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**UNIVERSITY OF SWAZILAND**

**DEPARTMENT OF ADULT EDUCATION  
PART-TIME DIPLOMA IN ADULT EDUCATION  
MAIN EXAMINATION DECEMBER, 2011**

**TITLE OF PAPER : PSYCHOLOGY OF ADULT EDUCATION I**

**COURSE : DAE 110**

**TIME ALLOWED : THREE (3) HOURS**

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

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

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**SECTION A [40 MARKS]**

**INSTRUCTIONS:** Answer all questions from this section. The section has objective type questions, and in each case, only one of the responses given is correct. You are required to indicate in your answer booklet, the letter that in your opinion represents the correct answer to the given question. Each question carries two marks.

**QUESTION 1**

Learning is a process by which an individual is changed by:

- (a) The teaching and learning methods, techniques and devices (media).
- (b) Her/his own activity, which is immanent.
- (c) The activities of other learner/colleagues.
- (d) The curriculum.
- (e) The government, facilitators and extension personnel.

**QUESTION 2**

Learning through observation (Bandura, 1977), without directly experiencing a phenomenon (through seeing, 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.

**QUESTION 3**

The law of effect (Thorndike), states that:

- (a) Response will generally be strongly connected to the situation in proportion to how it has been so connected.
- (b) The greater the satisfaction or discomfort experienced [by the animal/human being]. The greater the S-R bond will be strengthened or loosened.
- (c) Learning is affected by the individual's total attitude or disposition.
- (d) A person learns, so that he or she becomes capable of ignoring some aspects of the problem while responding to others.
- (e) A learner's satisfaction is determined by the extent of her/his 'preparatory set'.

**QUESTION 4**

In your 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 the above.
- (e) None of the above

**QUESTION 5**

Watson's 'habit formation' theory states that ..... of the association between stimulus/stimuli and response(s) explain(s) how much learning is gained or lost.

- (a) The connection.
- (b) The frequency.
- (c) The recency.
- (d) The control.
- (e) The frequency and recency.

**QUESTION 6**

Psychology may be defined as:

- (a) A science of behaviour.
- (b) A scientific study of human behaviour and mental processes, which may be extended to animals other than humans.
- (c) A scientific study of animal behaviour
- (d) All the above. (e) None of the above.

**QUESTION 7**

The aims of the Psychology of Adult Education course are:

- (a) To enable the student to explore ways in which the Psychology of Adult Education could be used in providing solutions to the challenges faced by the adult learner.
- (b) To make a scientific study of animal behaviour.
- (c) To develop the student's understanding of the concepts pertaining to adult learning.
- (d) All the above. (e) b and c.

**QUESTION 8**

The main areas of interest of cognitive psychologists are:

- (a) Human information processing, including issues such as selective attention, memory, thinking and problem solving.
- (b) Relations with others, including attitudes, persons, attraction and perception.
- (c) Animal behaviour compared with human behaviour, including imprinting, instincts and attachment.
- (d) Brain and behaviour, including areas of the brain nervous system.
- (e) Lifespan development, including such issues as intellectual, physiological, and moral development, as well as emotion.

**QUESTION 9**

The main interest of developmental psychologists are:

- (a) Human information processing, including issues such as selective attention, memory, thinking and problem solving.
- (b) Relations with others, including attitudes, persons, attraction and perception.
- (c) Animal behaviour compared with human behaviour, including imprinting, instincts and attachment.
- (d) Brain and behaviour, including areas of the brain nervous system.
- (e) Lifespan development, including such issues as intellectual, physiological, and moral development, as well as emotion.

**QUESTION 10**

The main areas of interest of social psychologists are:

- (a) Human information processing, including issues such as selective attention, memory, thinking and problem solving.
- (b) Relations with others, including attitudes, persons, attraction and perception.
- (c) Animal behaviour compared with human behaviour, including imprinting, instincts and attachment.
- (d) Brain and behaviour, including areas of the brain nervous system.
- (e) Lifespan development, including such issues as intellectual, physiological, and moral development, as well as emotion.

**QUESTION 11**

The main areas of interest of behavioural psychologists are:

- (a) Human information processing, including issues such as selective attention, memory, thinking and problem solving.
- (b) Relations with others, including attitudes, persons, attraction and perception.
- (c) Animal behaviour compared with human behaviour, including imprinting, instincts and attachment.
- (d) Brain and behaviour, including areas of the brain nervous system.
- (e) Lifespan development, including such issues as intellectual, physiological, and moral development, as well as emotion.

**QUESTION 12**

Memory is vital for learning. The Cognitive school of psychology, identified three types of memory:

- (a) Semantic, episodic, auditory.
- (b) Sensory, short-term, long-term
- (c) Sensory, visual, auditory.
- (d) Sensory, semantic, visual.
- (e) Short-term, mid-term, long-term.

**QUESTION 13**

According to Wortman (1985), problem solving constitutes three stages:

- (a) Thinking, assessing the problem and deciding on an appropriate answer.
- (b) Assessing the problem, reasoning and deciding on a satisfactory answer.
- (c) Assessing the problem, designing strategies for reaching a solution and deciding on a satisfactory answer.
- (d) Deciding on a solution, assessing the problem and designing strategies.
- (e) None of the above.

**QUESTION 14**

The main argument of the cognitive approach, is that:

- (a) Human beings are passive receptors of stimuli.
- (b) The human mind actively processes the information received into new categories.
- (c) Human beings are not mere receptors of stimuli.
- (d) Both b and c.
- (e) None of the above.

**QUESTION 15**

Behavioral psychology maintains that the learning process entails creating and maintaining an association between stimulus (S) and a response (R). In operant conditioning .....

- (a) The instructor controls the response(s).
- (b) The instructor controls the stimulus/ stimuli.
- (c) The instructor rewards the stimulus/ stimuli.
- (d) The subject is rewarded for correct response(s).
- (e) The subject is punished.

**QUESTION 16**

In classical conditioning .....

- (a) The instructor controls the response(s).
- (b) The instructor controls the stimulus/ stimuli.
- (c) The instructor rewards the stimulus/ stimuli.
- (d) The subject is rewarded for correct response(s).
- (e) The subject is punished.

**QUESTION 17**

If a driving school instructor told a learner-driver to shift into gear when amber [light] showed and drive on when a green light showed, and then the learner-driver did so whenever the above lights are presented, the light would be:

- (a) A conditioned stimulus.
- (b) An unconditioned response.
- (c) A conditioned response.
- (d) An unconditioned stimulus
- (e) A generalization.

**QUESTION 18**

The learner-driver's learning to shift into gear and drive on at the successive/ serial presentation of amber and green lights, is an example of:

- (a) A conditioned stimulus.
- (b) An unconditioned response.
- (c) A conditioned response.
- (d) An unconditioned stimulus
- (e) A generalization.

**QUESTION 19**

Professor Thomas Bouchard (1990) conducted a study in which he established that 70% of the influence on IQ scores was genetics and only 30% was a result of the environment. We could, therefore, conclude from the above study, that .... is the most powerful contributor to intelligence (a source trait).

- (a) Nature            (b) Nurture            (c) Inherited characteristics.
- (d) Both a and b                            (e) Both a and c.



**QUESTION 20**

Some of the human powers (senses) that decline (loss of acuity) with age, but could be corrected and maintained are:

- (a) Vision
- (b) Taste
- (c) Hearing
- (d) a and b
- (e) a and c

**SECTION B**

**ANSWER TWO (2) QUESTIONS ONLY**

**QUESTION 21 (30 marks)**

- (a) What is learning? How can we establish that learning has taken place?  
[15 marks]
- (b) Why is it important for an adult educator/facilitator to have a sound understanding of the basic characteristics of the adult learner?  
[15 marks]

**QUESTION 22 (30 marks)**

- (a) Using your knowledge of lifespan theories, explain what the concepts 'adult' and 'adulthood' mean. [15 marks]
- (b) Explain in detail, why education and training of adults must essentially be different from that of children? [15 marks]

**QUESTION 23 (30 marks)**

Using relevant examples, discuss the strengths of any two (2) of the following approaches to the study of human behaviour.

- (a) Behavioural approach. [15marks]
- (b) Cognitive approach. [15 marks]
- (c) Humanistic approach. [15 marks]

**QUESTION 24 (30 marks)**

*'The adult educator should strive to promote and sustain the spirit of learning to , learning to learn , unlearn and relearn; learning to become, learning to do; learning to be and learning to live together'. Discuss*