

UNIVERSITY OF SWAZILAND
INSTITUTE OF DISTANCE EDUCATION
B. ED. (ADULT EDUCATION) III
MAIN EXAMINATION PAPER, MAY 2014

TITLE OF PAPER: PSYCHOLOGY OF ADULT EDUCATION II

COURSE CODE: BAE 314

TIME ALLOWED: THREE (3) HOURS

WEIGHT: 100 MARKS

- INSTRUCTIONS:**
- 1. ANSWER FOUR (4) QUESTIONS ONLY, ONE FROM EACH SECTION (A, B, C, D)**
 - 2. QUESTION ONE (1) IS COMPULSORY**
 - 3. WRITE YOUR ANSWERS IN THE ANSWER BOOKLET PROVIDED**
 - 4. DO NOT WRITE ON THE QUESTION PAPER**

THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR

SECTION A

ANSWER (1) QUESTIONS ONLY

QUESTION 1 [34 marks] [COMPULSORY]

Critique the use of the following theoretical approaches to teaching and learning:

- (a) Behavioural theories [8 marks]
- (b) Social learning theory [8 marks]
- (c) Cognitive learning theories [8 marks]
- (d) Analysis in psychology: Freud(1940), Berne (1964), Temple(1988) and Jung (1968). [10 marks]

SECTION B

ANSWER ONE (1) QUESTION ONLY

QUESTION 2 [22 marks]

- (a) Use relevant examples to examine factors that influence gender development in Swaziland. [6 marks]
- (b) Why is gender development, in principle, important to any person interested in the education and training of adults?[5 marks]
- (c) How can the education and training of adults address gender equality and equity of access to resources and participation? [11 marks]

QUESTION 3 [22 marks]

- (a) Use relevant examples to critically examine sources of gender inequality in Swaziland. [6 marks]
- (b) Why is gender development, in principle, important to any person interested in the education and training of adults? [5 marks]
- (c) Critique Swaziland's current performance in promoting gender issues. [11 marks]

SECTION C

ANSWER ONE (1) QUESTION ONLY

QUESTION 4 [22 marks]

- (a) Describe the role of culture in the development of self-concept.
[8 marks]
- (b) Using your current class (BED III), as a setting, examine the influence of group processes on adult learning.
[14 marks]

QUESTION 5 [22 marks]

“The nominal Group Technique (NGT) has been identified as a suitable technique for evaluating the wants/demands and blending individual and group need(s)”.

- (a) Create a scenario in which you could use the NGT’s eight steps in the education and training of adults.
[14 marks]
- (b) Using relevant examples, examine six stages of group lifespan development.
[8 marks]

SECTION D

ANSWER ONE (1) QUESTION ONLY

QUESTION 6 [22 marks]

- (a) Using relevant examples, examine how theories of adult learning, which you have been introduced to by your current course, could enable the adult educator to understand adult learners and adult learning and teaching transactions.
[11 marks]
- (b) Create a scenario in which you could use **one (1)** of the above approaches (theories) in creating effective teaching and learning experiences for adult learners.
[11 marks]

QUESTION 7 [22 marks]

- (a) Using relevant examples, examine how theories of motivation, which you have been introduced to by your current course, could enable the adult educator to understand adult learners' motivation orientation and effective management of the physical, social, and psychological environment.

[11 marks]

- (b) Create a scenario in which you could use any of the above approaches in creating effective management of the teaching and learning environment for adult learners.

[11 marks]

