

**UNIVERSITY OF EWATINI
INSTITUTE OF POST-GRADUATE STUDIES
MASTER OF EDUCATION IN ADULT EDUCATION**

SEMESTER TWO EXAMINATION PAPER, MAY 2019

- TITLE OF PAPER :** INSTRUCTIONAL DESIGN AND TECHNOLOGY
- COURSE CODE:** AED 602
- TIME ALLOWED:** THREE (3) HOURS
- INSTRUCTIONS:**
- 1. ANSWER THREE (3) QUESTIONS ONLY. ONE (1) FROM SECTION A, B AND C.**
 - 2. QUESTION ONE (1) IS COMPULSORY**
 - 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

SECTION A

QUESTION 1 [40 marks]

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

- (a) Curriculum design and development theory
- (b) Ideology, Philosophy of adult education
- (c) International, regional and international protocols/agreements on education and training.
- (d) Development of technology.
- (e) National policy, Education and training sector policy.
- (f) Adult education and Life-Long Learning sub-sector
- (g) National Qualification Authority , National Qualification Frameworks and Accreditation
- (h) Providers of education and training programmes' Organisation Vision, Mission and Aims/Goals.

SECTION B

QUESTION 2 [30 marks]

- (a) Use relevant examples to examine (i) the **three basic types** of curriculum design and (ii) the "symbiosis" necessary for curriculum.
- (b) Critically examine 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 (iv) competency-based models
- (c) Choose one of the curriculum models (in 3b) and explain the steps you would follow in developing curriculum for learners in **one (1)** of the following institutions: (a) Sebenta National Institute, (b) CODEC , (c) Emlalatini Development Centre, (e) The Department of Adult Education (UNESWA), (f) IDE (UNESWA), Regional education centres and (g) an NGO/CBO you are familiar with.

QUESTION 3 [30 marks]

- (a) Use relevant examples to examine (i) the **five levels** of instructional design and (ii) the centrality of the learner.
- (b) Critique the use of any **three (3)** of the following models of Instructional Design: (i) Dick and Carey Model (ii) The ADDIE Model, (iii) Kemp Model (iv) ASSURE (v) Backward design model (vi) ARCS model (vi)
- (c) Choose any instructional design Model and explain the steps you would follow in developing instruction for learners at one (1) of the following institutions: (a) Sebenta National Institute, (b) CODEC, (c) Emlalatini Development Centre, (e) The Department of Adult Education (UNESWA), (f) IDE (UNESWA), (g) an NGO/CBO, and (f) Any organization you are familiar with that provides education and training programmes for adults.

SECTION C

QUESTION 4 [30 marks]

- (a) Critique the type of educational technology commonly used in supporting instruction for Sebenta National Institute or Regional Education Centre's education and training programmes for adults in Eswatini.
- (b) Using an instructional unit of your choice, discuss the processes involved in designing and conducting formative and summative evaluation of instruction.
- (c) Design a sample evaluation tool/sample evaluation tools that you could use in implementing the above tasks (4b).

QUESTION 5 [30 marks]

- (a) Critique the type of educational technology commonly used in supporting instruction for University of Eswatini's or Emalalatini Development Centre (EDC)'s education and training programme for adults.
- (b) Using provider of education and training programmes for adults of your choice, discuss the processes involved in designing and conducting formative and summative evaluation of programmes.
- (c) Design a sample evaluation tool/sample evaluation tools that you could use in implementing the above tasks (5b).