



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

**MAIN & NAIROBI CENTRE
UNIVERSITY EXAMINATIONS
2017/2018 ACADEMIC YEAR**

**FIRST YEAR, SECOND TRIMESTER EXAMINATION
FOR THE DEGREE**

**OF BACHELOR OF SCIENCE IN HEALTH PROFESSIONS
EDUCATION**

COURSE CODE: : HPE 105

COURSE TITLE: INSTRUCTIONAL DESIGN AND MANAGEMENT

DATE:

TIME:

INSTRUCTIONS TO CANDIDATES

Answer all Questions

Sec A: Multiple Choice Questions (MCQ) 20 Marks

Sec B: Short Answer Questions (SAQ) (40 marks)

Sec C : Long Answer Questions (LAQ) (40 marks)

OLC

TIME: 3 Hours

MMUST observes ZERO tolerance to examination cheating

This Paper Consists of --- Printed Pages. Please Turn Over.

moderated 5/1/2018

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. What is 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
3. A model for instruction helps in
 - A. An observation made
 - B. Facilitating achievements
 - C. Understanding something
 - D. Prescribing events
4. Understanding concepts helps us to
 - A. Teach concepts
 - B. Explain events
 - C. Control situations
 - D. Generalize about events and things
5. Understanding principles helps us to
 - A. Understand relationships
 - B. Generalize about events and things
 - C. Infer causes
 - D. Differentiate between things
6. Lesson design is
 - A. designed by an instructor
 - B. A teaching resource
 - C. Is a plan set forth by an instructor for what to take place
 - D. Is only designed by teachers
7. 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
8. 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

9. What do teachers teach?
- A. Motor skills and knowledge only
 - B. Knowledge, skills and procedures
 - C. Knowledge and attitudes only
 - D. Concepts/principles, procedures and attitudes
10. Instructional design theories are prescriptive theories because
- A. They design lessons
 - B. They design learning programmes
 - C. They prescribe what a designer/teacher should do for learning
 - D. They Facilitate the learning process
11. The term instructional design is concerned with providing students with
- A. To teach Knowledge skills and attitudes
 - B. Opportunities to learn
 - C. Teaching skills
 - D. Unique skills
12. What is Schema notion theory
- A. It prescribes how instructional events can be arranged
 - B. The kind of outcomes to be achieved
 - C. Is where students knowledge is activated
 - D. The set of events carried out by the teacher
13. Gagne (1985) classified intellectual skills as a type of learning outcomes such as;
- A. Learning how to learn
 - B. Recall of pre-requisite
 - C. Concepts and rules
 - D. Affective and motor skills
14. 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
15. The following theories explain how learning and teaching takes place **except**
- A. Behaviorists, Motivational
 - B. Abraham Maslows theory, schema notion theory
 - C. Cognitive, constructivists
 - D. Schema notion theory, Robert Gagne's theory
16. Which of the following is Gagne's events of instruction?
- A. Gaining attention and eliciting performance
 - B. Designing and assessing performance
 - C. Presenting stimulus material and learning outcomes
 - D. Providing learning guidance and construction
17. One of the following approaches encourage deep approach to learning
- A. Student-centred and content oriented
 - B. Learning oriented and teacher-centred

- C. Teacher –centred and content oriented
 - D. Student-centered and learning-oriented
18. 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
19. In facilitating learning we teach concepts by
- A. Definition then give examples
 - B. Giving examples then definition
 - C. Lecturing and emphasizing
 - D. Defining and facilitation
Teach students
20. The following are instructional design theories **except**
- A. Cognitive
 - B. Constructivism
 - C. Humanism
 - D. Behaviorism

SECTION B: SHORT ANSWER QUESTIONS (40 MARKS)

1. Explain the following
 - a) Facilitator (3marks)
 - b) Learning Outcomes (3 marks)
 - c) Lesson plan (3marks)
 - d) Theories of instruction (3marks)
 - e) Lesson plan (3marks)
2. Compare Robert Gagne theory and Schema notion theory (5) marks
3. Analyze Blooms psychomotor level of learning (5 marks)
4. Choose a concept you teach and explain how you will facilitate learning of the concept (5marks)

SECTION C: LONG ANSWER QUESTIONS (40marks)

1. In your area of teaching, Develop one learning outcome and Prepare a lesson plan (20 marks)
2. For the learning outcome identified in Question 1c, explain how you will apply the nine events of instruction to facilitate the learning (20 marks)

HPE 105: Instructional Design and Management (3 Units)

Purpose

The purpose of the course is to prepare student teachers to plan their lessons, develop learning outcomes and objectives. The aim of this will prepare students to plan and identify their students learning outcomes before teaching.

Learning Outcomes

At the end of the course the student will be able to:-

- i. Describe instructional design.
- ii. Analyze Outline the elements of instructional design.
- iii. Explain the steps of instruction design planning.
- iv. Develop learning outcomes and objectives for your students.
- v. Plan a lesson in a programme.
- vi. Develop a lesson plan for your teaching.
- vii. Evaluate the learning of your students.
- viii. Describe programme validation.

Course Content

Instructional design: Definition; elements; Steps involved in planning; topics and general purposes; students characteristics; learning objectives-preparing objectives, levels of objectives, categories of objectives, difficulties in and procedures for preparing objectives, sequencing objectives, limitation of objectives, the student and his objectives. Lesson planning: components of lesson plan; delivering a lecture and content coverage. Evaluation: testing with audiovisual materials, evaluating the instructional plan and subject content. Teaching-learning activities and resources: personnel, teaching/learning patterns, presentation, independent study, interaction; instructional resources- selecting media. Support services: budget; facilities; equipment; time schedules, coordination of activities. Mechanics of planning: personnel capabilities and work relationships- teachers, instructional designers, curriculum and subject matter expert, learning theorist, media specialist, testing and measurement specialists. Planning and measuring the outcome of the plan. Programme Management: Definitions, concepts and methodologies; Getting started- setting up the programme management operation; Management and leadership concepts- teamwork, behavior patterns, programme management structures; organizing the time-tabling; students admission, registration, induction and monitoring attendance; Programme committee meetings- preparing for meetings, effective chairmanship; examination and assessments; programme validation- internal monitoring and external validation

Teaching-Learning Strategies

Lectures, reading assignments, small discussions, plenary presentation in classroom, independent study, Self-directed learning.

Assessment Strategies

- The use of formative and summative assessments will be applied.
- Three Continuous Assessment tests , practical work reports.
 - End of trimester examination using MCQ, short essay questions, long essay questions

Required resources

1. Kemp J. E. (1971) *Instructional design: a plan for unit and course development*. Lear Siegler, Inc, Belmont, California, USA.
2. Banathy, Bela (1968). *Instructional Systems*. Belmont, Calif.: Fearon Publishers.
3. Kibler, J. Robert, Larry L. Barker and David T. (1970). *Behavioral Objectives and Instructions*. Boston: Allyn and Bacon, USA. Raven Publishers. ISBN-10: 078147708, ISBN- 13:9780781747707
4. E-journals, e-magazines and e-books
- 5 . Conference and workshop presentations