

Course code: AE 101 2008(M) 1 of 3

**FACULTY OF EDUCATION
DEPARTMENT OF ADULT EDUCATION**

PART-TIME DIPLOMA IN ADULT EDUCATION YEAR I

FINAL EXAMINATION PAPER MAY, 2008

TITLE OF PAPER: PSYCHOLOGY OF ADULT EDUCATION

COURSE CODE: AE 101

TIME ALLOWED: THREE (3) HOURS

- INSTRUCTIONS:**
- 1. ANSWER FOUR (4) QUESTIONS. TWO (2) FROM SECTION A AND TWO(2) FROM SECTION B**
 - 2. ANSWERS SHOULD BE WRITTEN IN THE ANSWER BOOKLET PROVIDED.**
 - 3. DO NOT WRITE ON THE QUESTION PAPER.**

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

SECTION A

ANSWER TWO QUESTIONS ONLY

QUESTION 1

Using relevant examples, give a brief discussion of the following terms and concepts:

- (a) Nurture and nature [5 marks]
- (b) Theory, law and paradigm [5 marks]
- (c) Developmental task [5 marks]
- (d) Self [5 marks]
- (f) Personality [5 marks]

QUESTION 2

- (a) What is learning? [10 marks]
- (b) Using an adult learning setting of your choice in Swaziland, discuss how your knowledge of theories of learning can aid you in promoting effective teaching and learning of adults. [15 marks]

QUESTION 3

- (a) Compare and contrast the major determinants of as identified by Harvighurst (1973), Erickson (1970), Mwamwenda (1989) and Fasokum; *et al*(2005). [15 marks]
- (b) Discuss the implications the implications for the education and training of adults in Swaziland. [10 marks]

SECTION B

ANSWER TWO QUESTIONS ONLY

QUESTION 4

Using relevant examples, give a brief discussion of the following terms and concepts:

- (a) Experiential learning [5 marks]
- (b) Motivation [5 marks]
- (c) Socialisation [5 marks]
- (d) Learning projects [5 marks]
- (e) Transactional analysis [5 marks]

QUESTION 5

Adult who participate in education and training programmes, come into the learning situation /institution with a number of problems. Using the knowledge and skills you have acquired from the study of psychology of adult education:

- (a) Technically classify these learner-problems.
[15 marks]
- (b) Discuss the implications for the management of adult teaching and learning transactions.
[10 marks]

QUESTION 6

- (a) Discuss the strengths and weaknesses of Malcolm Tight's concept of learning projects and learning contracts. [15 marks]
- (b) Explain how Tight's ideas could be applied to teaching and learning programmes for adults in Swaziland.