

**UNIVERSITY OF SWAZILAND**

**INSTITUTE OF DISTANCE EDUCATION**

**BACHELOR OF ADULT EDUCATION**

**FINAL EXAMINATION PAPER 2005**

**TITLE OF PAPER: DESIGN AND DELIVERY SYSTEMS I**

**COURSE CODE: IDE-BAE 301-1**

**TIME ALLOWED: TWO (2) HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION "A" AND ANY TWO (2) QUESTIONS IN SECTION "B".**

**MARKS WILL BE DEDUCTED FOR POORLY WRITTEN ENGLISH.**

**THIS PAPER IS NOT TO BE OPENED UNTIL THE INVIGILATOR HAS GIVEN PERMISSION.**

**SECTION A: ANSWER ALL QUESTIONS**

**QUESTION 1**

In recent years, adult literacy learners have come to understand that literacy is more than development of individual skills; explain why they need the following as part of their learning:

- a) Literacy for access and orientation to have access to information and orient themselves in the world.
- b) Literacy as voice to give voice to their ideas and opinions and to have the confidence that their voice will be heard and taken into account.
- c) Literacy as a vehicle for independent action to solve problems and make decisions on their own.
- d) Literacy as bridge to the future to be able to keep on learning in order to keep up with the rapidly changing world.

[20 marks]

**QUESTION 2**

- a) Explain what is self-directed learning; and provide a practical example; (10)
- b) Discuss what you have to do to become a self-directed learner at the fourth stage of the SSDL model. (10)
- c) Discuss two obstacles you may face to fulfill your goal as a self-directed learner. (10)

[30 Marks]

**SECTION B: ANSWER ANY TWO (2) QUESTIONS**

**QUESTION 3**

Designing a Radio Programme requires a number of considerations. Explain the following, while providing practical examples:

- a) Satisfying audience needs;
- b) Timeliness;
- c) Multiplier Effect;
- d) Realism/Credibility;
- e) Listener Participation.

[25 marks]

**QUESTION 4**

- a) Explain functional literacy while basing on Swaziland conditions; (10)
- b) Discuss how you can use literacy education techniques to community based groups involved in income generating projects; (15)

[25 marks]

**QUESTION 5**

Two way Television Broadcasting can be used effectively in instructional situations if all things are in place. Given that Swazi TV has requested you to assist in setting-up a two-way TV programme for adult learners in the country:

- a) Describe two-way TV broadcasting; (5)
- b) Explain how learners will have access to educational broadcasting programmes; (10)
- c) Give two advantages and two disadvantages of using two-way TV broadcasting for adult learners in Swaziland. (10)

[25 marks]

**QUESTION 6**

It is quite apparent that in some organizations, institutions and the like, the message of problems related to HIV and AIDS have fallen to a deaf ear. Factories, industries and the like are experiencing high turnovers, absenteeism is rampant, health related problems and death have escalated. As a change agent versed in communication and other related skills, you are required to assist management at your workplace to deal with HIV and AIDS related problems. Given the above:

- a) List and explain briefly the steps you would take to assist management; (10)
- b) Given that training is not the solution to the problem, describe the steps and delivery system you might use to assist Mrs. Dlamini (taking into consideration that the company can not release her from work for a long period). (15)

[25 marks]

**QUESTION 7**

Using any example of your choice:

- a) Contrast and/or distinguish between one way television and interactive television; (5)
- b) Discuss two important attributes of *interactive television*; (10)
- c) List and explain two issues of importance for the design of television programmes. (10)

[25 marks]

**QUESTION 8**

With a practical example, explain the following pedagogical goals for designers of constructivist learning environments:

- a) Embed learning in realistic and relevant contexts;
- b) Encourage ownership and voice in the learning process;
- c) Embed learning in social experience;
- d) Encourage self-awareness of the knowledge construction process.

[25 marks]