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UNIVERSITY OF SWAZILAND

**DEPARTMENT OF ADULT EDUCATION
PART-TIME DIPLOMA IN ADULT EDUCATION
MAIN EXAMINATION DECEMBER, 2012**

TITLE OF PAPER : PSYCHOLOGY OF ADULT EDUCATION I

COURSE : DAE 110

TIME ALLOWED : THREE (3) HOURS

INSTRUCTIONS :

- 1. ANSWER THREE (3) QUESTIONS ONLY. ONE (1) FROM SECTION A AND TWO(2) 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.

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

Psychology may be defined as:

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

QUESTION 2

The main areas of interest of behavioural psychologists are:

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

QUESTION 3

The main areas of interest of Social psychologists are:

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

QUESTION 4

The main areas of interest of Cognitive psychologists are:

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

QUESTION 5

The main areas of interest of Humanistic psychologists are:

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

QUESTION 6

The main focus of behavioral psychology on the *learning process* (teaching and learning transaction) is the:

- (a) Subject matter/content
- (b) the learner
- (c) teacher/instructor
- (d) a and c
- (e) b and c

QUESTION 7

The main focus of humanistic psychology on the *learning process* (teaching and learning transaction) is the:

- (a) Subject matter/content
- (b) Learner
- (c) Teacher/instructor
- (d) a and c
- (e) b and c

QUESTION 8

The main argument of the *Social learning* approach approach, is that:

- (a) The learning process entails creating and maintaining an association between stimulus (S) and response (R).
- (b) Human beings are not mere passive receptors of stimuli.
- (c) Human beings learn through observation and modelling.
- (d) All of the above
- (e) None of the above

QUESTION 9

The main argument of the *Behavioural* approach, is that:

- (a) The learning process entails creating and maintaining an association between stimulus (S) and response (R).
- (b) Human beings are not mere passive receptors of stimuli.
- (c) Human beings learn through observation and modelling.
- (d) All of the above
- (e) None of the above

QUESTION 10

The main argument of the *Humanistic* approach, is that:

- (a) The learning process entails creating and maintaining an association between stimulus (S) and response (R).
- (b) Human beings are not mere passive receptors of stimuli.
- (c) Human beings learn through observation and modelling.
- (d) All of the above
- (e) None of the above

QUESTION 11

Sensory acuity is critical to any teaching and learning setting. Some of our senses that decline in acuity with age, but could be corrected and maintained, are:

- (a) Hearing (b) vision (c) taste (d) b and c (e) a and b

QUESTION 12

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

- (a) Nurture (b) Nature (c) Ethnicity (d) both a and c (e) both a and b

QUESTION 13

One of the common five methods of research used by Psychologists to study a phenomenon / phenomena is *naturalistic observation*. It is:

- (a) A method suitable for studying rare conditions, which give a detailed description of a single individual.
- (b) A valuable method when it is either unethical or impractical to conduct laboratory investigation.
- (c) A study attitudes, beliefs or behaviours based on answers to questions.
- (d) A method that yields information about the "cause" (independent variable) and "effect" (dependent variable).
- (e) A description of the relationship between two variables the the investigator measures, but does not control.

QUESTION 14

In experiments, the experimenter would try to minimize ... in order to get good results:

- (a) Demand characteristics (b) Blind observers (c) Independent variables
- (c) Dependent variables (e) Falsifiability.

QUESTION 15

Skinner (1940; 1960) in operant conditioning suggested a technique for shaping human behavior through *differential reinforcement of successful approximation*.

Skinnerian reinforcement schedules include:

- (a) Fixed interval and Variable interval schedules
- (b) Fixed ratio and Variable ratio schedules
- (c) Partial reinforcement schedules
- (d) Continuous reinforcement schedules
- (e) All the above.

QUESTION 16

Most employees get paid (reinforced) for their labour on a specific date each month (20th, 22nd or 26th). This could be classified as:

- (a) Fixed interval schedule
- (b) Variable interval schedule
- (c) Fixed ratio schedule
- (d) Variable ratio schedule
- (e) Partial reinforcement schedule

QUESTION 17

Gestalt Psychologists state that *"When a person experiences a disorganized perceptual field, she/he imposes order upon that field in a predictable way ... We recognize a pattern by reorganizing stimuli to make them simpler, more complete and more regular than they actually are."* This is termed, the:

- (a) Law of Proximity
- (b) Law of good continuation
- (c) Law of Pragnanz
- (d) Law of closure
- (e) Law of membership.

QUESTION 18

The concept *learning* involves the learner's

- (a) Acquisition of verbal chains and selecting links with what has been learnt earlier.
- (b) Ability to make common responses to classes of stimuli.
- (c) Ability to form chains of two or more concepts. Making conclusions and constructing hypothesis about a problem.
- (d) Ability of applying acquired knowledge to rules in problem solving.
- (e) Learning to form S - R chains.

QUESTION 19

Social learning theorists argue that successful modelling depends on :

- (a) Vicarious reinforcements
- (b) Vicarious punishments
- (c) Self-efficacy
- (d) Self-reinforcement
- (e) All the above.

QUESTION 20

The aims of the Psychology of Adult Education course are:

- (a) To make a scientific study of behavior
- (b) To develop the student's understanding of the concepts pertaining to adult learning
- (c) To broaden the learner's knowledge of Psychology of Adult Education, and ways in which it could be used to provide solutions to challenges faced by the adult learner.
- (d) All the above
- (e) A and B

SECTION B

QUESTION 21 [30 marks]

Write brief notes on the following terms and concepts, explaining their role in broadening our understanding of the education and training of adults:

- (a) Biological accidents and sociological accidents.
- (b) Scientific study of phenomenon/phenomena.
- (c) Memory
- (d) Self actualization.
- (e) Socialization.

QUESTION 22 [30 marks]

- (a) Using examples from Swaziland, examine the phenomena of adulthood, outlining the factors that determine how and when a person could be understood to have attained adulthood.
- (b) Explain in detail, the implications of the above determinants of adulthood in the designing and management of education and training programmes for adults.

QUESTION 23 [30 marks]

Using relevant examples discuss (i) Humanistic and (ii) Cognitivist or (iii) Behaviourist interpretation of learning, paying particular attention to the strengths and weaknesses of each.

QUESTION 24 [30 marks]

- (a) What is moral development?
- (b) Using relevant examples from your own experience, explain the function of moral development in adult living and learning.