THE UNITED REPUBLIC OF TANZANIA

NATIONAL EXAMINATION COUNCIL OF TANZANIA

DIPLOMA IN SECONDARY EDUCATION EXAMINATION

750 EDUCATIONAL MEDIA AND TECHNOLOGY

Time: 3 Hour. **Thursday, 10 May 2001 p.m**

Instructions

1. This paper consists of sections **A** and **B.**
2. Answer all questions in sections **A** and **four (4)** questions from section **B.**
3. Read each question carefully before you start answering it.
4. Cellular phones and other unauthorized materials are **not** allowed in the examination room.
5. Write your **Examination Number** on every page of your answer booklet(s).

SECTION A (40 Marks)

Answer all questions in this section.

1. Identify and explain four limitations of using locally improvised instructional media in secondary schools, especially in rural areas.

2. Distinguish between projected and non-projected media by giving two examples of each and stating two challenges associated with their classroom use.

3. Analyse four reasons why instructional media may fail to achieve the intended learning objectives, despite being well-designed.

4. With reference to classroom practice, evaluate two strengths and two weaknesses of using simulations to teach abstract science concepts at secondary level.

5. Explain how each of the following psychological principles can guide the selection and use of educational media: (i) motivation

   (ii) attention

   (iii) retention

   (iv) transfer.

6. Suggest four strategies that a teacher can employ to integrate ICT tools in a classroom with limited technological infrastructure.

7. Explain the implications of poor media management systems in schools on lesson planning, teaching effectiveness, and learner performance.

8. A teacher is planning to use a 15-minute video documentary to teach a Social Studies lesson. Outline four critical pre-viewing, during-viewing, and post-viewing activities the teacher must implement to maximize learning outcomes.

9. Briefly describe four major ethical and legal concerns that must be observed when using internet-based media resources in teaching.

10. "Educational media should be more learner-centred than teacher-centred." Justify this statement by giving four strong arguments based on classroom practices.

SECTION B (60 Marks)

Answer four (4) questions from this section.

11. Examine five criteria that a teacher should use to evaluate whether a multimedia resource is pedagogically sound and curriculum-aligned.

12. Assess five potential risks that could arise from overdependence on digital teaching tools in Tanzanian classrooms and propose mitigating measures.

13. Discuss five specific ways in which educational media and technology can be used to promote inclusive education for learners with disabilities.

14. Differentiate between formative and summative roles of media in classroom instruction, and give five examples of how media supports assessment in each case.

15. Analyse five factors that contribute to the underutilization of educational media and technology in government secondary schools in Tanzania.

16. "The future of education lies in digital convergence." Discuss this statement by providing five arguments supported with practical classroom implications.

17. Evaluate the effectiveness of the TIE (Tanzania Institute of Education) in supporting the use of educational media and technology in secondary schools. Provide five well-reasoned points.

18. Propose five innovative, low-cost solutions that teachers can adopt to overcome media scarcity in under-resourced learning environments.