**KENYA MEDICAL TRAINING COLLEGE – NYAMIRA**

**END OF YEAR THREE SEMESTER ONE EXAMINATION**

**MARCH 2013 KRCHN CLASS (PRE-SERVICE)**

**TEACHING AND LEARNING METHODOLOGY EXAMINATION**

DATE: 9/9/2015 TIME 1.30 – 4.30 PM

**INSTRUCTIONS**

1. Read the questions carefully and answer only what is asked.
2. Enter your examination number and question number on each page used.
3. ALL questions are compulsory.
4. For part 1 (MCQs), write the answer in the spaces provided on the answer booklet and each MCQ is one (1) mark.
5. For Part 2 (SHORT ANSWER QUESTIONS), answer the questions following each other.
6. For Part 3 (LONG ANSWER QUESTIONS), answer to each question MUST start on a separate page.
7. Omission of and or wrong numbering of a question or part of the question will result in 10% deduction of the marks scored from the relevant part.
8. Do NOT use a pencil.
9. Mobile phones are NOT allowed in the examination hall.

For Examiner:

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| --- | --- | --- | --- | --- |
| **MCQS** | **SAQS** | **LAQS 1** | **LAQS 2** | **TOTAL** |
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**PART ONE: MCQS (MULTIPLE CHOICE QUESTIONS) TEACHING AND LEARNING METHODOLOGY– 6 MKS**

Q.1. Cognitive domains of learning is concerned with:

1. Facts, muscular activities, attitudes.
2. Knowledge, attitude, neuromuscular coordination.
3. Attitudes, values, maintenance of discipline.
4. Knowledge, information, concepts and principles.

Q.2. Evaluation of students’, learning aim to:

1. Ensure all the students attend to classroom activities.
2. Make judgement on the classroom arrangement.
3. Find out if there are slow learners.
4. Ascertain their current level of knowledge.

Q.3. In an objective structured clinical examination:

1. The entire examination does not take more than 1 hour.
2. Each student is timed separately performing a task.
3. Only decision making and manual skills are assessed.
4. Each student start examination at a different station.

Q.4. Methods that are most effective in teaching the affective domain of a task include:

1. Discussion, demonstration, lecture.
2. Field experience, discussion, demonstration.
3. Role play, field experience, demonstration.
4. Lecture, discussion, role play.

Q.5. According to Bloom’s taxonomy, the highest level of cognitive is:

1. Knowledge.
2. Evaluation.
3. Comprehension.
4. Application.

Q.6. In behaviourist theory, the theorist who believed in reinforcements or punishments to influence:

1. Gagne.
2. Bruner.
3. Skinner.
4. Bloom.

**PART TWO: SHORT ANSWER QUESTIONS – TEACHING AND LEARNING METHODOLOGY – 22 MARKS**

Q.1. State four (4) advantages of student centred learning. 4 marks

Q.2. Illustrate a lesson plan for teaching session. 5 marks

Q.3. Outline five (5) advantages of simulation as a teaching method. 5 marks

Q.4. State four (4) differences between formative and summative evaluation. 4 marks

Q.5. Outline four (4) ways a teacher can improve retention of knowledge among

learners. 4 marks

**PART THREE: LONG ANSWER QUESTIONS – TEACHING AND LEARNING METHODOLOGY– 19 MARKS**

Q.1. Curriculum design and development is a component in teaching and learning that

enables the desired change in the community.

1. List six (6) components of curriculum. 3 marks
2. List ten (10) systematic steps for curriculum development. 5 marks
3. Describe the factors that may influence curriculum development and

implementation. 11 marks