

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS OCT/NOV 1995
ADULT EDUCATION

1. The psychology of Adult learning ----- AE 155
2. Programme planning, evaluation and administration AE 156
3. Methods and techniques in Adult education ----- AE 157
4. Administration and supervision in Adult education AE 227
5. Research methods in Adult education ----- AE 228
6. Community development ----- 303.002 ----- AE 229
7. Communication theory and practice II ----- AE 231

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UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

AE 155

THE PSYCHOLOGY OF ADULT LEARNING

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY THREE OTHERS

1. Write a paragraph on all the following:
 - (a) Maslow's theory of self-actualization
 - (b) Andragogy
 - (c) Self-directed learning
 - (d) Conscientization
 - (e) Banking concept of education
 2. Outline major physiological changes that take place in the adult body as aging occurs. What implications do these have for planning adult education activities?
 3. Why do adults participate in a learning activity? What barriers are they likely to face in participating in the learning activity. Discuss measures that the educator can employ to assist the learner.
 4. Discuss humanistic psychology under the following headings:
 - (a) Role of a teacher
 - (b) Basic tenents
 - (c) Major proponents
 - (d) Goal of education
 - (e) Teaching methods
 - (f) Implications for practice
 5. How do behavioural psychologists and cognitivists differ in their theories of learning and their implications to adult education?
 6. What is meant by andragogy and what are the basic assumptions underlying andragogy? Briefly discuss major criticisms levelled against andragogy.
 7. Discuss Paulo Freure's contribution to adult education. What does he see as the major purposes of education?
 8. Of what importance are the developmental phases to adult education?
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END OF EXAMINATION

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UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

AE 156

PROGRAMME PLANNING, EVALUATION AND ADMINISTRATION

TIME: 3 HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS. CHOOSE ONE
QUESTION FROM EACH SECTION.

SECTION A

1. You have requested to present a paper on "needs assessment" at a Seminar for trainers of adults. In your paper:
 - (a) Define the terms "need" and "needs assessment."
 - (b) Describe the process steps that you would like them to learn.
2. What is meant by instructional objectives?
Why are instructional objectives important? And describe how you would go about formulating instructional objectives.
3. Write on two of the following:
 - (a) Strategies for publicizing an educational programme.
 - (b) Strategies for determining the desired condition or level of need.
 - (c) Prioritization of needs.

SECTION B

4. Describe the functions of organizational goals. How are goals set and describe how goal succession can occur?
5. Write on two of the following:-
 - (a) Informal organisations
 - (b) Strategies for motivating instructional and support staff.
 - (c) Similarities and differences between professional authority and administrative authority.

SECTION C

6. Define evaluation and discuss its purpose and functions.
 7. Discuss the advantages and disadvantages of each of the following:-
 - (a) Internal Evaluation
 - (b) External Evaluation
 - (c) Participatory Evaluation
 8. You have been requested by your organization to lead a team put together to evaluate an educational programme. Describe to your team the steps you would follow in the evaluation.
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END OF EXAMINATION

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UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

AE157

METHODS AND TECHNIQUES IN ADULT EDUCATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER 3 QUESTIONS. ANSWER ONE QUESTION FROM
SECTION I AND TWO QUESTIONS FROM SECTION II.

SECTION I

- Q1. There are three categories of methods which are commonly used in adult education, these are: individual approach, group approach and community approach.

Explain how each of these methods can be effectively applied by your agency or organization.

- Q2. State and describe any three techniques which are suitable for large group teaching.
- Q3. What kind of skills are required in small group teaching? Illustrate your answer.

SECTION II

- Q4. Describe a learning situation in adult education where you think role-playing could be used to facilitate learning. In your description include the following details:

- (a) the characteristics of participants,
- (b) the aim of the role-play,
- (c) the role-play procedure; and
- (d) the questions which the facilitator can ask following the role-play.

- Q5. Prepare a field trip which you think can be suitable for an adult education class. Include the following:
- (a) the objectives of the field trip
 - (b) The pre-visit arrangements
 - (c) The expected post-visit activities.
- Q6. Write a lesson plan for a class of adults where a demonstration would be the most suitable technique. Indicate whether it is a result or a method demonstration.
- Q7. State and explain the principles for the use of audio visual aids in adult education.
- Q8. State and explain the principles of extension education.
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END OF EXAMINATION

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UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

AE 227

ADMINISTRATION AND SUPERVISION IN ADULT EDUCATION

ME: 3 HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS. CHOOSE TWO (2)
QUESTIONS FROM SECTION A AND ONE (1)
QUESTION FROM SECTION B.

SECTION A

Define the term Communication. Using examples from your work experience, describe the Communication barriers that may be experienced in your position as Manager of an adult continuing agency today.

Among all the decision - making models available, the most popular and most widely used in adult in adult continuing education is the administrative model. Now

- (a) Describe the process steps in the administrative model and
- (b) Explain why staff participation in decision - making is necessary.

You have been requested by the Director of your adult continuing education organisation to settle a conflict between two Supervisors. Describe and explain the different conflict resolution strategies that you would consider before you pick one for action.

You have been invited to give a talk on "functions of management" to a group of Headmasters of the Schools of Continuing Education. Describe the functions of Management and show how they can be used in the management of the Continuing Education Schools.

"Leaders are born and not made." Discuss this statement and use examples from your work experience.

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AE 227

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AE 227

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5. "Leaders are born and not made." Discuss this statement and use examples from your work experience.

SECTION B

6. No organization can exist without counselling and proper supervision. Briefly discuss this statement with particular relevance to your own situation.
 7. All adult education activities must be evaluated in order to assess their viability. Compare and contrast all forms of evaluation that take place in adult education.
 8. Why is there resistance to change in adult education? Discuss various forms of educational changes that can occur in human activities.
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END OF EXAMINATION

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

AE231

COMMUNICATION THEORY AND PRACTICE II

TIME: THREE HOURS

INSTRUCTIONS: ANSWER 3 QUESTIONS. ANSWER ONE QUESTION FROM
SECTION I AND TWO QUESTIONS FROM SECTION II.

SECTION I

- Q1. What is a social map? Describe a learning situation in adult education where you think a social map can be used to facilitate learning.
- Q2. Analyse any two instructional media in adult education.
- Q3. State and explain any four factors which an educator should consider when preparing charts for his or her learners.
- Q4. Educational radio broadcasting is a useful means of providing learning experiences for large numbers of students. Discuss the relevancy of this medium in rural areas of any African country.

SECTION II

- Q5. Write a plan of a developmental campaign focussing on any of the following areas:
 - (a) Literacy
 - (b) Agriculture
 - (c) Health
- Q6. What issues would you focus on when evaluating a literacy campaign?

- Q7. Compare and contrast any two developmental mass campaigns in Africa.
- Q8. Discuss the appropriateness of using print media in a developmental campaign in Zambia.

END OF EXAMINATION

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