

NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY
FACULTY OF COMMUNICATION AND INFORMATION SCIENCE
BACHELOR OF SCIENCE HONOURS DEGREE IN PUBLISHING STUDIES
PART I SECOND SEMESTER AUGUST 2013 SUPPLEMENTARY EXAMINATIONS
IPU 1215 TEACHING PRACTICE: SCHEMING AND LESSON PLANNING
TIME 3 HOURS

INSTRUCTIONS TO CANDIDATES

1. ANSWER QUESTION 1 AND ANY OTHER THREE (3) QUESTIONS
 2. QUESTION 1 CARRIES 40 MARKS AND EACH OF THE OTHER QUESTIONS CARRIES 20 MARKS
 3. IMPORTANCE IS ATTACHED TO ACCURACY, CLARITY OF EXPRESSION AND LEGIBLE HANDWRITING
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1. (a) Distinguish between the following teaching concepts:
 - i. *Terminal objectives* and *enabling objectives*. **(3 marks)**
 - ii. *Scheme of work* and *syllabus*. **(3 marks)**
 - iii. *Convergent questions* and *divergent questions*. **(3 marks)**
 - iv. *Transmission teaching* and *interactive teaching*. **(3 marks)**

(b) By using clear and relevant examples, explain the difference between Aims and Objectives. **(10 marks)**

(c) Discuss with the aid of appropriate examples, the **six** levels of the cognitive domain of Bloom's taxonomy. **(18 marks)**
2. Compare and contrast formative and summative evaluation in the context of both teaching and textbook publishing. **(20 marks)**
3. The primary purpose of learning objectives in the context of teaching is basically to communicate. Using relevant examples, analyze this statement. **(20 marks)**
4. The Cycle of Teaching according to Beach and Reinhartz (1989) comprises nine steps. Evaluate them with the aid of appropriate examples. **(20 marks)**

5. Areas to consider when planning instruction can be analyzed under student characteristics, teacher characteristics and instructional resources. Carry out a critical assessment of this statement. **(20 marks)**

6. Discuss **4** key advantages and **4** key disadvantages of basing teaching on textbook objectives and instructional plans. **(20 marks)**

END OF PAPER