

**UNIVERSITY OF ZAMBIA**  
**UNIVERSITY EXAMINATIONS-NOVEMBER/DECEMBER 1994**  
**ADULT EDUCATION**

History and philosophy of Adult Education	- AE 154
Adult Learning	- AE 155
Programme Planning, Evaluation and Administration	- AE 155
Programme Planning, Evaluation and Administration	- AE 157
Communication Theory	- AE 158
Administration and supervision of Adult Education	-
Programmes and Agencies	-
Community Development I	- AE 227
Community Development II	- AE 229
Communication Theory II	- AE 231

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1994

AE 154

HISTORY AND PHILOSOPHY OF ADULT EDUCATION

TIME: THREE HOURS

ANSWER:

FOUR QUESTIONS TWO FROM SECTION A AND TWO FROM SECTION B.

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SECTION A

1. Discuss how education was organized in Zambia in precolonial days emphasizing its characteristics, clientele, institutions leadership, functions, methods, techniques and media.

OR

Select a traditional ceremony in a given society, discuss its significance and how it contributed to the community's total way of life.

2. Discuss the contribution of the British Colonial Office to the development of adult education in Northern Rhodesia.
3. Discuss major forces that led to the development of adult education during the second colonial period 1925-1964.
4. Discuss major landmarks, policies and reforms in adult education in the post-independence era.

SECTION B

5. Discuss the role of literacy to development. How did literacy develop during the colonial period.
6. Describe the major providers of adult education in Zambia and discuss how their efforts are coordinated.

7. Present the history of the Barotse National School from its inception in 1907 to 1957, describing significant events, changes and persons involved in its work.
  
  8. Write short notes on the following:
    - a) goals of adult education
    - b) the "jeanes school idea"
    - c) Mukanda circumcision ceremony
    - d) barriers to participation in adult education
    - e) objectives of the Phelps Stoke Commission in British Tropical Africa 1924.
  
  9. Elaborate on methods of financing adult education in Zambia and offer your criticism of each.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1994

AE 155

ADULT LEARNING

TIME: THREE HOURS

INSTRUCTIONS:

Answer four questions. Choose two questions from Section A and two question from Section B.

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SECTION A

1. Critically examine the usefulness and limitations of the concept andragogy.
2. What are some of the strengths and weaknesses of S.R theories as applied to adult learning.
3. Conscientization is the basis of community development today. Show its practical application to real life.
4. What are learning webbs and how can they be introduced to make education accessible to many people and what are some of the problems that would make it difficult for them to be implemented in Zambia?
5. Explain the meaning of the following terms:
  - a. ld
  - b. ego
  - c. superego
6. How does classical condition differ from operant conditioning?
7. Critically examine Illich's philosophical ideas about education.

SECTION B

1. Describe the physiological changes that occur with vision and hearing as people grow older. What are the implications of these changes for adult learning?
2. What is meant by the term motivation? To what extent do you agree with the statement that no one can motivate a learner.
3. Explain how the following are important to understanding adult learners: time perspective, differentiation and readiness to learn. Mention some implications of these factors for adult learning.
4. Write on two of the following:-
  - (a) Banking concepts of education
  - (b) Tutorial method of instruction
  - (c) Fluid and crystallized intelligence

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1994

AE 156

PROGRAMME PLANNING, EVALUATION AND ADMINISTRATION

TIME: 3 HOURS

INSTRUCTIONS:

Answer four questions. Choose one question from each section and the fourth question from any section.

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SECTION A

1. You have been invited to talk to a group of adult educators about the differences between curriculum and programme.  
Define the terms curriculum and programme and then discuss and describe the differences between curriculum and programme.
2. What is meant by the concept need? Describe the basis and criteria you would use to prioritise needs identified in the catchment area of your institution.
3. Write on three of the following:-
  - (a) Marketing adult education programmes
  - (b) Who should determine adult learner needs
  - (c) Objections to using specific instructional objectives
  - (d) Typology or classification of needs assessment models

SECTION A

4. Describe the functions of management and show how you would use them in the management of adult education organisations and programmes.
5. What are organisational goals? Show how goal succession can occur.
6. How would you motivate your instructional and support staff in your adult education organisation or programme?

SECTION C

7. Discuss the importance of evaluation in adult education.
  8. Choose three models of evaluation and discuss their usefulness in evaluating adult education programmes.
  9. Describe the main elements of an evaluation process.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1994

AE 157

TIME: THREE HOURS

ANSWER: FOUR QUESTIONS

Answer two questions from Section A and two question from Section B.

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SECTION A

1. Discuss the following items in details
  - (a) Technique
  - (b) Appropriate instructional materials
  - (c) Evaluation of performance
  - (d) Feedback
2. There are six types of discussion methods. Discuss each one of them in details.
3. Discuss the similarities and differences between symposium and panel discussion. Give examples for each.

SECTION B

Answer two questions from this section

1. A case study is one of the techniques in teaching. Discuss how it is used in classroom situation.
2. Calloguy and Buzz session are important techniques in teaching. Discuss their advantages and their limitations.



3. An adult learner can learn best if certain activities take place. Discuss these activities.
4. Adults attend adult classes or discussions for several reasons. Discuss and give examples of the reasons.

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END OF EXAMINATION

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UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1994

AE 158

COMMUNICATION THEORY

TIME: THREE HOURS

ANSWER: FOUR QUESTIONS

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1. What are the characteristics of interpersonal communication?
  2. In what ways do social and mathematical theories of communication differ and complement each other?
  3. What are the common elements in citations for a book, journal article, chapter in an edited book? Give examples for each case.
  4. Verbal and nonverbal communication are important parts of human communication. With examples, discuss the significance and limitations of each one of them.
  5. Human interactions that are complementary lead to further communication. With clear examples show how this phenomenon works in real life.
  6. What is noise in communication? Discuss different types of noise, their causes and likely solutions for them.
  7. What is sexism in writing? Give at least ten examples and the right substitutes for them.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1994

AE 227

ADMINISTRATION AND SUPERVISION OF ADULT EDUCATION  
PROGRAMMES AND AGENCIES

TIME: THREE HOURS

INSTRUCTIONS:

Answer FIVE Questions out of the following:  
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1. There are four types of formal organisations. With reference to your own organization, identify which of these is relevant to your context.
2. In formal organizations, groups do compete against each other. What happens:-
  - (a) within each competing group?
  - (b) between the competing groups?
3. Briefly enumerate the distinctive characteristics of Weber's Typology of organization.
4. Briefly identify the FIVE types of decisions that exist in the administration of adult education agencies.
5. The channel of communication in your organization is mostly formal. Discuss how messages are transmitted through the official channel of communication.

6. Compare and contrast the three approaches to educational planning with a particular reference to your country in 1994.
7. "People respond to innovations in various ways, ranging from enthusiastic adoption to hostile rejection."  
Analyse this statement with specific reference to
  - (a) The Change Paradigm
  - (b) The Control Paradigm
8. How is Supervision related to Performance? The concepts in context here are "efficiency" and "human relations".
9. Define counselling in Adult Education Development by specifically analysing:-
  - (a) Advising
  - (b) Telling
  - (c) Manipulating and
  - (d) Counselling

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1994

AE 228

RESEARCH METHODS IN ADULT EDUCATION

(INTERNAL AND EXTERNAL)

TIME: THREE HOURS

ANSWER: TWO QUESTIONS FROM EACH SECTION

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SECTION I

ANS TWO QUESTIONS FROM THIS SECTION

1. Preparation at the initial stage of a research proposal is very important. Discuss the issues to take care at this stage and give examples.
2. Researchers talk about the review of related literature and related references. Explain and give examples what they mean by this.
3. Discuss three methods of collecting data in a research.
4. What is meant by statement of the hypotheses. Discuss.

SECTION TWO

ANSWER TWO QUESTIONS FROM THIS SECTION

- Q1. a) What are the functions of a research plan?
- b) List and explain any four mistakes which are made when planning research.
- Q2. a) Define the following:
- (i) Stratified sample
  - (ii) Cluster sample
  - (iii) Systematic sample
  - (iv) Random sample
- b) What determines the size of a sample?

- Q3. Research reports are written for various audiences.
- a) State any three of these audiences
  - b) What components of a research study should be included when reporting to the three audiences stated above?

SECTION THREE

ANSWER TWO QUESTIONS FROM THIS SECTION

Q1. Define the following

- a) Mean
- b) Quartile ranks
- c) Standard deviation
- d) Normal curve
- e) Z-score

- Q2.
- a) When does a researcher use the t-test?
  - b) When does a researcher use the chi-square?
  - c) What is the standard error of estimate and when is it used?

Q3. Below is a set of scores from a Grade I literacy class test.

5	8	5	6
7	9	20	7
8	10	16	12
4	11	19	14
5	15	13	18

- a) What are the quartile ranks for these scores?
- b) Compute the standard Deviation.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER 1994

AE 229

COMMUNITY DEVELOPMENT

(INTERNAL AND EXTERNAL)

TIME: THREE HOURS

ANSWER: THREE QUESTIONS

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1. Define and discuss three types of innovation decisions
    - (a) Optional decision
    - (b) Collective decision
    - (c) Authority decisionPlease give examples of each one of them.
  
  2. Discuss in detail the following:-
    - (a) Determining goals
    - (b) Developing behaviours
    - (c) Transferring behaviours
    - (d) Supernatural causes
    - (e) The subconscious
  
  3. Discuss how you size up your relationship with the client system.
  
  4. The sequence of change agent roles in bringing about innovation to a community. Discuss all seven steps and give examples.
  
  5. There are two approaches to organizational change. Discuss them.
  
  6. A change agent should make a diagnostic inventory to help the client system understand about change. Discuss the four main items of good diagnostic inventory.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1994

AE 231

COMMUNICATION THEORY II

(INTERNAL AND EXTERNAL)

TIME: THREE HOURS

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SECTION A

Answer two questions from Section A

1. You have been appointed a member of a Committee that is planning a major mass educational programme in your organization. Members of your Committee request you to help select appropriate media for the programme. Discuss how you would go about selecting the most appropriate media.
2. Define the following terms and give examples in each case:-
  - (a) Non-formal education
  - (b) Formal education
  - (c) Communication media
  - (d) Mass Communication
3. There are four strategies for using radio. Discuss each strategy and give examples.
4. You are an instructor at an agricultural college. You are now teaching about how you can design an educational message for radio farm forum programme. Describe the steps you would use to design such a message.



SECTION E

ANSWER TWO QUESTIONS

1. Discuss the concepts project, programme and campaign as they apply to literacy work.
2. Development means many things to many people. At this time in history what is the current view of development and how does it fit in with the work of any organization that you know well?
3. The concept of education for all by the year 2000 came into vogue in 1990. What are its basic tenets and how are the tenets translated in the field of education in Zambia?
4. Discuss some of the methodologies used in meeting educational needs for the marginalized adult members of the society in any one of the countries that you have studied.
5. What are some of the problems met in making learning a life long activity for participants in Zambian Literacy programmes?
6. The concept "popular education" aims at particular groups of the adult population, follows a process and is informed by a set of philosophical ideas. Analyse these three areas of popular education and give examples of where it is practised.

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END OF EXAMINATION