

**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: 2008

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).

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1. Mention four types of instructional media commonly used in Tanzanian secondary schools.

Textbooks are one of the most commonly used instructional media. They provide structured content aligned with the syllabus and help guide both teaching and learning activities in a consistent manner.

Charts and diagrams are visual tools used to represent data, processes, or concepts. They simplify complex topics and help learners grasp relationships between ideas through visual interpretation.

Audio media, such as educational radio programs, are especially useful in rural areas. They deliver lessons in a clear and engaging manner, often in local languages, and are accessible even in schools with limited teaching staff.

Real objects or models are used to provide practical demonstrations of physical items or concepts. These materials are especially helpful in subjects like biology, agriculture, or vocational studies, where hands-on experience enhances understanding.

2. State four purposes of evaluating instructional media before classroom use.

Evaluation helps ensure that the content of the media aligns with the national curriculum and the specific learning objectives of the lesson. This guarantees that students receive accurate and relevant information.

It helps teachers determine whether the media is suitable for the learners' age, language ability, and background knowledge. This consideration improves student engagement and comprehension.

Through evaluation, teachers can identify and correct technical or design flaws in advance. This prevents disruptions during the lesson and ensures smooth use of the media.

Evaluation also helps teachers plan how to integrate the media effectively into their teaching. This leads to better time management and more organized lesson delivery.

3. Give four examples of non-projected visual aids used in teaching.

Posters are commonly used to display important concepts or messages in a visually appealing way. They are usually fixed on classroom walls and serve as constant visual reinforcement.

Charts, especially those hand-drawn or printed, provide structured representations of information such as processes or comparisons. They help in subjects like science and geography.

Flashcards are small, portable cards that present key information like vocabulary, numbers, or symbols. They are particularly useful in interactive learning and quick revision sessions.

Printed maps are essential in geography lessons. They help learners understand location, direction, and spatial relationships between regions and features.

4. List four challenges teachers may face when storing teaching aids.

Many schools lack proper storage facilities such as lockable cupboards or labeled shelves. This makes it difficult to keep teaching aids organized and protected from damage or loss.

Environmental factors like dust, moisture, and heat can destroy teaching materials if they are not stored in clean, dry, and secure places. This is a common problem in poorly ventilated classrooms.

Disorganization during storage may result from the absence of a clear system or labeling. This leads to difficulties in locating teaching aids when needed, especially under time pressure.

Shared use of teaching aids without a proper tracking system may lead to careless handling, misplacement, or theft. Teachers may also find it hard to hold others accountable for damage.

5. Identify four advantages of using educational radio programs in rural schools.

Educational radio programs reach schools in remote areas where there are shortages of qualified teachers. They help fill instructional gaps and ensure that learners still receive curriculum-based content.

Radio programs are often broadcast in Kiswahili or local languages. This makes them accessible to learners with limited understanding of English and supports inclusivity.

They are cost-effective and require minimal equipment. A simple radio device and scheduled broadcast are enough to deliver lessons to an entire class.

Radio content can be replayed if recorded, allowing learners to listen again for revision. This reinforces understanding and supports slower learners who may need extra time.

6. Mention four features of well-designed instructional charts.

An instructional chart should have a clear and bold heading that informs the viewer of its topic at a glance. This helps learners quickly understand what the chart is about.

The layout should be logical and orderly. Information should flow from top to bottom or left to right to guide learners through the content in a coherent way.

The text and visuals must be large enough to be seen from the back of the classroom. Good visibility ensures that all learners benefit equally from the chart.

The content must be relevant and concise. A chart should present key points only, avoiding overcrowding that may confuse or overwhelm the viewer.

7. State four basic rules to follow when writing on a chalkboard.

Teachers should write legibly using large and neat letters. This allows all learners, including those seated at the back, to read the information easily.

Content should be spaced appropriately to avoid crowding. Clear spacing helps learners follow the board work without confusion or eye strain.

The board should be organized into sections. Dividing the board for headings, subpoints, and examples helps maintain lesson clarity and structure.

Teachers must clean the board regularly during the lesson. Erasing irrelevant or completed sections makes room for new content and keeps the board visually tidy.

8. Highlight four roles of the teacher in the use of instructional media during a lesson.

The teacher selects suitable media based on the topic, class level, and learning objectives. This ensures the media complements and reinforces the lesson.

Before class, the teacher prepares or tests the media to confirm it is functional and ready. This helps avoid technical issues or delays during teaching.

During the lesson, the teacher integrates the media effectively by explaining it clearly and engaging learners through questions or demonstrations.

After using the media, the teacher evaluates its impact by observing learner responses and assessing whether it helped achieve the lesson's objectives.

9. Give four ways in which the school environment can influence media use in teaching.

Access to electricity allows teachers to use digital and audio-visual tools like projectors, radios, or computers. Without it, media use is limited to non-electronic materials.

The size and layout of the classroom affect how media can be displayed. Crowded rooms may hinder the visibility of charts or screens.

Noise from nearby classrooms or the external environment can interfere with the effectiveness of audio media like recordings or radio programs.

The level of administrative support influences media availability. School leadership plays a key role in allocating funds for purchasing, storing, and maintaining media resources.

10. Identify four characteristics of an effective classroom poster.

A good poster communicates one main idea clearly. This helps learners grasp the intended message without being distracted by unrelated information.

It uses both images and brief text to capture attention and support memory retention. Visuals enhance understanding, especially for younger or slower learners.

The design includes bold titles and simple language that learners of all levels can read and understand with ease.

It is well-structured, with visual balance and neat layout. This ensures the poster is attractive and encourages learners to refer to it repeatedly.

11. Justify the importance of aligning instructional media with learners' age, learning styles, and classroom environment. Provide relevant examples.

Aligning instructional media with learners' age ensures that the content is developmentally appropriate. For example, younger students in Form I or II may benefit more from colorful visuals and simple language, while older learners in Form IV may require more advanced content such as charts, diagrams, or detailed videos. Age-appropriate media makes the lesson more relatable and easier to understand.

Different learners have different learning styles—some are visual, others auditory, and some kinesthetic. By aligning media with these styles, teachers accommodate individual needs. For example, a visual learner may understand better through diagrams and posters, while an auditory learner benefits from recordings or discussions. This alignment improves learning outcomes by promoting inclusion and engagement.

The classroom environment also influences the choice of media. In well-equipped urban schools, digital tools like projectors and interactive whiteboards may be suitable, while in rural schools, the teacher may rely more on chalkboards, charts, or real objects. Matching media to the school environment ensures smooth lesson delivery without technical challenges.

Furthermore, proper alignment reduces teacher stress and classroom disruptions. If media tools are too advanced or too basic for the learners or the environment, they may fail to meet their intended purpose. Therefore, thoughtful alignment improves lesson efficiency and student performance.

12. Discuss the role of educational media in promoting inclusivity and active participation of learners with special needs in secondary schools.

Educational media plays a key role in promoting inclusivity by providing alternative formats for learners with visual, hearing, or learning disabilities. For example, visually impaired students can benefit from audio-recorded lessons, while hearing-impaired learners may follow sign language videos or captioned presentations.

Media supports differentiated instruction by allowing teachers to present the same content in multiple ways. For instance, a lesson on food chains can be taught using a combination of posters, videos, and tactile models. This ensures that all learners, regardless of ability, can access and understand the material.

Interactive media, such as games or role-playing videos, encourage participation from shy or withdrawn students who may not normally engage in traditional instruction. When learners see themselves represented in teaching materials, they feel more included and respected in the classroom.

Use of locally relevant media also promotes cultural and linguistic inclusivity. Content presented in Kiswahili or local languages helps learners from diverse backgrounds understand lessons better. This removes barriers caused by language or unfamiliar cultural references.

Finally, inclusive media fosters a sense of belonging and equity among students. When teaching tools consider diverse needs, learners feel valued, which improves their confidence and willingness to participate in classroom activities.

13. Analyse how improvised instructional materials can enhance teaching effectiveness in resource-constrained Tanzanian schools.

Improvised instructional materials are created using locally available resources such as sticks, bottles, paper, or clay. In resource-constrained schools, where standard teaching aids are lacking, improvisation allows teachers to deliver content effectively without waiting for official materials.

Improvisation helps teachers tailor the materials to the specific topic and context. For example, a teacher can create a model of the digestive system using strings and colored paper. This supports learner understanding by providing concrete representations of abstract ideas.

Such materials increase learner engagement because they are often created with the involvement of students. When learners participate in designing models or drawing charts, they become more interested and take ownership of the learning process.

Improvised materials also promote sustainability and cost-effectiveness. Instead of buying expensive commercial aids, schools can rely on recycled items or handmade tools. This approach supports long-term use and minimizes dependence on external suppliers.

Lastly, improvisation strengthens teacher creativity and adaptability. It challenges educators to think innovatively and respond to classroom needs, improving their problem-solving skills and overall teaching competence.

14. Examine the impact of integrating media and technology in delivering cross-cutting issues such as gender, HIV/AIDS awareness, and environmental conservation.

Media and technology make abstract or sensitive cross-cutting issues more relatable. For example, a short film about peer pressure and HIV/AIDS can help students reflect on real-life situations and promote behavioral change.

Visual media such as posters and infographics communicate messages on gender equality and environmental care in a simple and powerful way. These materials can be placed around the school for continuous learning outside the classroom.

Interactive platforms such as drama, debates, or digital storytelling allow learners to express opinions and develop values around cross-cutting issues. Participation in such activities builds empathy, critical thinking, and civic responsibility.

Educational broadcasts or documentaries bring real-world cases into the classroom, encouraging learners to think beyond textbooks. For instance, a documentary on deforestation can inspire learners to plant trees and care for the environment.

Integration of media also reduces discomfort when discussing sensitive topics. Instead of directly lecturing on sexual health or gender violence, teachers can use recorded expert interviews, cartoons, or role plays to approach the topic respectfully and effectively.

15. Evaluate the teacher's responsibility in selecting, using, and maintaining instructional media to ensure quality teaching and learning outcomes.

A teacher has the duty to select instructional media that aligns with the curriculum, lesson objectives, and learner needs. This requires understanding the topic, assessing available resources, and choosing tools that will enhance comprehension and retention.

The teacher must prepare and test the media before class. This includes checking functionality, clarity, and accessibility. For example, if a video is to be used, it should be pre-played to ensure it's relevant and free from errors or distractions.

During the lesson, the teacher should use the media purposefully and not as a substitute for teaching. They must explain the content clearly, guide learners through its use, and ensure every student is actively involved.

After use, the teacher must store and maintain the materials properly. Charts should be kept flat or rolled safely, equipment unplugged and stored, and models handled with care. This extends the life of the media and ensures readiness for future lessons.

Lastly, the teacher should evaluate the effectiveness of the media. By observing learner participation, assessing performance, and seeking feedback, teachers can refine their media choices to improve teaching quality and learner outcomes.