

THE UNIVERSITY OF ZAMBIA
SCHOOL OF ADULT EDUCATION
SECOND SEMESTER EXAMINATIONS 2009

1. AE 222 STATISTICS IN ADULT EDUCATION
2. AED 111 PHILOSOPHY OF ADULT EDUCATION [DISTANCE EDUCATION]
3. AED 112 DEVELOPMENT OF ADULT EDUCATION [DISTANCE
EDUCATION]
4. AED 132 COMMUNICATION THEORIES AND PRACTICE
5. AED 132 COMMUNICATION THEORIES AND PRACTICE COURSE
[DISTANCE EDUCATION]
6. AED 212 PROGRAM EVALUATION IN ADULT EDUCATION
7. AED 222 PLANNED CHANGE
8. AED 231 INSTRUCTIONAL METHODS IN ADULT EDUCATION [DEFERRED
EXAMINATION]
9. AED 232 INSTRUCTIONAL TECHNIQUES IN ADULT EDUCATION
10. AED 242 MASS EDUCATION AND DEVELOPMENT
11. AED 252 ✓ DESIGNING, ORGANISING AND MARKETING WORKSHOPS,
SEMINARS AND SHOCORUSES
12. AED 252 ORGANISING SEMINARS, WORKSHOPS AND CONFERENCES
[DISTANCE EDUCATION]
13. AED 332 COUNSELLING IN ADULT EDUCATION
14. AED 352 INTRODUCTION TO RESEARCH
15. AED 462 TOPICAL ISSUES IN ADULT EDUCATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

2009/2010 SECOND SEMESTER FINAL EXAMINATION

COURSE : AE 222 - STATISTICS IN ADULT EDUCATION

TIME : THREE (3) HOURS

INSTRUCTION: ANSWER ANY FOUR (4) QUESTIONS

1. Write short notes on:

- a. Central tendency
- b. Scales of measurement

2. Given the following data:

X	Y
8	4
7	7
9	6
5	8
1	10

- a. Calculate correlation
- b. Interpret the relationship between X and Y

3. Discuss two different measures of dispersion.

4. What is a frequency distribution? What are its uses in statistical analysis and presentation of data?

5. Given the following frequency distribution:

Scores	f
5-9	1
10-14	2
15-19	6
20-24	8
25-29	13
30-34	9
35-39	6
40-44	3
45-49	2

Calculate:

- Median
- Mode

Draw a cumulative frequency graph from the data given below:

Scores	f
100-109	7
110-119	7
120-129	2
130-139	6
140-149	8

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
INSTITUTE OF DISTANCE EDUCATION
2009/2010 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATION

ED 111: PHILOSOPHY OF ADULT EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS ONLY

1. Why are third world countries associated with poverty?
2. **Identify** the main elements of a working philosophy and describe each element in the frame work for a working philosophy.
3. **Discuss** institutional and work related concepts: (i) Continuing education (ii) Non formal education (iii) Education permanente (v) Workers education.
4. **Explain** the historical development of:
 - (i) Liberal philosophy
 - (ii) Progressive philosophy
 - (iii) Behaviorist philosophy
5. Out of the continents of the world, its only AFRICA which has gone through and experienced three HUMAN tragedies of Slave Trade; Colonialism and Neo-colonialism. The impact of these tragedies has been extremely disastrous in that an African and Zambian in particular, has had his/her creative potential suppressed. Making use of the philosophy of Adult education, **show how** you would reverse the trend by restoring the African creativity.
6. It has been argued by some scholars that adult education and its philosophy taught in the school of education is a waste of resources and time; **say why** you think there should be need for it?

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
INSTITUTE OF DISTANCE EDUCATION
2009/2010 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATION

AED 112 – DEVELOPMENT OF ADULT EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS.

- (a) Answer any **Four** questions from the given seven questions.
- (b) All questions carry equal marks, (i.e. 25 marks each).
- (c) You are required to read through all the questions carefully before selecting which ones to attempt.
- (d) There is one printed page in this examination.

QUESTIONS

1. **Discuss** the strengths and weaknesses in the financing of adult education departments in universities in sub – Saharan Africa.
2. **Illuminate** the importance of extra – mural in getting adult education into university statutes as a discipline of study.
3. **Make a detailed inventory** of constraints encountered in training of adult educators.
4. What is the role of Adult Education in National Development?
5. **Describe** the early beginning of Adult Education in Universities in sub – Saharan Africa, the ideals propagated and the conflict between those ideals and the aspiration of the African people.
6. **Establish** the aspects of traditional education in pre – colonial Zambia and determine the methods of teaching used in pre – colonial Zambia.
7. **Discuss** the value, relevance to – day and potential contribution of African Traditional Education.

END OF THE EXAMINATION

Department of Adult Education and Extension Studies
AED 132 Communication Theories and Practice
Second semester Examinations 2009

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer three questions in this paper. Your answers should be clear and detailed. Use of good and appropriate examples will be rewarded. Your work should be free of language errors. Use of chemical erasers is not allowed.

1. Use appropriate examples to show how verbal and non verbal communication can be said to complement each other in the communication process.
2. Discuss the assertion that feedback and understanding are not one and the same thing in communication.
3. Distinguish linear from nonlinear communication. Identify situations in which the two can be used jointly in the communication process.
4. Using example of your own show how vertical communication is used in an organisation.
5. Discuss the concept of noise in communication and show how it affects effective communication.

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

AED 132 COMMUNICATION THEORIES AND PRACTICE COURSE.

FIRST SEMESTER EXAMINATIONS 2009

DISTANCE EDUCATION

TIME: THREE HOURS

INSTRUCTIONS:

Answer three questions in this paper. Your work should be precise and concise free of common language errors. Use of chemical erasers is prohibited. Questions attempted should be clearly numbered and entered in the left column of the marker's boxes.

1. When dealing with a large community both linear and non linear communications are important. Using clear examples, discuss this assertion.
2. Noise is a major aspect of communication. Give three situations in which communication was affected by a specific type of noise and show how you overcame it.
3. Discuss the assertion that communication is contextual.
4. Using clear examples distinguish inter-personal from inter-cultural communication.
5. Non verbal communication is anything else other than words that communicate a message (Stanton, 1982). Explain the validity of this assertion.

******* END OF THE EXAMINATION*******

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2009 ACADEMIC YEAR SECOND SEMESTER DISTANCE EDUCATION FINAL
EXAMINATIONS

AED 212

PROGRAM EVALUATION IN ADULT EDUCATION

TIME: THREE HOURS

INSTRUCTIONS: THERE ARE TWO SECTIONS IN THIS PAPER.
BEFORE ANSWERING THE QUESTIONS, READ CAREFULLY
THE INSTRUCTIONS FOR EACH SECTION.

SECTION A

Instructions: Answer **one** question from this section.

1. Define **all** the following concepts:
 - a) Comprehensive evaluation.
 - b) Cost-benefit analysis
 - c) Impact evaluation

2. Define **all** the following concepts:
 - a) Formative evaluation
 - b) Cost-effectiveness analysis
 - c) Program efficiency

SECTION B

Instructions: Answer **two** questions from this section.

3. Critique the second generation of evaluation.
4. Describe any three evaluation methods and instruments you consider best suited for evaluating courses by internal evaluators. Explain the suitability of the methods you have selected.
5. Briefly critique the behavioral objectives approach to evaluation of educational programs.
6. What are the strengths and weaknesses of using an external evaluator?

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

2009 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

**AED 222
PLANNED CHANGE**

TIME: THREE HOURS

**INSTRUCTIONS: THERE ARE THREE SECTIONS IN THIS PAPER.
BEFORE ANSWERING THE QUESTIONS, READ CAREFULLY
THE INSTRUCTIONS FOR EACH SECTION.**

SECTION A

Instructions: Answer **one** question from this section.

1. Analyze the evolutionary theory using any four elements used in the analysis of social change. Use any two evolutionary theorists' positions to describe the evolutionary theory of change?
2. The peer education model is one form of the application of the diffusion of innovation model of change. Discuss the problems in the model that are also inherent in the diffusion of innovation model.
3. Education is a powerful tool in controlling change. Explain the role of education in the various stages of adoption of an innovation.

SECTION B

Instructions: Answer **one** question from this section.

4. Illustrate in detail the problem tree analysis model. Discuss how a change agent can utilize the problem analysis model and give clear examples.
5. Resistance often accompanies change at various levels.
 - a) Mention and explain the 4 types of resistance that can be exhibited in a community.
 - b) Discuss the barriers that may hinder change in an organization and give examples.
6. For effective change take place, the change process needs to be managed well and the change agent should understand the different stages of change.
 - a) Discuss the implementation process of change and give practical examples.
 - b) Demonstrate and explain the transformative cycle of change.

SECTION C

Instructions: Answer **one** question from this section.

7. Explain in detail the “change agent” and the “client system”
8. It is useful to think of implementation in three phases: Initiation, Implementation and Institutionalization. Explain with examples how each phase operates.
9. After a successful innovation project, when do you begin to disengage and how do you disengage?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2009/2010 SECOND SEMESTER DEFERRED EXAMINATIONS

AED 231: INSTRUCTIONAL METHODS IN ADULT EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY FOUR (4) QUESTIONS

1. Divide the main body of adult learners into four easily recognised groups and discuss them.
2. What things should a good adult educator do before meeting a class of adult learners for the first time?
3. Discuss the main differences between expository and participatory methods.
4. Outline and discuss six fundamental elements that are in the definition of distance education.
5. Identify and discuss the general defects found in an adult learner. How would you offset them in the teaching-learning situation?

******* END OF EXAMINATION *******

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

2009 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

**AED 232: INSTRUCTIONAL TECHNIQUES IN ADULT
EDUCATION**

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY FOUR (4) QUESTIONS

1. Discuss, how, as an educator, you would choose an appropriate technique to use in teaching adult learners.
2. Identify two devices and discuss their values in teaching adult learners.
3. Explain the laws of learning and how they affect adult learners.
4. Discuss the major differences between a lecture and a lecture forum.
5. In your understanding, discuss "Phillips 66" as an instructional technique in teaching adult learners.
6. Discuss "Brainstorming" as an instructional technique in teaching adult learners.

******* END OF EXAM *******

**UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

SECOND SEMESTER EXAMINATION – APRIL 2010

ED 242 : MASS EDUCATION AND DEVELOPMENT

TIME : THREE (3) HOURS

INSTRUCTION: ANSWER ONLY FOUR (4) QUESTIONS

Discuss the key assumptions advanced by the dependency theory of development.

Clearly identify major weaknesses associated with the modernization theory.

Describe the impact of colonialism on the development of third world countries

What is the role of foreign aid in the national development of Zambia?

What are the key factors related to development.

Explain the differences between schooling and Education.

END OF EXAMINATION

The University of Zambia
DEPARTMENT OF ADULT EDUCATION AND EXTENSION
STUDIES
AED 252 DESIGNING, ORGANISING AND MARKETING
WORKSHOPS, SEMINARS AND SHORT COURSES.
SECOND SEMESTER EXAMINATIONS 2009

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer THREE questions in this paper. Your answers should be clear and well numbered. Use of chemical erasers is not allowed.

1. Explain ways in which you can carry out a needs assessment and use appropriate examples to show its importance in the successful running of a workshop or seminar.
2. Using clear examples show how planning is necessary in marketing.
3. Critically analyse how each of the following can assist in the segmentation of the market of a commodity or service.
 - a) The four (4) ps.
 - b) The situation
 - c) Demography
 - d) Geography
4. You have invited a dignitary to open a workshop for an identified group of officers in your department. As the Workshop co-ordinator, you are required to make all the necessary preparations for the workshop.
 - a) Write a programme for a two days workshop to be held at a specified venue
 - b) Draft a speech for the Guest of honour to use during the official opening ceremony.
5. Show how each one of the following contributes to the successful running of a seminar or workshop.
 - a) The venue
 - b) The budget
 - c) Evaluation

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

AED 252: ORGANISING SEMINARS, WORKSHOPS AND CONFERENCES
FIRST SEMESTER EXAMINATIONS 2009
DISTANCE EDUCATION

TIME: **Three (3) Hours**

INSTRUCTIONS: **Answer three questions only in this paper. Your answers should be free from common errors. Use of chemical erasers is not allowed.**

1. Explain the value of identifying the learning needs of a group of people in a community in order to organize a workshop or seminar.
2. Discuss some of the elements you would look at when choosing a suitable venue for a workshop or seminar.
3. What is a marketing mix? Describe how it contributes to market segmentation.
4. Discuss the major principles of evaluation. Why is it important to evaluate a workshop or seminar?
5. Discuss with concrete examples the role of the following in the organisation of a workshop or seminar.
 - a) The Coordinator
 - b) The Facilitator.
 - c) Support staff.

******* END OF THE EXAMINATION *******

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**2010 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

AED332: COUNSELLING IN ADULT EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS ONLY.

1. Discuss the importance of counselling services to an institution like the University of Zambia. Do you think UNZA students appreciate the available counselling services? Give reasons for your position.
2. With practical examples, discuss Sigmund Freud's structural theory of personality. Of what relevance is this theory to the field of adult education?
3. With concrete examples, critically analyse the Trait-and-Factor theory of counselling. How does it differ from the psychoanalytical theory?
4. Compare and contrast guidance and counselling. Of what significance are the two to you as an adult educator and practitioner?
5. Explain what defence mechanisms are, giving five (5) examples. What could their effect on individuals and society be?
6. Describe the characteristics of the mid-life transition phase of adult development? What are the counselling implications of this phase?
7. What do you consider to be the characteristics of an effective counsellor and how should the counselling process be structured and conducted?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2009 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

AED 352

INTRODUCTION TO RESEARCH

TIME: THREE HOURS

INSTRUCTIONS: THERE ARE THREE SECTIONS IN THIS PAPER.
BEFORE ANSWERING THE QUESTIONS, READ CAREFULLY
THE INSTRUCTIONS FOR EACH SECTION.

SECTION A

Instructions: Answer **one** question from this section.

1. Write short notes to describe the following concepts in research. Illustrate your answer.
 - a) Theoretical population
 - b) Accessible population
 - c) Sampling frame

2. Imagine you are researching on cholera education in Lusaka. Formulate an appropriate null hypothesis for this general problem area. Give an example of each of the following variables and justify their appropriateness for the study:
 - a) independent variable
 - b) dependent variable
 - c) control variable

SECTION B

Instructions: Answer the **only question** from this section.

3. The following are a number of research problems. Choose one and prepare a questionnaire with **at least ten** questions. Your questionnaire **should not** include more than two items of biographical data.
 - a) Quality of teachers in community schools in rural areas.
 - b) The relationship between civic education and voter apathy in Zambia.
 - c) Waste management education in a shanty compound of Lusaka.

SECTION C

Instructions: Answer **one** question from this section.

4. State and describe the four types of observation research. Show the strengths and weaknesses of each of the four types of observation research.
5. Agricultural extension workers in Kafue would like to evaluate their work in the district. Give them advice on how they can **appropriately** employ the following sampling procedures. Illustrate your answer.
 - a) Stratified random sampling procedure.
 - b) Systematic random sampling procedure.
6. What is descriptive statistics? Select and explain the uses of any two summary statistics from each of the three categories given below.
 - a) Measures of central tendency
 - b) Measures of dispersion or variation
 - c) Proportions, percentages and ratios

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

2009 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

AEED 462 TOPICAL ISSUES IN ADULT EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

ANSWER FOUR (4) QUESTIONS ONLY

1. Explain the critical functions essential to the government's leadership role in Adult Education.
2. Describe the conditions for effective compulsory continuing professional education and give practical examples.
3. In sufficient detail, discuss human liberation as the major focus of Adult Education as opposed to life fulfillment.
4. With appropriate illustrations, discuss the learner's role in defining competence.
5. Adult educators should not necessarily be involved in social intervention. Comment and give examples.
6. Give a detailed outline of the rationale for professional training and certification for adult educators.