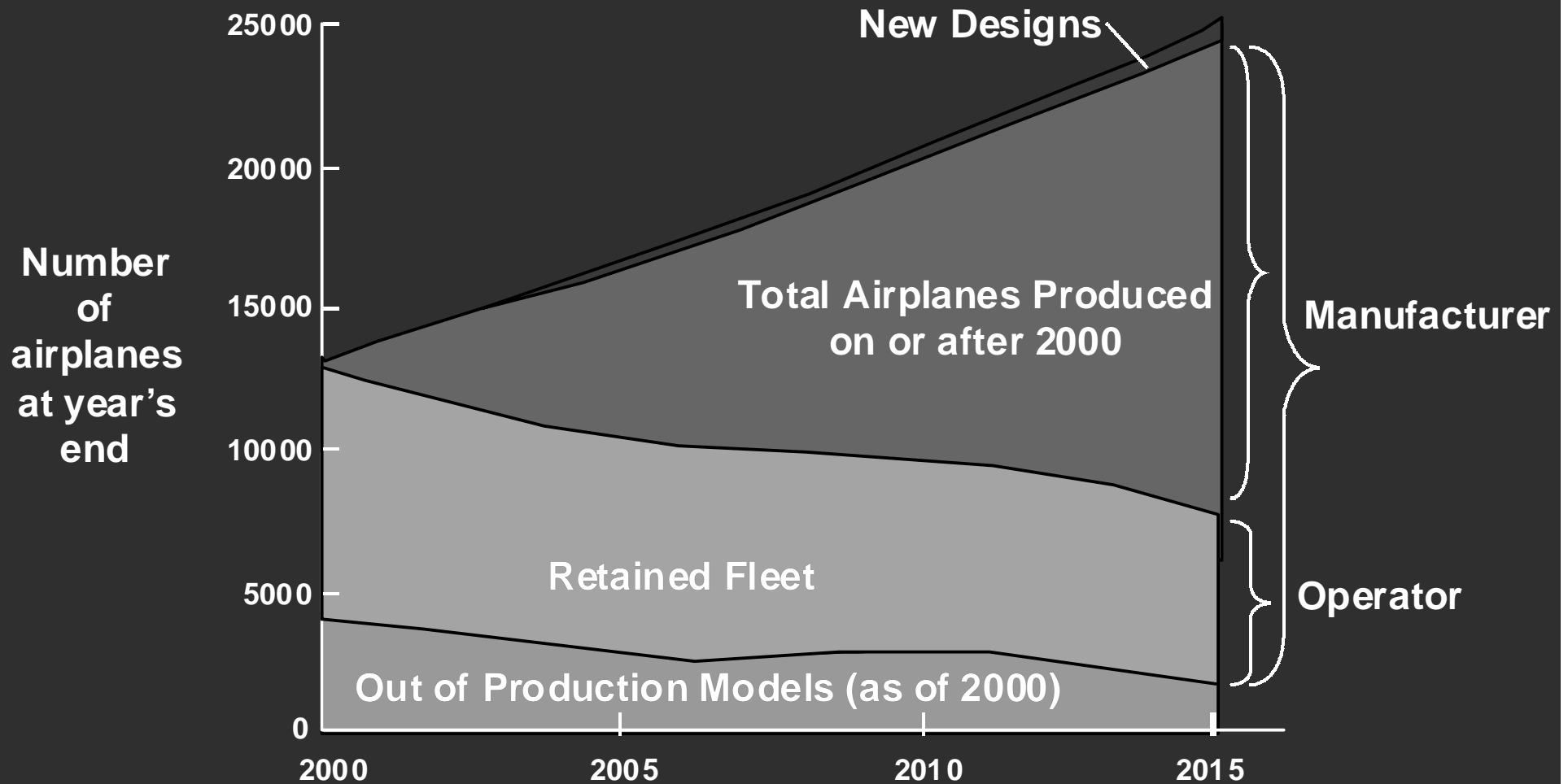
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# Recommendation Areas



# To Affect Safety, Design Enhancements Must Be on Current Production Airplanes





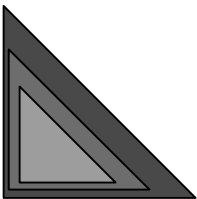
## Evidence that Concern Exists in Industry

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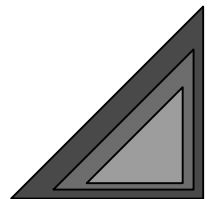
- **FAA Human Factors Team Report (1996)**
- **Pilot Surveys, Instructor Interviews**
- **Simulator Studies**
- **Jumpseat Observations**
- **Incident/Accident Reports**

**While pilots are generally familiar with and skilled in using basic automation features . . .**

**Some pilots lose their awareness of what control actions have been given to the automation; and sometimes pilots configure the automation incorrectly.**



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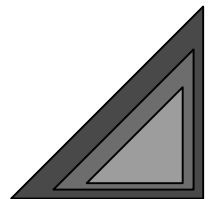
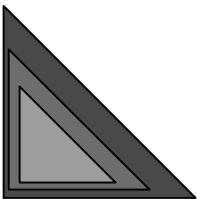


## Established Knowledge/Skill Gaps

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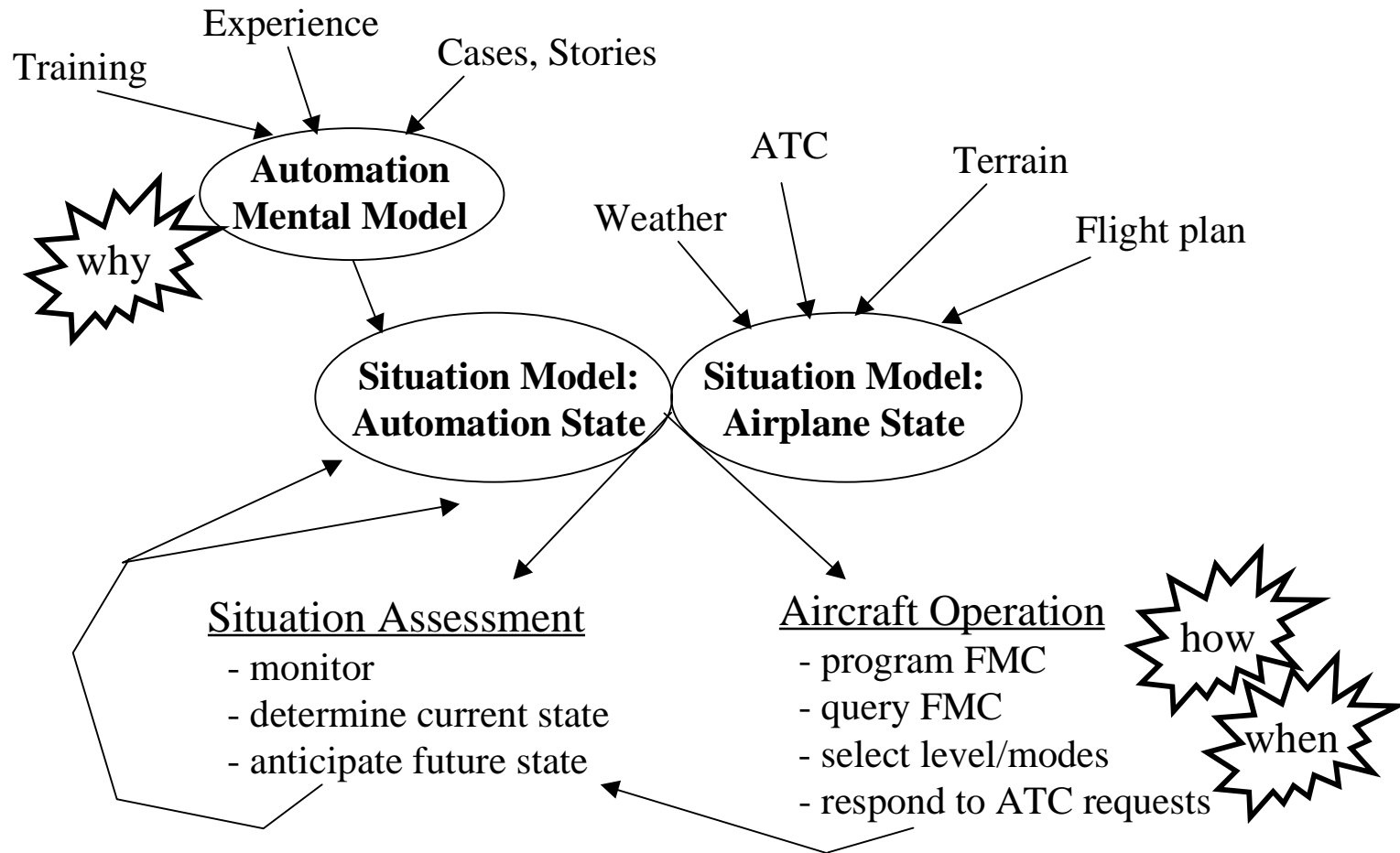
- **Poor understanding of “how,” especially vertical path.**
- **Poor understanding of assessing automation state.**
- **A lack of operational strategy: What mode or level of automation should I use now?**
- **Poor understanding of energy management.**
- **Weak understanding of where the “traps” lie.**

**Pilots seem to develop a limited repertoire of automation procedures, but they have no underlying framework (mental model) that allows them to reason about system behavior.**





# Pilot Automation Skills and Knowledge



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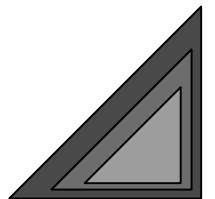
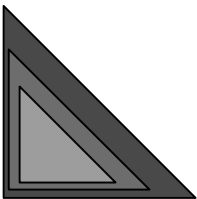




## Common Barriers to Gaining Expertise

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- **Transition training covers only automation basics; pilots are expected to learn on the job.**
- **Task orientation excludes system knowledge.**
- **Training does not address “why” or “when.”**
- **It’s difficult to learn on the line:**
  - **insufficient feedback on system state; underlying system structure is unknown; hard to infer**
  - **no mentor/teacher available**
  - **system behavior can seem inconsistent due to complexity**





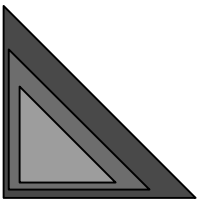
## What's Needed?

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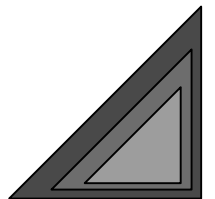
- Pilots need a more conceptual framework to support**
- reasoning about system behavior**
  - learning advanced skills through system use**

**Pilots need a “simple but complete” mental model.**

**Boeing is working to support airlines in  
achieving this objective**



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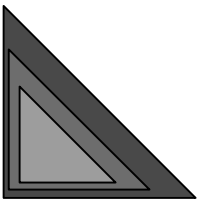
## Boeing's Mental Model Objectives

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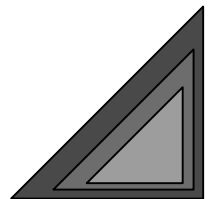
**Develop appropriate materials to support better training:**

- **Focus on vertical path management.**
- **Focus on a single aircraft (757/767) and FMS version (Pegasus).**
- **Explain “why”**
- **Explain “when”**
- **Begin with guidance in an operational context then link to more abstract knowledge.**

**We are NOT creating training.**



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# Conceptual Framework Document

## System Concepts Level

**Concept - e.g., VNAV descent path**  
- system characteristic that helps explain more specific issue  
- system design principles  
- pilot performance issues, such as workload

Pointers to mode modules to aid mode understanding

Pointers to task modules to show implications of concept

## Modes Level

Expected FMAs and transitions

**Mode - e.g., FLCH**  
- why this mode exists / what role does it play  
- how it works / functions  
- how plane is configured in this mode  
- best used for . . . / not wisely used for . . .  
- how it can lead you into a trap

Pointers to concept modules to provide framework

Pointers to task modules to show wise use

## Task Level

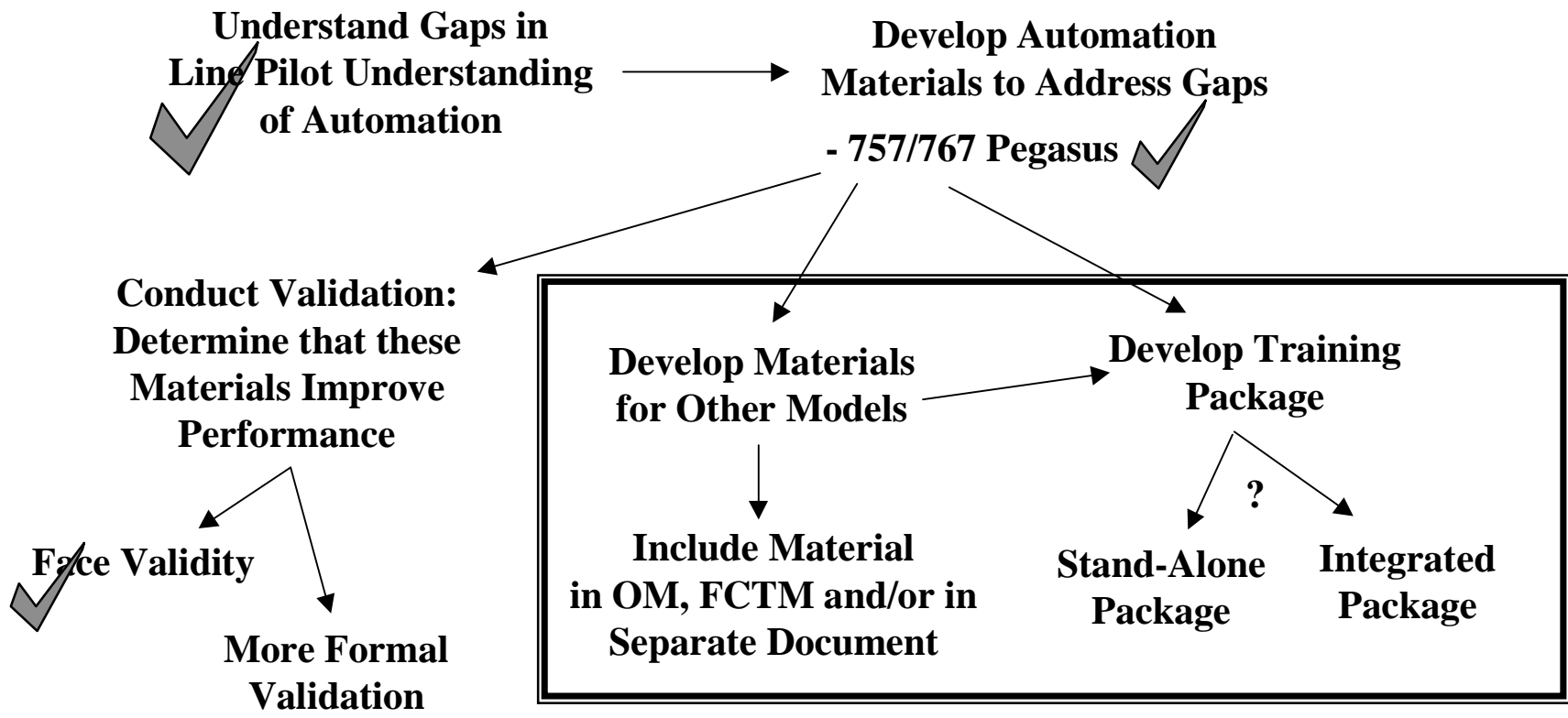
Graphic

**Task - e.g., Early Descent**  
- meaningful choices  
- strategic considerations  
- potential traps

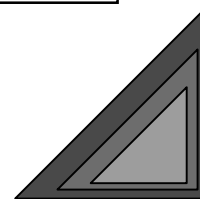
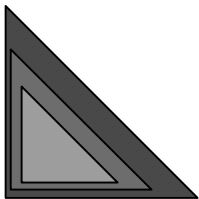
Pointers to mode modules to draw larger lessons about mode



# Research Activities and Follow-on Activities

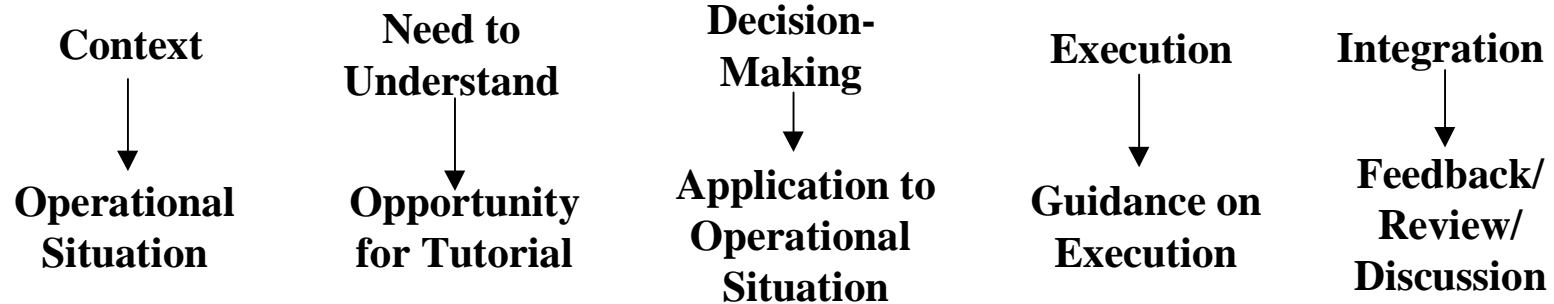


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# Recommended Training Technique



## Example

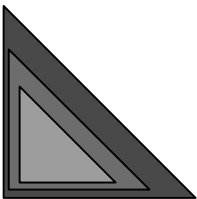
<b>Desk-Top Simulation: Automation Interface and Vertical Profile and Operational Task</b>	<b>Information on Task, Modes, System, and Strategic Use</b>	<b>Select Appropriate Automation Tools</b>	<b>Set up Automation with Guidance</b>	<b>Discuss; Review Larger Lessons</b>
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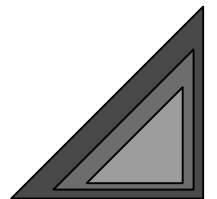
## Summary: Mental Model Training

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- **Transition to glass training is focusing primarily on “how” and needs more of “why” and “when.”**
- **Pilots need a “simple but complete” mental model of the automation to support**
  - **reasoning about system behavior**
  - **learning advanced skills through system use**
- **Our objective is to capture and document important information about Boeing automation.**
- **We are NOT developing training, but inputs to training.**
- **We have some strong ideas on the types of training that are likely to be most effective.**
- **We are working with U.S. airlines to develop and evaluate training solutions.**



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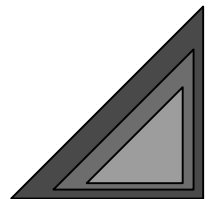
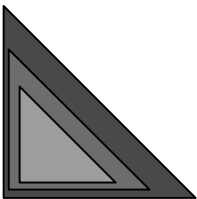


## Automation Monitoring

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- **Concerns**
  - **separation of MCP and FMA can lead to inadequate monitoring of automation state.**
  - **some mode transitions occur without pilot input.**
  - **no clear guidance is given for monitoring glass cockpits.**

**We know that pilots can lose awareness of automation state, leading to automation surprise.**



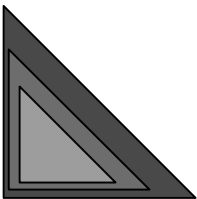




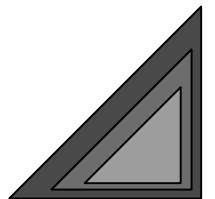
# Automation Monitoring

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- **Questions**
  - **where do pilots monitor when using automation?**
    - **which indications do they rely on most?**
    - **which indications should get more attention?**
  - **how does monitoring break down**
    - **poor scanning strategies? OR**
    - **inadequate knowledge/expectations of system behavior?**



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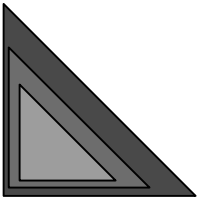




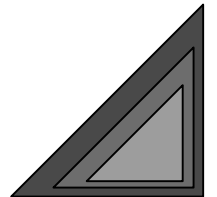
## Study Overview

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- **Study Team**
  - **NASA-Ames**
  - **University of Illinois (Wickens, Sarter)**
  - **Boeing**
  
- **Study Setting**
  - **747-400 fixed-base simulator**
  - **1-hour flight: San Francisco to LA**
  - **several “events” tied to monitoring**
  - **both Captains and FOs**
  - **PNF takes an “experimenter” role**
  - **ATC input from another location**
  - **actual airline checklists, SOPs, dispatch**



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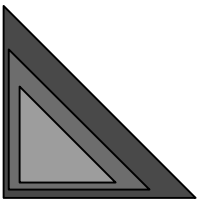




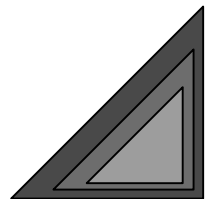
## Study Overview

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- **Subjects**
  - **20 747-400 line pilots (10 Capt / 10 FO)**
  - **representing 2 U.S. airlines**
  - **exclusively flying 747-400**
  
- **Data Collected**
  - **pilot demographics**
  - **scenario performance**
  - **eye fixations**
  - **mental model test (after scenario)**



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**Picture**

**Picture**

**Picture**



## Scenario Details

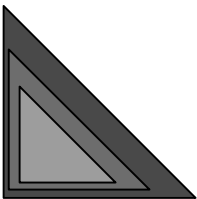
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### Clearance:

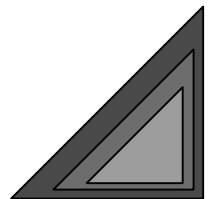
**SFO 28R; PORTE3 departure; AVENAL transition; to LAX via SADDE6 arrival, DERBB transition; landing 25R.**

### Events:

- **Runway change - takeoff speeds deleted; discontinuity created; restriction at PORTE reverts to 9000A from 9000**
- **Departure altitude restriction change - lose MCP altitude restriction; leave VNAV; need to recapture VNAV**
- **Pitch mode FMA artificial change - does pilot notice?**
- **ATC vectors plane off of VNAV/LNAV - need to recover VNAV and LNAV**



February 23, 2000



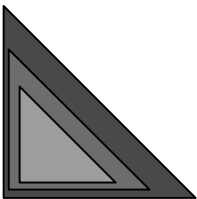


## Scenario Details

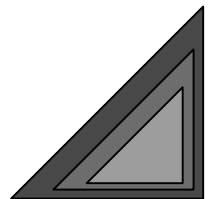
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### Events continued:

- **CRZ altitude change - need to recover VNAV PTH and T/D**
- **Speed and altitude restrictions on arrival - creates need to maintain VNAV PTH**
- **Airspeed reduction - need to manage speeds across cruise and descent**
- **Pitch mode FMA artificial change - does pilot notice?**
- **Autothrottle mode FMA artificial change - does pilot notice?**
- **Loss of glideslope diamond and glideslope - failure by loss of indication**

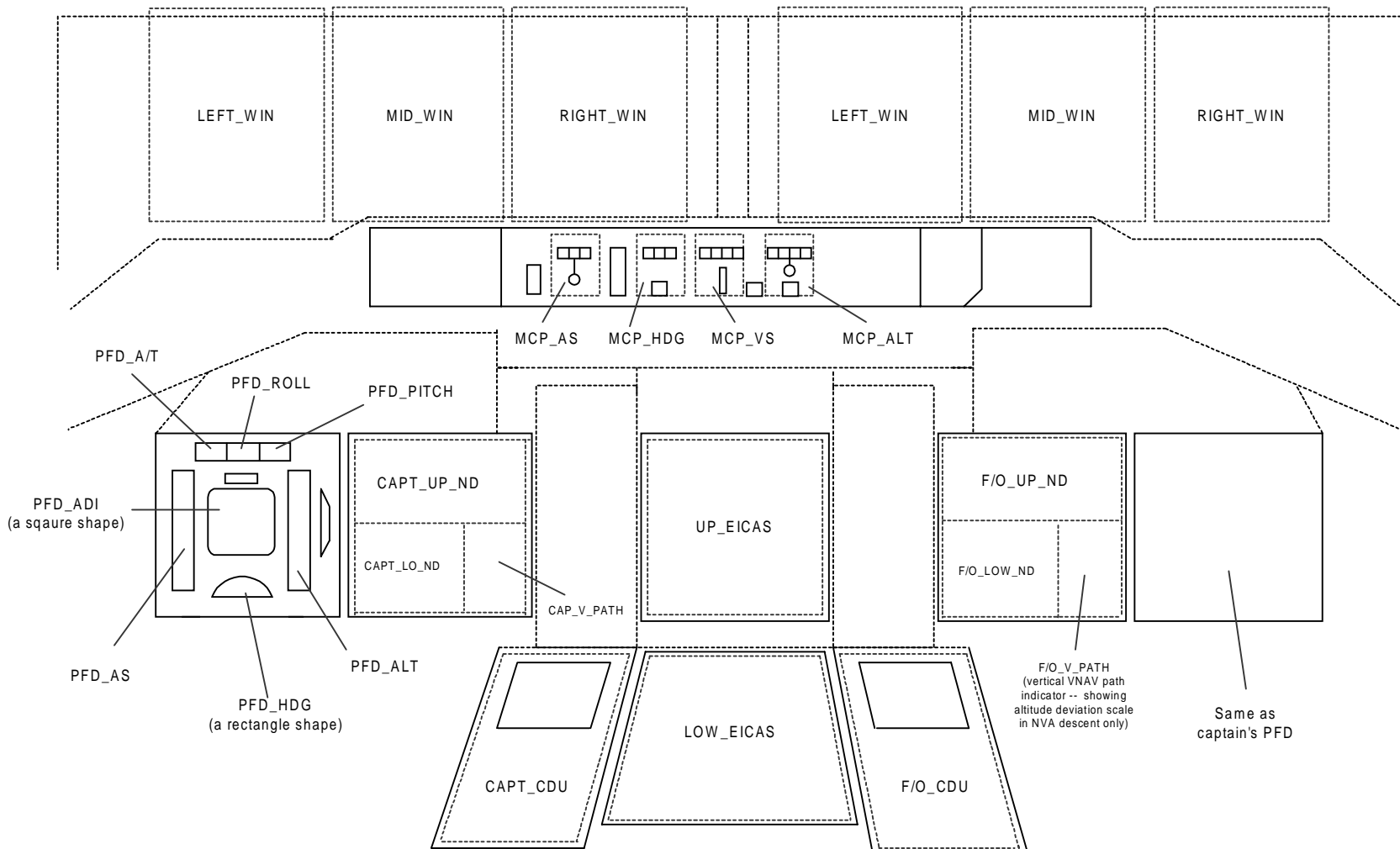


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# Areas of Interest (AOIs)





## Eye-Fixation Analysis

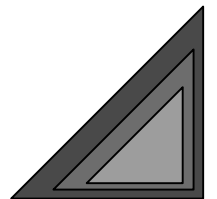
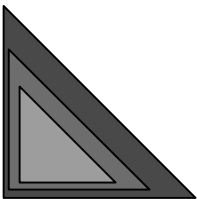
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**Level 1 - Global analysis: fixations averaged within phases of flight (e.g., take-off, cruise, descent)**

**Level 2 - Specific targeted hypothesis for contingency analysis (e.g., pilot should scan A and B in the sequence A, then B).**

**Level 3 - Scanning behavior following simulator “events.”**

- stimulus contingent scanning
- response contingent scanning

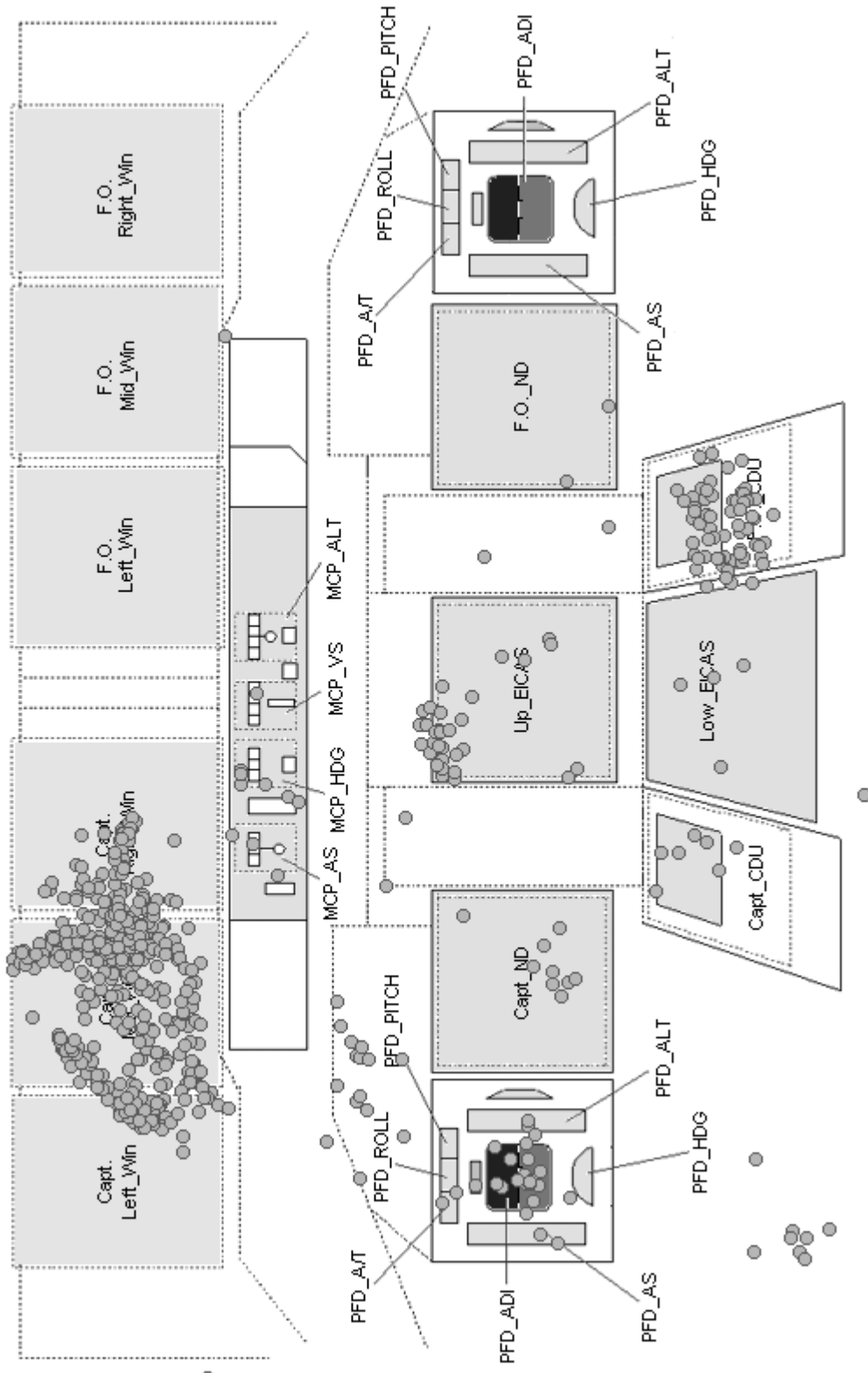


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FlightLegMarks= (1-2)

ATC Runway Change Req -TO- Throttles For Take-Off

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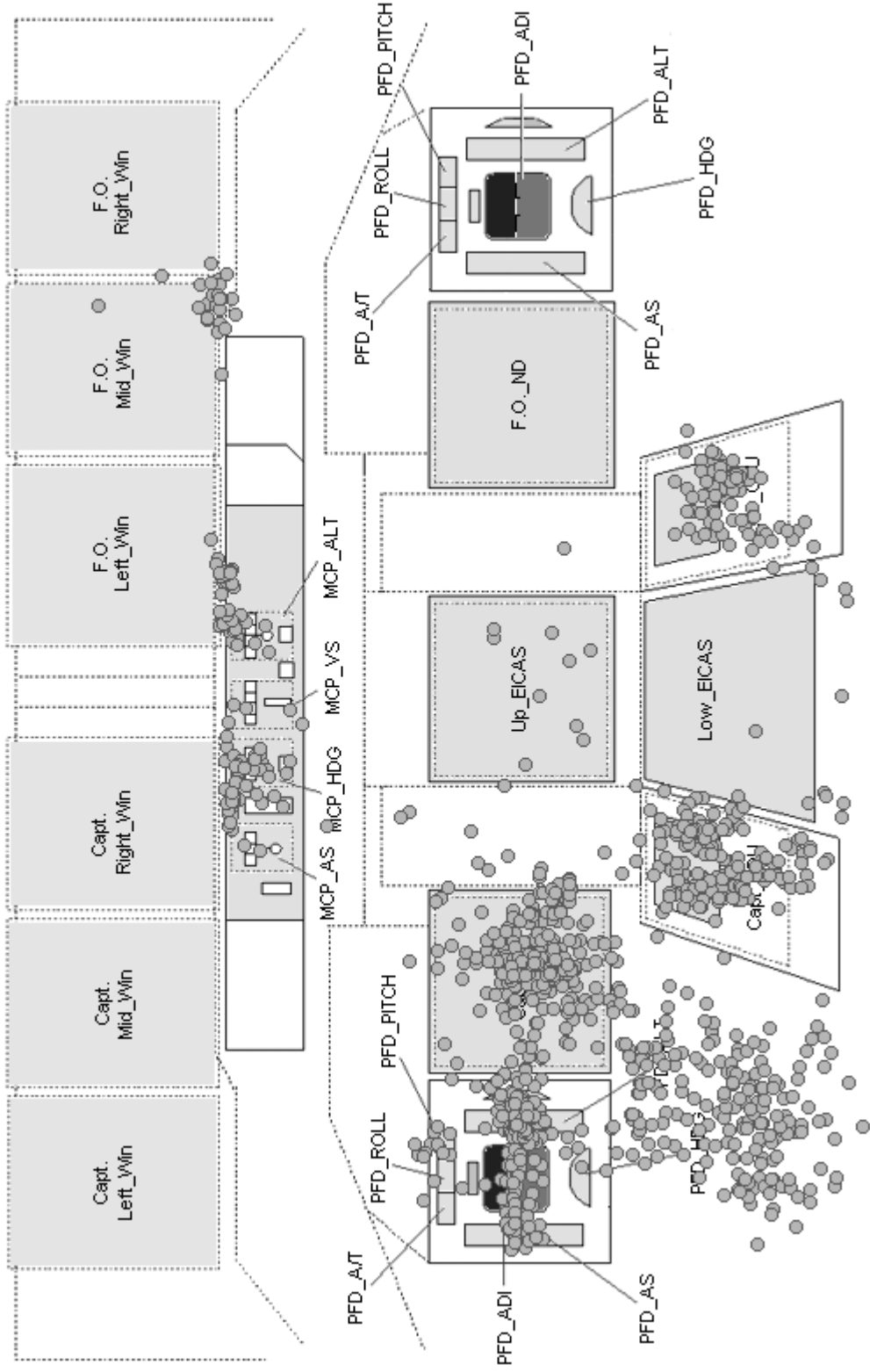


FixFile= Am111817.fix Subject:#17 (Capt)

FlightLegMarks= {10-11}

A/T Mode Changes To THR -TO- ATC Init Clearance Vectors

SecsDrawn= 552.40 FixesDrawn=1149

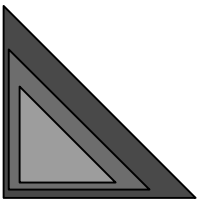




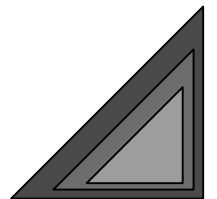
## Summary: Automation Monitoring

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- **Pilots can lose awareness of automation state.**
- **Pilot scanning patterns for glass cockpits have not been documented. One objective of our work is to document “routine” behavior.**
- **Monitoring is intimately tied to knowledge of system behavior. Knowledge-driven monitoring is a critical element of automation awareness.**
  
- **We have completed data collection on 20 747-400 pilots.**
- **Data analysis is just beginning. Report should be complete by late summer, 2000.**



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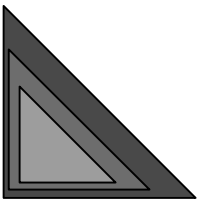




## Summary and Conclusions

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- **Boeing sees automation awareness as an important element of improved safety and accident reduction.**
- **In the short term, enhanced pilot training--mental model and monitoring--is needed for enhancing crew performance.**
- **New flight deck interface designs are also an important element for enhancing automation awareness, but there is a longer time line for implementing these.**
- **We are working with U.S. airlines currently on enhancing pilot training, but will also look for solutions that may be more appropriate for other cultures.**



February 23, 2000

