



**JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY**  
**SCHOOL OF EDUCATION HUMANITIES AND SOCIAL SCIENCES**  
**UNIVERSITY EXAMINATION FOR THE DEGREE OF BACHELOR OF EDUCATION**  
**(ARTS/SCIENCE)**  
**2<sup>ND</sup> YEAR 2<sup>ND</sup> SEMESTER 2023/2024 ACADEMIC YEAR**  
**REGULAR PROGRAMME**  
**MAIN CAMPUS/SIAYA CAMPUS**

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**COURSE CODE: ECB 2202**

**COURSE TITLE: EDUCATIONAL MEDIAL AND RESOURCES**

**EXAM VENUE:**

**STREAM:**

**DATE:**

**EXAM SESSION:**

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**INSTRUCTIONS**

- 1. Answer Question ONE (COMPULSORY) and any other TWO questions.**
- 2. Candidates are advised not to write on the question paper.**
- 3. Candidates must hand in their answer booklets to the invigilator while in the examination room.**

## QUESTION ONE

- (a) Explain what you understand by communication. (2 marks)
- (b) Distinguish between:
- i. Acquisition of learning and transfer of learning. (2 marks)
  - ii. Communication cues and communication noise. (2 marks)
- (c) Outline **four** ways in which a teacher's poor communication can affect learners. (4 marks)
- (d) State any **three** types of visual media used in the classroom during the learning process. (3 marks)
- (e) Explain **two** advantages of using an over-head projector in the classroom. (2 marks)
- (f) Explain any **five** importance of using radio broadcasting in our secondary schools in Kenya. (5 marks)
- (g) (i) Highlight **three** considerations for the evaluation of educational media (3 marks)
- (ii) Pick any **one** of the three in (i) and explain criteria for its evaluation (3 marks)
- (h) Explain **four** benefits of school multi-media Centre (4 marks)

## QUESTION TWO

- (a) Discuss **FIVE** factors that can act as barriers to communication between a teacher and a learner within the classroom situation. (10 marks)
- (b) Explain how the factors discussed in question (a) above can be overcome (10 marks)

## QUESTION THREE

- (a) Identify **five** areas of nonverbal communication that can be used to communicate between a teacher and a learner. (10 marks)
- (b) Explain **five** ways by which teachers can make verbal communication more effective. (10 marks)

## QUESTION FOUR

- a) Explain any **five** factors to consider when selecting printed materials for teaching and learning. (10 marks)

- b) Discuss any **ten** limitations that a teacher encounters while using text books in the classroom. (10 marks)

**QUESTION FIVE**

- (a) Explain any five rooms expected in a school multi-media Centre (10 marks)
- (b) Explain any five community based learning resources (10 marks)

## **COURSE OUTLINE**

**UNIT CODE: ECB 2202**

**UNIT TITLE: Educational media and Resources**

Process

Credit Hours: 3

Contact Hours: 42

### **Purpose:**

It is hoped that this course will enable learners to acquire the desired knowledge, skills and positive attitude in developing and identifying quality media for maximum instructional effectiveness and efficiency. The course is based on the fact that learning is more effective if media used are multisensory in nature

### **Expected Learning Outcomes**

By the end of the unit, the learner should be able to:

- i. Analyze various communication models and explain how they can be applied in the teaching and learning process.
- ii. Identify the barriers to effective classroom communication and suggest how to overcome them
- iii. Understand the intricacies of visual communication in a classroom situations
- iv. Assess the verbal and non-verbal aspects of communication in relation to teaching and learning.
- v. Discuss the range of media for effective instruction, including community learning resources, electronic and printed materials.
- vi. Understanding the educational radio broadcasts use in teaching and learning.
- vii. Discuss the use of educational television in teaching and learning.
- viii. Produce quality teaching and learning materials.
- ix. Participate in development and school multimedia center.

- x. Evaluate educational media and select appropriate media for use in teaching and learning.
- xi. Predict future developments in educational media in Kenya.

### **Course Content**

Communication models and learning; barriers to effective communication and how to overcome them; visual communication in learning; verbal and non-verbal communication; introduction to the range of media in teaching and learning; using educational radio and television broadcasts in schools; producing teaching and learning materials in schools; selection and use of print media; management of school multimedia center; evaluation of educational media; future developments in educational media resources.

### **Mode of Delivery**

Blended face to face and e-learning, Lectures and tutorials, Group discussion, Demonstration, individual assignments, case studies of critical and scientific readings, writing and listening in the field of Education and technology.

### **Instructional materials and equipment**

Projectors, text books, Design catalogues, computer laboratory, Designed soft-wares, simulators, Lesson plans in line with the different Models.

### **Course Assessment**

Examination -50%; Research Seminars, Presentations, Comprehensive Examinations and Continuous Assessment Tests (CATS) 50%

### **Recommended Text Books**

- i. Brown, J, Kenneth, D and Sarah K.(1972) Administerin educational media: Instructional technology and library service(2<sup>nd</sup> Ed). New York: Mc Graw Hill Book Company.

- ii. Brown, J.W. (2013). A. V. instruction, Technology and Media Methods. New York: McGraw Hill Book Company.
- iii. Patel, M. M. and Mukwa, C.W. (1993). Design and use of Media in Education. Nairobi: Lectern Publications.
- iv. Percival. F. and Elington, H. (1988). A handbook of educational technology. London: Kogan Page.
- v. Radon, R. (1984). Planning resource centers in schools and colleges. Gower Publishing Company Ltd.