

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

**University Examinations
2016/2017 Academic year
2ND YEAR THIRD TRIMESTER EXAMINATIONS
For the Degree of
Bachelor of Science in Health Professions Education**

Course Code: HPE 220

Course Title: INSTRUCTIONAL MATERIALS DESIGN AND DEVELOPMENT

DATE: _____

TIME: _____

Instructions to Candidates

1. Section A comprises of 20 Multiple Choice Questions (20 marks)
2. Section B comprises of 4 short Answer Questions (40 marks)
3. Section C comprises of 2 Essay Questions (40 marks)

TIME – 3HOURS

*Correct as shown
Jgh
6/8/2017*

SECTION A: MULTIPLE CHOICE QUESTIONS (20marks)

1. In health professions training, an effective teacher is referred to as
A. Lecturer
B. Tutor
C. Facilitator
D. Teacher
2. Instructional Design is
A. Is a plan set forth by an instructor for use in class
B. Is only designed by a designer
C. A teaching media
D. Is only designed by teachers and school managers
3. The elements of a lesson plan includes
A. Course objectives, time, teachers activity, learners activity
B. Teacher's notes, pen, chalk board, eraser
C. Knowledge, skills attitudes and media
D. Knowledge, attitudes teachers notes, problem solving skills
4. The following are theories of instructional design except
A. Schema Notion theory and Robert Gagne theory
B. The schema Notion theory, Robert Gagne theory of 1985, Blooms Taxonomy of learning
C. Blooms Taxonomy levels of learning
D. SPICES
5. What do teachers teach?
A. Knowledge, skills and tests
B. Knowledge, skills only
C. Knowledge, skills and attitudes
D. Knowledge and attitudes only
6. One of the following statements describe a theory
A. A mental picture that help us to understand an idea
B. A mental picture that explains your observation
C. A general explanation made over time
D. It can be established beyond doubt
7. What determines the students learning process
A. theories of learning, teachers attitudes, age
B. the number of students, approach to teaching, conceptions of learning
C. teachers attitudes, age, teaching context
D. approach to teaching, conceptions of learning, teaching context
8. The theories of Behaviorism are based on
A. The thought process behind the behavior
B. How we construct our own behaviours
C. Principles
D. How we perceive the world
9. Cognitive theory is
A. A preparation to solve a problem
B. Concerned with explaining situations
C. Concerned with ambiguous situations
D. Based on the premise that we all construct our own perspective of the world

10. The following theories explain how learning and teaching takes place **except**
 - A. Behaviorists, Motivational
 - B. Abraham Maslows theory, schema theory
 - C. Cognitive, constructivists
 - D. Schema notion theory, Robert Gagne's theory
11. Objectives of learning can be grouped into 3 major categories
 - A. Knowledge, comprehension, application
 - B. Knowledge, application, attitudes
 - C. Facts, concepts and knowledge
 - D. Cognitive, psychomotor and Affective
12. Cognitive domain is classified into
 - A. Knowledge, comprehension, application and organization
 - B. Knowledge, responding, application and organization
 - C. Knowledge, skills, application and organization
 - D. Knowledge, comprehension, application, analysis
13. Affective Domain is classified into
 - A. Organization, valuing, responding, receiving
 - B. Responding organization, valuing, receiving
 - C. Receiving, valuing, responding, organization
 - D. Receiving, responding, valuing and organization
14. Psychomotor domain is classified into the following **except**
 - A. Gross body movements
 - B. Values and emotions
 - C. Finely coordinated movements
 - D. Non-verbal communication
15. The levels of Schema notion theory includes
 - A. Schema construction, schema refinement and schema learning
 - B. Schema activation, schema refinement and learning guidance
 - C. Schema activation, schema construction, and schema refinement
 - D. Schema activation, schema refinement and schema construction
17. The concepts of assessment are
 - A. Criterion -referencing, when to assess, validity, feasibility
 - B. Norm-referencing, criterion-referencing, reliability, feasibility
 - C. Norm-referencing, criterion-referencing, why assess, validity, feasibility
 - D. Norm-referencing, criterion-referencing, reliability, how to assess, feasibility
18. Which of the following tests assess skills and procedures?
 - A. Multiple choice questions, long essay questions, oral questions
 - B. Multiple Choice Questions, Essay Questions, Oral questions
 - C. Objective structured clinical examination, true and false questions, Essays
 - D. Rating scales, objective structured practical /clinical examination
19. The Teaching and Learning approach that encourages student centered learning is
 - A. Problem-based learning and surface approach
 - B. Teacher –centred and content oriented
 - C. Problem-based learning and deeper approach
 - D. Student-centered and content oriented approach

20. The purpose of designing a lesson plan is
- A. To cover the course
 - B. For certification
 - C. For a learning outcome to be achieved
 - D. To complete the syllabus

SECTION B: SHORT ANSWER QUESTIONS (40 MARKS)

1. Explain the following theories
 - a) Schema notion theory (5 marks)
 - b) Robert Gagne theory (5marks)
 - c) Behaviorism (5marks)
 - d) Constructivism (5marks)
2. Explain Bloom's taxonomy of learning(5) Marks)
3. Compare surface processors and deep processors of learners (5 marks)
4. Schema notion theory and Robert Gagne's theory (10)

SECTION C: LONG ANSWER QUESTIONS (40marks)

1. Explain the components of a lesson plan and design a lesson plan for a topic you teach in your discipline (20 Marks)
2. A teacher is a facilitator of learning. Describe how you will teach skills and procedures in health professions programme (20 Marks)

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Course Code: Course Title:

HPE 220: Instructional Materials Development and Use in Health

Pre-requisite: Contact Hours:

72

Course Objective

The course is designed to enable students to apply knowledge, skills, and attitudes in planning, development and production of various health learning resources for different target groups.

Expected Learning Outcomes

1. Outline the process of planning and developing teaching/learning resources for different target groups
2. Design various types of health learning resources (HLR) using low cost technology
3. Write and edit different types of learning resource materials
4. Evaluate learning resources for relevance and usability
5. Utilize various media in student instruction.
6. Describe the management of learning resource centre and distance education units.
7. Formulate proposal for establishment of a learning resource centre
8. Design and develop health learning resources.
9. Utilize learning resources in the training of health workers.
10. Manage health learning resources effectively.

Course Description

Planning for development of HLR. Need and use for health learning resources

Design : Format and layout use of words, illustration, stories, lists, charts, cartoons, games, headings, subheadings chapters

Writing skills and use of appropriate languages; principles of editing, functions of editor, testing for relevance, usability and effect; teasing process, production of HLR

Evaluation of learning resources – relevance and usability

Principles of development and characteristics of distance learning materials. Projected and non-projected media

Management of learning resources: Establishment, organization, supervision, acquisition, utilization, maintenance and control of resources. Collaboration with relevant agencies, development of a project proposal. Development of a project proposal for a learning resource centre/unit

Formulation of proposal for the establishment of a learning resource centre

Mode of Delivery

Integration of theory and practice through:

Overview lectures,

Tutorials

Seminars

Practical sessions

Computer Assisted Learning

Course Assessment

Continuous Assessment Tests (CAT) 40%

End of Semester Examination (ESE) 60%

Recommended References

1. Rose, David H.; Meyer, Anne (2002) Teaching Every Student in the Digital Age: Universal Design for Learning. UK.
2. Web site: <http://www.ascd.org>.
3. Ngatia, P., Mutema, A.M., Kangethe, S., Kimeu, A., Shoo, (2009) Rumishael. TRAINING HEALTH CARE PROFESSIONALS. AMREF. (2009). (Vronestein Netherlands). ISBN. 9789966-874-98-6.