

**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: 2010**

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**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 limitations of relying solely on traditional teaching aids in large classes.**

Traditional teaching aids such as chalkboards or printed charts are limited in visibility, especially in large classrooms. Learners seated at the back may struggle to see what is written or drawn, reducing their ability to follow the lesson.

They do not support audio or motion, making it difficult to present dynamic processes or engage learners who benefit more from sound or visual movement. This limits their effectiveness in teaching complex or practical topics.

Traditional aids often depend heavily on teacher input. The teacher has to explain everything verbally without support from interactive features, which may result in reduced learner participation and one-way communication.

They are generally non-interactive and lack the ability to support learner-centered approaches. Students remain passive recipients rather than engaging with the material through manipulation or guided discovery.

### **2. State four benefits of integrating media into lesson planning.**

Media integration helps the teacher organize lesson flow by clearly identifying which tools to use at which stage of the lesson. This leads to more structured and engaging delivery.

It ensures that teaching aids are prepared in advance, reducing last-minute confusion and improving lesson readiness. Proper planning allows time for testing or improvising materials.

Lesson planning with media allows better alignment between objectives, teaching strategies, and assessment methods. Teachers can select media that directly supports what learners are expected to achieve.

It enables teachers to diversify their methods, catering to different learning styles. For example, visual learners may benefit from videos, while kinesthetic learners gain more from models or practical demonstrations.

### **3. Identify four types of projected instructional media.**

Overhead projectors (OHP) display transparent slides onto a screen or wall, allowing the teacher to present written or visual content to the whole class.

Multimedia projectors connect to computers to project videos, presentations, and images. They are widely used in modern classrooms for dynamic lesson delivery.

Slide projectors project photographic slides one by one. Though less common today, they are still used in some schools for historical or geographical topics.

Filmstrip projectors display a series of still images on a strip of film, used especially for storytelling or educational sequences in primary or lower secondary levels.

#### **4. List four conditions for effective use of improvised teaching aids.**

Improvised materials must be accurate and relevant to the subject matter. If they misrepresent information, they can confuse rather than support learning.

They should be strong and durable enough to withstand repeated handling, especially if they are to be reused across classes or terms.

Improvised aids must be appropriate for the learners' level of understanding. They should match the language, symbols, and complexity the students can handle.

They must be tested before use to ensure they function as intended. For example, a model must be stable and a chart must be clearly readable from a distance.

#### **5. Mention four precautions to take when storing instructional media.**

Media should be kept in clean, dry areas to avoid damage from dust, moisture, or pests. This helps preserve printed materials and electronic equipment.

Charts and posters should be rolled or hung properly to prevent folding or tearing. Rough handling shortens the lifespan of visual aids.

Digital media like flash drives or DVDs should be labeled and stored in protective cases to prevent data loss due to scratches or misplacement.

Equipment like projectors or radios must be disconnected, covered, and stored in lockable cabinets after use to avoid theft, damage, or accidents.

#### **6. State four reasons why feedback is important when using media in teaching.**

Feedback helps the teacher know whether the media used was effective in supporting learning objectives. If learners did not understand, adjustments can be made.

It allows learners to express their reactions or difficulties with the media, providing insights into how to improve future lessons.

Feedback supports active learning, where students reflect on what they observed or heard and contribute their thoughts, reinforcing understanding.

Teachers can use feedback to evaluate both the content and delivery method of media, ensuring continuous improvement in teaching practice.

## **7. Identify four key considerations when preparing a teaching chart.**

The chart should have a bold and clear title that reflects the content being presented. This helps learners identify the focus at a glance.

Content should be organized logically, often from top to bottom or left to right. A good layout helps students follow the information easily.

Color and images must be used carefully to highlight key points without overcrowding. Visual balance keeps the chart attractive and readable.

The text should be legible from a distance. Fonts must be large and clear enough for learners seated at the back of the class.

## **8. Mention four roles of a teacher when using video-based instruction.**

The teacher introduces the video content by connecting it to the topic and explaining what learners should observe. This sets a clear purpose for viewing.

While the video plays, the teacher monitors learner engagement and may pause the video to ask guiding questions or clarify points.

After the video, the teacher leads a discussion to analyze key messages or concepts, helping students reflect and link the content to real-life examples.

The teacher may assign follow-up tasks such as summaries, group work, or quizzes to assess understanding and reinforce learning.

## **9. List four ways that instructional media promotes inclusiveness in learning.**

Media presents content in multiple formats—audio, visual, and tactile—so learners with different abilities can access the same information effectively.

Videos with subtitles or sign language interpretation help hearing-impaired students understand content alongside their peers.

Colorful and simplified charts or pictures support learners with limited reading skills, helping them grasp the lesson visually.

Media can include cultural examples or local languages, allowing learners from different backgrounds to relate to the content and feel included.

## **10. Mention four disadvantages of using outdated instructional materials in the classroom.**

Outdated materials may contain inaccurate or obsolete information, especially in fast-changing subjects like science or technology.

They may not reflect current curriculum standards, leading to confusion when learners encounter updated versions in exams or assessments.

Such materials often fail to engage learners because of old-fashioned design, poor visuals, or irrelevant examples.

They may reinforce stereotypes or exclude current societal values, creating ethical or cultural issues in today's diverse classroom settings.

### **11. Explain how proper selection and use of instructional media supports inclusive education in Tanzania's secondary schools.**

Proper selection of instructional media ensures that all learners, regardless of their background or ability, can access and benefit from the lesson. For example, using visual aids supports learners with limited literacy, while audio content helps those with reading difficulties understand the topic.

It also enables teachers to address the needs of learners with physical disabilities. A student with visual impairment may benefit from audio recordings or tactile diagrams, while a hearing-impaired learner can use written transcripts, subtitles, or sign language videos.

Inclusive education requires that no learner is left behind. By selecting media that accommodates different learning styles—visual, auditory, and kinesthetic—teachers provide equal opportunities for understanding and participation.

Culturally sensitive and locally relevant media also promote inclusivity by making learners feel seen and valued. When learners see examples that reflect their environment or language, they are more likely to engage and succeed.

Finally, using inclusive media creates a respectful classroom environment where learners feel comfortable expressing themselves and contributing, which is key to building confidence and academic performance.

### **12. Evaluate the role of instructional media in enhancing learners' critical thinking and creativity in classroom activities.**

Instructional media stimulates critical thinking by presenting real-life scenarios, problems, or open-ended questions through videos, pictures, or stories. Learners are encouraged to analyze, evaluate, and form opinions, which sharpens their reasoning skills.

For example, a video showing the impact of deforestation can lead to discussions about environmental protection, prompting learners to weigh different perspectives and propose solutions. This process develops analytical abilities and thoughtful decision-making.

Media also enhances creativity by inspiring learners to express ideas in different formats. They may create posters, role-plays, or presentations based on what they learned, allowing them to use imagination and original thought.

Using media such as simulations or problem-based learning exercises gives students the chance to experiment and explore multiple outcomes. This encourages innovation and confidence in applying knowledge.

In addition, learner-generated media, such as student-made videos or drawings, gives students a platform to contribute creatively to the learning process. It turns passive learners into active thinkers and problem solvers.

### **13. Discuss the challenges teachers face in implementing media-based instruction and propose realistic solutions.**

One challenge is the lack of resources such as projectors, computers, or electricity, especially in rural schools. Teachers cannot use digital media effectively without the necessary infrastructure. A solution is to invest in low-cost solar-powered devices and prioritize simple, improvised materials like charts and models.

Another challenge is limited teacher training. Many teachers may not know how to integrate media into lessons effectively. To address this, education authorities should organize regular in-service training focused on media use and classroom application.

Some teachers may lack time to prepare or search for appropriate media. Planning ahead and collaborating with colleagues to share materials can help reduce the workload.

There may also be resistance from teachers who are used to traditional methods. Encouraging gradual adoption of media—starting with basic tools like pictures or charts—can build confidence and acceptance.

Finally, maintenance and storage of media tools is often neglected. Schools should create dedicated storage areas and assign responsibility for checking and caring for media resources.

### **14. Analyse how the choice of instructional media can affect students' academic motivation and classroom behavior.**

Instructional media can increase motivation by making lessons more interesting and relevant. When students see real-world applications of what they are learning—through videos, models, or demonstrations—they become more eager to learn and participate.

Media adds variety to lessons, breaking the monotony of textbook-based teaching. This change in delivery keeps learners engaged and prevents boredom, which can lead to improved concentration and better behavior.

Choosing age-appropriate and culturally sensitive media ensures that learners feel respected and included. When students relate to the content, they are more likely to show interest and maintain discipline in class.

The use of interactive media, such as group work or games, encourages collaboration and friendly competition. These activities foster a positive learning environment and reduce disruptive behavior.

On the other hand, if media is not well-chosen—for example, if it's too complex, outdated, or irrelevant—it may confuse learners and cause them to lose interest or misbehave. Therefore, selecting the right media is essential for maintaining a motivated and orderly class.

### **15. Justify the importance of incorporating community-based resources and local knowledge into instructional media preparation.**

Community-based resources such as local crafts, tools, and cultural practices make learning more practical and relatable for students. When learners see familiar items or activities in the classroom, they understand better and develop respect for their surroundings.

Using local knowledge connects school learning with real-life experiences. For instance, teaching agriculture using examples from nearby farms helps learners apply theory to everyday situations, making education more meaningful.

It promotes cultural preservation. When instructional media includes traditional stories, language, or customs, students learn to value their heritage and share it with others.

Involving the community in media preparation fosters collaboration between schools and local people. Parents, artisans, and elders can contribute materials or ideas, which strengthens relationships and support for education.

Finally, local resources are cost-effective and sustainable. Instead of relying on expensive imported materials, teachers can use items readily available in the community, making teaching more accessible and adaptable to any environment.