THE UNITED REPUBLIC OF TANZANIA

NATIONAL EXAMINATION COUNCIL

DIPLOMA IN TECHNICAL EDUCATION EXAMINATION

772 **EDUCATION**

Time: 3 Hour. **Tuesday, 12 May 2015 p.m**

Instructions

1. This paper consists of **seven (7)** questions.
2. Answer **five (5)** questions only.
3. Each question carries **twenty (20)** marks.
4. All communication devices and any unauthorised materials are **not** allowed in the examination room
5. Write your **Examination Number** on every page of your answer booklet(s)

1. (a) What is the meaning of the term “instructional strategy”?

   (b) Differentiate between direct instruction and experiential learning.

   (c) Describe four factors a technical teacher should consider when selecting an instructional strategy.

   (d) Outline three advantages of using demonstration as an instructional strategy in workshops.

2. (a) Define the term “lesson reflection” in teaching practice.

   (b) Provide three benefits of regular lesson reflection by technical teachers.

   (c) Identify four key areas that a teacher should focus on during post-lesson reflection.

   (d) Give two reasons why student feedback is important during lesson reflection.

3. (a) What is formative assessment?

   (b) Provide four examples of formative assessment techniques suitable for a workshop environment.

   (c) Explain how each of the following can enhance effective formative assessment:

   (i) Rubrics

   (ii) Checklists

   (iii) Observation

4. A technical teacher prepared a lesson plan to train students on using a lathe machine. Part of the lesson plan is summarized below:

Lesson Element	**Description**
Specific Objective	Students will be able to set up and operate a lathe machine safely.

Materials	Lathe machine, personal protective equipment
Activities	Teacher demonstration, student practice
Assessment	Observation of students during practice

(i) Mention three strengths of the above lesson plan.

(ii) Identify three aspects that need improvement.

(iii) Suggest two additional safety measures that should be included during this practical session.

5. (a) What is the purpose of classroom rules in vocational institutions?

   (b) State five examples of classroom or workshop rules that promote effective learning.

   (c) Explain three ways teachers can involve students in developing classroom rules.

   (d) Mention two challenges of enforcing rules in technical classes and suggest possible solutions.

6. (a) What is Competency-Based Education and Training (CBET)?

   (b) Identify four challenges faced during the implementation of CBET in Tanzanian technical institutions.

   (c) State three differences between traditional education and CBET.

   (d) Explain the role of industry stakeholders in supporting CBET curriculum.

7. (a) Define the concept of "occupational profile" in technical education.

   (b) State four components that make up an occupational profile.

   (c) Briefly explain how an occupational profile supports curriculum development.

   (d) Provide two examples from your trade where occupational profiles have influenced specific training content.