

DECEMBER 2023
EBS 355
IN-SERVICE EDUCATION AND TRAINING
2 HOURS

Candidate's Index Number
Signature:

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
SCHOOL OF EDUCATIONAL DEVELOPMENT AND OUTREACH
INSTITUTE OF EDUCATION

COLLEGES OF EDUCATION
FOUR-YEAR BACHELOR OF EDUCATION (B.ED)
THIRD YEAR, END-OF-SECOND SEMESTER EXAMINATION, DECEMBER 2023

12TH DECEMBER 2023 IN-SERVICE EDUCATION AND TRAINING 2:00 PM – 2:30 PM

This paper consists of two sections, A and B. Answer ALL the questions in Section A and TWO questions from Section B. Section A will be collected after the first 30 minutes.

SECTION A
(20 MARKS)

Answer ALL the questions in this Section.

For items 1 to 15, each stem is followed by four options lettered A to D. Read each item carefully and circle the letter of the correct or best option.

1. Which of the following can be considered as an impact of retraining on teachers?
 - A. Aversion for skill development
 - B. Conformity to traditional knowledge
 - C. Preservation of one's way of life
 - D. Transformative assessment
2. Which of the following activities **does not** impact teachers' work directly? A
 - A. group of teachers learning together from their successes and failures.
 - B. teacher embarking on sight-seeing.
 - C. teacher observing a colleague's work.
 - D. team of teachers discussing the new educational reforms.
3. Of the following performance management activities, the one which involves the supervisor and the supervisee gaining a common understanding of work expectations is
 - A. appraisal.
 - B. follow-up.
 - C. managing.
 - D. planning.

4. Which one of the following **is not** a reason for retraining teachers? To
 - A. bridge the gap between pre-service education and actual teaching practice.
 - B. help prospective teachers critically examine their teaching philosophies.
 - C. help teachers adapt to evolving teaching practices.
 - D. keep teachers updated with new educational policies.

5. Of the following items, the one that begins the continuum of teacher development is training.
 - A. induction
 - B. in-service
 - C. lifelong
 - D. pre-employment

6. One of the following is **most** related to teacher professionalism. Which one is it?
 - A. Community relationship
 - B. Mastery of subject matter
 - C. Personality
 - D. Social status

7. Which one of the following **best** characterizes teachers at the wind-down stage of the trait theory?
 - A. Active involvement in professional development activities.
 - B. High levels of motivation.
 - C. Increased responsibilities and roles.
 - D. Reduced levels of commitment to administrative roles.

8. Which one of the following **best** describes the partnership model of In-Service Education and Training (INSET)?
 - A. Centralized control over teacher professional development.
 - B. Limited focus on career growth.
 - C. Reciprocity in sharing knowledge.
 - D. Weak collaboration between partners.

9. The model of INSET in the form of a planned and formal residential vacation programme used for gaining additional teaching credentials is the model.
 - A. centralized institution
 - B. distance education
 - C. lifelong
 - D. partnership

10. All the following can be used during an INSET session **except**
 - A. case study.
 - B. discussion.
 - C. field trip.
 - D. lecturette.

11. Which one^s of the following may influence the choice of the lecturette method in an INSET programme? When the purpose is to
 - A. encourage brainstorming.
 - B. encourage group discussion.
 - C. invoke critical thinking.
 - D. present information in a short and precise manner.

12. One of the following statements **best** describes the 'dilution' effect in the cascading approach to INSET delivery. Which one is it?
 - A. Inadequate resource materials
 - B. Limited representation of teachers
 - C. Poor recall by representatives
 - D. Schools' interference

13. Conversion needs are **mostly** met within one of the following periods of one's professional life. Which is it?
 - A. Deployment
 - B. Promotion
 - C. Redeployment
 - D. Retirement

14. The primary purpose of Professional Learning Networks (PLNs) for teachers is to
 - A. access online resources.
 - B. collaborate and share knowledge.
 - C. engage in healthy competition with colleagues.
 - D. learn in isolation from other educators.

15. Which one of the following is a key characteristic feature of Professional Learning Networks?
 - A. Exclusive focus on in-person connections
 - B. Limited to formal interaction
 - C. Mandatory participation
 - D. Voluntary participation

For items 16 to 18, write the appropriate responses in the spaces provided.

16. List two factors that necessitate the replacement of staff in the Ghana Education Service. **(2 marks)**
 - a.
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 - b.
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17. The teaching profession is characterized by professionalism and professionality. Explain the difference between these two concepts in the context of teachers' professional lives. **(2 marks)**

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18. Teachers engaging in professional learning networks may face unique challenges. State **one** of these challenges. **(1 mark)**

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