THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATION COUNCIL
DIPLOMA IN TECHNICAL EDUCATION EXAMINATION

722   **EDUCATION**

Time: 3 Hour.   **ANSWERS**   **Year: 2017**

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 meant by the term "scheme of work"?

A scheme of work is a detailed breakdown of how the syllabus content will be taught over a specified period, such as a term or semester. It outlines the topics to be covered, teaching and learning objectives, methods, materials, time allocation, and assessment methods. It serves as a roadmap for effective teaching.

(b) Give four reasons why a scheme of work is important in technical education.

It provides structure and direction to the teacher, ensuring that all required content is covered within the available time.

It helps in planning and allocating appropriate resources for both theoretical and practical lessons.

It ensures logical progression of content from simple to complex concepts, supporting student understanding.

It serves as a reference document for accountability and supervision by heads of departments or administrators.

(c) List five elements that must be included in a good scheme of work.

Week or time frame for each topic.
Topic or sub-topic to be taught.
Specific learning objectives.
Teaching and learning activities or methods.
Assessment methods and materials needed.

(d) Explain two differences between a scheme of work and a lesson plan.

A scheme of work covers a longer period (term or semester), while a lesson plan focuses on a single class session.

A scheme of work is broader and less detailed, while a lesson plan includes specific steps, activities, and timing for delivery.

2. (i) Identify three weaknesses in the assessment strategy used in this outline.

Using only oral questions may not effectively assess practical tool usage skills.

It may not provide fair evaluation for all learners, especially those who are less confident in speaking.

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There is no clear link between the assessment and the specific objectives, making it hard to measure skill mastery.

(ii) Suggest two improvements to make the assessment more effective.

Include a practical test where learners demonstrate correct use of tools.

Use a checklist or rubric to evaluate performance based on specific criteria like safety, handling, and accuracy.

(iii) Mention three ways a teacher can ensure safety during this practical lesson.

Instruct learners on safety rules before starting the activity.

Ensure all tools are in good condition and used properly.

Supervise learners closely and provide protective gear such as gloves or goggles.

3. (a) Define the term "lesson evaluation".

Lesson evaluation is the process of reviewing and assessing the effectiveness of a lesson after it has been delivered. It focuses on what went well, what didn't, and how future lessons can be improved to enhance student learning.

(b) Explain four purposes of evaluating a lesson in Technical Education.

To determine whether learning objectives were achieved.

To identify strengths and weaknesses in the teaching approach.

To assess student engagement and understanding during the lesson.

To inform future lesson planning and instructional adjustments.

(c) Describe three methods a teacher can use to evaluate a lesson after delivery.

Self-reflection by reviewing one's own performance and student responses.

Gathering student feedback through quick questions or informal discussions.

Analyzing student performance through exercises or assessments given during the lesson.

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(d) State two benefits of involving students in lesson evaluation.

It helps the teacher understand the lesson from the learners' perspective and adjust accordingly.

It empowers students to take responsibility for their learning and feel more engaged.

4. (a) What is classroom discipline?

Classroom discipline refers to the strategies and practices used by a teacher to maintain order, respect, and appropriate behavior among students to create an effective learning environment.

(b) Give four causes of indiscipline among students in technical colleges.

Lack of engagement or interest in lessons.

Inadequate supervision during practical sessions.

Peer pressure and influence from others.

Poor teacher-student relationships and unclear expectations.

(c) Suggest four measures a teacher can use to maintain discipline in a workshop setting.

Set clear rules and expectations at the beginning of the training.

Use consistent and fair disciplinary actions.

Engage students with hands-on tasks to keep them focused.

Monitor all learners actively and provide constructive feedback.

(d) Explain how teacher behavior can influence student discipline.

A teacher who models respect, punctuality, and preparedness sets a positive example that encourages students to behave similarly. Conversely, a disorganized or disrespectful teacher may create an environment that leads to misbehavior.

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5. (a) What is meant by individualized instruction?

Individualized instruction is a teaching approach where learning activities, pace, and materials are tailored to meet the unique needs and abilities of each student. It allows learners to progress at their own speed and according to their strengths.

(b) State four benefits of using individualized instruction in Technical and Vocational Education.

It addresses differences in student learning speed and style.

It allows focused attention on learners who need extra support.

It promotes independent learning and responsibility.

It increases student motivation by allowing them to work at their own pace.

(c) Give three limitations of individualized instruction in practical training.

It may be time-consuming for the teacher to manage multiple learning paths.

It requires more materials and resources than group instruction.

It may limit collaborative learning opportunities among students.

(d) Describe three strategies a teacher can use to manage individualized learning in large classes.

Use learning stations with different tasks for small groups.

Provide written instructions and self-guided materials.

Rotate attention among learners while encouraging peer support.

6. (a) Define the concept of "feedback" in teaching and learning.

Feedback is the information given to learners regarding their performance or understanding, with the purpose of guiding improvement and reinforcing effective learning.

(b) Mention four qualities of effective feedback in technical classrooms.

It should be timely and given soon after performance.

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It must be specific and related to learning objectives.

It should be constructive, focusing on improvement.

It must be clear and easy to understand by the learner.

(c) With examples, explain how immediate and delayed feedback influence learning.

Immediate feedback, such as correcting a tool-handling error during a workshop, helps prevent the development of bad habits.

Delayed feedback, such as written comments on an assignment returned a day later, allows the learner time for reflection and deeper analysis.

(d) State three risks of giving poor or negative feedback to learners.

It can discourage learners and lower their motivation.

It may damage teacher-learner relationships.

It can lead to confusion or frustration if the feedback is unclear or overly critical.

7. (a) Outline five criteria for selecting a training method in vocational education.

Nature of the content or topic being taught.

Learning objectives of the session.

Characteristics and abilities of the learners.

Availability of resources and equipment.

Time constraints and institutional policies.

(b) Give three advantages of using role-play as a teaching method in technical subjects.

It allows students to practice real-life scenarios in a safe environment.

It enhances communication and interpersonal skills.

It promotes active participation and learning through experience.

(c) List four differences between teacher-centered and learner-centered approaches.

In teacher-centered, the teacher is the main source of knowledge; in learner-centered, students take an active role.

Teacher-centered focuses on content delivery; learner-centered focuses on skill development and understanding.

Assessment in teacher-centered is mostly exams; in learner-centered, it includes observation and feedback.

Teacher-centered has limited interaction; learner-centered encourages discussion and collaboration.

(d) Explain two reasons why a technical teacher must reflect on their teaching after every lesson.

To identify what worked well and what needs improvement for future lessons.

To adapt methods and materials based on student responses and outcomes.