UNIVERSITY OF ESWATINI
FACULTY OF HEALTH SCIENCES
MIDWIFERY DEPARTMENT

MASTER OF SCIENCE IN MIDWIFERY
FINAL EXAMINATION
MAY 2019

COURSE TITLE: MIDWIFERY EDUCATION II

COURSE CODE: MWF608

DURATION: 3 HOURS

TOTAL MARKS: 100

NO. OF QUESTIONS: 4

NO. OF PAGES: 3 excluding cover page

INSTRUCTIONS:

- ANSWER ALL 4 QUESTIONS
- START EACH QUESTION ON A NEW PAGE
- WRITE LEGIBLY
- EACH VALID POINT IS WORTH 1 MARK

OPEN THE PAPER AFTER BEING INSTRUCTED BY THE INVIGILATOR.

QUESTION 1:   (20 MARKS)

MATCH the following   EG.   21. B

1.1	Statement	
1.	It's a time efficient strategy that allows the educator cover complex material but ensuring student involvement may be a challenge	A. Blended Learning
2.	It involves reciprocal learning where students mutually share knowledge and experiences, with minimal guidance from faculty	B. MOOCs
3.	Requires students to conduct significant pre-class preparations especially through digital formats and the traditional class time is only meant for discussions and problem solving	C. Assimilation
4.	An emerging distance and education platform that provides free online courses.	D. Accommodation
5.	Step by step approach for clinical decision making based on evidence	E. Accreditation
6.	A visual representation of information organized to present relationships between concepts.	F. Anecdotal Notes
7.	The way in which test items differentiates students who know content from those who do not.	G. Lecture
8.	Preceptors assist student midwives in practice but this support is gradually withdrawn as the year progresses.	H. Portfolio
9.	These are educational materials and resources that are freely available and accessible for teaching, learning, assessing as well as for research purposes.	I. Rubric
10.	A student midwife learns that the word liquor is also used in midwifery for amniotic fluid. This is an example of --------------	J. Peer Learning
11.	A student nurse taking computer course for the first time at university, in order to use this knowledge and skill for academic purposes.	K. Flipped Classroom
12.	While still attending face-to-face classroom, instructional methods are combined with digital and online media.	L. Scaffolding
13.	Students are intrinsically motivated to understand and create meaning	M. Algorithms
14.	Loosely structured but objective written description of observed performance or behaviors.	N. Problem Based learning (PBL)
15.	A process of external quality review created and used by higher education to scrutinize institutions and programmes for quality assurance and quality improvement	O. Item difficulty index
16.	Learners build on existing knowledge through personal interpretation of experience connecting past learning to new.	P. Concept map
17.	A collection of students work show casing learning, achievement and personal and professional development.	Q. Deep Learning
18.	Refers to the percentage correct for the group answering the item.	R. OER
19.	Rating scale with information feedback.	S. Item discrimination index
20.	Real life problems are the basis of the initial learning content.	T. Constructivism

QUESTION 2:

2.1   One of the midwifery educators' competencies is leadership. Discuss how as a midwifery educator, you can apply Carla Harris' definition of "LEADER" to impact the higher education and the health sector. **(18 marks)**

[1 point for identifying the attribute, 1 point for describing the attribute and 1 point for explaining how you can impact Higher Education and health]

2.2 Describe the four areas of potential bias when developing test items and explain how a nurse or midwifery educator can avoid these.

   (12marks)

[1 is for identifying the area of bias, 1 for describing it, and 1 for mitigation]

[TOTAL: 30 marks]

QUESTION 3:

3.1   Describe the following theories, the underpinning premise and their implications for midwifery education.   **(20 marks)**

[1 points for describing theory, 1 point for the theorist, 1 point for premise and 1 for implications]

   3.1.1   Social Learning Theory

   3.1.2   Sociocultural Learning

   3.1.3   Novice to Expert

   3.1.4   Narrative Pedagogy

   3.1.5   Situated Learning/ Situated Cognition

3.2   Describe Five (5) attributes of a warm syllabus   (5marks)

[TOTAL: 25 MARKS]

QUESTION 4:

4.1 Discuss how the following Forces influence midwifery curriculum development. **(16 marks)**

[2 point for describing the force and 2 points for the implications on Curriculum development]

   a. Globalization and global health:

   b. Demographic Changes:

   c. Technology Explosion:

   d. Global Violence and Instability (eg. Terrorism, wars, natural disasters etc.)

4.2 Learning is a process, not an event. To ensure that the student midwife qualifies with the necessary competencies to practice safely and effectively, midwifery educators have a responsibility to comprehensively facilitate learning in all the three domains of learning and learning experience. Describe the three (3) domains of learning and how these can be developed in Midwifery education? **(9 marks)**

[1 for naming the domain, 1 for describing domain and 1 for developing the domain]

[TOTAL: 25 MARKS]

GOODLUCK!!!!