

UNIVERSITY OF ZAMBIA

FIRST SEMESTER EXAMINATION PAPER

ADULT EDUCATION 2009/2010

1. AED 111 Philosophical foundations of Adult Education
2. AED 111 Philosophical foundations of adult Education (Deferred)
3. AED 121 Psychology of Adult Education
4. AED 131 Study Skills
5. AED 211 Programme Planning in Adult Education
6. AED 221 Community Development
7. AED 231 Instructional Methods in Adult Education
8. AED 231 Instructional Methods in Adult Education (Deferred)
9. AED 241 Non Formal Education
10. AED 311 Participatory approaches to Development
11. AED 321 Organizational theory
12. AED 331 Curriculum Design in Adult Education Course
13. AED 341 Emerging issues in Adult Education
14. AED 411 Application of Statistics in Adult Education Research
15. AED 421 Literacy and learning environment
16. AED 441 Comparative Adult Education

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

2010/2011 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION

COURSE: AED 111- PHILOSOPHICAL FOUNDATIONS OF ADULT EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: (a) Answer four (4) questions only

(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

QUESTIONS:

1. Why is adult Education important for National Development? Discuss citing examples.
2. Why are Idealism and Materialism (Realism) opposed to each other? Argue with examples.
3. Discuss in details the following:
 - (a) Andragogy
 - (b) Metaphysics
 - (c) Axiology
 - (d) Epistemology
 - (e) Ethno philosophy
4. What is the purpose of philosophy in life? Why do philosophers come up with various philosophies? Discuss.
5. Differentiate between PEDAGOGY and ANDRAGOGY as methods of teaching; discuss the six core Adult Learning principles and the main providers of Adult Education programmes. Give examples.
6. Compare Liberal Adult Education philosophy and progressive Adult Education philosophy. Discuss their similarities and differences citing examples.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

END OF FIRST SEMESTER DEFERRED EXAMINATIONS

COURSE: AED 111-THE PHILOSOPHY OF ADULT EDUCATION

TIME: THREE (3) HOUR

INSTRUCTIONS: ANSWER ONLY FOUR (4) QUESTIONS

- (1) Identify and discuss two branches of Philosophy

- (2) Discuss the following:
 - a) Informal Education
 - b) Pedagogy
 - c) Idealism
 - d) Ethno Philosophy

- (3) Discuss the contributions of Philosophy to Adult Education.

- (4) Identify four Schools in contemporary African Philosophy. Discuss two of them

- (5) Explain the Historical Development of:
 - (a) Liberal Philosophy
 - (b) Behaviourist Philosophy

- (6) What is Philosophy? What are the characteristics of Philosophy?

END

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**2009 ACADEMIC YEAR FIRST SEMESTER
DEFERRED EXAMINATION**

AED121: PSYCHOLOGY OF ADULT EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ONLY FOUR (4) QUESTIONS

1. Discuss the similarities and differences between psychology and natural sciences. What are the weaknesses of psychology as a science?
2. What is the importance of psychology to you as an adult education practitioner and to your country?
3. With concrete examples, discuss the humanist theory of learning, stating its importance to the field of adult education.
4. Discuss the relationship between motivation and adult learning, highlighting the similarities and differences in the way adults and children learn.
5. "Adults are very difficult to teach because they come to the teaching-learning situation with a lot of experience and knowledge making them rigid and proud."

Do you agree with the above statement? Give reasons for your position.
6. Discuss the stages of human development as presented by Jean Piaget, outlining the characteristics of each stage. Why is it necessary for you to be aware of these stages?

END OF EXAMINATION

*child learning
is subject centred*

*enough time to make up for the experian
motivation perception, intensity, imitation,*

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**2010/11 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

AED121: PSYCHOLOGY OF ADULT EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ONLY FOUR (4) QUESTIONS

1. Why do you think psychology is called a science? Explain its importance to adult education and a developing country like ours.
2. Critically analyse the humanistic theory of learning and explain its significance to adult learning. Give clear examples in your analysis.
- ✓3. "There is no difference in the learning patterns of children and those of adults. After all they are both learners."

Do you agree with the above statement? Give reasons and examples for your position.
- ✓4. Discuss the advantages and disadvantages of observation, interviews and case studies as methods of collecting information in psychological research.
- ✓5. Giving relevant examples, discuss Erik Erikson's theory of psychosocial development. Of what importance is the theory to you as an adult educator?
- ✓6. Explain the importance of motivation to the teaching-learning process and highlight its possible sources. Relate your answer to adult learning.

END OF EXAMINATION

The University of Zambia

Semester Examinations 2009

Study Skills AED 131 Final examinations

Time : Three Hours.

Instructions: Answer three questions in this paper. Question one is compulsory. Your answer should be free of common language errors. Write all your answers in the booklet provided. Essays should not be more than two pages long.

1. This question is **compulsory**.

Read the following passage and answer the questions that follow.

Dingiswayo conceded the advantages in an impi ebomvu (red wars, or war to finish), but emphasized again that he did not wish to destroy, but merely to teach a lesson, whereupon Shaka sharply rejoined, 'Which will never be learned'.

The rest of the council voted solidly against shaka, as they saw no good in these innovations. **The elderly commander or colonel of the 'Old Guard' or Yengondlovu regiment attacked the idea of going without sandals, and discarding their throwing spears for a clumsy stabbing assegai; it would be the ruination of the army, and as for the idea of having encircling horns, he dismissed it by saying such things had never been heard of before.** Shaka fiercely defended his ideas, even against Dingiswayo, for it was a feature at these i-bandla, or councils of war, that everyone was entitled freely to voice his opinions, even against the chief or king. Shaka always knew when to beat a retreat, and when he realized that on the one side he was up against the stone wall of ultra-conservatism, and on the other against Dingiswayo's humanitarian-and to him misplaced-idea, he ceased to waste his arguments.

After another night march they reached the upper waters of the Um-Mona River, a left tributary of the black Umfolozi River. Early in the morning the scouts and spies came in to report that Zwide's army was massing a few miles ahead near one of his principle kraals. **They also reported the approach of three other considerable contingents which were all converging on Zwide's capital.** Shaka was in almost complete charge of the intelligence department, which at his request, Dingiswayo had entrusted to him. He had already sent out a screen of scouts, and beyond them trusty spies chosen from tribes other than Dingiswayo Mtetwas. Shaka now urged immediate action, and to strike before Zwide's mobilization was complete. The advice was unanimously accepted by Dingiswayo and the war council.

- a) Give an example of direct speech used in the first paragraph.
- b) To who is the word he referring to in the first paragraph?
- c) What is the clause 'which will never be learnt' used to refer to at the end of the first paragraph?
- d) Study the bold sentence in the passage. Write the subject + predicate parts of the sentence.
- e) To whom is the word it used in the bold sentence referring?
- f) Give three examples of pre modifiers used in the bold sentence.
- g) Comment on the use of the word it(bold word)in this sentence.
- h) In the bold sentence starting, ' They.....'
 - i) identify the subject and predicate of the sentence.
 - ii) Give the sentence pattern of the same sentence.
- i) Identify the two clauses used in the sentence starting, ' They.....'
- j) Identify this as a sentence, clause or phrase.

which at his request, Dingiswayo had entrusted to him.

K) Complete the following chart by filling in the missing details

	Word	word class	inflection	Word	class
i)	.....	verb	.....	commander	.....
ii)	Ruin	.....	.....	ruination	.....
iii)	.....	adjective	ly	fiercely	.....
vi)	Title	noun	.....	.....	verb
v)	.....	adjective	-itarian	.....	.....

2. Imagine that you have received new students in the university at the beginning of the year and you have been asked to assist them with orientation in the library. Explain how they can locate books and other reading material using the i) Subject, ii) Title, and, iii) Author catalogues.

Explain how they can assess the books before borrowing or reading them.

2. Distinguish a reference from a bibliography.
 - a) Explain what you understand by in text citation and give clear examples of the same for paraphrased and quoted material.
 - b) Using your own examples, illustrate how you can write a reference for each of the following;
 - i) A book authored by three people.
 - ii) A chapter in an edited book.
 - iii) An article in a journal.
3. Discuss the advantages of adhering to the process of writing essays when doing your assignments.
4. What is active reading? Describe ways in which it can be enhanced in your studies.
5. Note making and taking activities are said to be more than mere lifting of sentences and phrases from a text to your book. Explain what you understand by this statement and show how semantic markers, signs and symbols support the note making or taking activities.

END OF THE EXAMINATION
MERRY CHRISTMAS

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES
SEMESTER ONE: EXAMINATIONS OCTOBER-NOVEMBER 2010
AED 131 – STUDY SKILLS
TIME: THREE HOURS

INSTRUCTIONS: Answer **only three** questions in this paper. Question **one** is compulsory and answer any two others of your choice. Write all the answers in the answer book provided.

1. This is a compulsory question. Read the passage below and answer the questions that follow.

Like the Sabbath, the week originated at creation, and it has been preserved and brought down to us through Bible history. God himself measured off the first week as a sample for successive weeks to the close of time. Like every other, it consisted of seven literal days. Six days were employed in the work of creation; upon the seventh, God rested, and he then blessed this day, and set it apart as a day of rest for man.

In the law given from Sinai, God recognized the week, and the facts upon which it is based. After giving the command, "Remember the Sabbath day, to keep it holy," and specifying what shall be done on the six days, and what shall not be done on the seventh, he states the reason for thus observing the week, by pointing back to his own example: For in six days the Lord made heaven and earth, the sea, and all that is in them is, and rested the seventh day; wherefore the Lord blessed the Sabbath day, and hallowed it." This reason appears beautiful and forcible when we understand the days of creation to be literal. The first six days of each week are given to man for labor, because God employed the same period of the first week in the work of creation. On the seventh day man is to refrain from labor, in commemoration of the creator's rest.

But the assumption that the events of the first week required thousands upon thousands of years, strikes directly at the foundation of the fourth commandment. It represents the creator as commanding men to observe the week of literal days in commemoration of vast, indefinite periods. This is unlike his method of dealing with his creatures. It makes indefinite and obscure that which he has made very plain. It is infidelity in its most insidious and hence most dangerous form; its real character is so disguised that it is held and taught by many who profess to believe the Bible.

“By the word of the Lord were the heavens made; and all the host of them by the breath of his mouth.” “For he spake, and it was done; he commanded, and it stood fast.” The Bible recognizes no long ages in which the earth was slowly evolved from chaos. Of each successive day of creation, the sacred record declares that it consisted of the evening and the morning, like all other days that have followed. At the close of each day is given the result of the creator’s work. The statement is made at the close of the first week’s record, “These are the generations of the heavens and of the earth when they were created.” But this does not convey the idea that the days of creation were other than literal days. Each day was called a generation, because that in it God generated, or produced, some new portion of his work.

Geologists claim to find evidence from the earth itself that it is very much older than the Mosaic record teaches. Bones of men and animals, as well as instruments of warfare, petrified trees, etc., much larger than any that now exist, or that have existed for thousands of years, have been discovered, and from that it is inferred that the earth was populated long before the time brought to view in the record of creation, and by a race of beings vastly superior in size to any men now living. Such reasoning has led many professed Bible believers to adopt the position that the days of creation were vast, indefinite periods.

- i) Divide the first sentence of the passage in paragraph 1 into its subject and predicate parts.
- ii) In the last sentence of paragraph 1, identify the three other words and phrases used to refer to the Seventh day.
- iii) Briefly describe the sentence pattern of the first sentence in paragraph 2.
- iv) Identify another sentence in the same paragraph with a similar pattern.
- v) In the statement This...creatures in paragraph, 3 to what is the word ‘his’ used to refer?
- vi) In paragraph 4 identify the adjectives and adverbs used in the statement; The Bible... from chaos.
- vii) In the statement (paragraph 4) The statement ... created.” Identify elements of the passive voice.
- viii) Read the passage carefully and complete the table below; Fill in the blank spaces using words from the passage.

**THE UNIVERSITY OF ZAMBIA
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**2010/11 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

AED211: PROGRAMME PLANNING IN ADULT EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ONLY FOUR (4) QUESTIONS

1. Giving concrete examples, discuss the importance of programme planning to you as an adult education practitioner and to your country.
2. Explain the significance of programme logic models and how they are used in the programme planning situation. Give concrete examples in your explanation.
3. Zambia has had five National Development Plans since independence and the sixth one is being worked on, yet the majority of our people live in abject poverty. How do you explain this situation?
4. Compare and contrast planning and budgeting and explain their importance to you as an adult education specialist.
5. Explain the importance of context analysis in programme planning. Give relevant examples in your explanation.
6. Discuss the qualities of an effective programme planner and manager. What factors would you take into consideration when planning for an adult education programme?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

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DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

2010/2011 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION

AED 221: COMMUNITY DEVELOPMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: (a) Answer four (4) questions only

(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

QUESTIONS:

1. Distinguish between 'Community Development' and 'Community Organization'. Select one of these approaches; discuss its appropriateness to community problem-solving and illustrate it with reference to a project or situation that is either real or hypothetical.
2. Discuss the concept 'Community Development' in seven (7) various contexts with examples.
3. You are appointed as District Community Development officer (change Agent) of newly established District. Describe your role as a community Development worker, such that the effectiveness of the 'people's participation' is emphasized.
4. Discuss with examples the following concepts:
 - (a) Empowerment
 - (b) Self-help projects
 - (c) Community Development
 - (d) Extension Services
5. What fears and dilemmas do governments face in promoting Community Development and how can some of the fears be allayed to enable people participate fully in the process of their own development?
6. Identify and discuss five (5) aims of Community Development. How would they help to bring development to third world countries? Give examples.

END OF EXAMINATION

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DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

2010 ACADEMIC YEAR FIRST SEMESTER DEFERRED EXAMINATIONS

COURSE: AED 231- INSTRUCTIONAL METHODS IN ADULT EDUCATION

TIME : THREE (3) HOURS

INSTRUCTION : ANSWER FOUR (3) QUESTIONS ONLY

1. Identify and discuss the six elements in distance education that are essential for a comprehensive definition of the concept.
2. What are the general principles of extensions?
3. Divide and discuss the main body of adult learners.
4. How do you cope with hostility atmosphere in a class?

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
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DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

2010 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

COURSE : AED231 – INSTRUCTIONAL METHODS IN ADULT EDUCATION

TIME : THREE (3) HOURS

INSTRUCTION: ANSWER THREE (3) QUESTIONS ONLY

1. How would you stimulate effective participation by adults in adult education?
2. Discuss the following methods in adult education:
 - Conference
 - Workshop
 - Seminar
 - Convention
3. Discuss the general characteristics of the adult learner.
4. Discuss what you should do when you meet a class of adult learners for the first time.
5. Discuss how you would select which method to use in adult education.

END OF EXAMINATION!

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FRIST SEMESTER EXAMINATION-NOVEBER 2010

AED 241: NON-FORMAL EDUCATION

TIME: THREE HOURS

INSTRUCTIONS:

ANSWER ANY THREE (3) OF THE FOLLOWING ESSAY QUESTIONS

1. Non-Formal Education became popular in the 1990's following the Jomtien conference identify four types of non-formal education and explain how they contribute to the achievement of education for all.
2. Explain how non-formal education can be said to be more economically viable for a country like Zambia.
3. Non-formal education, formal education and informal education impart knowledge and skills to people. Illuminate similarities and differences existing between the three forms of education.
4. Articulate the issues and problems that require urgent attention in Zambia with regards to non-formal education.
5. Describe how non-formal education can be a conduit for rural development.
6. Explain the structure, organization and administration of non-formal education in a country of your choice and justify what Zambia can borrow in order to improve her provision of non-formal education.

END