

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

PART-TIME DIPLOMA IN ADULT EDUCATION YEAR 1

MAIN EXAMINATION PAPER, NOVEMBER/DECEMBER, 2009

- TITLE OF PAPER** : **PSYCHOLOGY OF ADULT EDUCATION I**
- COURSE CODE** : **DAE 110**
- TIME ALLOWED** : **THREE (3) HOURS**
- INSTRUCTIONS** :
- 1. ANSWER ALL THE FOUR (4) QUESTIONS.**
 - 2. ANSWERS SHOULD BE WRITTEN IN THE ANSWER BOOKLETS PROVIDED.**
 - 3. DO NOT WRITE ON THE QUESTION PAPER.**

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

QUESTION 1 [25 marks]

INSTRUCTION: This question has objective type of questions, in each case, only one of the responses given is correct. You are required to indicate in your answer booklet, the *number* that in your opinion represents the correct answer to the given question. (Each question carries two marks. An overall additional mark will be awarded for neatness).

- (A) Psychology may be defined as :-
- (i) A science of behaviour.
 - (ii) A scientific study of human behaviour and mental processes which may be extended to animals other than humans.
 - (iii) A Scientific study of animal behaviour.
 - (iv) All of the above.
 - (v) None of the above.
- (B) The aims of the Psychology of Adult Education course are:-
- (i) To enable the student to explore ways in which Psychology of Adult Education could be used in providing solutions to the problems of the adult learner.
 - (ii) To make a scientific study of animal behaviour.
 - (iii) To develop the student's understanding of the concepts pertaining to adult learning.
 - (iv) All the above.
 - (v) b and c.
- (C) The main areas of interest of cognitive psychologists are:-
- (i) Human information processing, including issues such as selective attention, memory and thinking.
 - (ii) Relations with others, including attitudes, persons, attraction and perception.
 - (iii) Animal behaviour compared with human behaviour, including imprinting, instincts and attachment.
 - (iv) Brain and behaviour, including area of the brain nervous system.
 - (v) Lifespan development, including such issues as intellectual, physiological, emotional and moral development.

- (D) The main areas of interest of developmental psychologists are:-
- (i) Human information processing, including issues such as selective attention, memory and thinking.
 - (ii) Relations with others, including attitudes, persons, attraction and perception.
 - (iii) Animal behaviour compared with human behaviour, including imprinting, instincts and attachment.
 - (iv) Brain and behaviour, including area of the brain nervous system.
 - (v) Lifespan development, including such issues as intellectual, physiological, emotional and moral development.
- (E) Memory is vital for learning. The cognitive school of Psychology, identified three types of memory:-
- (i) Semantic, episodic, auditory.
 - (ii) Sensory, short-term, long-term.
 - (iii) Sensory, visual, auditory.
 - (iv) Sensory, semantic, visual.
 - (v) Short-term, mid-term, long-term.
- (F) According to Wortman (1985), problem solving constitutes three stages:-
- (i) Thinking, assessing the problem and deciding on an appropriate answer.
 - (ii) Assessing the problem, reasoning and deciding on a satisfactory answer.
 - (iii) Assessing the problem, designing strategies for reaching a solution and deciding on a satisfactory answer.
 - (iv) Deciding on a solution, assessing the problem and designing strategies.
 - (v) None of the above.
- (G) The main argument of the cognitive approach to Psychology, is that:-
- (i) Human beings are passive receptors of stimuli.
 - (ii) The human mind actively processes the information it receives into new categories.
 - (iii) Human beings are not mere receptors of stimuli.
 - (iv) Both b and c
 - (v) None of the above.

- (H) In current teaching and learning situations, reinforcement is used to ensure that learning takes place. This process is a product of theory.
- a) Conditioning.
 - b) Classical conditioning.
 - c) Operant conditioning.
 - d) All of the above.
 - e) None of the above.
- (I) Watson's "habit formation" theory states that ...of the association between stimulus/stimuli and response(s) explain how much learning is gained or lost.
- a) The connection.
 - b) The frequency.
 - c) The Recency.
 - d) The control.
 - e) The frequency and recency.
- (J) The law of effect (Thorndike), states that:-
- (i) Response will generally be strongly connected to the situation in proportion to how it has been so connected.
 - (ii) The greater the satisfaction or discomfort experienced [by the animal/human being], the greater the degree to which S-R bond will be strengthened or loosened.
 - (iii) Learning is affected by the individual's total attitude or disposition.
 - (iv) A person learns, so that he or she becomes capable of ignoring some aspects of a problem while responding to others.
 - (v) A learner's satisfaction is determined by the extent of her/his 'preparatory set'.
- (K) Learning through observation (Bandura,1977), without directly experiencing a phenomenon (through seeing or hearing or reading about something), enables us to avoid certain behaviours and imitate others. Such learning is influenced by:-
- a) Imitation
 - b) Modeling
 - c) Vicarious punishments and reinforcement.
 - d) Our role models
 - e) All the above.

- (L) Learning is a process by which an individual is changed by:-
- (i) The teaching and learning methods, techniques and devices (media).
 - (ii) Her/his own activity which is immanent.
 - (iii) The curriculum.
 - (iv) The activities of other learners/colleagues.
 - (v) The government, facilitators and extension personnel.

QUESTION 2

- (a) Using the example of biological and social accidents, describe the role of nature and nurture in human behaviour. [15 marks]
- (b) Discuss the implications of the above for adult learning in a context of your choice. [10 marks]

QUESTION 3

- a) What are social roles? [5 marks]
- b) With the aid of examples, discuss the role of socialization in adult development. [10 marks]
- c) What are the implications of socialisation for adult education programmes in Swaziland? [10 marks]

QUESTION 4

Compare and contrast the two approaches (*Western view* and *African view*) for identifying the major determinants of Adulthood. [25 marks]