UNIVERSITY OF SWAZILAND

INSTITUTE OF DISTANCE EDUCATION

BACHELOR OF EDUCATION (ADULT EDUCATION) YEAR I

FINAL EXAMINATION, MAY 2016

TITLE OF PAPER: INTRODUCTION TO INSTRUCTIONAL DESIGN

COURSE CODE: IDE-BAE 115

WEIGHT: 100 MARKS

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION ONE AND
SECTION TWO

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

SECTION ONE

QUESTION 1

There are different theories and types of curriculum which are closed relation to the field of instructional design. A curriculum is usually thought of as a subject or a grouping of subjects for study which are to be treated in a way that will promote learning.
List five (5) considerations to be taken into account before or when developing a curriculum.
[5 marks]

QUESTION 2

"Curriculum theories are known to predict desired forms of learning, and also predict what outcomes are likely to occur if a particular curriculum is implemented". **Elaborate** what the above statement means. **[5 marks]**

QUESTION 3

With example, give a brief description for the application of a systems approach to designing instruction. **[10 marks]**

QUESTION 4

In Instruction Systems Design (ISD), models are known to perform three (3) tasks among others. Which are these three (3) tasks? **[6 marks]**

QUESTION 5

Once needs have been identified, they should be placed in order of priority. Why should identified needs be prioritized after being known? **[4 marks]**

QUESTION 6

Given the following scenario, indicate which area needs to be improved.

> *Jackson Matala works for a certain university as an audio visual*
> *technician. He is well qualified for the job. He receives minimal pay*
> *while he has a family of six. He is always late for work and sometimes*
> *when he arrives he disappears for hours without any notice. The work*
> *he is doing is quite unsatisfactory. His supervisor does not care to*
> *reprimand him as he too has his own problems.*

If you are a performance technologist, or maybe you would like to analyze this situation, where would you improve? Mr. Matala? The workplace? Or his supervisor? Indicate how you would improve. **[5 marks]**

QUESTION 7

What six (6) considerations need to be taken when one is designing media?   [6 marks]

QUESTION 8

a) Media are viewed as aids or supplements to the instructor or change agent. What does this mean?   [2 marks]

b) What are media attributes? In your answer, list three (3) examples of media attributes.
   [8 marks]

QUESTION 9

With examples differentiate between "synchronous classrooms" and "asynchronous classrooms".
   [5 marks]

QUESTION 10

Name and describe the four (4) variables that affect training.   [8 marks]

SECTION TWO

Instruction: ANSWER True/False by choosing the correct letter. In your answer sheet, do not rewrite the statement (i. e. i) T)

QUESTION 1

i)   In setting of goals for instruction, needs assessment and job
     analysis are a part of the systems approach.   T   F

ii) When objectives are stated in terms of global outcomes
     of teacher performance, one is practicing the systems approach
     to the design of instruction.   T   F

iii) In the traditional approach to teaching, objectives are
     specifically stated to the learner in advance.   T   F

iv) In ISD, materials are selected first before
     designing instructional materials.   T   F

v)   In ISD, evaluation is systematically planned
     and it occurs routinely.   T   F

vi) Revision of instructional materials is a strong point
     in the traditional approach to teaching and learning.   T   F

vii) Increase in achievement is a benefit of ISD.   T   F

viii) By using the traditional approach to instruction, one is assured
     of improved confidence, morale and satisfaction in performance.   T   F
                                [16 marks]

QUESTION 2

i.   Entry behaviour capabilities are those skills that
     a learner comes with into an instructional situation.   T   F

ii. Learner analysis is an important step in the
     identification of learner needs.   T   F

iii. Breaking the goal into tasks/sub-tasks is known
     as instructional analysis.   T   F

iv. Each sub-skill (enabling objective) is NOT
     required to be taught separately as an objective.   T   F

v.   Before on teaches a complex skill, he or she
should teach a less complex one.   T   F

vi.   Behavioural objectives are NOT required for
each skill to be learned.   T   F

vii.   It is good practice to have a test item for each
learned objective.   T   F

viii.   If learners have problems following the
instruction, remedial activities must be given.   T   F

ix.   When selecting media, one should take into
account the target audience's learning style.   T   F

x.   Formative evaluation is conducted once the
design process is concluded.   T   F

[20 marks]