

UNIVERSITY OF SWAZILAND



DEPARTMENT OF ADULT EDUCATION

MAIN EXAMINATION PAPER

MAY, 2017

TITLE OF PAPER: PHILOSOPHY OF ADULT EDUCATION

COURSE CODE: BAE 215

TIME ALLOWED: THREE [3] HOURS

INSTRUCTIONS: THERE ARE THREE SECTIONS IN THIS PAPER – SECTION A, B,
AND C.

SECTION A AND B ARE COMPULSORY. CHOOSE ONE(1)
QUESTION FROM SECTION C.

TOTAL MARK: 100

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

SECTION A: COMPULSORY (50 marks)

Multiple Choice Questions

INSTRUCTIONS

You are to write all your answers in your examination booklet provided. Read the following instructions carefully.

1. This examination section contains 25 multiple choice questions, each worth 2 points.
2. On this Multiple Choice examination each question or item is followed by a series of possible answers or choices.
3. Read each question and decide which answer or choice is the best.
4. Write **only the letter** of the best choice in your answer booklet with a **PEN**
5. Write **LEGIBLY**.
6. Cross out any answer you wish to change and write afresh. **DO NOT USE CORRECTIONAL FLUID.**
7. Answer all questions. Your examination score will be based on the number of questions you answer correctly.

1. The roots of humanistic adult education philosophy can be traced far back to:
 - (a) Russia, Greece and Rome
 - (b) Greece, Italy and Rome
 - (c) Italy, Classical China and Greece
 - (d) Classical China, Greece and Rome
2. Historically, Humanism has found expression in:
 - (a) philosophy, psychology and religion
 - (b) education, religion and sociology
 - (c) religion, education and psychology
 - (d) psychology, education and anthropology
3. What are humanistic adult educators primary concerned with?
 - (a) The development of the whole person with a special emphasis upon the social and physical dimension of personality
 - (b) The development of the whole person with a special emphasis upon the emotional and effective dimension of personality
 - (c) The development of the whole person with a special emphasis upon the emotional and social dimension of personality
 - (d) The development of the whole person with a special emphasis upon the psychological and psychosocial dimension of personality
4. The Italian revival of classical learning was popularly known as:
 - (a) Renaissance
 - (b) Humanism
 - (c) Reformation
 - (d) Enlightenment
5. Who introduced the study of Greek, translated Plato's writing in Latin, and produced work in historiography regardless of domination from the Church?
 - (a) The Christian humanism
 - (b) The Roman humanism
 - (c) The Italian humanism
 - (d) The American humanism

6. The best known of the Christian Humanists, who proposed a resolute faith in reason, popularized the new learning of the humanist tradition and worked for transformation from within the church was:
- (a) Leo Tolstoi
 - (b) Rousseau
 - (c) Erasmus
 - (d) Freire
7. Who contend that existence precedes essence, that the person is not ready made but is rather the designer of his own being?
- (a) Progressives
 - (b) Behaviourists
 - (c) Radicals
 - (d) Existentialists
8. In accordance to _____ the goal of all human striving is the attainment of the highest or supreme good which is often synonymous with happiness.
- (a) Aristotle
 - (b) Martin Luther
 - (c) John Calvin
 - (d) Comenius
9. Who among the philosophers felt that education should strive to preserve the naturalness of man?
- (a) Rousseau
 - (b) Hegel
 - (c) Bradley
 - (d) Karl Marx

10. Radical can be best defined as

- (a) a modest change; aggressive steps to bring about change in the ways of thinking and doing things.
- (b) a drastic change; peaceful steps to bring about change in the ways of thinking and doing things.
- (c) a drastic change; aggressive steps to bring about change in the ways of thinking and doing things.
- (d) a drastic change; gently steps to bring about change in the ways of thinking and doing things.

11. Radical education aims at:

- (a) Introducing or affecting transformation in the societal, dogmatic, financial and modern pattern of people or society.
- (b) Introducing or affecting change in the social, political, economic and cultural pattern of people or society.
- (c) Presenting or affecting transformation in the anti-social, political, economic and cultural pattern of populaces or society.
- (d) Introducing or affecting change in the social, political, economic and modern pattern of people or society.

12. Who propounded a revolutionary philosophy for adult educators throughout the world?

- (a) Francisco Ferrer
- (b) Ivan Illich
- (c) John Ohliger
- (d) Paulo Freire

13. The author of Pedagogy of the Oppressed is

- (a) Kozol
- (b) Freire
- (c) Perelman
- (d) Knowles

14. Radical educational thought flows from three sources; namely:
- (a) The revolutionary, Marxist – capitalist and the Freudian left tradition.
 - (b) The anarchist, Marxist – Leninist and the Freudian left tradition.
 - (c) The radical, Marxist – capitalist and the Freudian right tradition.
 - (d) The rebel, capitalist – Leninist and the Freudian left tradition.
15. Which tradition has consistently opposed public schooling as a destruction of individual autonomy?
- (a) The revolutionary tradition
 - (b) Freudian left tradition tradition
 - (c) Capitalist tradition
 - (d) The anarchist tradition
16. The facilitators of the humanistic philosophy in adult education include
- (a) Monette, Rene, Montesquieu and Lawson.
 - (b) Rogers, Moore, Knowles, and Voltaire
 - (c) Basedow, Maslow, Ayer, and McKenzie
 - (d) Rogers, Maslow, Knowles, and McKenzie
17. Which educator is not upon the work of the past and the values these possess, but upon the freedom and dignity of the individual person.
- (a) Psychologists educator
 - (b) Humanistic educator
 - (c) Sociologist educator
 - (d) Anthropologist educator
18. _____ are primary concerned with the development of the whole person with a special emphasis upon the emotional and effective dimension of personality
- (a) Liberalistic adult educators
 - (b) Radicalistic adult educators
 - (c) Humanistic adult educators
 - (d) Behaviouristic adult educators

19. The humanists' fascination with classical learning was equaled by an interest in
- (a) Hebrew and Christian writings.
 - (b) Greek and Christian writings.
 - (c) Roman and Christian writings.
 - (d) Hebrew and Jewish writings.
20. _____, proposed a resolute faith in reason, popularized the new learning of the humanist tradition and worked for transformation from within the church.
- (a) Herbart, the best known of the Christian Humanists
 - (b) Pestalozzi, the best known of the Christian Humanists
 - (c) Froebel, the best known of the Christian Humanists
 - (d) Erasmus, the best known of the Christian Humanists
21. The approaches to understanding the contents of Indigenous education include the following perspectives, except for which one
- (a) Cultural
 - (b) Life-cycle
 - (c) Ideal boy and girl
 - (d) Life- space
22. Moral and political action and intellectual activities are the ways of achieving an ultimate goal of what?
- (a) Self-reliance activity.
 - (b) Self-acceptanceactivity.
 - (c) Self-actualizing activity.
 - (d) Self-concept activity.

23. Who advocated that the immediate goal of education is “to cultivate the nature that will lead people to be ready, able and willing to engage in the excellent activities that lead to happiness?
- (a) Rousseau
 - (b) Pascal
 - (c) Freire
 - (d) Aristotle
24. Which of the following is not true about African traditional education?
- (a) Children learnt by imitation.
 - (b) Education was geared towards wage labour
 - (c) It was communal in nature.
 - (d) It was not organised into subjects.
25. The palace schools were special schools for the children of
- (a) Royalty
 - (b) Handicapped children
 - (c) Immigrants
 - (d) Foreign parents

SECTION B: COMPULSORY

Question 1(25 marks)

Examine the concepts of the following fields of adult education, stating one example whereby such education is offered in Swaziland

- i. Analytic Philosophy (5marks)
- ii. The Culture of Silence (5marks)
- iii. Self-concept (5marks)
- iv. Conscientisation (5marks)
- v. The Freudian Left (5marks)

[Total Marks 25]

SECTION C:

Answer one (1) question from this section

Question 1(25 marks)

Clearly illustrate the analysis of Paulo Freire and *The Pedagogy of The Oppressed*, using appropriate examples.

(8 points x 3 marks+1 for eloquence = 25 marks)

Question 2(25 marks)

Examine the concept of personal qualities that are generally considered as desirable qualifications of an effective adult educator.

[Total Marks 25]