

**UNIVERSITY OF ZAMBIA**  
**FIRST SEMESTER EXAMINATIONS-2004**  
**ADULT EDUCATION**

1. AE 111 - PHILOSOPHICAL FOUNDATIONS OF ADULT EDUCATION
2. AE 121 - ADULT LEARNING
3. AE 151 - INSTRUCTIONAL METHODS IN ADULT EDUCATION
4. AE 161 - COMMUNICATION THEORY AND PRACTICE
5. AE 211 - ADMINISTRATION IN ADULT EDUCATION
6. AE 221 - RESEARCH METHODS IN ADULT EDUCATION
7. AE 231 - COMMUNITY DEVELOPMENT
8. AE 241 - POPULAR EDUCATION AND MASS COMMUNICATION
9. AE 311 - PARTICIPATORY APPROACHES TO DEVELOPMENT
10. AE 321 - ORGANIZATIONAL THEORY IN ADULT EDUCATION
11. AE 331 - CURRICULUM DESIGN IN ADULT EDUCATION
12. AE 341 - EMERGING ISSUES IN ADULT EDUCATION
13. AED 411 - APPLICATION OF STATISTICS IN ADULT EDUCATION
14. AED 431 - INTRODUCTION TO GERONTOLOGY
15. AED 441 - COMPERATIVE STUDIES IN ADIULT EDUCATION

SHORT LOAN COLLECTION

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AE111: PHILOSOPHICAL FOUNDATIONS OF ADULT EDUCATION**

**TIME: THREE (3) HOURS**

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

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1. The term adult education can be clearly understood if the two concepts that make up the term are defined and described. Now define and describe the concept of "adult."
2. Describe the term adult education from five perspectives and (b) describe the characteristics of adult education.
3. What is meant by the concept of "philosophy" and then discuss the characteristics of philosophy.
4. Choose either Progressive or Humanistic philosophy and discuss it under the headings: History; philosophical assumptions; proponents; goals of education; methods of education implied; and implications for adult education.
5. Select **one** of the following schools of contemporary African philosophy and write on it: Ethnophilosophy; Nationalist – ideological philosophy; professional philosophy or sage philosophy.
6. What is meant by a working philosophy and explain the reasons for developing a working philosophy.
7. What is the meaning of a framework of a working philosophy. Choose one element of the framework and write on it.

***END OF EXAMINATION***

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**2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AE121: ADULT LEARNING**

**TIME: THREE (3) HOURS**

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

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1. In life Span Psychology explain the theory of DISENGAGEMENT.
2. What is motivation and how does it influence the learning process in adults? 6
3. Explain Thorndike's theory of CONNECTIONISM and contrast it with Maslow's theory of Self Actualisation. 4
4. Discuss the Psychoanalysis theory of learning and its applicability to adult learning. 4
5. Describe the economic characteristic of an adult and explain how it influences learning.
6. Discuss the concept of NEED and the influence it has on motivation for adult learning.
7. What is personality and is personality related to the physique of a person?
8. Are behaviour patterns genetically related, and is there a quasi-universal life course for humans?
9. Discuss Extrinsic motivation and how it affects adult learning.

***END OF EXAMINATION***

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**2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AE151: INSTRUCTIONAL METHODS IN ADULT EDUCATION**

**TIME: THREE (3) HOURS**

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

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1. In order to promote conducive atmosphere, there are some important factors which should be taken into account. Discuss them.
2. Adult learners are just the same as child learners. What are the similarities and differences?
3. What are the characteristics of a good adult educator?
4. Write on any three of the following:
  - a. Individual Method
  - b. Group Method
  - c. Community Method
  - d. Participatory Method
  - e. Expository Method
5. Differentiate between method and technique. Give examples on how you can use each of them.
6. In which way has University of Zambia contributed to individual and national development?
7. Write on two of the following:
  - a. Class
  - b. Institute
  - c. Convention
  - d. Conference
8. What role has Distance Education played in the promotion of education in Zambia?

***END OF EXAMINATION***

**THE UNIVERSITY OF ZAMBIA**

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**2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AE161: COMMUNICATION THEORY AND PRACTICE**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER THE QUESTIONS IN SECTION A AND  
THREE IN SECTION B**

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**SECTION A (25 Marks)**

1. Write an appropriate reference for the following documents used in writing an essay by a student at the University of Zambia.
  - An article by Joseph Nyirenda entitled Radio Broadcasting for Rural Zambia. It was published in the Journal of Adult Education in 1998 August. The Journal was volume one number six. This particular article is on pages 5 to 8.
  - A newspaper entitled Give the Youths Power by Erick Malambo in the Post Newspaper of 15<sup>th</sup> June, 2004.
  - A textbook in study skills and communication called Study Skills for University and College Students written by Wallace Alexander in 1999. The book was published by the Cambridge University Press in London.
  - An article entitled How Beginners can Learn Communication contributed to a book edited by Dickson Mwansa by Anolt L.H. Moonga. The book is entitled Principles of Basic Communication. It was published in 2003 by the University of Zambia Press in Lusaka.
  - A forthcoming book already submitted to publishers. The book was written by Josephine Millowse entitled Athletics and Other Games as Communication: The Zambian Case. It has been submitted to the Zambia Education Publishing house in Lusaka.

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## **SECTION B**

(Answer **only three** questions. Write an essay on each of the following)

2. Explain the importance of intercultural studies to students in higher institutions of learning in Zambia.
3. Identify three barriers to communication. Show how they are likely to affect new students at the University of Zambia. Suggest how to overcome them in order to ensure effective communication.
4. "Communication is a dynamic process" show how this statement applies to your environment.
5. Distinguish verbal from non-verbal communication. Show how the two are closely related.
6. Discuss how you would assist new students to the University of Zambia library locate books using the three catalogues placed in the main foyer.

***END OF EXAMINATION***

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AE211: ADMINISTRATION IN ADULT EDUCATION**

**TIME: THREE (3) HOURS**

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

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1. Differentiate between management and organization and how they relate to each other.
2. Fredrick W. Taylor is known to be the father of scientific management. What contributions did he make to modern management?
3. There are three theories namely Classical, Behavioural and Human Relations. What do they have in common or differences and how did they contribute to the present management?
4. Write brief notes on three of the following writers:
  - a) H. Fayol
  - b) E. Mayo
  - c) C. Argyris
  - d) A.H Maslow
  - e) D. McGregor
  - f) M.P Follet
5. Discuss the nature and types of organizations.
6. How do the following concepts relate to each other?
  - a) Goal setting
  - b) Goal displacement
  - c) Goal succession
7. Max Weber's Typology of Authority is about leadership. Mention the types of leadership and indicate among them the best one.
8. Bureaucracy does/does not bring about development, which view do you support?

***END OF EXAMINATION***

**THE UNIVERSITY OF ZAMBIA**

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**2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AE221: RESEARCH METHODS IN ADULT EDUCATION**

**TIME: THREE (3) HOURS**

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

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1. Discuss the differences between quantitative and qualitative researches and give examples.
2. Research proposal and research reports. Discuss and give examples.
3. Analyse the similarities and differences between statement of the problem and purpose of the study. Give examples.
4. Assumptions and relevance of the study are part of the research. Discuss.
5. Discuss in details research design and sampling.
6. List major areas of a proposal and why do we write a proposal.
7. Discuss the following items:
  - a. Descriptive research
  - b. Historical research
  - c. Action research
8. Discuss in details why it is important to use these instruments to collect data.
  - a. Questionnaire
  - b. Interviews
  - c. Observations
  - d. Focus interviews

***END OF EXAMINATION***



**THE UNIVERSITY OF ZAMBIA**

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**2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AE231: COMMUNITY DEVELOPMENT**

**TIME: THREE (3) HOURS**

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

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1. Communication channels are part of the main elements in the diffusion of new ideas in a community. Discuss and give examples.
2. Social structure and diffusion exist within the client system. Discuss.
3. Discuss the five conceptualisations that are based on observations of reality and the differences in value among adopter categories.
4. Discuss all the pros and cons of the insider change agent and give examples.
5. Researchers have identified six phases in the process of individual adoption of an innovation. Discuss.
6. Discuss ways of eliminating illiteracy in Zambia and give examples.
7. Discuss how the change agent should proceed with the actual installation of the innovation.
8. In the process of changing the client system, the change agent runs into problems of acceptance. Discuss some of the problems a change agent faces.

***END OF EXAMINATION***

**THE UNIVERSITY OF ZAMBIA**

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**2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AE241: POPULAR EDUCATION AND MASS COMMUNICATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER BOTH QUESTIONS IN SECTION A AND  
SELECT ANY THREE IN SECTION B**

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**SECTION A (40 Marks)**

1. Show what each of the following abbreviations stand for in Popular Education. (1<sup>1</sup>/<sub>2</sub> mark each)
  - a. P.R
  - b. F G D
  - c. VIPP
  - d. GOPP
  - e. RRA
  
2. Write brief notes on each of the following concepts in Popular Education.
  - i) Banking
  - ii) Object
  - iii) Dialogue
  - iv) Problem posing
  - v) Cultural invasion
  - vi) Liberation
  - vii) Collective problem identification
  - viii) Social stability
  - ix) Critical awareness
  - x) Collective evaluation

## **SECTION B**

(Answer **only three questions**. Write an essay on each of the following)

3. Discuss the demerits of mass communication as a medium of disseminating development messages.
4. Examine how each of the following institutions fits into the Freirian philosophy of Popular Education.
  - a) The Highlander Folk School
  - b) The Folk High School of Sweden
5. Explain the advantages of using popular theatre to disseminate a development innovation.
6. Discuss the major criticisms levelled against Popular Education.
7. Identify an institution involved in community development and how it can adopt Popular Education to enhance its operations.

***END OF EXAMINATION***

**THE UNIVERSITY OF ZAMBIA  
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**2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AE311: PARTICIPATORY APPROACHES TO DEVELOPMENT**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

There are two sections in this paper. Answer the question in Section A and select only three in section B.

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**SECTION A (This question is compulsory) [40 Marks]**

1. Write brief notes on each of the following:
  - i. Basic steps in participatory approach
  - ii. The different levels of consciousness according to Paulo Freire
  - iii. Critical reflection
  - iv. Problem posing education
  - v. Theatre for Development

**SECTION B**

2. What are the four levels of intellectuals advanced by Gramsci? Explain how our understanding of them contributes to the theoretical base of learners' participation in Education.
3. According to Hope and Timmel (1994), community workers should learn to work with the poor and oppressed and not for them (work for them). Discuss.
4. Looking critically at the lives of Paulo Freire and Gramsci, show how their experiences influenced their educational campaigns.
5. Analyse why a facilitator is said to be mostly responsible for the success or failure of a Focus Group Discussion.
6. Show how a community debate on the possible location of a market responds to the principles of participatory approaches to development.
7. Explain how you would use VIPP to disseminate development knowledge to a community that has little education.

***END OF EXAMINATION***

**THE UNIVERSITY OF ZAMBIA**

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**2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AE321: ORGANIZATIONAL THEORY IN ADULT EDUCATION**

**TIME: THREE (3) HOURS**

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

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1. Describe how scientific management was implemented and explain the results.
2. Compare and contrast the ideas and practices of the Classical and Human Relations Schools of organizational thought.
3. What were the contributions to organizational theory of three (3) of the following:
  - a) Elton Mayo
  - b) Cris Argyris
  - c) Max Werber
  - d) Renis Likert
  - e) Henri Fayol
  - f) Luther Gullick
4. What were the similarities and differences between Professional and Bureaucratic leadership?
5. Write on three of the following:-
  - a) Similarities and differences between Taylor and Fayol
  - b) Merits of Bureaucratic organisations
  - c) Systems approach and implications for adult education
  - d) The Hawthorne experiments.
6. The principles of classical theory have been greatly criticised by many writers. Discuss the criticisms of the classical theory.
7. Define the concept organization and (a) explain why organizations are formed and (b) discuss the characteristics of organisations.

***END OF EXAMINATION***

**THE UNIVERSITY OF ZAMBIA**

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**2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AED331: CURRICULUM DESIGN IN ADULT EDUCATION**

**TIME: THREE (3) HOURS**

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

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1. Instructions and teaching are part of the curriculum. Discuss.
2. Discuss the approach to organizational change in Curriculum Development.
3. What are functional consequences involved in the curriculum improvement.
4. Draw up a structural programme for designing curriculum and discuss in details.
5. Discuss the stakeholders of curriculum and their responsibilities.
6. Discuss in details the barriers faced by subject specialists in the development of the curriculum.
7. Compare and contrast between curriculum design and curriculum planning.
8. Discuss and give examples, when does the community come in the development of the curriculum, if they do come in at all.

***END OF EXAMINATION***

**THE UNIVERSITY OF ZAMBIA**

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**2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AED341: EMERGING ISSUES IN ADULT EDUCATION**

**TIME: THREE (3) HOURS**

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

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1. SAP, as a development strategy, urges Third World countries to embrace several prescriptions as a pre-condition for them to access aid from International Financial Institutions and the donor community. Select one such prescription and show how it has occasioned Negative Peace in the countries of aid inflow.
2. Zambia has been inundated by a horde of refugees from all parts of Africa. Discuss the merits and demerits to Zambia as a country of refugee inflow?
3. A tirade of salvos has been volleyed at the PRSP. Examine this criticism in the light of Zambia's dismal performance in the field of development.
4. Using the assertion that "Literacy Work" is many things: provide a thorough and critical understanding of the concept of "Literacy Work."
5. There are both intrinsic and extrinsic factors which account for the upward spiral in Zambia's debt stock. Examine thoroughly what these external factors are?
6. It is argued that PRSP is hand in glove with SAP. Provide credence to the above assertion.

***END OF EXAMINATION***

**THE UNIVERSITY OF ZAMBIA**

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**2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AED411: APPLICATION OF STATISTICS IN ADULT EDUCATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS ONLY; TWO (2) FROM SECTION A AND TWO (2) FROM SECTION B**

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**SECTION A**

1. A voter opinion survey was conducted by the Central Statistical Office to provide voter input regarding a proposed ZESCO electricity facility for the area. The following frequency distribution shows the age groups of survey participants:

Age category:	18-30	30-45	45-60	60 and over
No. of voters:	255	510	427	405

- What would you do to improve this frequency distribution?
  - Construct a relative frequency distribution for this data.
  - Construct a cumulative relative frequency distribution that will indicate percentage of the respondents who are less than 45.
2. Given the following data on Adult Education function:
- 10, 15, 20, 25, 15, 17, 41, 50, 5, 9, 12, 14, 35, 18,  
19, 17, 28, 29, 11, 11, 43, 54, 7, 8, 16, 13, 37, 18
- Compute the standard deviation.
  - Compute the coefficient of variation.
  - Is the distribution symmetrical, positively skewed or negatively skewed?



3. In 1999, Times of Zambia reported the following values for the number of contact lenses worn by people in some country:

<b>Kind of contact lens</b>	<b>No. of people (million)</b>
Soft, daily wear	11.5
Rigid, gas-permeable	4.0
Soft, extended wear	3.5
Hard	1.5

- a. Construct a pie chart
- b. Construct a bar chart
4. Banda, the owner of Manja Asiyana barbershop, has recorded the number of customers for each of the last 300 days. The smallest number was 8 and the largest 63. Banda wants to construct a frequency distribution for this series. How should he set up the following?
- a. Approximate number of classes
- b. Class width
- c. Limits for the first class

## **SECTION B**

5. Discuss scales of measurement. Give examples.
6. Discuss four (4) sampling techniques you know. What are their merits and demerits.
7. Write notes on:
- a. Statistics
- b. Rank Order Correlation
8. Discuss measures of Central Tendency. Give examples.

***END OF EXAMINATION***

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AED431: INTRODUCTION TO GERONTOLOGY**

**TIME: THREE (3) HOURS**

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

1. What is meant by the term feminisation of ageing and show in what ways older women contribute to social and economic development of their communities.
2. Define the concept of retirement and discuss the factors that may cause a person to retire
3. Write on three of the following aspects of ageing:-
  - a) Characteristics of victims of elder abuse
  - b) Strategies for strengthening the extended family
  - c) Functions performed by people with the grandparenting role
  - d) Reasons why older women live longer than older men
  - e) Factors affecting older peoples' access to health
4. Identify and discuss programmes which demonstrate that older people do participate in educational activities in Zambia.
5. Define the concept human rights and describe the rights contained in the UN declaration of human rights.
6. Write on three of the following:-
  - a) Factors that affect remarrying in old age
  - b) Factors that may contribute to reduced or no sexual activity in old age
  - c) Motives for participating in educational activities in old age
  - d) Changes in the immune system with advancing age
  - e) Changes in the eyes and ears with age
  - f) Changes in (a) brain and (b) memory in old age
7. Describe and explain the government programmes for older people in Zambia since the World War II.
8. Briefly describe two of the three public pension schemes in Zambia.
9. "Today, adult children have abandoned their elderly parents." Do you agree with this statement?

***END OF EXAMINATION***

**THE UNIVERSITY OF ZAMBIA**

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**2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**AED441: COMPARATIVE STUDIES IN ADULT EDUCATION**

**TIME: THREE (3) HOURS**

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

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1. Provide evidence which either disputes or supports the assertion that UNESCO is at the fulcrum of the development of comparative studies in adult education.
2. What would you point to as grey areas in George Bereday's methodological approach in the study of comparative studies in adult education?
3. Highlight the mission and rationale of adult education in countries of the South.
4. How would you explain the unparalleled success scored by the Danish Folk High School in the fields of conscientization, national development and national patriotism.
5. How did UNESCO's Elsinore Conference and its concomitant resolutions contribute to the development of comparative studies in adult education?
6. What would you cite as merits in undertaking a comparative study of adult education?

***END OF EXAMINATION***