

Tutorial letter 201/2/2016

EXPLORING ADULT LEARNING

ABT1513

SEMESTER 2

Department of Adult Basic Education and Youth
Development

IMPORTANT INFORMATION

This tutorial letter contains feedback on assignments and examination guidelines.



Dear Student,

The information in this tutorial letter is important. It contains **answers to the Multiple Choice Questions, an example of the type of answers we expect from the assignment and guidelines for the examination.** Keep it in a file or some other safe place since you will need to refer to it often during the year. This tutorial letter is divided into two sections. In the first section we provide general feedback to Assignment 01 and Assignment 02, Semester 2, 2016. There are many different ways of responding to the questions with regard to this assignment, but you should find it helpful to compare the sample answers with your own answers. Section B consists of guidelines that you need to use to prepare for the coming examinations.

Just a reminder: Assignments are seen as part of the learning material for this module. As you do the assignment, study the reading texts, consult other resources, discuss the work with fellow students or tutors or do research, you are actively engaged in learning. Looking at the assessment criteria given for each assignment will help you to understand what is required of you more clearly. The activities given in the study guide should be taken seriously as you go through your assignments.

Demarcation or scoping of examinations and assessment

NB: A College decision has been made that lecturers are not to demarcate scope specific work for examination purposes, but that examination questions should be based on the entire work covering the notional hours of the modules. Lecturers should encourage students to learn everything. Where other competencies or skills are assessed differently during the tuition period, the various assessments will be spelt out clearly by the lecturer in Tutorial Letter 201.

According to Assessment Procedure Manual 2013 point number 4.5.2 (e), the examination memoranda (guidelines, rubrics etc.) shall not be made available to students.

For students attending tutorial sessions, tutors may also set additional tasks and give feedback in class.

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SECTION A Assignments feedback
ASSIGNMENT 01 (Multiple Choice – Unique no. 667285)

Here are the answers to Assignment 01. Please compare your answers to those provided below. For you to learn from this exercise, try to think carefully about the rationale behind each choice of answer. Work on **why** each option is correct, and not just **which** option is correct.

Question	Answer
1	4
2	3
3	3
4	3
5	4
6	4
7	3
8	1
9	3
10	4
11	2
12	2
13	4
14	1
15	3
16	3
17	4
18	3
19	2
20	4

[Total: 20 marks]

ASSIGNMENT 02 (Unique no. 709464)

The pass mark for this assignment is 50%. You must answer all questions.

QUESTION 1

The most appropriate approach to education depends very much on the particular context. Though generally a learner-centred approach is best for active learning, there are many situations where a more teacher-centred approach is more appropriate or practical. Discuss your views (30)

Your essay must include:

- Introduction (must be a paragraph covering the importance of knowing your learners)
- Conclusion (must be a paragraph highlighting main lessons learnt)
- References (do not mix referencing styles, use the UNISA recommended style)

- Introduction (5)
Give a brief explanation of the question and mention some of the few characteristics you will use in providing answers to the above question
- Content and structure (10)
The relevance of the content and how you structured your assignment discussion
- Technical details (5)
Pay attention to your language use, correctness of grammar and your work should be coherent.
- Application (5)
Application of the characteristics to design your teaching
- Conclusion (5)
Summary of your assignment, you may give recommendations

QUESTION 2

The most appropriate approach to education depends very much on the particular context. Though generally a learner-centred approach is best for active learning, there are many situations where a more teacher-centred approach is more appropriate or practical: Discuss your views (30)

Your discussion must include:

- **Introduction** (5)
Give a brief explanation of the question and mention some of the few characteristics you will use in providing answers to the above question
 - **Content and structure** (10)
The relevance of the content and how you structured your assignment discussion
 - **Technical details** (5)
Pay attention to your language use, correctness of grammar and your work should be coherent.
 - **Application** (5)
Application of the characteristics to design your teaching
 - **Conclusion** (5)
Summary of your assignment, you may give recommendations
- See page 34 of the study guide for possible answer(s)**

QUESTION 3

Briefly explain, with examples the following concepts in not more than paragraphs

Constructivism (5)

Constructivism is a learning theory that attempts to explain how learners learn by constructing understanding for themselves. The theory argues that learning is an active, building process. Learners actively engage in constructing their own mental representations of reality. New stimuli and information are linked to the prior mental representations and knowledge that they already have. Learning is not just acquiring or absorbing new information – rather the learner dynamically constructs new knowledge. **(Page 47)**

Constructivism assumes that all knowledge is constructed making use of previous knowledge (sometimes seen as being like a template or schema of knowledge into

which the new information is fitted, thereby making sense of it, or the schema is adapted to fit the new knowledge).

Adult Learning

(5)

Adult learning is defined as 'the entire range of formal, non-formal and informal learning activities which are undertaken by adults after a break since leaving initial education and training, and which results in the acquisition of new knowledge and skills'.

Meaningful Learning

(5)

This kind of learning is based on making sense of what you are learning. Much of the learning we do as adults involves making sense of the learning material. We want to make sense of our experiences and our world.

Think about what it is like when you visit a town for the first time. The streets all look the same to you. You have no idea of how to find your way from one place to another. But if you spend a few weeks in the town, you begin to get to know it. You find you can plan a trip in which you go from one place to another, and on to yet another and another place before you return back home. In other words, you have learnt something about the town. (Page 53)

Rote Learning

(5)

Rote learning is learning in a mechanical fashion through repetition. The focus is on the memorisation without any understanding of what is being memorised. A good example of rote memorisation is when we have to learn a new telephone number. The number itself is arbitrary, it is not meaningful in itself in any way. The only way to remember it is by repeated rote memorisation and use. (Page 52)

Experiential Learning

(5)

According to the Oxford English Dictionary, the word experience is defined as "actual observation of or practical acquaintance with facts or events" or an "event that affects one".

So an experience is:

- an event or a happening
- that you either see or participate in, and
- that has an impact on you.

As such, the primary idea behind experiential learning is it is learning that you gain from watching or participating in some event or happening that has an impact on you. It is learning you gain from an experience or experiences.

Here is definition of experiential learning produced by Titmus et al (1979: 45):

Learning which derives either from the general life-experience or from specific activities of the learner. Learning derived from the feelings and thoughts aroused in the learner while or after undergoing such experiences.

Thus experiential learning rests firmly on the experience of the learners (any education and training relying on it has to be relevant to the learners' everyday lives and genuinely make use of that life experience). Experiential learning also engages the learner in specific activities and much of the learning is derived from the feelings and thoughts aroused by experiencing these activities (Page 69).

Behaviourism

(5)

Behaviourism is commonly associated with researchers and psychologists most notably: Pavlov, Thorndike, Watson and Skinner.

Behaviourist theories generally think of learning as the way that we respond to stimuli in the environment. Stimuli (that is, anything that affects our human senses) that we find pleasurable or interesting we try to gain more of, stimuli that are unpleasant or cause us pain we avoid. The repetition of stimuli reinforces the way we habitually respond to them. Learning is thus a case of stimulus-response. The practical application of these theories tends to emphasise a great deal of practice to reinforce learning, supported by rewards for learning (or punishments for not learning). Behaviourism supports the belief of educators that feedback is critical to learning. (Pages 46-47).

QUESTION 4

Experiential learning helps adult learn

(a) What are the five (5) steps in experiential learning cycle?

Here are the main steps in the experiential learning cycle.

1. Experience/action
2. Reflection
3. Learning/generalising/theorising
4. Planning
5. Experience/action
6. Reflection/evaluation

(b) Briefly explain what each steps entails in not more than two (2) paragraphs

Here are the points needed for the explanations essay

Experience/action

This is the event or happening that you observe or participate in that has an impact on you. It is the experience or activity that sets off the learning.

In addition, whenever you come to learn something you always bring with you all your learning experiences from the past.

Reflection

You will revisit (remember) the experience and think deeply about it. You will remember how you felt and what you did, how you did it and why you did it and felt that way.

Learning / generalising/ theorising

You may look at new information on that subject. You will try to find the links between what you already know from the past, what you have learned from the new experience and the new information on that subject. Finding the links means seeing if what you read reminds you of things you already know.

You may also discuss what you are learning with others. This will help you to understand what you are learning, why you are learning and how you are learning.

Eventually you will come up with general ideas and principles or theories about the subject. Principles and theories are ideas that are generally true, not just for one situation but for many similar situations

Planning

You will plan how to use this new knowledge in your work or in your private life. And this is where the cycle begins again.

Experience/ action

You will go to work to put your plans into action. You will test out your new principles and theories by trying them out in practice.

Reflection evaluation

Then you will reflect upon and evaluate the new experience of trying out what you learned.

[100 marks]

**SECTION B
EXAMINATION GUIDELINES**

Exam Preparation: (7 Points to remember)

1. Look at the table of contents in the module and see how much you remember about each section.
2. Scan the pages looking at the headings and read through anything which you are not sure about.
3. Read through the notes you have made through the semester and see how much you can remember about them.
4. If you do not understand your notes, read through the section in the study guide that covers that area.
5. Think about the comments the marker has made: write out things that you left out or make notes about how you could do it differently.
6. Do not think you can pass the examination by memorising the study guide by rote ("off by heart")
7. The way the questions are asked will require that you understand what you are writing.
8. Previous examination question papers are not available to students.

Guidelines for writing examinations

- ✗ The first thing we want to tell you is "**Don't panic**". We are not setting exams to try and trick you. Previous students have told us they thought the exams were very fair, and many said they actually enjoyed them!
- ✗ In the exams, we want to find out what you have learned and understood from the course, and so the questions will give you the chance of showing this to us.
- ✗ Often the questions will ask you to apply some knowledge to your community, or to a situation with which you are familiar. So they are similar to the kind of assignment questions you have already dealt with.
- ✗ The examination paper will contain almost similar questions to those in the self-assessment sections of your study guide and to those in your assignments.

- ✗ The examination question paper consists of **four (4)** questions and you will be required to **answer any two** of the four questions. Each question carries a total of **50 marks**.
- ✗ The examination covers all the six unit of your study guide, please study all the units, do not leave any stone unturned.
- ✗ Answers should be well structured – pay special attention to your paragraphing.
- ✗ Answers must meet the requirements of the question. You need to think carefully about the precise wording of the question. **Please note the following examples:**

Task/Question Word	Meaning
Mention	Write something, but not discuss it much or give many details or information
Identify	Highlight the main aspects of an idea.
Define	Make clear what is meant by something; or use a definition or definitions to explore a concept.
Describe	Present a detailed account of something
Discuss	Consider and offer some interpretation or evaluation of something; present and give a judgment on the value of arguments for and against something
Explain	Make clear the details of something; show the reason for, or underlying cause of, or the means by which something occurs
Differentiate	This requires an answer that points out only the differences between two or more topics or Show or explain the difference between
Tabulate	Arrange information in an organised table format so that it can be studied, recorded

- ✗ Remember to make your answers as realistic as possible by including sufficient 'factual' information. Where you do not have access to actual information, you may invent (i.e. make up) the appropriate details.
- ✗ If you need to do some rough work, use the back pages of your answer book and rule a line through it so we can see it is not to be marked. However, be sure that you have enough time to finish all the answers that we must mark.
- ✗ Plan your time carefully to ensure that you respond to all questions. On the other hand, you should not rush so much that you do not use all the time available to you.
- ✗ You will also be required to hand in your examination question paper with your answer book after you have finished writing your examination. All the question papers are the sole property of the Examination Office of the University of South Africa.

The ABT1513 team wishes you all the best for your examination!