

The
Management
University
of Africa



Sponsored by the Kenya Institute of Management

UNDERGRADUATE UNIVERSITY EXAMINATIONS
SCHOOL OF MANAGEMENT AND LEADERSHIP
DEGREE OF BACHELOR OF EDUCATION ARTS

ECT 201 : EDUCATION, COMMUNICATION TECHNOLOGY

DATE: 3RD APRIL 2025

DURATION: 2 HOURS

MAXIMUM MARKS: 70

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. DO NOT write on this question paper.
3. This paper contains SIX (6) questions.
4. Question ONE is compulsory.
5. Answer any other THREE questions.
6. Question ONE carries 25 MARKS and the rest carry 15 MARKS each.
7. Write all your answers in the Examination answer booklet provided.

QUESTION ONE

Read the Case Study below carefully and answer the questions that follow:

Importance of Education Communication Technology in Tangaza Secondary School, Kenya

In the rapidly evolving educational landscape, Education Communication Technology (ECT) plays a crucial role in enhancing learning outcomes. Tangaza Secondary School, situated in a rural part of Kenya, serves as a prime example of how ECT can transform educational experiences, despite numerous challenges. At Tangaza Secondary School, the integration of ECT has significantly improved both teaching and learning processes. Interactive digital tools such as projectors, educational software, and online learning platforms have made lessons more engaging and accessible. Teachers utilize digital resources to enrich their curriculum, offering students a wider range of information and interactive learning experiences. For instance, science teachers at Tangaza use simulation software to demonstrate complex experiments, which would otherwise be limited by the school's physical resources.

Despite the benefits, Tangaza Secondary School faces several barriers to effective communication and technology implementation. Economic constraints and limited funding further exacerbate these issues, making it difficult to maintain and upgrade technological infrastructure. Many educators are not adequately trained to integrate technology into their teaching practices, leading to underutilization of available tools. Similarly, students who are not familiar with digital tools struggle to engage with online resources, affecting their overall learning experience.

Additionally, at Tangaza Secondary School, the availability of digital textbooks, online libraries, and educational apps has enriched the learning experience. These resources provide students with a variety of learning materials, catering to different learning styles and needs. Additionally, digital resources enable teachers to create more interactive and personalized learning experiences, enhancing student engagement and understanding.

Tangaza Secondary School employs various communication methods to ensure smooth information flow among teachers, students, and parents. Email and messaging apps facilitate timely communication between educators and parents,

keeping them informed about their children's progress. Additionally, the school's website and social media platforms serve as important channels for disseminating information and engaging with the broader community.

Required:

- a) Briefly describe the four types of communication that may be applicable at Tangaza Secondary School (8 marks)
 - i. Visual communication
 - ii. Written communication
 - iii. Verbal communication
 - iv. Non-Verbal communication
- b) Briefly discuss four importance of instructional objectives that teachers may choose to use at Tangaza Secondary School (8 marks)
- c) Illustrate two visual instructional media that may be used at Tangaza Secondary School (3 marks)
- d) Examine two examples of each of following instructional barriers to effective learning that teachers have to deal with at Tangaza Secondary School (6 marks)
 - i. Physiological barriers
 - ii. Physical barriers
 - iii. Psychological barriers

QUESTION TWO

- a) Communication models are essential in understanding communication process in the classroom. Evaluate the importance of Shannon and Weaver model in communication. (6 marks)
- b) Effective teaching and learning may require use of print media. Propose four advantages of print media in the teaching/learning process (6 marks)
- c) Illustrate three characteristics of well stated classroom objectives (3 marks)

QUESTION THREE

- a) Assess the six steps of the ASSURE model as stated by J. D and Heinich R.R. (1989, 1993) (9 marks)
- b) Using appropriate illustrations, assess six positive non-verbal reinforcement that a teacher may employ in a classroom situation (6 marks)

QUESTION FOUR

- a) Analyze four issues that a teacher should consider when selecting learning resources for learners teaching (8 marks)
- b) Assess the considerations that every teacher should make when designing materials for teaching and learning (7 marks)

QUESTION FIVE

- a) People as a learning resource can be invited by the teacher to give a class presentation. Propose the five issues that the teacher should brief the invited person before the actual presentation (5 marks)
- b) Describe five hindrances to effective use of computers in school (10 marks)

QUESTION SIX

- a) Briefly evaluate any three benefits of adopting community resources as instructional resources by the teacher media? (3 marks)
- b) Formulate the disadvantages of using print media as an instructional material in the classroom (4 marks)
- c) According to Budd and Ruben (1979), there are four major problems that have hinder understanding of classroom communication. Briefly assess these four major problems (8 marks)