

**UNIVERSITY OF SWAZILAND
INSTITUTE OF POST-GRADUATE STUDIES**

MASTER OF EDUCATION IN ADULT EDUCATION

FINAL EXAMINATION PAPER MAY, 2015

- TITLE OF PAPER :** INSTRUCTIONAL DESIGN AND TECHNOLOGY IN
ADULT EDUCATION
- COURSE CODE :** AE 604
- TIME ALLOWED :** THREE (3 HOURS)
- INSTRUCTIONS :**
- 1. ANSWER THREE (3) QUESTIONS ONLY (ONE FROM EACH SECTION).**
 - 2. ANSWERS SHOULD BE WRITTEN IN THE ANSWER BOOKLET 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

QUESTION 1

- (a) Give brief notes on the following terms and concepts in the design and development of instruction:
- (i) National Ideology
 - (ii) Education and training sector policy
 - (iii) SADC protocol on education and training
 - (iv) National qualifications framework (NQF)
 - (v) Information communication technology
- [20 marks]
- (b) Critique the use of the following strategies in the development of curriculum: (i) inductive strategy, (ii) deductive strategy, analytical strategy and educative strategy.
- [10 marks]
- (c) “*Adult education curriculum should be based on school curriculum where it exists, and the school curriculum must lay a foundation for adult education, thus school curriculum and adult education must be seen as a unit*”(Skager & Dave,1977). Analyse the above position in the context of life-long learning (LLL) and Education for all (EFA).
- [10 marks]

SECTION B

QUESTION 2

- (a) Explain how and why you could use either the situation-based model or the outcome-based model in designing and developing curriculum for the education and training of adults.
- [10 marks]
- (a) Why is the learner central in all the steps of instructional design and development?
- [10 marks]
- (b) Create a scenario to illustrate the process of identification of goals and objectives, as well as their function in the design and development of instruction.
- [10 marks]

QUESTION 3

- (b) Explain how and why you could use either the Cognitive thought model or the outcome-based model in designing and developing curriculum for the education and training of adults.
- [10 marks]
- (c) Why is the learner central in all the steps of instructional design and development?
- [10 marks]
- (d) Create a scenario to illustrate the process and function of needs assessment and analysis of learners and their contexts in the design and development of instruction.
- [10 marks]

SECTION C

QUESTION 4

- (a) Using relevant examples, critique the use of linear and cyclic models of instructional design. [10 marks]
- (b) Create a scenario to illustrate the process and use of formative and summative evaluation. [10 marks]
- (c) Critique the use of Dick and Carey's systematic design in adult education and training programmes. [10 marks]

QUESTION 5

- (a) Critique the use of information technology in the design, development and teaching and learning programmes for adults in Swaziland. [10 marks]
- (b) Why should adult educators have a sound knowledge in the use of instructional technologies? [10 marks]
- (c) Develop an assessment instrument for an adult education and training programme of your choice in Swaziland. [10 marks]