

ABSTRACT

EVALUATION OF TEACHING EFFECTIVENESS IN TECHNOLOGY CURRICULUM

This research is based on the hypothesis that much of the science and math terminology and concepts taught in auto classes are the same as those taught in physics classes. Participants in 5 physics classes and 6 auto classes at high school, 2-year college, and 4-year college levels were taught a unit that included instruction on Ohm's Law. The unit was taught by the class instructor. At the conclusion of the unit, a posttest was administered. Pre- and posttest responses were compared using *t*-tests to measure knowledge acquired. Although the greatest pre- to posttest differences were achieved by 3 of the physics classes, all classes scored higher on the posttest than the pretest. Posttest class score averages were statistically higher than pretest score averages.

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