



# **KIBABII UNIVERSITY COLLEGE (KIBUCO)**

## **MAIN CAMPUS**

**UNIVERSITY EXAMINATIONS  
2014 /2015 ACADEMIC YEAR**

**SECOND YEAR FIRST SEMESTER EXAMINATIONS**

**MAIN EXAMINATION**

**FOR THE DEGREE**

**OF**

**BACHELOR EDUCATION (ARTS)**

**COURSE CODE: CIT 210**

**COURSE TITLE: INSTRUCTIONAL METHODS AND STRATEGIES**

**DATE: 21<sup>st</sup> January 2015**

**TIME: 300-5.00 PM**

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**INSTRUCTIONS TO CANDIDATES:**

Answer Question ONE and any other Two Questions

TIME: 2 Hours

## QUESTION ONE

- a) Define the following terms:
  - i. Instruction (2 marks)
  - ii. Learning (2 marks)
  - iii. Communication (2 marks)
  
- b) State five features of a well organized classroom environment (5 marks)
  
- c) With reference to one of your teaching subjects, outline any five principles of good teaching (5 marks)
  
- d) Identify factors that you should consider when preparing a lesson plan (5 marks)
  
- e) State any four barriers to effective classroom communication (4 marks)
  
- f) Briefly explain any five factors that a teaching strategy should take into account (5 marks)

## QUESTION TWO

Effective teaching is systematic, stimulating and caring (Cohen 1981). This requires the teacher to utilize specific skills in communicating information to the learners as well as sustain learner interest in learning. Stimulus variation is one of these skills.

- i. Define stimulus variation (3 marks)
  
- ii. Identify five other skills that facilitate effective teaching (5 marks)
  
- iii. Discuss any six techniques used by the teacher to vary stimulus in the classroom (12 marks)

## QUESTION THREE

- a) Explain why a teacher should use a record of work covered to improve his/her teaching (10marks)

- b) What is the value of a class register of attendance in planning for instruction (10 marks)

#### **QUESTION FOUR**

- a) Describe any four points to consider when planning to ask questions during your lesson (8 marks)
- b) Identify any three principles observed by the teacher to ensure that the questioning technique is effectively utilized in the classroom (6 marks)
- c) State six limitations of using the questioning technique as a method of teaching young pupils (6 marks)

#### **QUESTION FIVE**

- a) Acceleration and retention are some examples of administrative provisions for individual differences. Explain (8 marks)
- b) List any other six administrative provisions for individual differences commonly used in our schools (6 marks)
- c) Discuss six factors that would enable a teacher to maintain good classroom control (6 marks)