

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION**

PART TIME DIPLOMA IN ADULT EDUCATION YEAR I

MAIN EXAMINATION PAPER, DECEMBER, 2013

TITLE OF PAPER : PSYCHOLOGY OF ADULT EDUCATION I

COURSE CODE : DAE 110

TIME ALLOWED : THREE (3) HOURS

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

THIS PAPER SHOULD NOT BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR

SECTION A

[25 marks]

Instruction: Answer all questions in this section. The section has objective type of questions, and in each case, only one of the possible responses given is correct. You are required to indicate, in your answer booklet, the letter that in your opinion, represents the correct answer to be given.

QUESTION 1

Learning may be defined as process by which a learner's behaviour is changed by:

- (a) The instructional design.
- (b) The adult education curriculum.
- (c) The teaching and learning methods and support services.
- (d) Her/his own activity, which is immanent.
- (e) Educational media and technology.

QUESTION 2

The aims the Psychology of Adult Education course are:

- (a) To enable the student to explore ways into which adult psychology could be used in providing solutions to the problems of the adult learner.
- (b) To make a scientific study of animal behaviour.
- (c) To develop the student's grasp of concepts pertaining to adult learning.
- (d) All of the above
- (e) b and c

QUESTION 3

In current teaching and learning situations, reinforcement is used to ensure that learning takes place. This process is a product of theory.

- (a) Condition. (b) Operant conditioning. (c) Classical conditioning.
- (d) All of the above. (e) None of the above.

QUESTION 4

The main areas of interest of developmental psychologists are:

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

QUESTION 5

The main areas of interest of cognitive psychologists are:

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

The main areas of interest of physiological psychologists are:

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

QUESTION 6

The three ways in which human beings try to reduce unpleasantness of cognitive dissonance by rationalising (Festinger, 1957), are:

- (a) Approach-avoidance, downgrading, love-hate.
- (b) Holding two conflicting views at once, downgrading, approach - avoidance.
- (c) Approach-approach or avoidance - avoidance, downgrading, wanting - not wanting.
- (d) Downgrading,, approach-avoidance, approach, approach- approach or avoidance - avoidance.
- (e) Approach - approach, approach - approach, avoidance - avoidance.

QUESTION 7

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) Imitations (b) Modelling (c) Our role models.
- (d) Vicarious punishments and vicarious reinforcements.
- (b) All of the above.

QUESTION 8

Positive reinforcement is:

- (a) An event that increases the future probability of the most recent event
- (b) An event that decreases the future probability of the most recent event
- (c) The process of changing behaviour by following a response with reinforcement
- (d) The tendency to make similar response to a stimulus that resembles one that has been associated with reinforcement.
- (e) Learning to respond in one way to a stimulus and in a different way to another stimulus

QUESTION 9

The Gestalt ... states that states *"every psychological event has the potential of being meaningful, as well as simple and complete. Cognitive balance is preferable to, and more satisfying than a state of imbalance."*

- (a) Law of proximity (b) Law of closure (c) Law of pragnanz
- (d) Law of continuity (e) Law of similarity.

QUESTION 10

The results of social learning are:

- (a) Inhibiting, and disinhibiting behaviour.
- (b) Attention, memory, motor skills, and reinforcement.
- (c) Modelling and eliciting behaviour.
- (d) a and c (e) None of the above.

QUESTION 11

An example of visceral response is:

- (a) Movements of the muscles that move the limbs, trunk and head.
- (b) The principle that the opportunity to engage a frequent behaviour will reinforce a less frequent behaviour.
- (c) The principle that an opportunity to engage in any deprived activity will be a reinforcer because it restores equilibrium.
- (d) An event that is reinforced because of its own properties.
- (e) Activities of the internal organs

QUESTION 12

An example of *declarative memory* is:

- (a) Remembering how to tie your shoe laces.
- (b) Remembering an event that happened to you on your first day of school.
- (c) Recall of events correctly
- (d) Recognizing the correct answer from a series of responses/statement
- (e) Explicit memory

QUESTION 13

Factors that facilitate social learning are:

- (a) Inhibiting, and disinhibiting behaviour.
- (b) Attention, memory, motor skills, and reinforcement.
- (c) Identification, the status of the model, and a nurturant model.
- (d) a and b (e) b and c

QUESTION 14

Clinical psychologists:

- (a) Apply the principles of psychology to issues related to the work situation of relatively normal and well-adjusted adults in order to optimise individual, group and organisational well-being and effectiveness,
- (b) Assess, diagnose, and intervene in order to alleviate or contain any serious forms of psychological distress and dysfunction, particularly psychopathology, or what is commonly referred to as abnormal behaviour.
- (c) Assist relatively healthy people in dealing with normal problems of life, concerning all stages and aspects of a person's existence, in order to facilitate desirable adjustment, growth and maturity.
- (d) Facilitate the healthy development of the child towards adulthood, within the educational contexts of the family, the school and social or peer groups.
- (e) May address any of the above fields, not to render services to the public, but to apply research methods and techniques, purely in order to contribute to the knowledge base of a particular field.

QUESTION 15

Most employees get paid (reinforced) for their labour on a specific date (19th, or 20th or 22nd) of each month. 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 16

Counselling psychologists:

- (a) Apply the principles of psychology to issues related to the work situation of relatively normal and well-adjusted adults in order to optimise individual, group and organisational well-being and effectiveness,
- (b) Assess, diagnose, and intervene in order to alleviate or contain any serious forms of psychological distress and dysfunction, particularly psychopathology, or what is commonly referred to as abnormal behaviour.
- (c) Assist relatively healthy people in dealing with normal problems of life, concerning all stages and aspects of a person's existence, in order to facilitate desirable adjustment, growth and maturity.
- (d) Facilitate the healthy development of the child towards adulthood, within the educational contexts of the family, the school and social or peer groups.
- (e) May address any of the above fields, not to render services to the public, but to apply research methods and techniques, purely in order to contribute to the knowledge base of a particular field.

QUESTION 17

According to the *duplex theory* (Mwamwenda, 2005), forgetting occurs as a result of:

- (a) Passive decay of information through disuse.
- (b) Inadequate processing of information while in short-term memory.
- (c) Systematic distortion of memory trace.
- (d) Adequate processing through practice and rehearsal.
- (e) None of the above.

QUESTION 18

Research psychologist:

- (a) Apply the principles of psychology to issues related to the work situation of relatively normal and well-adjusted adults in order to optimise individual, group and organisational well-being and effectiveness,
- (b) Assess, diagnose, and intervene in order to alleviate or contain any serious forms of psychological distress and dysfunction, particularly psychopathology, or what is commonly referred to as abnormal behaviour.
- (c) Assist relatively healthy people in dealing with normal problems of life, concerning all stages and aspects of a person's existence, in order to facilitate desirable adjustment, growth and maturity.
- (d) Facilitate the healthy development of the child towards adulthood, within the educational contexts of the family, the school and social or peer groups.
- (e) May address any of the above fields, not to render services to the public, but to apply research methods and techniques, purely in order to contribute to the knowledge base of a particular field.

QUESTION 19

The Gestalt ... states "*People have a perceptual tendency to complete incomplete figures.*"

- (a) Law of proximity (b) Law of closure (c) Law of pragnanz
- (d) Law of continuity (e) Law of similarity

QUESTION 20

The main focus of Cognitive psychology on the learning process (teaching and learning transactions), is the:

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

SECTION B

21 [25 marks]

- (a) Findings from psychological studies and research provide adult educators with clues to understanding adult learners and for improving the teaching and learning process in adult education (Thomas, 1981; Tennant, 1988; Fasokun *et al*, 2005). Critique the use (i) naturalist observation and (ii) surveys in studying human behaviour [12.5 marks]
- (b) What is learning? How can we establish that learning has taken place? [12.5 marks]

QUESTION 22 [25 marks]

- (a) Compare and contrast the criteria used in determining adulthood in the African context and Western context. [10 marks]
- (b) Describe four characteristics of adult learners that distinguish them from children. [5 marks]
- (c) Explain how each of the characteristics (identified in (b) above, will affect (i) adult's attitude towards learning, (ii) their ability to learn, (iii) their understanding and use of new material learned as well as (iv) their success as learners. [10 marks]

QUESTION 23 [25 marks]

- (a) Using relevant examples, discuss the strengths and weaknesses of the following theories in the study of human learning:
- (i) Behavioural theory [8 marks]
 - (ii) Cognitive theory. [8 marks]
- (b) What are the advantages and/or disadvantages of implementing these theories for adults in the African context. [9 marks]

QUESTION 24 [25 marks]

“Retention of information has been identified by educationist as an important factor in learning, the writing of tests, assignments and examinations”.

- (a) What is memory? [7.5 marks]
- (b) What is forgetting? [7.5 marks]
- (c) What strategies could you use to facilitate learners’ memory ?
[10 marks]

QUESTION 25 [25 marks]

Use relevant examples to describe how you could use the following ideas propounded by Gestalt theory to facilitate education and training programmes for adults.

- (a) Weithheimer(1925)’s emphasis on understanding, and the perception of relationships within an organised whole.
[7.5 marks]
- (b) Kohler (1925)’s emphasis on understanding, and the perception of relationships with an organised whole. [7.5 marks]
- (c) Kurt Lewin’s *Topological or field theory*, which proposes that behaviour is a function of a person and his or her environment ($B= f (P+E)$).
[10 marks]

QUESTION 26 [25MARKS]

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

QUESTION 27 [25 marks]

- (a) Examine the role of (i) modelling and imitation (ii) vicarious reinforcement and vicarious punishment (iii) self-efficacy (iv) self-reinforcement and self-punishment in social learning

[12.5 marks]

- (b) *“In applied behaviour analysis/behaviour modification, a psychologist first determines the reinforcers that are sustaining an unwanted behaviour and then tries to alter that behaviour by reducing the reinforcements for the unwanted behaviour and providing suitable reinforcers for the more acceptable behaviour”.*

Analyse the above statement on behavioural learning theory and explain the implications for teaching and learning of adults.

[12.5 marks]

QUESTION 28 [25 marks]

Write brief notes on the following on the following terms and concepts, explaining their

Role in broadening our understanding on the education and training of adults:

- (a) Discovery learning
- (b) Conditions of learning
- (c) Information processing model of learning.
- (d) Social learning
- (e) The self and self actualisation.