

UNIVERSITY OF SWAZILAND
INSTITUTE OF DISTANCE EDUCATION
B. ED (ADULT EDUCATION) YEAR 2
FINAL EXAMINATION, MAY 2013

TITLE OF PAPER: PHILOSOPHY OF ADULT EDUCATION

COURSE CODE: BAE 215

TIME ALLOWED: THREE (3) HOURS

**INSTRUCTIONS: 1. ANSWER ALL QUESTIONS IN SECTION A AND THREE
(3) QUESTIONS FROM SECTION B**

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

Section A

Answer the questions below by writing the letter corresponding to your response

1. Philosophy informed by behaviourists holds that:
 - A. Human behaviour is determined by heredity
 - B. Human behaviour is determined by the environment
 - C. Human behaviour is shaped equally by both nature and nurture
 - D. Human behaviour can be objectively observed, controlled and explained by our understanding of the effects of the presence or absence of external stimuli
2. The following are characteristics of the scientific method of acquiring knowledge except
 - A. Definition of the problem in clear terms
 - B. Development of hypotheses (propositions)
 - C. Analysis of data (or information) collected
 - D. Verification of hypotheses, using expert opinion
3. The humanistic approach to education is associated mainly with
- A. Kelly B. Mischell C. Freud, Jung and Adler D. Maslow and Rogers
4. Two (2) main criticisms of scientific behaviour modification/therapy are that
- A. The method is ineffective
- B. It dehumanises its clients by treating them as if they were organisms rather than secret agents
- C. Clients come to see themselves as abnormal, helpless, worthless and passive organisms
- D. Options (B) and (C) only
5. A basic ethical principle involved in humanistic psychologists' attempts to bring about change in society is
- A. Respect for individuals as persons
- B. Helping clients to make responsible decisions about their lives
- C. Helping clients to take (some degree of) control of their lives
- D. All of these options
6. In the humanistic tradition, a relatively permanent change in behavior due to is how is usually defined
- A. Past experience, development B. maturational processes, learning
- C. Maturational processes, development D. past experience, learning

7. Perception and sensation are related in that

- A. They refer to the same basic process
- B. Sensation provides the 'raw material' for perception
- C. Perception provides the 'raw material' for sensation
- D. Sensation describes, while perception explains, our awareness of the world of objects

8. Apart from the ethical objections, a main problem with animal experiments is that

- A. Animals cannot tell us about their perceptual experience
- B. We can only infer what animals perceive from their behavior and their physiological responses
- C. Unless an animal's abilities have become linked to its behavior, we cannot be sure they exist
- D. All of these options

9. Perception and attention are related in that

- A. They are both concerned with what we become aware of in our environment (although perception is not always conscious)
- B. Perception is studied by assuming that subjects are attending to the stimuli presented to them
- C. Attention is studied by assuming that subjects are perceiving the stimuli presented to them
- D. Options (A) and (B) only

10 According to Maslow (1954, 1970), self-actualisation

- A. Is unique to human beings
- B. Is at the top of a hierarchy of needs at the bottom of which are safety and security needs
- C. Refers to becoming everything a person is capable of becoming
- D. Options (A) and (C) only

11. According to Rogers (1983),

- A. Most human behavior can be understood as an attempt to maintain consistency between our self-concept and our actions.
- B. The self-image of a congruent person is flexible and changes in line with new experiences
- C. The greater the gap between self-image and reality, the greater the likelihood of anxiety and emotional disturbance

D. All of these options

12 Learning how to act and feel in order to obtain the love and acceptance of significant others is called

- A. Incongruence
- B. positive self-regard
- C. Conditional positive regard
- D. unconditional positive regard

13 "Education is manipulated; education is not neutral – it either liberates or domesticates". These are ideas

- A. Nelson Mandela
- B. Julius Nyerere
- C. Malcolm Knowles
- D. Paulo Freire

14 Freedom and autonomy is a philosophic ideal of which school of thought?

- A. Marxist-socialist tradition
- B. progressive movements
- C. Humanistic education
- D. options (B) and (C) only

15 A perceived weakness of indigenous (traditional) education is that

- A. It has limited donors
- B. it's largely based on oral accounts
- B. It uses limited technology
- D. it does not lead to certification

16’s *Theory & Resistance in Education: A Pedagogy for the Opposition* (1983) uses concepts such as ideology, culture and power to clarify how ‘schools’ and education serve the interests of a select few in society. These are ideas of which educationist?

- A. John Holt
- B. Ivan Illich
- C. Henry Giroux
- D. Theodore Brameld

17 The educationist who advocated radical transformation of child-rearing practices was

- A. Martin Luther King
- B. Alexander S. Neil
- C. John Dewey
- D. None of these

18 Much criticism of indigenous education came from

- A. White settlers
- B. missionaries
- C. colonial administrators
- D. all of these

19 Of the education philosophies learned in this course, which is less amenable to practical application?

- A. Indigenous education
- B. humanistic education philosophy
- C. Radical education philosophy
- D. analytical education philosophy

20 Action without philosophical reflection (thinking) leads to:

- A. laziness
- B. idealism
- C. mindless activism
- D. all of these statements

[20 x 2 = 40 marks]

Section B

Answer two (2) questions from this section

Question 1

Identify and discuss three (3) differences with respect to research between behaviourist education philosophers and humanistic education philosophers [3 x 10 = 30 marks]

Question 2

With the aid of examples, identify and discuss four (4) assumptions upon which humanistic education philosophy is premised [4 x 7.5 = 30 marks]

Question 3

(a) Explain the purpose of education according to the radical education tradition [6 marks]

(b) Trace two (2) sources from which radical education philosophy derives. Give suitable examples to illustrate your answer [2 x 13 = 24 marks]

[Total marks = 30]

Question 4

Either: (a) Discuss Paulo Freire's concept of 'banking' education and critical conscientisation

[2 x 15 = 30 marks]

Or: (b) Discuss Ivan D. Illich's 'controlling' nature of education, organisations, and work

[3 x 10 = 30 marks]