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Mathematics Course Requirements and Performance Levels in the Navy's Basic Electricity and Electronics Schools.

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Abstract : Instructors in the Navy's Basic Electricity and Electronics (BE/E) schools were

presented with a list of 70 mathematical skills and asked to indicate (1) how important they were to successful BE/E school performance and (2) whether they were prerequisite, reviewed, or taught in the schools. Also, they were asked to state the number and type of performance aids used in the course and during the exam. Responses showed that, of the 70 skills surveyed, 21 were rated as affecting performance. Based on survey results, a mathematics test was developed to assess BE/E student performance on skills rated as affecting performance, and administered to groups of students entering and graduating from BE/E school. Results showed that student performance was marginal in most topic areas considered critical to course performance by instructors. This suggests that either the instructors overrated the importance of these skills or the criteria for successful BE/E completion are too low. (Author)

Descriptors : *SCHOOLS , *MATHEMATICS , *NAVAL TRAINING , ELECTRONICS , MILITARY REQUIREMENTS , SKILLS , STUDENTS , PERFORMANCE(HUMAN) , TEACHING METHODS , TEST METHODS , PROBLEM SOLVING , INSTRUCTORS , SCORING , ELECTRICAL ENGINEERING

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