Final Examination

Health education skills **Code: (NUR410)**

Academic year: Fourth Year **Term: second term,2012-2013**

Date: - 10/ 6 /2013 **Time: - 2 hours** **Total degree:-30 degree**

I. Multiple choice questions: (5 marks)

1- A statement of the intended general outcome of an instructional program is

a. Aim
b. Goal
c. Objective
d. purpose

2- The phase of evaluation process that assist the teacher in modify the method of evaluation

a. Preparation phase
b. Assessment phase
c. Reflection phase
d. Evaluation phase

3- The test that help the examiner to measure the student's ability to identify whether statements of fact are accurate or not

a. Multiple choice questions
b. True/false questions
c. Matching questions
d. Ranking questions

4 - The educational domain that relates to the emotional component of learning, and is concerned with changes or growth in values and attitudes.

a. Psychomotor domain.
b. Affective domain.
c. Cognitive domain.
d. Communicative domain.

5- Interactive Software is type of …….

a. Audio instructional media
b. Audio/Visual instructional media
c. Visual instructional media
d. Kinesthetic instructional media

II. True or false (10 marks)

Read the following statements carefully and circle the letter (T) if the statement is true and the letter (F) if the statement is false.

Statement	T	F
1. Practical examination is feasibility for large group.	T	F
2. Teaching is permanent change in an individual's behavior as a result of experience or practice.	T	F
3. A learning objective is a statement of what students will be able to do when they have completed instruction.	T	F
4. The test should be connect with intend learning outcome and cover the important point of unit.	T	F
5. Electronic mail is a type of Asynchronous technology	T	F
6. Action oriented means that the learning objective describes the knowledge, attitudes, or skills that a learner should be able to demonstrate.	T	F
7. Computer based training provides immediate feedback to trainees on their progress	T	F
8. Oral and written assignments used to assess critical thinking	T	F
9. Reasonable means that achievement of learning objectives can be measured by test items,	T	F
10. Diagnostic evaluation used for assisting teachers in making decisions about changes to instructional strategies	T	F

III- Matching (5 marks)

Column (A)		Column (B)
1.	One-to-One, Precepting	**a.** Used to teach specific examination, procedural, and data interpretation skills
2.	Application	**b.** Presentation of information by using audiovisual
3.	Comprehension	**c.** Instruction through observing and assessing learner's and directing learner's work
4.	Computer Simulation	**d.** Translate from one form to another
5.	Independent Study	**e.** Use information in a new situation
6.	Basic Knowledge	**f.** Examine a concept and break it down into its parts.
7.	Lecture	**g.** Make quantitative or qualitative judgments using standards of appraisal
8.	Analysis	**h.** Learning activity by the individual learner
9.	Synthesis	**i.** Recall and memorize
10.	Evaluation	**j.** Put information together in a unique or novel way to solve a problem

1	2	3	4	5	6	7	8	9	10
c	e	d	A	h	i	b	f	j	g

IV. Short Answers (10 marks)

1. Enumerate (4) types Of visual media

1. Chalkboards
2. White Boards
3. Flannel Boards
4. Objects / Models
5. Pictures
6. Charts / Diagrams
7. Photographs
8. Text
9. Over Head Transparencies
10. Slides / Silent Films

2. List (4) advantages of smart board

1. Good for large rooms and audiences
2. Can be student oriented
3. Allows for reference back/info. can be saved for later
4. Lights can be on
5. Lots of websites with free resources

3. Enumerate (3) characteristics of learning objective

- Specific
- Precise
- Tangible
- Concrete
- Measureable

4. Mention(3) Factors affecting media selection

1. Messages/subject-matter of the content
2. Objectives (introducing, motivating, training)
3. Audiences (age, gender, occupation/profession, educational level, learning style, skills, experiences, needs)
4. Setting (Group size , location, seating arrangement)
5. Mood/atmosphere (informal, formal, intense etc.)
6. Resources (equipments, facilities, costs)
7. Time constraint (preparation, usage)
8. teacher skills, preferences, experiences

5. List (3) advantages of practical examination

1. Provide an opportunity to test in a realistic setting skills involving all the sense while the examiner observe and check performance
2. Provide an opportunity to test the ability to communicate under pressure , to discriminate between important and trivial issue
3. Provide an opportunity to observe and test attitude and responsiveness to complex situation
4. Provide an opportunity to confront the candidate with problems he has not met before both the laboratory and at the bedside, to test his ability to apply and his ready to solve this problem

6. Enumerate (3) benefits of distance learning

1. Expanding access
2. Cost reduction:
3. Emerging market opportunities

4. Adapting to new technology and environments
5. New fund-raising opportunities.

V. Essay (5 marks)

a. Write two different educational objectives , clarifying their contents utilizing (ABCD) approach. (2.5 marks)

OBJECTIVE: "Given a set of data the student will be able to compute the standard deviation."

Audience –student

Condition - Given a set of data

Behavior - compute the standard deviation.

Degree - (implied) - the number computed will be correct.

When given a list of 20 words, the learner will be able to identify correctly all the cognitive action verbs".

Audience	"the learner"
Behavior	"identify" (Level Two Cognitive)
Condition	"when given a list of 20 words"
Degree	"all" (100%)

b. As a 4th year student select one of the learning principles and discuss how it should be applied. (2.5 marks)

1. **Students' prior knowledge can help or hinder learning.**

Students come into our courses with knowledge, beliefs, and attitudes gained in other courses and through daily life. As students bring this knowledge to bear in our classrooms, it influences how they filter and interpret what they are learning. If students' prior knowledge is robust and accurate *and activated at the appropriate time*, it provides a strong foundation for building new knowledge. However, when

knowledge is inert, insufficient for the task, activated inappropriately, or inaccurate, it can interfere with or impede new learning.

2. **How students organize knowledge influences how they learn and apply what they know.**

   Students naturally make connections between pieces of knowledge. When those connections form knowledge structures that are accurately and meaningfully organized, students are better able to retrieve and apply their knowledge effectively and efficiently. In contrast, when knowledge is connected in inaccurate or random ways, students can fail to retrieve or apply it appropriately.

3. **Students' motivation determines, directs, and sustains what they do to learn.**

   As students enter college and gain greater autonomy over what, when, and how they study and learn, motivation plays a critical role in guiding the direction, intensity, persistence, and quality of the learning behaviors in which they engage. When students find positive value in a learning goal or activity, expect to successfully achieve a desired learning outcome, and perceive support from their environment, they are likely to be strongly motivated to learn.

4. **To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned.**

   Students must develop not only the component skills and knowledge necessary to perform complex tasks, they must also practice combining and integrating them to develop greater fluency and automaticity. Finally, students must learn when and how to apply the skills and knowledge they learn. As instructors, it is important that we develop conscious awareness of these elements of mastery so as to help our students learn more effectively.

5. **Goal-directed practice coupled with targeted feedback enhances the quality of students' learning.**

   Learning and performance are best fostered when students engage in practice that focuses on a specific goal or criterion, targets an appropriate level of challenge, and is of sufficient quantity and frequency to meet the performance criteria. Practice must be coupled with feedback that explicitly communicates about some aspect(s) of students' performance relative to specific target criteria, provides information to help students progress in meeting those criteria, and is given at a time and frequency that allows it to be useful.

6. **Students' current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning.**

   Students are not only intellectual but also social and emotional beings, and they are still developing the full range of intellectual, social, and emotional skills. While we cannot control the developmental process, we can shape the intellectual, social, emotional, and physical aspects of classroom climate in developmentally appropriate ways. In fact, many studies have shown that the climate we create has implications for our students. A negative climate may impede learning and performance, but a positive climate can energize students' learning.

7. **To become self-directed learners, students must learn to monitor and adjust their approaches to learning.**

   Learners may engage in a variety of metacognitive processes to monitor and control their learning—assessing the task at hand, evaluating their own strengths and weaknesses, planning their approach, applying and monitoring various strategies, and reflecting on the degree to which their current approach is working. Unfortunately, students tend not to engage in these processes naturally. When students develop the skills to engage these processes, they gain intellectual habits that not only improve their performance but also their effectiveness as learners.

With best wishes

Dr. Aziza IBRAHIM