



**ZIMBABWE EZEKIEL GUTI UNIVERSITY**

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**FACULTY OF EDUCATION, GOVERNANCE, THEOLOGY AND LEADERSHIP**

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**DEPARTMENT OF CURRICULUM AND EDUCATIONAL PHILOSOPHY**

**EXAMINATION PAPER**

**MODULE CODE : MED511**

**MODULE TITLE : Advanced ICT in Education**

**DURATION : 3 Hours**

**LEVEL : 1.1**

**DATE :**

25 NOV 2025

**INSTRUCTIONS TO CANDIDATES:**

1. Answer any three (3) questions,
2. Each question carries (100) marks.
3. Number of marks for part questions are shown in brackets.
4. Start each question on a new page.
5. This paper consists of two (2) pages

1. Debate the necessity of governmental intervention and regulatory frameworks governing the deployment of artificial intelligence in pedagogical settings, specifically focusing on its role in safeguarding the intellectual independence and individual agency of students. (100)
2. Chipindura High School intends to commission a new integrated system for student assessment and performance analytics. Describe the foundational Software Engineering Methodologies required to build this system, detailing each stage from the initial conceptualization phase through to the successful system rollout and deployment. (100)
3. Critically evaluate the necessary trade-offs between the efficiency gains offered by sophisticated AI tools and the concurrent ethical imperatives related to user data protection, the mitigation of algorithmic bias, and the shifting professional function of human educators. (100)
4. The contemporary digital divide is characterised less by mere hardware and connectivity deficits and more by disparities in technological fluency and entrenched structural inequalities concerning infrastructure in remote regions and the preparation level of instructional staff. Analyse and validate this assertion by referencing detailed examples from two geographically or socio-economically disparate national or regional settings. (100)
5. Describe the historical evolution of ICT in education and its impact on teaching and learning practices. (100)

END OF EXAM

3/1

