

**THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATION COUNCIL OF TANZANIA
DIPLOMA IN SECONDARY EDUCATION EXAMINATION**

750

EDUCATIONAL MEDIA AND TECHNOLOGY

Time: 3 Hour.

ANSWERS

Year: 2004

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).

maktaba.tetea.org



1. Give four reasons why instructional media should be considered an essential element in lesson planning.

Instructional media helps clarify complex ideas. Visuals, audio, or models can simplify abstract or difficult content, making it easier for students to understand during the lesson.

It enhances learner engagement. Media captures attention and maintains interest, especially in long or content-heavy lessons, helping to reduce boredom and distraction.

It accommodates diverse learning styles. By using different types of media, teachers can address the needs of visual, auditory, and kinesthetic learners more effectively.

It supports time management. When included in planning, media helps structure the lesson into clear phases—introduction, presentation, and summary—ensuring smooth flow and effective pacing.

2. Identify four differences between a teaching aid and a teaching method.

A teaching aid is a physical or digital tool used to support instruction, such as a chart, model, or video. A teaching method is a planned strategy or approach used to deliver the lesson, like discussion, demonstration, or group work.

Teaching aids are tangible and observable, while teaching methods are procedural and involve how content is delivered or managed.

Teaching aids support the method. For example, in the demonstration method, a real object or model may be used as an aid.

Methods are chosen based on objectives and learner characteristics, while aids are selected to reinforce or illustrate content.

3. Explain four benefits of integrating learner-generated media in classroom activities.

It promotes active learning. When students create posters, videos, or presentations, they engage deeply with content, leading to better understanding and retention.

It builds creativity and confidence. Learners express their ideas visually or verbally, which enhances self-esteem and communication skills.

It encourages collaboration. Group projects involving media production require students to plan, divide tasks, and solve problems together, fostering teamwork.

It offers authentic assessment. Teachers can evaluate learners based on how well they apply knowledge to create meaningful and relevant media products.

4. Describe four limitations teachers may face when using television broadcasts for lesson delivery.

Television lessons are not interactive. Students cannot ask questions or receive immediate feedback, which limits understanding.

Timing may not align with school schedules. Broadcasts occur at fixed times, which may not match the lesson plan or classroom period.

Technical issues like power cuts or poor signal can interrupt or prevent viewing, especially in rural or under-resourced schools.

Some broadcasts may not reflect the local curriculum. They may include topics or formats that don't match what learners are expected to study.

5. State four precautions that should be observed when storing and maintaining audio-visual materials in a secondary school.

Materials should be kept in dry, dust-free environments to prevent damage to electronics and visuals such as CDs, projectors, and films.

Items must be properly labeled and stored in compartments or cases to avoid confusion, loss, or breakage.

Sensitive equipment should be unplugged and covered when not in use to protect from power surges, insects, or accidental damage.

A check-in/check-out system should be used to track usage, ensure accountability, and monitor the condition of each item over time.

6. Outline four ways in which the principles of communication are reflected in the use of instructional media.

The principle of clarity is applied when media presents information in a simple, structured, and easily understood manner.

Feedback is encouraged through interactive media like quizzes, videos with questions, or group discussions after media use.

Media enhances the principle of interest and attention by using visual and auditory stimuli that attract learners and keep them engaged.

The principle of relevance is met when media connects directly to learners' experiences and the lesson content, ensuring the message is meaningful.

7. Briefly explain four conditions under which the use of computer-assisted instruction may not be effective.

If students have low digital literacy, they may struggle to navigate computer programs, leading to frustration rather than learning.

In the absence of proper guidance, learners may misuse software or access irrelevant content, undermining the learning objective.

If the content is not aligned with the syllabus, students may learn concepts that are either too advanced or not examinable.

Poor technical infrastructure, such as outdated software or limited internet access, may cause delays or prevent the tool from functioning altogether.

8. Highlight four contributions of traditional media (e.g., storytelling, drama, drawings) in promoting effective classroom teaching.

Storytelling enhances memory and emotional connection. Learners tend to remember moral lessons and concepts embedded in well-told stories.

Drama supports role-play and experiential learning. It helps learners internalize social issues, history, or language use through participation.

Traditional drawings like murals or illustrations help visualize local events or settings, making lessons more culturally relevant and understandable.

These media promote oral skills. They encourage students to speak, listen, and interpret messages actively, building communication competence.

9. Explain four criteria a teacher should consider when designing a chart for classroom use.

The chart should focus on a single topic to avoid confusion. It must convey the key message clearly without overcrowding with too much text or images.

All labels and headings must be legible from the back of the class. Large, neat lettering and appropriate contrast are essential for visibility.

The layout must be logical and flow in the correct direction—top to bottom or left to right—so learners can easily follow the content.

Visuals must be accurate and relevant. Diagrams or images used should support the topic and be factually correct to avoid misleading learners.

10. Suggest four ways through which teachers can make use of media and technology in teaching cross-cutting issues such as gender, environment, and HIV/AIDS.

Teachers can use documentaries or short films that portray real-life stories related to HIV/AIDS awareness or environmental conservation to promote empathy and understanding.

They may engage learners in creating posters or presentations on gender equality, which encourages research and critical thinking on the topic.

Interactive radio programs can be used to facilitate discussions on community responses to these issues, especially in areas with limited access to internet.

Teachers can integrate quizzes or digital storytelling tools to assess and reinforce student knowledge on these themes in engaging and memorable ways.

11. With five points, discuss the relationship between educational media and learner-centred teaching approaches.

Educational media promotes student participation. Learners become active agents in the lesson when they interact with tools such as simulations, posters, or videos instead of passively listening to lectures.

It supports differentiated instruction. Media offers multiple formats—visual, audio, text—which cater to various learning styles and individual needs, making lessons more personalized.

Media encourages self-directed learning. Tools like e-books, podcasts, and interactive websites allow students to explore topics independently and at their own pace.

It fosters collaboration. Learner-centred methods often involve group work, and media like projectors or digital slides help students share research findings and presentations effectively.

Educational media provides immediate feedback. Quizzes, polls, or interactive apps offer quick responses that help learners reflect and adjust, which is central to learner-centred practices.

12. Identify five challenges of using video-based instruction in Tanzanian secondary schools and suggest possible solutions.

Power interruptions disrupt video use. This can be addressed by using solar-powered devices or storing videos on battery-powered laptops or projectors.

Limited equipment in schools is another challenge. A solution is to create a sharing schedule where classes take turns using the available tools or to use mobile phones when possible.

Video content may not match the curriculum. Teachers should preview and edit video clips or supplement them with explanations that relate to national syllabus objectives.

Language barriers may limit understanding. Teachers should choose Kiswahili-subtitled or locally produced content or provide real-time translation and clarification during viewing.

Overreliance on video can reduce student engagement. Teachers should combine videos with questions, discussions, and follow-up tasks to ensure active learning.

13. Discuss five strategies that a teacher can apply to improve students' media literacy skills in the classroom.

Teach learners to verify sources. Students should be guided to evaluate whether a media source is reliable, current, and accurate.

Encourage critical viewing. When using videos or social media, teachers should prompt students to ask questions like: Who created this? What is the purpose?

Introduce basic editing skills. Teaching how to make a poster or simple presentation improves learners' ability to express information visually and responsibly.

Promote ethical media use. Students should learn about copyright, plagiarism, and the importance of giving credit when using media.

Involve learners in creating content. Projects such as documentaries, photo stories, or infographics help students analyze, synthesize, and communicate information effectively.

14. Describe five characteristics of an effective instructional package, giving examples of how each contributes to improved learning.

It is goal-oriented. Each component of the package (e.g. video, guide, and worksheet) aligns with clear learning objectives, ensuring the lesson stays focused.

It is user-friendly. Simple instructions, logical layout, and clear labeling allow both teachers and students to use the package with ease.

It is interactive. An effective package may include questions, games, or activities that require students to engage with the content, improving retention.

It is adaptable. Teachers can modify or expand the material based on student level or feedback, such as simplifying text or adding examples.

It includes assessment tools. Quizzes or exercises within the package help monitor understanding and reinforce concepts immediately.

15. Examine five reasons why teachers should integrate community-based resources in the selection and production of instructional media.

Community involvement promotes contextual learning. Using local resources like farming tools or cultural items helps students relate classroom knowledge to their environment.

It reduces costs. Materials such as clay, wood, or scrap metal can be donated by the community, minimizing the financial burden on schools.

Community members may offer expertise. Skilled artisans or professionals can assist in creating accurate, durable, and relevant teaching aids.

It strengthens school-community relationships. Collaborative efforts build trust and support between schools and surrounding families or institutions.

It encourages sustainability. Community-based solutions are easier to repair or replace locally, ensuring long-term use of media resources.

16. Explain five professional responsibilities of a media committee in a secondary school and how each supports effective teaching and learning.

The media committee is responsible for coordinating the acquisition of instructional materials. This includes identifying the media needs of various departments, sourcing relevant materials, and ensuring they align with the curriculum. This supports teaching by making sure that required tools are available when needed and appropriate to subject content.

It oversees maintenance and storage of media resources. The committee ensures that teaching aids, equipment, and digital tools are safely stored, well-maintained, and functional. This minimizes disruptions during lessons and extends the lifespan of instructional materials.

The committee facilitates training and orientation. It organizes workshops or briefings to equip teachers with skills in using various media effectively. This improves teachers' confidence and creativity in lesson delivery, enhancing learner engagement.

It monitors usage and manages schedules. The committee keeps records of who borrows which materials and when, ensuring equal access and accountability. This structured system allows fair distribution of resources and prevents misuse or hoarding.

Lastly, the committee promotes innovation in teaching. It encourages departments to explore new media strategies and supports teachers in improvising or producing their own teaching aids. This fosters a culture of resourcefulness and collaboration, which benefits both teaching quality and student learning.

17. Discuss five ways that the use of technology can transform formative assessment in the classroom.

Technology provides instant feedback. Tools like online quizzes or learning apps give students immediate results, allowing for quick correction and guidance.

It enables data tracking. Digital platforms can record student performance over time, helping teachers identify learning trends and areas that need reinforcement.

Assessment becomes more engaging. Gamified quizzes, polls, and interactive activities make checking understanding more enjoyable and motivating.

Teachers can personalize learning. Based on digital assessments, teachers can adjust tasks and activities to suit each learner's progress and challenges.

It allows remote assessment. With e-learning tools, students can complete assignments and receive feedback even outside school, ensuring learning continues beyond the classroom.

18. Identify five essential features of an educational mobile app and explain how each supports learning in secondary education.

Offline accessibility is vital. Students can continue learning without internet connection, especially in remote or low-income areas.

Interactive content improves engagement. Quizzes, flashcards, and games keep learners involved and help reinforce understanding through practice.

Curriculum alignment ensures relevance. Apps designed with national syllabus topics make studying more focused and exam-oriented.

Progress tracking helps learners monitor their improvement. Features like scores, streaks, or achievements motivate continuous effort.

Multimedia integration supports different learning styles. Combining text, audio, video, and visuals caters to visual, auditory, and kinesthetic learners.