UNIVERSITY OF SWAZILAND
INSTITUTE OF POST-GRADUATE STUDIES
MASTER OF EDUCATION IN ADULT EDUCATION

SEMESTER TWO EXAMINATION PAPER, MAY 2018

TITLE OF PAPER :   INSTRUCTIONAL DESIGN AND TECHNOLOGY

COURSE CODE: AED 602

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: 1. ANSWER THREE (3) QUESTIONS ONLY.

                            2. QUESTION 1 IS COMPLUSORY

                            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

QUESTION 1 (COMPULSORY) [50 marks]

(a) Critique the use of the following models of curriculum design, development implementation and evaluation: (i) Outcome-based models (ii) Situation-based models (iii) Linear and Cyclic models.
[10 marks]

(b) Choose **one** of the above curriculum Models and explain the steps you would follow in developing curriculum for learners at one (1) of the following institutions: (a) Sebenta National Institute or (b) Cooperative development college (CODEC) (c) The Department of Adult Education (UNISWA) (d) any organization your are familiar with that provides education and training programmes for adults.
[15 marks]

(c) Critique the use of the following models of Instructional Design: (i) Dick and Carey (2004)Model (ii) the ADDIE Model (iii) Morrison, Ross and Kemp (2007) Model
[10 marks]

(d) Choose **one** of the above instructional design models and explain the steps you would follow in developing instruction for learners at one (1) of the following institutions:(a) Emlalatini Development Centre (EDC) (b) IDE (UNISWA) (c) an NGO/CBO.
[15 marks]

QUESTION 2 [25 marks]

Critically examine the role of the following concepts, terminologies and sources in the systematic design of compressive education and training programmes for adults:

(a) Curriculum design and development theory
(b) National qualification authority, National qualifications framework.
(c) Ideology, Philosophy of adult education
(d) National policy
(e) National education and training sector policy
(f) Adult education sub-sector policy

QUESTION 3 [25 marks]

(a)   Use relevant examples to examine (i) the three levels of curriculum, (ii) the five levels of instructional design and (iii) the centrality of the learner.
[9 marks]

(b)   Critique the type of media and educational technology commonly used in supporting instruction, for an education and training programme for adults of your choice   [8 marks]

(b)   Using a programme/setting of your choice, explain the relationship between selection of media and performance objectives.
[8 marks]

QUESTION 4 [25 marks]

(a)   Critique the use of the following models, in the evaluation of education and training programmes for adults: CIPP model (Stufflebeam & Zhang, 2017) and (ii) Dick and Carey model (2004) [10 marks]

(b)   Critically examine the impact of international (UN) and regional (AU and SADC) protocols on education and training, on the design, development, implementation and evaluation of programmes for adults in Swaziland.
[15 marks]

QUESTION 5 [25 marks]

(a)   Critically examine the role of (i) the facilitator, (ii) subject matter specialist and (iii) instructional designer, in the design, development, implementation and evaluation of instruction.   [10 marks]

(c)   Using an instructional unit of your choice, examine the processes involved in designing and conducting formative and summative evaluation of instruction.
[10 marks]

(c)   Design a sample evaluation tool/sample evaluation tools that you would use in implementing the above (in b).   [5 marks]