



(The University Of Choice)

**MASINDE MULIRO UNIVERSITY OF
SCIENCE AND TECHNOLOGY
(MMUST)**

**UNIVERSITY EXAMINATIONS
2013/2014 ACADEMIC YEAR**

FIRST YEAR TRIMESTER III EXAMINATIONS

**FOR THE DEGREE
OF
BACHELOR OF SCIENCE IN HEALTH PROFESSIONS
EDUCATION**

COURSE CODE: HPE 107

COURSE TITLE: TEACHING AND LEARNING STRATEGIES I

DATE: Thursday 14th August, 2014

TIME: 9.00 a.m. – 12.00 noon

INSTRUCTIONS:

- a. Write your University registration number on every sheet of paper used
- b. Answer all questions in all the three sections
- c. Section A comprises of 20 Multiple Choice Questions
- d. Section B comprises of 6 short Answer Questions
- e. Section C comprises of 2 Essay Questions

TIME: 3 Hours

This Paper Consists of 4 Printed Pages. Please Turn Over ►

SECTION A: MULTIPLE CHOICE QUESTIONS (MCQ) (20marks)

1. Conceptions of teaching and learning consists of:
 - A. Quantitative increase in knowledge
 - B. Memorizing and reproduction
 - C. Application of knowledge
 - D. Facilitating understanding
2. Conceptions of learning exclude
 - A. Application of knowledge
 - B. Making sense or abstract meaning
 - C. Changing a person
 - D. Transmission of knowledge and attitudes to knowledge
3. Understanding principles helps us to
 - A. learn concepts
 - B. be clear in thinking
 - C. make some predictions from it
 - D. classify diverse phenomena
4. The following statements explain about teacher-centered approach (orientations) to teaching **except**
 - A. Always the teaching is content-oriented
 - B. Facilitating understanding
 - C. Imparting information
 - D. Presenting content or the process
5. A student-centered approach (orientations) to teaching **involve**
 - A. Facilitating knowledge through engagement with content
 - B. Presenting the information
 - C. Facilitating understanding
 - D. A learning oriented approach
6. Facilitation of learning include
 - A. Making use of study skills
 - B. Encouraging to think about what is being taught
 - C. Memorizing and passing examinations
 - D. Students learning how to learn
7. The following are integration of different learning strategies and activities that can be taught to students **except**
 - A. Helping students to build a well structured knowledge base
 - B. Imparting information to the student and covering the content on time as required
 - C. Involvement of students actively in the learning process
 - D. Increasing learning opportunities for students to interact and to work with each other
8. Innovative approaches to teaching and learning strategy exclude
 - A. Electives
 - B. Intergrated strategy
 - C. Discipline-based
 - D. Systematic
9. The advantages of innovative approaches in teaching and learning exclude
 - A. Prepares students to continue to learn
 - B. No opportunities to understand the framework
 - C. Emphasis is on student learning
 - D. Encourages deep approach to learning

10. Students approach their learning by using
 - a. Surface approach
 - b. Deep approach
 - c. Achieving approach
 - d. Teachers approach
11. Teaching strategies include use of
 - A. Lecture method using reflective exercises
 - B. Group discussions
 - C. Giving students more autonomy and control over subject matter
 - D. Personal management
12. A student-centred approach to learning is
 - A. Presenting the content or the process
 - B. Learning- oriented
 - C. The teacher aims at facilitating understanding
 - D. The teacher facilitates understanding through encouragement
13. Cognitive strategies involve
 - A. Rehearsals, elaboration and organization
 - B. Teachers defining learning tasks
 - C. Cognitive strategies that address how students learn
 - D. The strategies that enable a learner to encode, store and retrieve information
14. Metacognition is
 - A. Relating new information to already existing information
 - B. Concerned with the learners mental processes
 - C. Concerned the monitoring and regulation of mental processes
 - D. Awareness of learners conscious knowledge of their own thinking processes
15. Student-Centred approach orientations to teaching exclude
 - A. Presenting the process
 - B. Learning- oriented
 - C. Facilitating learning
 - D. Facilitating understanding
16. A deep processor is
 - A. Concerned with understanding the ideas behind the words
 - B. Reacts critically on what they are learning
 - C. Rely on teachers to define learning tasks
 - D. Learns by reflection
17. Understanding concepts
 - A. Helps us understand relationship between objects
 - B. Enable us to predict, explain and control phenomena
 - C. Allow us to differentiate various things and classes
 - D. Help us to classify diverse phenomena
18. SPICES model is
 - A. A strategy used in teaching and evaluation of curriculum
 - B. A traditional strategy in teaching
 - C. An innovative teaching strategy
 - D. A method for organizing teaching and learning in which the learning tasks are largely within the learners control
19. Innovative educational approaches **involve**
 - A. Encouraging deep approach o learning
 - B. Interactive learning
 - C. Controls the learning process

- D. Meeting the needs of learners
20. The educational themes about Distance Education **include**
- A. Distance learning
 - B. Open-learning
 - C. Computer assisted learning
 - D. Classroom learning

SECTION B: SHORT ANSWER QUESTIONS (40 MARKS)

1. Explain the following terms
 - a) Principles of teaching and learning (2 marks)
 - b) Teaching –learning strategies (2 marks)
 - c) Teaching methods (2marks)
 - d) Integrated teaching (2marks)
 - e) Interprofessionalism (2marks)
2. List five (5) innovative teaching strategies (5 marks)
3. Explain five innovative teaching and learning strategies used in health professions training in Kenya (5marks)
4. Compare between topic analysis and task analysis (5 marks)
5. Distinguish between innovative and traditional teaching strategies (5 marks)
6. Explain an appropriate approach to facilitate problem-solving skills (10 marks)

SECTION C: LONG ANSWER QUESTIONS (40 Marks)

1. Discuss the strategies used in facilitation of learning in distance education (20 marks)
2. Explain the concepts, principles and procedures of teaching and learning in health professions institutions (20 marks)