



PAN AFRICA CHRISTIAN UNIVERSITY
END OF UNIT EXAMINATION FOR THE DEGREE OF
MASTER OF ARTS IN CHILDREN AND YOUTH MINISTRY
SEPTEMBER-DECEMBER 2024/2025

MODE OF STUDY: ONLINE
UNIT TITLE: PRINCIPLES OF TEACHING
UNIT CODE: MDV607/MCY600
INSTRUCTOR: DR. PHIDEL ADAH BARAZA

TIME ALLOWED: 3HRS

INSTRUCTIONS TO CANDIDATES:

- Read the instructions and questions carefully before you write the answers.
- Section A is compulsory.
- Answer any TWO question in Section B.
- You are allowed to use the Bible.
- Once you have opened the exam you must complete within the allotted time (3 hours)
- Once you exit the exam you cannot return
- When the three-hour period elapses, the exam will automatically expire and cannot be recovered.

SECTION A: Answer ALL questions (20 Marks)

1. Teaching and Learning Theories

- a) Analyze the concept of Constructivist Learning in the classroom. (5 Marks)
- b) Provide an example of how you would integrate Behaviorist and Cognitive Learning theories to address diverse learning needs in a Christian classroom setting. (5 Marks)

2. Ethical Principles in Christian Education

- a) Evaluate four ethical considerations a Christian educator should prioritize when selecting teaching methods, and briefly describe the purpose of each. (5 Marks)
- b) Describe a scenario in which maintaining confidentiality might be ethically challenging in a Christian classroom. (5 Marks)

SECTION B: Answer ANY TWO questions (20 Marks each)

3. Professional Development and Reflective Practice

- a) Explain Reflective Practice in the context of professional development for teachers. (5 Marks)
- b) Assess two specific ways a teacher can apply continuous learning to improve teaching skills and effectiveness in a Christian educational environment. Provide examples for each. (10 Marks)
- c) Discuss the role of peer collaboration in professional growth and how it supports reflective practice among Christian educators. (5 Marks)

4. Integrating Faith with Teaching Methodologies

- a) Explain how Project-Based Learning (PBL) can be used to incorporate Christian values in a lesson. Provide a practical example. (6 Marks)
- b) Analyze two ways a Christian educator might balance Biblical Integration with diverse teaching methods,

ensuring they meet both academic and spiritual goals. (7 Marks)

c) Discuss the ethical implications of balancing academic integrity with spiritual goals in a Christian school setting. (7 Marks)

5. Creating an Inclusive Learning Environment

a) Assess Universal Design for Learning (UDL) and how it can support inclusivity in a Christian classroom. (6 Marks)

b) Provide an example of how you would modify a lesson to include students with diverse learning needs, using UDL principles. (7 Marks)

c) Reflect on how inclusivity aligns with biblical teachings on equality and respect, referencing specific scriptures in your response. (7 Marks)

6. Assessment and Feedback in a Christian Educational Setting

a) Assess Formative Assessment and explain its importance in monitoring student progress in a Christian classroom. (5 Marks)

b) Analyze how you would use feedback to encourage a student who is struggling academically, integrating Christian principles of encouragement and growth. (10 Marks)

c) Discuss how self-assessment can be promoted among students to foster both academic and spiritual growth, referencing biblical principles. (5 Marks)