THE UNITED REPUBLIC OF TANZANIA

NATIONAL EXAMINATION COUNCIL

DIPLOMA IN TECHNICAL EDUCATION EXAMINATION

722 **EDUCATION**

Time: 3 Hour. **ANSWERS** **Year: 2010**

Instructions

1. This paper consists of **seven (7)** questions.
2. Answer **five (5)** questions only.
3. Each question carries **twenty (20)** marks.
4. All communication devices and any unauthorised materials are **not** allowed in the examination room
5. Write your **Examination Number** on every page of your answer booklet(s)

1. (a) What is a teaching and learning resource?

A teaching and learning resource is any material, tool, or equipment that supports the delivery of content and enhances the learning process. It helps teachers explain concepts more clearly and allows students to understand, apply, or practice what is being taught.

(b) List four types of teaching and learning resources used in technical education.

Textbooks and manuals.
Tools and equipment used in workshops.
Visual aids such as charts and models.
Digital resources like simulations or videos.

(c) Explain three benefits of using locally available resources in vocational instruction.

They reduce the cost of teaching by eliminating the need for imported or expensive materials.

They are familiar to learners and enhance relevance and understanding.

They encourage innovation and creativity among both teachers and learners.

(d) Mention two challenges of using teaching resources and suggest a solution for each.

Challenge: Inadequate or outdated resources.
Solution: Improvise with local materials or seek donations from stakeholders.

Challenge: Lack of proper training on how to use some equipment.
Solution: Provide in-service training and demonstrations for teachers.

2. (a) What is meant by "instructional goal"?

An instructional goal is a broad, general statement that describes what the teacher aims to achieve in terms of knowledge, skills, or attitudes by the end of a course or unit.

(b) Differentiate between instructional goals and instructional objectives.

Instructional goals are broad and general, focusing on overall learning intentions.
Instructional objectives are specific, measurable, and describe exactly what the learner will be able to do after a lesson.

(c) State three characteristics of good instructional goals.

They are aligned with curriculum and industry requirements.
They are clear and focused on learner development.
They are achievable within a specified time frame.

(d) Write one instructional goal and derive from it two specific objectives for a lesson in your trade area.

Goal: Learners will understand and apply basic electrical wiring principles.
Objective 1: By the end of the lesson, students will be able to identify components used in single-phase wiring.
Objective 2: By the end of the lesson, students will wire a one-bulb lighting circuit correctly using proper safety procedures.

3. (a) Define the term "assessment tool."

An assessment tool is any instrument or device used by teachers to measure learners' knowledge, skills, or performance. It provides evidence of achievement in relation to stated objectives.

(b) State four features of a good assessment tool.

It is valid, measuring what it is intended to measure.
It is reliable, giving consistent results.
It is clear and easy to use.
It provides measurable and objective data.

(c) Identify three types of assessment tools suitable for practical training.

Performance checklists.
Rubrics or rating scales.
Observation forms.

(d) Explain the importance of standardization in assessment tools.

Standardization ensures fairness and consistency by applying the same criteria to all learners.
It allows teachers to compare results accurately and track learner progress over time.

4. (a) What is feedback in the teaching-learning process?

Feedback is the information given to learners about their performance, behavior, or progress to help them improve and continue learning effectively.

(b) State four functions of feedback in technical classroom instruction.

It informs learners of their strengths and weaknesses.
It helps correct errors and reinforce correct practices.
It motivates learners to improve.
It guides teachers in adjusting instructional strategies.

(c) Mention three characteristics of effective feedback.

It is timely, given soon after performance.
It is specific, focusing on what was done well or poorly.
It is constructive, aiming to support improvement, not discourage.

(d) Give two examples of how a technical teacher can give feedback during a workshop session.

By immediately correcting a student using a machine incorrectly.
By praising correct technique and suggesting improvement during hands-on tasks.

5. (a) Define "group learning" in the context of vocational education.

Group learning is an instructional strategy where learners work together in small groups to achieve a common goal, solve a problem, or complete a task, especially in workshop or classroom environments.

(b) Mention three advantages of using group learning strategies.

It promotes collaboration and teamwork skills.
It allows learners to learn from each other.
It increases engagement and motivation.

(c) Identify three limitations of group learning.

Unequal participation where some members dominate.
Time-consuming discussions or disagreements.
Difficulties in assessing individual performance fairly.

(d) Suggest three strategies a teacher can apply to manage group learning effectively.

Assign clear roles and responsibilities to group members.
Monitor groups regularly and provide guidance.
Use rubrics that assess both group output and individual contributions.

6. (a) What is lesson evaluation?

Lesson evaluation is the process of assessing how well a lesson was delivered and whether the learning objectives were achieved. It includes reviewing student performance, teaching methods, and resources used.

(b) State four benefits of evaluating a lesson after delivery.

It helps identify areas for improvement in future lessons.
It ensures teaching is aligned with learning outcomes.
It allows teachers to reflect on their instructional practices.
It supports better lesson planning and resource allocation.

(c) Identify three methods a teacher can use to evaluate the effectiveness of a lesson.

Student performance in exercises or assessments.
Learner feedback or discussions.
Teacher self-reflection using a checklist.

(d) Mention three areas to focus on when conducting self-evaluation after a practical lesson.

Whether students achieved the intended competencies.
How effective the teaching method was.
How resources and time were used during the lesson.

7. (a) What is meant by the term "scheme of work"?

A scheme of work is a detailed plan that outlines how syllabus content will be taught over a specific period, such as a term or semester. It includes topics, objectives, methods, materials, and time allocation.

(b) State four elements that must appear in a good scheme of work.

Week or time frame.
Topic or sub-topic.
Specific objectives.
Teaching methods and materials.

(c) Explain two differences between a syllabus and a scheme of work.

A syllabus is a broad outline of what is to be taught, provided by the curriculum authority.
A scheme of work is developed by the teacher to plan how the syllabus will be implemented weekly.

(d) Give three reasons why a scheme of work is important for a technical teacher.

It helps ensure full syllabus coverage within the term.
It guides lesson planning and preparation.
It supports time management and organized teaching.