

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

### DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

#### 2015/2016 ACADEMIC YEAR-FINAL EXAMINATION

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**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSION**  
**STUDIES**  
**2015/2016 ACADEMIC YEAR – FINAL EXAMINATION**  
**COURSE: - AED 1110 PHILOSOPHICAL FOUNDATION AND**  
**DEVELOPMENT**  
**OF ADULT EDUCATION**  
**TIME: THREE (3) HOURS**  
**INSTRUCTIONS: THERE ARE TWO SECTIONS IN THIS PAPER.**  
**BEFORE ANSWERING THE QUESTION, READ CAREFULLY THE**  
**INSTRUCTIONS FOR EACH SECTION.**

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**SECTION A**

**Instructions:** Answer **one (1)** question from this section.

- (1) **Discuss** the different methods of teaching used in traditional education in the pre-colonial Zambia and **establish** the relevance of these methods to modern Adult Education programmes.
- (2) Why is it important for an Adult Educator to understand the philosophy of Adult Education? **Explain**, citing relevant examples.

**SECTION B**

**Instructions:** Answer **two (2)** questions from this section.

- (3) **Give an account** of the development of Adult Education in Zambia from 1883 to 1964.
- (4) **Discuss** why an adult Educator needs to allow Adult learners to bring their life experiences and knowledge to a learning experience.
- (5) **Explain** the **six core** adult learning principles, how relevant are these principles in developing countries?
- (6) **Identify** any **two** programmes and **describe** how they qualify to be called Adult Education.
- (7) **Discuss** the historical development of **HUMANISTIC** Adult Education and its implication for Adult Education.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**2015/16 ACADEMIC YEAR**  
**FINAL EXAMINATIONS**

**AED 1210:           PSYCHOLOGY OF ADULT LEARNING**

**TIME:               THREE (3) HOURS**

**INSTRUCTIONS:   ANSWER FOUR (4) QUESTIONS ONLY**

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1. Giving relevant examples describe the formative years of human development and their significance to an individual. Why is knowledge of this phase of human development important to you as an adult educator?
2. Compare and contrast traditional indigenous adult education and modern adult education. What are the merits and demerits of the two? Give practical examples in your discussion.
3. Explain why you think some younger students tend to have a negative attitude towards older students, famously referred to as 'matures', at the University of Zambia. What do you think should be done to minimise the problem?
4. Giving practical examples, define adult education. Why do you think the adult education is generally viewed negatively in Zambia and what should be done to improve the situation?
5. Discuss the role of a hypothesis in scientific research. What are the strengths and limitations of psychology as a scientific discipline? Give examples in your discussion.
6. Describe the last four (4) stages in Erik Erikson's theory of psychosocial development. Why is knowledge of these stages important to you as an adult educator?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES  
AED 1310 STUDY AND COMMUNICATION SKILLS COURSE  
FINAL EXAMINATION 2016**

**TIME: THREE HOURS**

**INSTRUCTIONS:** Answer three questions in this paper. Question ONE is compulsory.  
Write all the answer in the official booklet.

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Read the following passage and answer the questions follow. This question is compulsory (40 marks)

Everybody has a seat preference-either the window or aisle, but never the middle (sardine) seat, where there's neither a view nor leg room. For that reason, middle-seaters should be given first choice on the armrests.

Personally, I prefer the window seat. I love the rush at take-off as the blurry runway vegetation transforms into a patchwork of greenery stitched together by long threads of tar transporting slow-moving terrestrial travelers. Far below I trace the rivers that curve their way to distant shores. Yet no matter how early I check in online, window seats seem to fly out of cyberspace faster than Han Solo's *Millennium Falcon* escaping the Imperial Guard. I search for any remaining one that may offer a partial view over the wing before I move my attention to the leggy aisle seats. If these are taken too, I'm left with no choice but to suck it in and endure the constriction of middle seat.

On a recent domestic flight, in order to claim my elbow room, I ensured I was one of the first to board. Karma has a different agenda for me. There, in my row, already seated, were my flanking fellow passengers. Aisle Guy stood to let me squeeze past. As I manoeuvred into position to sit, he fell back into his own seat to reclaim the arm rest. My imploring glance had no effect. He spread himself evenly between his ample leg room and his well-rested arms.

Hoping for better luck from the well-groomed, friendly-looking chap, next to the window, I hid my envy as I turned to make eye contact – in vain. His head rested against the window and his eyes were shut tight. I had no choice but to settle down with my elbows tightly tucked between the hard armrest and my ribs. I pulled the seatbelt tighter, like a corset, in the hope of creating more elbow room.

Thinking the rumble of the jet engines would get Window Guy to sit back and open his eyes, I resisted the urge to re-align my elbows with his ribs. As we hurtled down the runway and left the ground, his head slid back across the window, leaving a wide trail of hair gel on the glass pane. His eyes remained closed. I leaned over to take in whatever I could see between his forehead and the window, but was swiftly put back in pace by a sudden glare from an eye that shot open like a reverse-acting Venus fly trap. Was this “friendly-looking chap” actually human? How did he sense I was in his personal space?

As the flight progressed, I looked longingly across the aisle at the couple sharing the window opposite. They swayed backwards and forwards like out-of-time rowers as they took turns pointing out geographical areas and exciting cloud formations. Why couldn't my Window Guy be more like that? Instead, he continued to slumber.

What cruel joke was this? What kind of beast books a window seat and hails to look outside?

During our decent, his head slid forward on greasy trail left from take-off, effectively closing any aerial glimpse I might have enjoyed. The gentle jolt of our landing pulled him out of his dream-world. As the start-up tones of cell phones indicated our arrival at our destination, Window Hog gave me a glance, as if to say: “It's all yours”.

By Chris Leggatt Courtesy of **Sawubona an in flight magazine of South African Airways. August 2016.**

**Now answer the following questions. Answers must be written in the booklet provided**

- i) In the first paragraph sentence number one, identify a dependent clause (1 mark).
- ii) In paragraph one sentence two, identify the subject and predicate parts of the sentence (2 marks).
- iii) First sentence of paragraph two identify a word used for repetition for emphasis (1 mark).
- iv) Make a list of all hyphenated compound words in the second paragraph and show their types (6 marks).
- v) From paragraph two identify four non spaced compound words (4 marks).
- vi) Identify two elements of noun-verb agreement in the sentence beginning..Far below... in paragraph two (2 marks).
- vii) What does the word ‘their’ in the same sentence stand for?(1 mark)
- viii) From paragraph three identify any two proper nouns (2 marks).
- ix) In the last three sentences of paragraph three, the words ‘he’ and ‘his’ are used to refer to ( 1mark).
- x) The word ‘his’ in sentence two is used twice in paragraph four. What is does it refer to? (1mark).

- xi) In paragraph four sentence one. Find a word which means the same as similar (1mark).
- xii) Identify a clause functioning as a modifier to the subject in the sentence in paragraph five sentence one (1mark).
- xiii) Carefully study sentence one in paragraph five and identify the main verb in the predicate of the sentence (1 mark).
- xiv) In paragraph six sentence one break the word 'longingly' in its root word and inflections and identify the word classes of the resultant words(6 marks)
- xv) Two conjunctions are used in paragraph five sentence four. Identify them and their functions (2 marks).
- xvi) Identify the five punctuations used in paragraph five(5 marks)
- xvii) Which of the following gives the best description of the author's feeling?  
a) happy b) lonely c) jealousy d) satisfied. (1 mark).
- xviii) In the last paragraph of the passage find a modal auxiliary verb used to express possibility(1 mark)
- xix) What do you think the writer has surrendered in the expression 'It's all yours' (1mark).

## **SECTION B (60 MARKS)**

Answer any two questions from this section.

1. Reading is an important skill. Discuss the factors that can help one to enhance active reading.
2. You have been asked to guide a new student in the process of essay writing. Explain the process up to the submission of the essay.
3. Discuss the assertion that communication has been defined differently by different scholars and give some of the definitions of the same.
4. In trying to assist first year students to select appropriate literature in their studies, you have been asked to explain to them how they can assess the material from a library. Write an essay.

**END OF THE EXAMINATION**

**GOOD LUCK**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

2015/2016 ACADEMIC YEAR FINAL EXAMINATION

AED1410: SOCIOLOGY OF ADULT EDUCATION

DURATION: THREE (3) HOURS

INSTRUCTION: ANSWER THREE (3) QUESTIONS ONLY.

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- 1) Define social stratification and explain its four fundamental principles by giving examples based on the Zambian situation.
- 2) Cultural adaptation is a normal process that occurs in our lives. Bearing in mind the stages of cultural adaptation, describe how you adapted to cultural change in this university as a first year student.
- 3) With examples drawn from your life experiences. Discuss the major logical fallacies that you may experience when there is a fault in drawing logical conclusion.
- 4) Expound the characteristics of bureaucracy as propounded by Weber in his study of society.
- 5) How can one apply Marxian's theory to the field of adult education.

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**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**  
**2015/2016 ACADEMIC YEAR- FINAL EXAMINATION**  
**COURSE: - AED 2210- COMMUNITY DEVELOPMENT AND**  
**PLANNED CHANGE**  
**TIME: THREE (3) HOURS**  
**INSTRUCTIONS: THERE ARE TWO SECTIONS IN THIS PAPER.**  
**BEFORE ANSWERING THE QUESTION, READ CAREFULLY THE**  
**INSTRUCTIONS FOR EACH SECTION.**

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**SECTION A**

**Instructions:** Answer **one (1)** question from this section.

- (1) **Discuss** in details how you would go about setting up a project in a community?
- (2) Why would you **argue** that the principle of “NEED” is at the Centre of community development?  
**Explain** in details.

**SECTION B**

**Instructions:** Answer **two (2)** questions from this section

- (3) With the use of examples from the different compounds visited during your course in community Development, **explain** how you would successfully facilitate planned change in that community?
- (4) **Describe** two types of communities in detail. **Explain** why a geographical area is not a reliable way of demarcating a community?
- (5) **Discuss** how you would use the Asset – Based approach in community Development to implement change in your community.
- (6) **Discuss** and **contrast** the relevance of Community Development and Community Organization to National Development

**END OF EXAMINATION**



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**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**2015/2016 ACADEMIC YEAR FINAL EXAMINATIONS**

**COURSE: AED 2310-INSTRUCTIONAL METHODS AND TECHNIQUES IN ADULT EDUCATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY**

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1. As an adult educator, you should realize the importance of making the classroom experience meaningful for all adult students, and you should strive to ensure that each one has the opportunity to feel and be successful as a result of taking your course. It does help to keep several points about their motivations, interests, and perspectives in mind as you teach and lead them. In your discussion, suggest ways that would make your teaching and motivating adult learners effectively.
2. The teacher of adults has a different job from the one who teaches children. If you are teaching adult students, for the best results it is important to understand and choose appropriate techniques. Discuss five (5) factors that would help you select an appropriate technique.
3. In adult education, the interest and needs of mature people are taken into account when planning a learning activity. Discuss five (5) laws of learning and how they affect adult learners.
4. Discuss circumstances that would make you consider using
  - a. Buzz groups
  - b. Role playing
  - c. Field trip

techniques when teaching adult learners. Your discussion should include a description of each technique and advantages and disadvantages associated with it.

5. Discuss circumstances that would make you consider using
  - a. Demonstration
  - b. Colloquy
  - c. Phillips 66

techniques when teaching adult learners. Your discussion should include a description of each technique and advantages and disadvantages associated with it

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**  
**NON FORMAL EDUCATION AED 2410**

**INSTRUCTIONS**

**Question one (1) from section A is compulsory. Answer any three (3) questions from section B.**

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**SECTION A**

**This question is compulsory**

1. 'After the phasing out of collective farms in Kyrgyzstan, in Russia, a big number of small farmers emerged who owned small pieces of land. Very often, they lack the necessary farming skills; they have hardly any access to information, modern technology or training'. Discuss how non formal education can be a remedy and restorer of these small farmer's lives.( **40 marks**)

**SECTION B**

**Answer any two questions in this section**

2. 'There are still billions of people who live in absolute poverty, and more than 800 million of these are illiterate'. Discuss the various types of poverty and show how non formal education can be used as an intervention. ( **30 marks**)
3. Briefly describe some of the indicators of women empowerment at individual, community and national levels.( **30 marks**)
4. Over two – thirds of the world's 796 million illiterate people are women .Explain some cultural and social constraints that limit girls and women's education.(**30 marks**)
5. The challenges of non-formal education are in its nature, organisation and administration. Explain how this statement is true about non-formal education in Zambia.(**30 marks**)

**END OF THE EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

2015/2016 ACADEMIC YEAR DEFERRED FINAL EXAMINATIONS

AED 3110

PARTICIPATORY APPROACHES TO DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS: THERE ARE THREE SECTIONS IN THIS PAPER.  
BEFORE ANSWERING THE QUESTIONS, READ  
CAREFULLY THE INSTRUCTIONS FOR EACH SECTION.

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SECTION A

**Instructions:** Answer **only one** question from this section. Ensure that you answer all parts of the selected question.

1. Using Zambia as your context, critique the liberal definition of participation.
2. Using Zambia as your context, critique the radical definition of participation.

## **SECTION B**

**Instructions:** Answer **the only** question in this section. Ensure that you answer all parts of the selected questions.

- 3 State a generative theme that you identified during a listening survey and show how you can use this theme to apply the problem posing approach in facilitating development in your community.

## **SECTION C**

**Instructions:** Answer **only one** question from this section. Ensure that you answer all parts of the selected question.

- 4 a) What is the broad aim of Participatory Rural Appraisal? b) Briefly describe the humanistic philosophy and explain how this philosophy influences the methods and techniques used in Participatory Rural Appraisal.
- 5 a) What is the broad aim of Visualization in Participatory Programs (VIPP)? b) Briefly describe the philosophy of VIPP and explain how the VIPP processes adhere to this philosophy.
- 6 Use any six assumptions of interpretivism to explain how the debate on knowledge production process contributed to the evolution of participatory approaches to development. Illustrate your answer by linking the assumptions to principles/ philosophies of any two approaches to development

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**FINAL EXAMINATIONS: 2015/2016 ACADEMIC YEAR**

**AED 3110: PARTICIPATORY APPROACHES TO DEVELOPMENT - PARALLEL**

**Instructions:**

1. The examination paper has 2 sections
  2. Answer **question one and any three questions in section 2**
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**Section 1: Answer the only question in this section**

1. Select an organisation you are familiar with and show how, in its operations, it has incorporated the key elements of participation.

**Section 2: Answer any 3 question**

2. By use of examples, provide a discourse on all of the indicators and effects of participatory development.
3. How did Marxism and Christian Liberatory Theology influence Paulo Freire's orientation toward education? Critically discuss
4. Compare and contrast liberatory pedagogy and conventional education. Discuss which approach is appropriate for an agent of change and give appropriate reasons for this
5. Show how you, as an adult educator, would use VIPP to ensure free and fair participation of all stakeholders in a given activity.
6. Critically discuss Gramsci's contribution to participation for development.

**END OF EXAMINATION, ALL THE BEST!**

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

AED3 210: EXTENSION EDUCATION (FULL TIME AND PARALLEL)

2015 ACADEMIC YEAR EXAMINATION

- INSTRUCTIONS:
1. ATTEMPT ALL THE EXAMINATION ITEMS
  2. WRITE RESPONSES IN THE SPACES PROVIDED FOR SECTION A
  3. DO NOT WRITE YOUR NAME ON ANY PART OF THE EXAMINATION PAPER.

COMPUTER NO: .....

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SECTION A:

1. Identify and briefly describe the six levels of Maslow's hierarchy of needs in their hierarchical order.

(a) .....

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(b) .....

.....

(c) .....

.....

(d) .....

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(e) .....

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(f) .....

.....

(12 marks)

2. Outline three principles of modern theories.

- (a) .....  
.....
- (b) .....  
.....
- (c) .....  
.....

(3 marks)

3. State and explain three management skills needed by a supervisor.

- (a) .....  
.....
- (b) .....  
.....
- (c) .....  
.....

(6 marks)

4. Describe the term communication.

.....  
.....  
.....

(2 marks)



5. Identify and describe the six elements of communication.

- (a) .....  
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- (b) .....  
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- (c) .....  
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- (d) .....  
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- (e) .....  
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- (f) .....  
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(12 marks)

6. Identify one cardinal difference between adult education and extension education.

- .....
- .....

(2 marks)

7. State one method and briefly explain why it is commonly used in traditional education and extension education.

- .....
- .....
- .....

(3 marks)

8. Describe the term extension education.

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(3 marks)

9. Briefly explain the role of communication in extension education.

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(3 marks)

10. Why should an extension worker acquire management skills?

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.....  
.....

(3 marks)

11. Identify and briefly describe the two types of management theories.

- (a) .....
- (b) .....

(4 marks)

12. State four benefits of development through extension education.

- (a) .....
- (b) .....
- (c) .....
- (d) .....

(4 marks)

13. Briefly describe the following extension education methods.

(a) Office calls

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(b) Exhibits

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(c) Road show

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(d) Popular theatre

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(e) Seminar

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(10 marks)

14. State and briefly explain five factors considered when selecting teaching methods in Extension Education.

(a) .....

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(b) .....

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(c) .....

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(d) .....

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(e) .....

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(10 marks)

15. Briefly explain the relevance of extension education to:

(a) human development.....

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(b) community development

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.....  
.....

(4 marks)

16. Identify and briefly explain five functions of modern management.

(a) .....  
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(b) .....  
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(c) .....  
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(d) .....  
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(e) .....  
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(10 marks)

17. State and briefly explain five characteristics that qualifies extension education as of a profession using Lieberman's criteria.

(a) .....  
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(b) .....  
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(c) .....  
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(d) .....  
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(e) .....  
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.....

(10 marks)

**THE END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**FINAL EXAMINATIONS: 2015/2016 ACADEMIC YEAR**

**AED 3310: COUNSELLING IN ADULT EDUCATION**

**Instructions:**

1. The examination paper has 3 sections
  2. Answer **any one question in sections 1 and 2** and **any two questions in section 3**
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**Section 1: Answer any 1 question from this section**

1. Identify and discuss at least 2 primary ethical principles and 2 derivative principles as suggested by Ndhlovu (2015). Use examples in your discourse
2. Guidance for fostering discipline in schools is an important facet to guidance and counseling. However, there are some home and school factors that contribute to indiscipline in pupils. Identify at least 2 home factors and 2 school factors that contribute to indiscipline in pupils as suggested by Ndhlovu (2015). Exemplify your answer.

**Section 2: Answer any 1 question from this section**

3. Write short notes to describe the following concepts. Use examples to illustrate your answers:
  - i. Individual counselling
  - ii. Referral
  - iii. Dampening
  - iv. Integrative therapy
  - v. Flooding
4. Counsellors need certain communication skills in order to engage in effective counselling which can facilitate change.
  - a. Cite and explain 4 communication skills a counsellor needs
  - b. Mention and briefly discuss 5 characteristics of an effective counsellor. Use examples to illustrate your answer.

**Section 3: Answer any 2 questions in this section**

5. The concept of self-awareness is a general term that embraces three components. List and explain these components and show their relevance in the counselling process.
6. Identify and discuss at least 5 factors that validate the relationship between counselling and adult education.
7. Discuss the nature of man as propounded by the behavioural theorists.
8. By use of examples, identify and discuss the external conditions that influence the counselling process.

**END OF EXAMINATION, ALL THE BEST!**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

2015/16 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

AED 3515

INTRODUCTION TO RESEARCH

TIME: THREE HOURS

INSTRUCTIONS: THERE ARE THREE SECTIONS IN THIS PAPER.  
BEFORE ANSWERING THE QUESTIONS, READ  
CAREFULLY THE INSTRUCTIONS FOR EACH SECTION.

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SECTION A

**Instructions:** Answer **one** question from this section.

1. Write short notes to describe the following concepts in research. Use examples to illustrate your answer.
  - a) Theoretical population
  - b) Accessible population
2. Write short notes to describe the following concepts in research. Use examples to illustrate your answer.
  - a) Probability sampling
  - b) Non-probability sampling

SECTION B

**Instructions:** Answer **the one** question in this section.

1. Agricultural extension workers in Senanga District would like to evaluate their work in the district. Give them advice on how they can **appropriately** employ the following sampling procedures. Illustrate your answer.
  - a) Stratified random sampling procedure.
  - b) Systematic random sampling procedure.



## SECTION C

**Instructions:** Answer **one** question from this section.

2. Formulate a research question or objective from the broad area of Civic Education Programs in Zambia. Develop a ten item questionnaire for collecting information for your research question or objective. (*Your questionnaire should not have more than 2 items of personal data or biographical data*).
3. Imagine you are researching in the broad area of curriculum development.
  - A) Formulate a research an alternative and a null hypothesis for this study.
  - B) Generate a main research objective and for your research and use it to identify the type of information you would need to address the objective.
4. Literature review is imperative in the process of conducting educational research. Explain the importance of a literature review. Using examples demonstrate how the literature review section of a research proposal should be written.

**END OF EXAMINATION**

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

2015/2016 ACADEMIC YEAR FINAL EXAMINATIONS

COURSE: AED 3525-BASIC STATISTICS IN ADULT EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY

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1. The following data are the most recent weekly sales, in Kwacha, of three sales representatives working for a company in Lusaka.

Ngoma	5120	4970	2230	890	3270	2160	660	5980	4320	2220
Ngosa	4440	3980	4370	3990	3000	5420	2990	3450	2680	2900
Phiri	2340	2220	2500	2280	3010	2690	2400	2760	2800	2920

Compare the sales of the three sales representatives.

2. Discuss, with examples, the following ways of analyzing data:

(a) Measures of central tendency

(b) Stem and leaf diagram

(c) Multiple bar diagram

3. Discuss circumstances that you would consider using

a. Multi-stage sampling

b. Interval sampling

c. Snowballing sampling

when sampling from a population. Your discussion should include a description of each method and advantages and disadvantages associated with it.

4. The following data show the annual income per head,  $x$  (kwacha), and the infant mortality,  $y$  (per thousand live births) for a sample of countries labeled alphabetically.

Country	X	Y
A	130	150
B	5950	43
C	560	121
D	2010	53
E	1870	41
F	170	169
G	390	143
H	580	59
I	820	75
J	6620	20
K	3800	39

- Draw a scatter diagram of this data. Describe the relationship between income per head and infant mortality suggested by the diagram.
- An administrator asks you to calculate the product moment correlation coefficient.
  - Carry out this calculation.
  - Explain briefly to the administrator why this calculation may not be appropriate.

**END OF THE EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**2015/2016 ACADEMIC YEAR FINAL EXAMINATION**

AED 4110: LITERACY AND LEARNING ENVIRONMENT

DURATION: THREE (3) HOURS

**INSTRUCTION: ANSWER THREE (3) QUESTIONS ONLY.**

- 1) With illustrations, expound the divergence of literacy from the other forms of education.
- 2) Decipher the similitude of literacy and learning. Detail the vitality of the two concepts to the field adult education.
- 3) Discuss the implication of lacking an adult educational policy in Zambia.
- 4) Elucidate the indistinguishability of literacy campaign to economic maturation.
- 5) Explain the attributes of literacy and justify their relevancy to humanity.

**THE END**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**2015/16 FINAL EXAMINATIONS**

**AED 4210 ORGANISATION THEORY AND MANAGEMENT**

**Instructions**

- a. This paper has five (5) questions. You are required to answer **only 3** questions.
  - b. Each question carries equal marks. As much as possible use sub-headings for questions that require, for example, giving reasons or factors etc.
  - c. Be precise and avoid repetitions.
  - d. Duration: Three (3) hours
- 
1. Today organisations are bombarded with incredibly high rates of change from a frustratingly large number of sources. Clearly explain the reasons why employees resist change.
  2. Clearly demonstrate your understanding of the following concepts/terms:
    - a. Goal succession
    - b. Goal displacement
    - c. Systematic “soldiering”
    - d. Organisational goal
    - e. Leadership
  3. Human beings belong to different organisations. Discuss the major purposes that organisations serve.
  4. Describe what Henri Fayol of the administrative management branch of the classical school identified as key activities of any industrial undertaking.
  5. Explain the criticisms that are labelled against bureaucracy.

**The End**

**The University of Zambia**

School of Education

Department of Adult Education and Extension Studies

2015/2016 Academic Year Final Examination

**AED 4310 MASS EDUCATION AND DEVELOPMENT**

**Instructions**

- a. Answer three (3) questions only

Duration: Three (3) hours

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1. Define Education for critical consciousness and explain its relevance in enlightening the oppressed masses of the Zambian society.
2. Identify a situation where the powers that be oppress the masses and show how you can counter power this process of dehumanization.
3. With great detail show why the Bank of England waged war in the 10<sup>th</sup> Century.
4. How has the brain drain affected the development of our country?
5. Discuss the process of mass education drawing examples from the Zambian perspective.

**The end**

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**  
**AED 4512 CURRICULUM DESIGN IN ADULT EDUCATION**  
**FINAL EXAMINATION 2016**

Date:6/9/2016 PM

TIME: THREE HOURS

MARKS: 100

**INSTRUCTIONS:** Answer three questions in this paper. Question ONE is compulsory.  
Your work should be clear and concise. Unless stated all answers should be in essay form.

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**SECTION: A.**

The question in this section is compulsory.

1. A myriad of factors have been postulated as causing curriculum change and innovation.  
Discuss factors that lead to curriculum innovation.

**SECTION: B**

Answer any two questions from this section.

2. Distinguish prescriptive from descriptive curriculum design models and discuss the one you deem suitable for adult learners.
3. Write short notes on the following
  - a) Curriculum
  - b) Curriculum innovation
  - c) Core curriculum
  - d) Broad fields
  - e) Situational analysis
4. Discuss the role played by each of the following in curriculum design.
  - i) Teacher
  - ii) Politician
  - iii) Religion
  - iv) Technology
  - v) The economy
5. Show how you can incorporate the three domains and the six realms of knowledge in curriculum design.

**END OF EXAMINATION**