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: 2006**

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).

1. Explain four limitations that may arise when a teacher uses outdated instructional media in classroom teaching.

Outdated media may contain inaccurate or obsolete content that no longer reflects current facts, curriculum changes, or modern examples, which can mislead learners.

The design and visuals may be poor in quality, making it difficult for students to see, interpret, or engage with the material effectively.

Outdated media may not relate to learners' current experiences or context, reducing its relevance and making it harder for students to connect with the lesson.

It may lack interactivity or updated features found in modern tools, limiting opportunities for learner participation and reducing the overall effectiveness of the lesson.

2. State four reasons why visual media are effective tools for teaching abstract concepts.

Visual media simplify abstract ideas by presenting them through images, diagrams, or animations, helping learners to understand things they cannot see physically.

They make learning more concrete. For example, a diagram of the human circulatory system helps visualize blood flow, which is otherwise difficult to imagine.

Visuals aid memory retention. Learners tend to remember visual content better than spoken or written words, especially when reinforced with color and structure.

They appeal to visual learners who grasp content better when it's presented graphically rather than through lengthy explanations.

3. Identify four important classroom conditions that should be considered before using projected media.

The classroom must have access to electricity or a reliable power source, as projectors and digital tools require it to function.

Lighting should be controllable. Projected content may be hard to see in brightly lit rooms, so curtains or dim lights may be needed.

The arrangement of desks and seating should allow all students to clearly view the projection surface without obstruction.

The projection surface (e.g., whiteboard or wall) must be clean, flat, and properly positioned to ensure image clarity and visibility.

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4. Describe four ways in which a teacher can encourage learners to participate actively during media-based lessons.

The teacher can pause the media at intervals to ask questions, encouraging learners to reflect and respond based on what they've seen or heard.

They can assign tasks related to the media, such as note-taking, observation exercises, or summarizing key points after the media is presented.

Teachers can involve students in operating the media (e.g., advancing slides, writing on digital boards), making them feel responsible and engaged.

They can follow up the media use with small group discussions or peer teaching sessions to deepen understanding and promote collaborative learning.

5. Mention four common mistakes teachers make when improvising teaching aids and how these can be avoided.

Using unsafe or hazardous materials can harm students. This can be avoided by selecting only non-toxic, safe materials suitable for classroom use.

Overcomplicating the design may confuse learners. Teachers should keep aids simple, focused, and aligned with the lesson objective.

Improper labeling or missing key parts makes the aid unclear. Teachers must ensure accurate labels and organize content logically on the aid.

Using culturally inappropriate content may alienate students. Teachers should ensure improvised aids reflect the learners' environment and respect cultural norms.

6. Explain four ways in which the use of educational media supports learner discipline and classroom control.

Media captures attention. When learners are engaged with videos, visuals, or objects, they are less likely to be disruptive or distracted.

It provides structure. Using a planned media schedule helps maintain a steady lesson pace, reducing chances for idle time that may lead to misbehavior.

It encourages responsibility. Assigning roles like handling charts or presenting media-based answers gives learners a sense of accountability.

It creates a positive learning atmosphere. Diverse methods reduce monotony, keeping students interested and focused, which naturally improves discipline.

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7. Outline four procedures a teacher should follow when evaluating the suitability of a new media resource.

The teacher should review the content for accuracy and alignment with the syllabus to ensure the material supports curriculum objectives.

They should check the media's clarity and design quality, ensuring it is visible, readable, and logically organized for student use.

They need to assess cultural and age appropriateness to make sure the material is suitable for the learners' background and level.

They should test its functionality or usability by using it in a trial lesson or comparing it with previous media to determine effectiveness.

8. Give four reasons why it is important for teachers to document media use in their teaching records.

It helps in planning future lessons by identifying which media were effective and should be reused or improved.

Documentation supports transparency and accountability, especially in schools where media resources are shared or borrowed.

It helps track learner engagement and performance trends, showing how specific media contributed to improved understanding.

It provides evidence during evaluations or inspections, demonstrating the teacher's efforts to use varied and modern teaching strategies.

9. Highlight four risks of using social media platforms as teaching tools in Tanzanian secondary schools.

Students may get distracted by unrelated content or chat, reducing focus on the lesson and leading to time wastage.

Exposure to inappropriate content is possible if social media use is not closely monitored or filtered.

Not all students have equal access to smartphones or internet, which can create learning inequality or feelings of exclusion.

Personal information may be exposed or misused, raising privacy and security concerns for both students and teachers.

10. Explain four professional ethics that teachers must observe when using students' photos or voices in instructional media.

They must seek consent from students and, where necessary, their parents, before recording or using any personal media in class projects or lessons.

They should use the media only for educational purposes, avoiding sharing on public platforms or for unrelated uses without clear permission.

Teachers must protect student identity and privacy by avoiding full names or sensitive details unless required and consented.

They must represent students respectfully, avoiding content that could embarrass, stereotype, or harm the student in any way.

11. Discuss five roles of a media resource centre in improving teaching and learning in a secondary school.

A media resource centre provides access to diverse instructional materials such as charts, models, books, and digital media, helping teachers enrich their lesson content and improve delivery.

It supports learner-centred education by offering students a space to explore learning materials independently, fostering critical thinking and self-guided learning.

The centre facilitates teacher preparation. Teachers can use it to plan lessons, produce media, and rehearse the use of new teaching tools or strategies.

It promotes professional collaboration. Teachers can meet to share materials, co-develop instructional aids, and evaluate media use for improvement.

The centre enhances inclusion. By offering varied formats of media (visual, audio, tactile), it caters to learners with different needs and learning styles.

12. Analyse five factors that limit the use of Information and Communication Technology (ICT) in rural secondary schools and propose practical solutions.

Lack of electricity limits the operation of ICT tools. Schools can invest in solar panels or rechargeable devices to reduce dependency on unreliable power sources.

Inadequate infrastructure such as absence of computers or internet access makes it hard to integrate ICT. Donor partnerships and government grants can help equip schools.

Teachers' limited digital literacy reduces confidence in using ICT tools. Regular training and peer mentorship programs can build teachers' ICT skills.

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High cost of maintenance and repairs discourages continued use of devices. Schools should train a staff member in basic ICT maintenance to reduce repair costs.

Lack of local language or curriculum-aligned content online makes resources less usable. Schools can encourage teachers to develop or adapt content relevant to local needs.

13. Describe five elements that contribute to the effectiveness of a school-based media production program.

Teacher involvement is essential. Teachers should lead or guide the design of media to ensure it reflects curriculum needs and student understanding levels.

Availability of basic materials and equipment such as manila cards, markers, and simple software ensures continuous production of media.

Student participation enriches the program. Involving learners builds creativity, responsibility, and deeper understanding of the content.

Administrative support is vital. The school must allocate time, space, and funding to sustain the media program and recognize its importance.

Regular evaluation ensures quality. Teachers and students should review produced media for accuracy, clarity, and effectiveness before classroom use.

14. Examine five reasons why instructional media must be adapted to suit the learner's age, background, and learning environment.

Media that matches age ensures appropriateness. Young learners need simpler language and visuals, while older students can handle more detailed content.

Learners' background influences how they relate to examples. Using local contexts, languages, or familiar symbols makes media more meaningful.

Different learning environments require adaptation. In large classes, media should be visible to all; in low-resource schools, simpler and low-tech solutions are better.

Adapted media avoids cultural insensitivity. Materials that reflect learners' beliefs, customs, and experiences reduce misunderstanding or offense.

Learning pace varies with age and experience. Adapted media ensures content is neither too fast nor too slow, matching learners' cognitive development.

15. Discuss five challenges teachers face when using audio-visual aids in overcrowded classrooms and how they can be addressed.

Visibility is a major problem. In large classrooms, learners at the back may not see projected or displayed content. Teachers can move around with portable aids or divide learners into smaller groups.

Limited interaction reduces learning. Teachers may struggle to involve all learners with the media. Using paired or group discussions during or after media viewing can improve participation.

Noise and distractions are common. Larger groups are harder to control during media sessions. Clear rules and seating arrangements help maintain order.

Lack of equipment for all students makes sharing difficult. Teachers can rotate media use among groups or prepare printed versions of visual aids for wider access.

Difficulty in monitoring comprehension arises. Teachers can use quick checks like exit slips or oral summaries to assess learner understanding after using media.

16. Explain five benefits of establishing peer-to-peer media sharing practices among teachers within a school.

It reduces preparation time. Teachers can share ready-made materials like charts or videos, minimizing the effort needed for individual planning.

It promotes consistency. Sharing media ensures learners across classes or streams receive similar quality and content.

Teachers benefit from each other's strengths. A teacher skilled in drawing can help others produce diagrams, while another may be good at digital editing.

It encourages innovation. Exposure to colleagues' media ideas can inspire teachers to try new formats or methods in their own lessons.

It builds teamwork. Media sharing fosters collaboration and a supportive culture among teachers, which enhances the overall teaching environment.

17. Evaluate five ways that the use of low-cost instructional media can enhance quality education in resource-constrained schools.

It increases access. Even with limited funds, teachers can create relevant, usable materials using cardboard, clay, or local waste items.

It supports active learning. Learners can be involved in creating media like charts or models, deepening their engagement and understanding.

It fosters creativity. Teachers are challenged to design effective tools using limited resources, often leading to innovative teaching strategies.

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It promotes contextual learning. Locally produced media often reflects the learners' real environment, making the lesson more relatable.

It ensures continuity. Teachers are not dependent on expensive equipment or materials, so teaching and learning continue even with minimal support.

18. Discuss five ways in which educational media can contribute to promoting national identity and citizenship education in Tanzania.

Media can showcase Tanzanian history, heroes, and independence stories, helping learners appreciate national heritage and unity.

It can present national symbols such as the flag, coat of arms, and anthem in visual or audio form, reinforcing patriotism and recognition.

Educational films and songs can promote civic values such as respect for law, leadership, and responsibility, which strengthen national cohesion.

Posters and cartoons in Kiswahili about voting, peace, and environmental care educate learners on their rights and duties as citizens.

Simulations and role-plays of democratic processes allow students to experience governance and decision-making, deepening their understanding of civic roles.

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