

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2005 FIRST SEMESTER EXAMINATIONS**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>
AE 111	Philosophical Foundations of Adult Education
AE 121	Adult Learning
AE 141	Planning Programmes in Adult Education
AE 141	Planning Programmes in Adult Education (Deferred )
AE 151	Instructional Methods in Adult Education (Deferred)
AE 161	Communication Theory and Practice
AE 211	Administration in Adult Education
AE 221	Research Methods in Adult Education
AE 231	Community Development
AE 241	Communication Theory and Practice
AED 321	Organisational theory in Adult Education
AED 321	Organisation Theory in Adult Education (Deferred)
AED 331	Curriculum Development
AED 341	Emerging issues in Adult Education
AED 341	Emerging issues in Adult Education (Deferred)
AED 411	Application of Statistics to Adult Education Research
AED 421	Literacy
AED 431	Introduction to Gerontology
AED 441	Comparative Adult Education

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**2005 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AE111: PHILOSOPHICAL FOUNDATIONS F\OF ADULT EDUCATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER FOUR QUESTIONS ONLY**

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1. Critically discuss the criteria for defining and explaining the concept "Adult".
2. Define Adult Education and describe Adult /Education's characteristics.
3. What is meant by the term philosophy and explain why philosophy is important.
4. Briefly describe the branches of philosophy.
5. Choose one of the philosophical schools in Adult Education and discuss it under the following sub-headings: History, goals of education, role of the teacher and learner, methods of education and implications for adult education.
6. Do Africans have a philosophy? Explain
7. Discuss your beliefs about adults as learners.
8. What is meant by working philosophy and describe Prof. App's framework of a working philosophy.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
2005 ACADEMIC YEAR FIRST SEMESTER DEFERRED EXAMINATIONS  
JULY 2005**

**AE 121: ADULT LEARNING**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ONLY FIVE (5) QUESTIONS**

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1. In Adult Learning define what a theory is and how relevant are these theories to adult learning?
2. What do you understand by the term learning?
3. Thorndike formulated three laws of learning. Briefly state them and what they mean.
4. Adults have several characteristics that distinguish them from children. Discuss the Economic aspects of these characteristics.
5. What is life Span Development Psychology and what is its relevancy to adult learning?
6. What is motivation and what do the following factors play in influencing it?  
Drive  
Interest  
Attitude
7. State and explain Maslows theory the five stages of human hierarchy of needs.
8. Describe the theory Development Tasks.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**2005 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AE 141: PLANNING PROGRAMMES IN ADULT EDUCATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER FOUR QUESTIONS ONLY**

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1. Two of the concepts that are often used interchangeably in Adult Education are Programme and Curriculum. Briefly distinguish Programme from the Curriculum
2. Write on two of the following aspects of training needs assessment:
  - a) Process steps in the identification and analysis of needs.
  - b) Pre-needs assessment considerations
  - c) Determining the desired level in a need statement.
  - d) Paired comparison technique in prioritising needs
3. Critically examine the characteristics of programme objectives and show why objectives are important in programme planning.
4. Describe and explain the process of programme planning. In your answer, outline the major steps in the process.
5. Write on two of the following:
  - a) History of programme planning with reference to the classical model.
  - b) Criteria for selecting the venue of an Adult Education Programme
  - c) Criticisms against the use of specific instructional objectives
  - d) Writing up a budget for a training programme.
6. Determine the gap size in each of the following need statements – show how you arrive at the answer on your answer sheet:
  - a) In 2002 60% of the grade 12 candidates passed mathematics. An expert from the Examination council said 90% should have been the desired level.
  - b) The total crime index for reported crimes against property in Makeni was 5,700 last year. A more desirable level was set at 5,200 by the city council.

- c) The infant mortality rate per 1,000 live births was 30 in Livingstone in 2001. A spokesman for the Central Board of Health stated that 15 deaths per 1,000 live births was the national average.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
UNIVERSITY FIRST SEMESTER DEFERRED EXAMINATIONS JULY, 2005  
AE 141

**PROGRAMME PLANNING IN ADULT EDUCATION**

**TIME : THREE (3) HOURS**

**INSTRUCTIONS: ANSWER FOUR QUESTIONS ONLY**

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1. Describe the differences between the terms curriculum and programme.
2. You have been requested to present a lecture on training needs assessment at the Trainers of Trainers Workshop at an agricultural training institute. Describe the steps you would follow to identify the training needs.
3. Write on two of the following:
  - a) Classical (Tyler) model of programme planning
  - b) Selecting an appropriate venue for an adult educational programme.
  - c) Sources of information for formulating educational objectives.
4. Why should training needs be prioritized? Discuss the criteria for prioritizing Training needs.
5. Write on two of the following:
  - a) Approaches to pricing adult education programmes.
  - b) Significance of programme planning
  - c) Sequencing the content of an adult educational programme.
6. Work out the size of the training needs in the following statements:
  - a) The literacy rate for adults aged 35 years and above in Kabwe is 85%. Although the rate is considerably higher than surrounding communities, the Director of Community Development maintains that the literacy rate should be 90% for the age group.
  - b) 37% of the graduates from Kalingalinga skills training center have been employed. Our target was to have 90% of the graduates fully employed.

**THE UNIVERSITY OF ZAMBIA  
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**2005 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AE 151: INSTRUCTIONAL METHODS IN ADULT EDUCATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ANY FOUR (4) QUESTIONS**

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1. Define the term "extension". Identify and discuss the general principles of extension work.
2. What should an adult educator do when he meets a class of adult learners for the first time?
3. Write notes on the following:
  - a. certified and advanced learner groups
  - b. two general characteristics of an adult learner
  - c. providers of extension work in Zambia
4. Discuss some fundamental characteristics of distance education.
5. What are the two conditions under which adults learn best?
6. Distinguish two levels at which adult educators are involved in adult education.
7. Write notes on the following methods as classified in adult education:
  - a. community method
  - b. individual method
  - c. group method
8. Why should an adult educator bother to know the characteristics of adult learners?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
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**2005 ACADEMIC YEAR FIRST SEMESTER DEFERRED EXAMINATIONS**

**AE 151: INSTRUCTIONAL METHODS IN ADULT EDUCATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ANY FOUR (4) QUESTIONS**

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1. Identify adult educators in society by categorizing them on the basis of work they do.
2. Discuss two (2) conditions under which adults learn best.
3. Discuss the fundamental characteristics of distance education.
4. Divide the main body of adult learners into two (2) easily recognizable groups. Discuss their characteristics.
5. What is extension? Identify and discuss general principles of extension work.
6. Write notes on the following
  - a. Participatory methods
  - b. Theatre of development
  - c. Expository methods
7. What should an adult educator do when he meets a class of adult learners for the first time?

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**  
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**2005 ACADEMIC YEAR FIRST SEMESTER DEFERRED EXAMINATIONS**

**AE 161: COMMUNICATION THEORY AND PRACTICE**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER THREE (3) QUESTIONS**

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**A. COMPULSORY QUESTION**

1. Reading is an active and not a passive activity. Discuss
2. What are the major elements needed in writing a bibliography? Write a bibliography for the following documents.
  - a) A book written by one person in 1993 and published in Ndola by Falcon Press.
  - b) A book edited by Saulo B. in 2001. It was published in Lusaka by Magiya Press.
  - c) Two people wrote a book published in 2004 in Nairobi by the East Africa Publishing House.
  - d) An article written by Moonga A.L.H in a book entitled Writing Skills for University Beginners. It was published in a book edited by Dr. Kamwengo M.M in 2005 by University of Zambia Press in Chipata.
3. Discuss the assertion that communication is endless.
4. Select one cultural practice in your area which can be a barrier to intercultural communication. Show its significance in your custom.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

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**2005 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AE 211: ADMINISTRATION IN ADULT EDUCATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: A. ALL QUESTIONS CARRY EQUAL MARKS  
B. ANSWER FIVE (5) QUESTIONS**

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1. Identify and discuss the functions served by organizational goals.
2. Contrast the main features of any TWO (2) of the following approaches to management: classical, human relations and behavioural.
3. Assess briefly the two theories of leadership behaviour suggested by McGregor.
4. Write notes on any FOUR (4) of the following terms:
  - a) Operant learning
  - b) Dysfunctions of bureaucracy
  - c) Formal organization
  - d) Rational-legal authority
  - e) Goal displacement
5. Discuss briefly the contribution of Henry Fayol to administration.
6. Compare and contrast the management strategies applied in classical and human relations approaches to management.
7. Identify and discuss the role of administration when it is defined as “that part of the management of an organization which seeks to implement the decisions made by top management to achieve the desired and specified objectives”.
8. Describe the main features which Weber thought to be prevalent in all bureaucratic structures.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
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**2005 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AE 221: RESEARCH METHODS IN ADULT EDUCATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ANY FOUR (4) QUESTIONS**

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1. Explain the difference between probability and non probability sampling and, in particular, between simple random sampling and judgmental sampling.
2. Discuss the following types of questions:
  - a. matrix
  - b. contingency
  - c. ranking
  - d. closed-ended
3. Identify and discuss six assumptions upon which scientific approach in research is based.
4. Write short notes on the following:
  - a. validity
  - b. explanatory research
  - c. reliability
  - d. pilot study
5. Discuss the main components of a research proposal.
6. How do you identify and formulate a research problem?
7. Write notes on the following:
  - a. participatory research
  - b. schedule-Structured interview
  - c. characteristics of a good questionnaire
  - d. nature and purpose of research
8. Identify and discuss the ethical issues in research.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

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**2005 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AE 231: COMMUNITY DEVELOPMENT**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ONLY FIVE (5) QUESTIONS**

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1. Define and discuss the following terms as used in Community Development. Show the importance of each to the process of Community Development.
  - a) Felt Needs
  - b) Participation
2. Community Development is not a system maintenance approach to development but rather a system disturbing one. Discuss.
3. In Community Development who are Informal Leaders and what role do they play in the Community?
4. Community Development is not Social Engineering but rather a social horticulturing. Comment.
5. Community Development and Community Organization are two of some of the approaches to Community work. Discuss the Assumptions and principles of each and state their differences.
6. One of the steps to be taken in trying to set up a Community Development Project by an agent is "Knowledge of the Local environment. What does this mean and how is it done?
7. It is said urbanization contributes to rural poverty. Discuss.
8. Discuss the difference between Community Development and Adult Education as agents of change.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

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**2005 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AE 241: COMMUNICATION THEORY AND PRACTICE**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER TWO**

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1. This is a compulsory question  
Discuss the assertion that Popular Education is a gateway to national development use examples from America and Denmark in your discussion.
2. Distinguish linear from non linear communication. How can the two complement each other in delivering development to a community?
3. What is Liberative Education? Contrast it with the domesticating type of education.
4. Show how popular theatre if not well handled can be a barrier to a development campaign.
5. Analyze how development of a community can be retarded by the invasion of the beneficiary community's culture.
6. Show how big international organizations have realized the importance of participatory approach to development.

**END OF EXAMINATION**

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**2005 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AED 321: ORGANISATIONAL THEORY IN ADULT EDUCATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: A. ALL QUESTIONS CARRY EQUAL MARKS  
B. ANSWER FIVE QUESTIONS**

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1. Explain the functions served by organizational goals.
2. Briefly contrast the main features of any TWO of the following approaches to organization: classical, human relations and behavioural.
3. Write brief notes on any FOUR (4) of the following:
  - a) Physiological needs
  - b) Instrumental learning
  - c) Goal distortions
  - d) Rational / Legal authority
  - e) Organization structure
4. Assess briefly the contribution of B.F Skinner to understanding the behaviour of people in organizations.
5. Discuss briefly how groups influence the behaviour and work performance of people in organizations.
6. What are the characteristics of a bureaucratic structure?
7. Describe the elements which should be taken into consideration when formulating goals.
8. Identify and briefly discuss the common features which are shared by all organizations.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
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**AED 321: ORGANISATIONAL THEORY IN ADULT EDUCATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS**

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1. Identify and briefly discuss the common features, which are shared by all organizations.
2. What are the characteristics of a bureaucratic structure?
3. Assess briefly the contribution of B.F. skinner to understanding the behavior of people in organizations.
4. Briefly contrast the main features of any TWO (2) of the following approaches to organization: classical, human relations and behavioral.
5. Explain the functions served by organizational goals.
6. Write brief notes on any four (4) of the following:
  - a) Psychological needs
  - b) Instrumental learning
  - c) Goal distortions
  - d) Rational/legal authority
  - e) Organization structure
7. Discuss briefly how groups influence the behavior of people in organizations.
8. Describe the elements, which should be taken into consideration when formulating goals.

**END OF EXAMINATION**

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**2005 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AED 331: CURRICULUM DEVELOPMENT**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ONLY THREE (3) QUESTIONS**

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1. Discuss in details the importance of writing aims and objectives in the field of Curriculum Development.
2. Training needs analysis include Training needs related to five areas. Identify these areas and discuss each one of them in details
3. Curriculum design contents can be measured by its performance, discuss
4. In curriculum the following areas are very important and discuss each one briefly
  - a) Assessment
  - b) Structuring the curriculum
  - c) Strategies in curriculum
  - d) Diagnosis in curriculum
5. Compare and contrast the following
  - a) The affective domain
  - b) The cognitive domain
  - c) The psychomotor domain
6. Outline training programme format and give examples.

**END OF EXAMINATION**



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**2005 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AED 341: EMERGING ISSUES IN ADULT EDUCATION**

**TIME: THREE (3) HOURS**

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

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**SECTION A**

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

1. How do adult educators identify emerging issues? Identify any two emerging issues and justify why you consider these to be emerging issues in adult education.
2. The street children phenomenon can or cannot be categorized as an emerging issue in adult education. Is the street children phenomenon an emerging issue in adult education? Explain your answer.

**SECTION B**

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

3. What factors influence gender inequalities in Zambia? State and describe some educational efforts that have been employed to eradicate gender inequalities in Zambia.
4. State and describe some major causes and consequences of poverty in Zambia. Provide a critical analysis of any two educational strategies for the mitigation of poverty in Zambia.

5. Globalization impacts lives of people in the post-colonial society in various ways. Propose some adult education programs that would be ideal for addressing some issues emerging from the consequences of globalization.
  
6. State and describe the major causes and consequences of the HIV/AIDS pandemic in Zambia. Describe any two educational strategies that have been employed to combat this pandemic.

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA  
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2005 ACADEMIC YEAR FIRST SEMESTER DEFERRED FINAL EXAMINATIONS**

**AED 341: EMERGING ISSUES IN ADULT EDUCATION**

**TIME: THREE (3) HOURS**

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

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**SECTION A**

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

1. How do adult educators identify emerging issues? Identify any two emerging issues and justify why you consider these to be emerging issues in adult education.
2. Justify the argument that gender violence is an emerging issue in adult education

**SECTION B**

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

3. State and describe some major causes and consequences of poverty in Zambia. Provide a critical analysis of any two educational strategies for the mitigation of poverty in Zambia.
4. Briefly describe the consequences of structural adjustment program (SAP) on Zambians. Propose some adult education programs that are ideal for addressing some issues emerging from the consequences of SAP.
5. State and describe the major causes and consequences of the HIV/AIDS pandemic in Zambia. Describe any two educational strategies that have been employed to combat this pandemic.
6. State and describe the major causes and consequences of environmental degradation in Zambia. Describe and evaluate two educational strategies that have been employed to combat this issue.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

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**2005 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AED 411: APPLICATION OF STATISTICS TO ADULT EDUCATION RESEARCH**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER TWO (2) QUESTIONS FROM SECTION A AND TWO (2) QUESTIONS FROM SECTION B**

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**SECTION A**

1. The following are the hours spent by 15 young boys preparing for an examination:

32 40 33 36 39 29 32 33  
34 32 25 34 37 33 34

- a. What Z-score is associated with  
i. a total of 36 hours  
ii. a total of 29 hours  
iii. a total of 32 hours

- b. Show the scores on a standardized normal curve

2. The weight losses for 10 men enrolled on the same watch and weight course at a local sports center are given below.

<b>Weeks on course</b>	<b>Weight loss (kg)</b>
5	7.5
15	23
12	19.6
3	1.2
10	17.4
8	15.2
20	25.5
10	14
5	2.5
8	9.5

- a. Plot a scatter diagram  
b. Evaluate the product moment correlation coefficient  
c. Comment on the answer obtained in b

3. The following are hypothetical data on the languages mostly spoken by people:

English	62
Nyanja	50
Lozi	40
Bemba	35
Tonga	24

- Determine the appropriate degrees for the pie graph
- Draw a pie graph

4. Given the following data:

Wages (kwacha):	125-130	130-135	135-140	140-145	145-150	150-155
Number of people:	9	17	23	30	22	16
	155-160	160-165				
	9	4				

Calculate

- Median
- Standard deviation
- Comment on the answer obtained in b

## SECTION B

5. Write short notes on the following:
- Difference between mean deviation and standard deviation
  - Central tendency of the data.
  - Why raw scores have to be converted to standard scores.
6. State the four major scales of measurement and discuss their characteristics
7. Discuss three sampling procedures

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

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**2005 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AED421: LITERACY**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ONLY FIVE (5) QUESTIONS**

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1. It is said that the Formal Education system is one of the biggest causes of illiteracy in Zambia. Comment.
2. Is it illiteracy that causes poverty or poverty causes illiteracy! Discuss.
3. What are some of the barriers in this country for participating in illiteracy classes by the prospective students?
4. Some people say literacy is a gender issue what is your opinion. Give examples.
5. There are two methods/approaches of teaching literacy, mention them and explain how they work.
6. What is a primer, and after deciding on the topic of the primer what steps do you have to take before actually start constructing the primer?
7. Literacy is one of the first and indispensable steps to development, both of the individual and of his community. Validate this statement.
8. The framework within which a given problem is placed delineates its dimensions and outlines the ways and means for its solution. Discuss this statement in relation to the definition of literacy.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
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**2005 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**31: INTRODUCTION TO GERONTOLOGY**

**THREE (3) HOURS**

**INSTRUCTIONS: ANSWER FOUR QUESTIONS ONLY**

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Why was it difficult to talk about elderly Zambians participating in education in the past? Briefly describe the different educational Programmes that elderly Zambians currently participate in.

Examine why the status of the elderly has diminished in Zambia.

Discuss the decisions that may cause people to retire and describe the phases people go through when they retire.

Critically examine whether adult children have abandoned and stopped giving help to their elderly parents.

Why are elderly women having low levels of education in Zambia and explain the consequences of the low educational levels?

Critically examine the nature and consequences of physical abuse on the elderly. How can the rights of the elderly be protected.

Discuss depression as a mental disorder and explain its causes, symptoms and consequences in the lives of the elderly.

There is a widely held view that there are changes that take place in the cardiovascular and respiratory systems with age. To what extent do you agree with this statement.

Write on each of the following aspects of demography of ageing:

- a) Factors responsible for the dramatic increases in the elderly population in Zambia.
- b) Why there more elderly people in the rural areas.
- c) Reasons why there were more elderly males than females in Zambia from 1980 to 2000.

**END OF EXAMINATION**