



UNIVERSITY OF EDUCATION, WINNEBA  
INSTITUTE FOR TEACHER EDUCATION AND CONTINUING  
PROFESSIONAL DEVELOPMENT (ITECPD)



END OF SECOND SEMESTER EXAMINATIONS, OCTOBER, 2024

LEVEL: 200

COURSE CODE: EGE247/PBV241/EBC241

COURSE TITLE: ANALYSIS OF POLICY DOCUMENTS AND SYLLABI

TIME ALLOWED: 2 HRS



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GENERAL INSTRUCTIONS:

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- This paper is made up of ONE SECTION.
- The Section is made up of five essay type questions.
- Answer any THREE questions in your answer booklet.
- Each question carries equal marks. You are expected to start each question on a new page.
- You will need manuscript sheets for this paper.
- You are expected to hand over your answer booklet to the invigilator before you leave the examination hall.

**Instruction:** Answer any three (3) questions in the answer booklet provided.

Q1

- A. Explain any **two (2)** importance of aligning your instructional practices with the National Teachers' Standards. How can this help you become a more effective educator? **[5 marks]**
- B. Name any **five (5)** factors that should be considered in selecting instructional resources for learners. **[10 marks]**

C. Analyze the **five (5)** potential benefits and challenges of adopting a Universal Design of Learning approach in online or hybrid learning environments.

[5 marks]

Q2

A. Outline **three (3)** rationale for teaching Creative Arts in the Basic schools.

[3 marks]

B. State **four (4)** basic equipment a trainee would use in teaching Music and Dance in his/her class.

[2marks]

C. Explain the **three (3)** key principles of universal design for learning (UDL) and discuss how an educator can effectively incorporate these principles into the design and delivery of instruction to support the diverse needs and learning preferences of all students.

[12 marks]

D. Name **six (6)** disciplines or events organized by NAFAC at the biennial culture festival for basic schools.

[3 marks]

Q3

A. Discuss the **four (4)** roles of formative assessment in the process of differentiating instruction.

[8 marks]

B. Explain **three (3)** ways of how the use of formative assessment can inform and guide the differentiation of content, process, and product in the classroom.

[9 marks]

C. Differentiate between scheme of work and lesson plan

[3 marks]

Q4

A. During a professional development session, how would you explain in a detailed and persuasive manner to a fellow teacher, **four (4)** most significant uses of a Scheme of Learning, and the impact of each use.

[ 4 marks]



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B. The ubiquity of teaching and learning resources suggests that teachers and learners have ample opportunities to access the information, materials, and experiences they need to facilitate effective instruction and promote deep, meaningful learning. As a professional teacher, what **five (5)** compelling reasons would you provide to your colleague teachers to strongly encourage the use of teaching and learning materials in their lessons, and how would you explain the significance of each reason in detail? **[10 marks]**

C. As a physical education and music teacher, you are to spearhead a cross-disciplinary initiative to integrate physical education, music, and dance in a way that dispels the notion of these subjects being "extracurricular" or "less important" than core academic areas. Discuss **two (2)** the strategies you would employ to garner support from teachers, parents, and the broader community to implement this integrative approach. **[6 marks]**

Q5

A. State and explain the **three (3)** domains of the National Teaching Standards **[3 marks]**

B. Explain one basic reason for its development. **[2 marks]**

C. Imagine you are a physical education, music, or dance teacher collaborating with colleagues from other subject areas.

i. Describe **two (2)** a series of interdisciplinary learning experiences you would co-create to foster the development of perseverance, grit, teamwork, and excellence in your students. **[8 marks]**

ii. Discuss **two (2)** for each, ways of how these activities would leverage the unique strengths of each discipline (physical education, music, dance) to enhance student engagement and learning outcomes. **[6 marks]**



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