

**UNIVERSITY OF SWAZILAND  
INSTITUTE OF POST-GRADUATE STUDIES  
MASTER OF EDUCATION IN ADULT EDUCATION  
FINAL PAPER MAY, 2016**

**TITLE OF PAPER :** INSTRUCTIONAL DESIGN AND TECHNOLOGY  
IN ADULT EDUCATION

**COURSE CODE :** AE 604/AED 602

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

**INSTRUCTIONS :**

- 1. ANSWER THREE (3) QUESTIONS ONLY**
- 2. ONE (1) QUESTION FROM EACH SECTION (A,B, C)**
- 3. ANSWERS SHOULD BE WRITTEN IN THE ANSWER BOOKLET PROVIDED.**
- 4. DO NOT WRITE IN THE QUESTION PAPER**

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

**SECTION A**

**QUESTION 1 [40 MARKS]**

- (a) Examine the *relevance* and *use* of the following terms, concepts, instruments and structures in the design and implementation of educational programmes for adults:  
(i) education and training sector policy, (ii) SADC Protocol on education and training, (iii) National qualification authority, (iv) curriculum, (v) instructional media  
[25 marks]
- (b) Critique the use of Dick and Carey's systematic design in adult education and training programmes.  
[15 marks]

**QUESTION 2 [40 marks]**

- (a) Critique the use of (i) the situation-based models (ii) the outcome-based models and (iii) the cognitive thought models in designing and implementing curriculum for the education and training of adults. [15 marks]
- (b) Create a scenario to explain how and why you could use either (i) the situation-based model or (ii) the outcome-based model or (iii) the cognitive thought model in designing and developing curriculum for the education and training of adults.  
[15 marks]
- (c) Outline four (4) reasons why adult educators should have a sound knowledge in the use of instructional technologies? [10 marks]

**SECTION B**

**QUESTION 3 [30 marks]**

- (a) Create a scenario to illustrate the use of instructional technology in the design of programmes for adults. [15 marks]
- (b) Critique the use of information technology in the design and development of teaching and learning programmes for adults in Swaziland.  
[15 marks]

**QUESTION 4 [30 marks]**

- (a) Critique the use of (i) Linear models of instructional design and (ii) Cyclic models of instructional design, in the education and training of adults.  
[10 marks]
- (b) Create a scenario to explain how you could use either (i) a linear model or (ii) cyclic model in designing an instruction for adults.  
[20 marks]

**SECTION C**

**QUESTION 5 [30 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 logical steps you would take to develop the following elements of an instructional design: (i) performance objectives (ii) skills and entry behaviours (iii) instructional goals (iv) learner contexts (v) assessment instruments.  
[30 marks]

**QUESTION 6 [30 marks]**

- (a) Create a scenario to illustrate the process and use of (i) formative evaluation and (ii) summative evaluation in adult education and training programmes.  
[20 marks]
- (b) Design sample instruments that you would use in carrying out the evaluation exercise.  
[10 marks]