

UNIVERSITY OF SWAZILAND

INSTITUTE OF DISTANCE EDUCATION

BACHELOR OF ADULT EDUCATION YEAR III

FINAL EXAMINATION EXAMINATION PAPER MAY 2011

TITLE OF PAPER: DESIGN AND DELIVERY SYSTEMS I

COURSE CODE: IDE-BAE 301

TIME ALLOWED: TWO (2) HOURS

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS

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

INSTRUCTIONS

Answer any four Questions

QUESTION 1

“Learners at the Emlalati Development Centre are engaged in learning materials which are of immediate use and relevant to their needs. One way of ascertaining that what they learn is of relevance and used immediately is assessing them using alternative assessment methods.”

- ◆ Define what is alternative assessment; (5)
- ◆ Discuss Portfolio Assessment; (10)
- ◆ Give and explain two types of portfolio assessment. (10)

[25 marks]

QUESTION 2

Distinguish between Asynchronous distance education and Online Learning; (10) in your explanation:

- ◆ Discuss the type of media/delivery system used in each of the above; (10)
- ◆ Provide a practical example. (5)

[25 marks]

QUESTION 3

Using any example of your choice:

- ◆ Contrast and/or distinguish between one way television and interactive television; (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 4

With the aid of practical examples, explain how the statement below can be achieved:

“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]

QUESTION 5

The SEBENTA Institute and other institutions dealing with literacy in Swaziland stress literacy education that is functional on the part of the learner. Based on this:

- ◆ Define functional literacy; (5)
- ◆ Using an example that requires reading skills, show how you can be functionally literate to deal with written items or materials; (15)
- ◆ Give an example, which has relevance to Swaziland conditions. (5)

[25 marks]

QUESTION 6

“Constructivism describes learning as a process of building-up structures of experience. In other words, learners do not transfer knowledge from the external world into their memories; rather, they create interpretations of the world based upon their past experiences and their interactions with the world.” Based on this:

1. Explain how/where one can design a training programme for adults using constructivism principles; (5)
2. Explain what it means to: a) Embed learning in realistic and relevant contexts, b) Embed learning in social experiences, c) Anchored instruction, and d) Authentic activity (20)

[25 Marks]

QUESTION 7

“A particular company in Swaziland has asked you to assist them in designing a training programme on communication skills for its workers using a module accompanied by a DVD.” Given the above:

- a) List and explain the steps you would take to design the programme on communication skills for the company; (10)
- b) Explain in detail (while providing examples) how you will carry out the development and piloting steps in the design process; (10)
- c) Indicate at what stage is the DVD going to be summatively evaluated; (5)

[25 Marks]

QUESTION 8

Delivery systems of instruction play a key role in delivery of instruction to learners. Select one delivery system that promotes group learning and:

- ◆ Describe it and show/explain how it works; (8)
- ◆ Give three advantages and three disadvantages; (12)
- ◆ Give an example of how the system can be used in Swaziland. (5)

[25 marks]