UNIVERSITY OF SWAZILAND

INSTITUTE OF DISTANCE EDUCATION

BACHELOR OF ADULT EDUCATION

FINAL EXAMINATION PAPER 2007

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".

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

SECTION A: ANSWER ALL QUESTIONS

QUESTION 1

The design and/or construction of communication campaigns require you to use effective steps and/or procedures. Select any five of the McGuire Seven-Step procedure and explain while providing an example.
1. Review the realities
2. Examine the ethics
3. Survey the Socio-cultural Situation
4. Map the mental matrix (wearing many hats)
5. Tease out the target themes
6. Construct the communications
7. Evaluate the effectiveness

[25 Marks]

QUESTION 2

Below are things to consider when designing radio programmes. Briefly explain each while giving an example.
a) Satisfying Audience Needs
b) Timeliness
c) Multiplier Effect
d) Listener participation
e) Liveliness

[25 marks]

SECTION B: ANSWER ANY TWO (2) QUESTIONS

QUESTION 3

Learners at the Nhlangano Farmers Training Centre are engaged in learning programmes which are of immediate use and relevant to their needs. The centre encourages alternative assessment methods.
♦ Define what is alternative assessment; (10)
♦ Select one (1) alternative assessment method and explain it in detail; (10)
♦ Give examples when explaining to show that the assessment given is different from traditional methods. (5)

[25 marks]

QUESTION 4

With the aid of examples, explain how the statement below can be facilitated:
"Students can learn at their own pace, they can do their
homework at anytime, even type their own work using
user friendly programmes"

[25 marks]

2

QUESTION 5

Adult Learning facilitators are required to design programmes that promote "Active Learning" on the part of the learner. With examples, explain the following principles which support the idea of active learning.
1. Beyond Information Given (BIG)
2. Without Information Given (WIG)

[25 Marks]

QUESTION 6

♦ Contrast and Compare between Constructivism and Problem-Based Learning (15)
♦ Provide practical examples to support the above (10)

[25 marks]

QUESTION 7

Using any example of your choice, do the following:
♦ Contrast and/or distinguish between <u>one way television</u> and <u>interactive televison</u>; (5)
♦ Discuss two important attributes of *interactive television*; (10)
♦ List and explain two issues of importance for the design of television programmes. (10)

[25 marks]

QUESTION 8

♦ Define <u>functional illiteracy</u>; (5)
♦ List and explain <u>five</u> things that show functional illiteracy (10)
♦ Discuss while providing examples how one can achieve <u>functional literacy</u>. (5)

[25 marks]