

## Assignment 01

(Multiple Choice) Unique Number 676420

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

[20]

## **ASSIGNMENT 02**

### **Unique Number 729832**

The pass mark for this assignment is 50%. You must answer all questions. Before you begin writing your assignment, read the following guidelines carefully: Academic writing will be required when responding to the questions.

An essay assignment should have:

- Cover page (your title, name, surname, title of the assignment, module code, lecturer name, assignment number and date of submission)
- Table of contents:  
ITEM #

#### **CONTENTS**

#### **PAGE EXPLANATION AND COMMENTS**

##### **Introduction**

It must be interesting and try to highlight the main points, which you will discuss in the essay/ assignment. Try to catch the attention and interest of the reader

##### **Information, body of essay per heading**

The body of an essay should be divided into paragraphs. Each paragraph should discuss one main idea. Use examples for clarity sake.

**Conclusion:** This should be telling us what you have been discussing in the whole assignment. Summarise your essay/assignment

##### **References**

Acknowledge all the authors that you have used when writing an essay/assignment. Whatever you have cited inside the text should be reflected in the end-list reference.

- Indicate the page number at the bottom of each page so that your table of contents can be valuable.
- The paragraphs should be relevant to the topic.
- Keep your ideas and statements interesting and logical from the introduction to conclusion.
- Do not confuse the reader or person marking your work.
- Display insight into the topic

### **Question 1**

#### **Answer all the questions**

##### **1.1 Name any SIX (6) characteristics of adult learning (5)**

- Adult learners want to be treated as adults. They will not put up with the criticism or humiliation that schoolchildren often get.
- Often, even in the workplace, they are volunteers and they recognize the need to learn and are willing to learn. Motivation is generally high too, but can be easily lost if their needs and expectations are not met.
- Adults come to education with intentions and needs. Some of these are specific, some more general, sometimes related to the subject matter of the course, sometimes not, and sometimes unknown even to themselves. Their motivations

may be very varied. (This suggests that adult learners should be encouraged to state their learning needs.)

- Adults generally want their learning to have immediate results. They want what they learn to help meet some of their immediate needs and solve their problems. They want courses to be relevant to their daily lives. (This suggests that the aims and outcomes of any course should be clearly stated at the beginning.)
- They also have other responsibilities and pressures outside the learning situation.
- Adults already have their own learning styles or set patterns of learning (which may be difficult to change).
- Adults bring with them a rich store of experience and values. They have knowledge of the world and their place in it. They can use their experience and existing knowledge in the learning process but the willingness of individuals to do this may differ. Adults tend to view and interpret ideas, skills and knowledge by comparing them with what they have experienced in their own lives. Adults like to test new ideas in real life settings.
- Adults may also have entrenched beliefs, opinions, prejudices and positions. New ideas and material may question their existing knowledge, beliefs and world view. This means that they may well experience learning as painful and risky. (This suggests that adult education programmes should always take feelings into account and ensure that the relevance of what is being learned is clear – one may be willing to bear learning pain if the end result is worth it in one's own life.)
- They come to a course with different expectations about the learning process. Some may expect to be taught everything (as in a formal school) and some may wish to find out everything by themselves. They will have different assessments of what they can and cannot do as learners.

What are the characteristics of adult learners?

- They often lack confidence in their ability to learn.
- Adults often like to be given some control over the course plan.
- They often like to be active and do things with a clear purpose. People learn best when they are actively involved.
- Adults usually prefer non-competitive educational situations.
- Adult learners like examples, samples and resources.
- They may learn at different speeds.
- They often need to ask questions and discuss freely.
- They need to see that they are making progress and achieving something. They appreciate reassurance, positive reinforcement, and helpful feedback. (This suggests that courses, and in particular assessment, should be designed to give regular, helpful feedback to learners).
- Adults may be of different ages and older adults may suffer from a number of physical disabilities, particularly in relation to hearing and sight.
- Adult may be tired from their ordinary work.

Yes! That was a long list. However, I do hope that it was easy to read and that it made sense to you because you could relate to many of the statements made by learners.

Can older adults still learn?

We all know that as people get older their bodies do not function as well as when they were young. Does this mean that as we get older we cannot learn as well as we used to? The evidence collected by scientists is that adults can continue to learn perfectly well until they are very old. The physical decline in older people can be handled through glasses, hearing aids (including less noise in the classroom) and better lighting. Adult education learners, especially illiterate or poorly educated ones, may need to have their eyesight tested as many have problems with their vision.

Older people may process information at a slower pace because they are filtering it through many more years of experience than a young person. They may need an increased time for learning (and slower presentation of new ideas).

Studies have shown that older adults can learn and that intelligence does not drop significantly with age, though young people perform best on tasks requiring quick insight, short-term memorisation, and complex interactions. As people get older, they accumulate knowledge and develop perspective and experience in applying it.

## **1.2 Discuss each one fully**

**(20)**

To discuss means to explain in details.

Use any **SIX (6)** characteristics of adult learning above provide your answers accordingly.

### **Question 2**

2.1 Write an essay in which you discuss the role of adult education and development in your society. **(25)**

#### **Your discussion must include:**

- Introduction  
Give a brief explanation of the question and mention the steps you are going to take in addressing the question.
- Define some of the terms in the question such as adult education, development etc.
- Give a brief description of your society or community.
- Then discuss the role of adult education in the line with development in your society.  
Pay attention to your language use, correctness of grammar and your work should be coherent.
- Conclusion  
Summary of your assignment, you may give recommendations
- References

### Question 3

3.1 Identify **THREE** types of barriers experienced by adult learners and give one example in each. **(6)**

- Social and economic barriers.
- Education institutions barriers
- Physiological barriers
- Attitudes, beliefs and perceptions barriers

**Social and economic barriers e.g.** time and money are the main barriers here

**Education institutions barriers e.g.** timetabling, location and transport

**Physiological barriers e.g.** poor hearing or by poor vision.

**Attitudes, beliefs and perceptions barriers e.g.** fear of humiliation and failure, fear of being too old to learn

### 3.2 What is a barrier?

By way of definition, barriers to learning are things that make learning difficult. You can think of a barrier as something like a wall or fence that stands between learners and their success. **(5)**

### 3.3 Explain how you would help learners in overcoming each type of barrier

Your answers to question 3.3 should be personalized

Overcoming barriers by creating a positive learning environment.

A positive learning environment for adult learners refers to a non-threatening environment in which they feel safe to try out new ideas and make mistakes. Adult learners often feel threatened if they think they may be punished or humiliated if they get answers wrong. Adult learners may feel threatened if they think they will be made to feel stupid, as well as, if they think they may be treated like children. **(14)**

### What can you do to help learners to overcome their barriers to participating during literacy and ABET programmes?

- Create low-threat, non-competitive educational opportunities. Learners feel comfortable in situations where they may work as a group and where they can set their own expectations and pace of learning.
- Create low-threat tests of interests, competencies and aptitudes. Learners should be able to do the tests in their own time and assess themselves. Instead of setting a test which may remind learners that there is still a lot that they don't know, you could design an activity which would allow the learner to focus on what they already

knows and can do. This can be an empowering experience for the learner and helps the educator to get to know the learner. It also helps the educator to see what knowledge and skills the learner already has.

- Provide positive, enjoyable learning experiences. Give useful feedback.
- Boost learners' self-confidence wherever you can.

Get to know your learners. Learn what they enjoy doing. Learn what it is they want to learn.

Help them to feel free to discuss their learning needs and goals with you. Be sensitive to their feelings. Show them that you take them seriously and that you respect their thoughts and ideas. Congratulate them when they have done well.

On the last point – it is also important to challenge your learners. You will not help learners by telling them they are brilliant all the time. Help them to think critically, encourage them to ask questions. When you feel they do not understand something clearly, take the time to help them to understand. When they get something wrong, point out to them where they gone wrong and what they need to do in order to get it right.

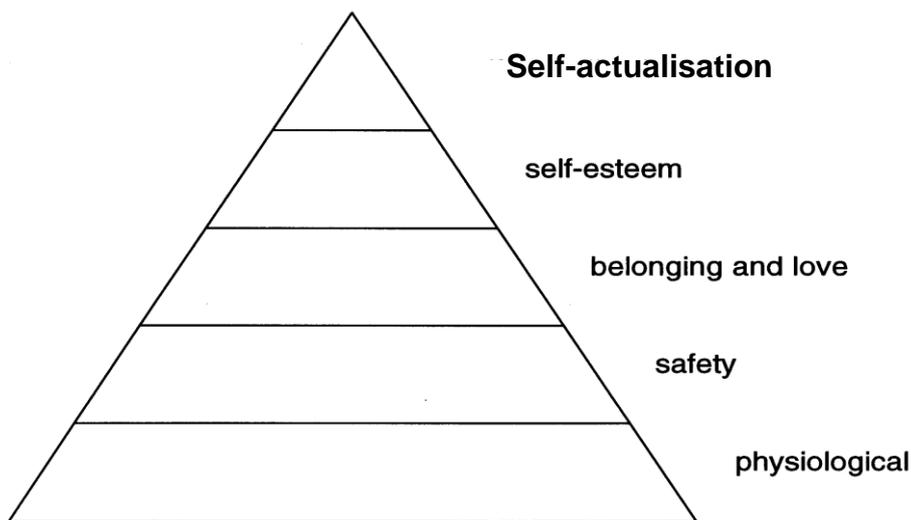
These are just a few ideas of how you can help learners overcome barriers. You will discover many more ideas when you read wide in the rest of the course.

#### Question 4

4.1 Draw and label the pyramid of Maslow's hierarchy of needs (10)

(a) Draw and label the pyramid of Maslow's hierarchy of needs (10)

#### Pyramid of Maslow's hierarchy of needs.



4.2 Using your own words explain the various stages of Maslow's hierarchy of needs. (15)

## **ASSIGNMENT 02**

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**Explain the various stages of Maslow's hierarchy of needs**

### **Physiological needs**

Physiological needs are the physical requirements for human survival. If these requirements are not met, the human body cannot function properly and will ultimately fail. Physiological needs are thought to be the most important; they should be met first. Air, water, and food are metabolic requirements for survival in all animals, including humans. Clothing and shelter provide necessary protection.

### **Safety needs**

With their physical needs relatively satisfied, the individual's safety needs take precedence and dominate behaviour. In the absence of physical safety – due to war, natural disaster, family violence, childhood abuse, etc. – people may (re-)experience post-traumatic stress disorder or transgenerational trauma. In the absence of economic safety – due to economic crisis and lack of work opportunities – these safety needs manifest themselves in ways such as a preference for job security, grievance procedures for protecting the individual from unilateral authority, savings accounts, insurance policies, reasonable disability accommodations, etc. This level is more likely to be found in children because they generally have a greater need to feel safe.

Safety and Security needs include:

- Personal security
- Financial security
- Health and well-being
- Safety needs against accidents/illness and their adverse impacts

### **Love and belonging**

After physiological and safety needs are fulfilled, the third level of human needs is interpersonal and involves feelings of belongingness. This need is especially strong in childhood and can override the need for safety as witnessed in children who cling to abusive parents. Deficiencies within this level of Maslow's hierarchy – due to

hospitalism, neglect, shunning, ostracism, etc. – can impact the individual's ability to form and maintain emotionally significant relationships in general, such as:

- Friendship
- Intimacy
- Family

According to Maslow, humans need to feel a sense of belonging and acceptance among their social groups, regardless whether these groups are large or small. For example, some large social groups may include clubs, co-workers, religious groups, professional organizations, sports teams, and gangs. Some examples of small social connections include family members, intimate partners, mentors, colleagues, and confidants. Humans need to love and be loved – both sexually and non-sexually – by others. Many people become susceptible to loneliness, social anxiety, and clinical depression in the absence of this love or belonging element. This need for belonging may overcome the physiological and security needs, depending on the strength of the peer pressure.

### **Self-esteem**

All humans have a need to feel respected; this includes the need to have self-esteem and self-respect. Esteem presents the typical human desire to be accepted and valued by others. People often engage in a profession or hobby to gain recognition. These activities give the person a sense of contribution or value. Low self-esteem or an inferiority complex may result from imbalances during this level in the hierarchy. People with low self-esteem often need respect from others; they may feel the need to seek fame or glory. However, fame or glory will not help the person to build their self-esteem until they accept who they are internally. Psychological imbalances such as depression can hinder the person from obtaining a higher level of self-esteem or self-respect.

Most people have a need for stable self-respect and self-esteem. Maslow noted two versions of esteem needs: a "lower" version and a "higher" version. The "lower" version of esteem is the need for respect from others. This may include a need for

status, recognition, fame, prestige, and attention. The "higher" version manifests itself as the need for self-respect. For example, the person may have a need for strength, competence, mastery, self-confidence, independence, and freedom. This "higher" version takes precedence over the "lower" version because it relies on an inner competence established through experience. Deprivation of these needs may lead to an inferiority complex, weakness, and helplessness.

Maslow states that while he originally thought the needs of humans had strict guidelines, the "hierarchies are interrelated rather than sharply separated". This means that esteem and the subsequent levels are not strictly separated; instead, the levels are closely related.

### **Self-actualization**

"What a man can be, he must be." This quotation forms the basis of the perceived need for self-actualization. This level of need refers to what a person's full potential is and the realization of that potential. Maslow describes this level as the desire to accomplish everything that one can, to become the most that one can be. Individuals may perceive or focus on this need very specifically. For example, one individual may have the strong desire to become an ideal parent. In another, the desire may be expressed athletically. For others, it may be expressed in paintings, pictures, or inventions. As previously mentioned, Maslow believed that to understand this level of need, the person must not only achieve the previous needs, but master them.

**Total Marks: [100]**