

NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY
FACULTY OF COMMUNICATION AND INFORMATION SCIENCE
BACHELOR OF SCIENCE HONOURS DEGREE IN PUBLISHING
PART I FIRST SEMESTER DECEMBER 2013 EXAMINATIONS
IPU 1114 PRINCIPLES OF EDUCATION FOR PUBLISHERS
TIME: 3 HOURS

INSTRUCTIONS TO CANDIDATES

1. ANSWER QUESTION 1 AND ANY OTHER THREE (3) QUESTIONS.
 2. QUESTION 1 CARRIES 40 MARKS AND EACH OF THE OTHER QUESTIONS CARRIES 20 MARKS.
 3. IMPORTANCE IS ATTACHED TO ACCURACY, CLARITY OF EXPRESSION AND LEGIBLE WRITING.
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1. a) Discuss, briefly, the following as they relate to learning and textbook development.
 - (i) SMART objectives **(5 marks)**
 - (ii) Reinforcement **(5 marks)**
 - (iii) Feedback **(5 marks)**
 - (iv) Learner-centredness **(5 marks)**b) Using appropriate examples, discuss how each of the following aspects can be addressed when developing instructional material:
 - (i) learner differences **(10 marks)**
 - (ii) large classes **(10 marks)**
2. Compare and contrast constructivist and behaviourist ideologies and how they impact on the learning materials development process. **(20 marks)**
3. Learning means different things to different people. Discuss a meaning or meanings that would be useful to a textbook editor, and how he/she would use the meaning(s) in editing a manuscript. **(20 marks)**
4. Computer-based instruction has the capacity to make teaching and learning more effective than traditional paper-based publications. Use a specific subject area and learner level to critique this statement. **(20 marks)**
5. Discuss some key principles for effective teaching, clearly indicating how a textbook author would provide for them. **(20 marks)**

6. Both individual and collaborative work are critical factors in learning materials development. Use a subject and learner level of your choice, to develop a section or sections of a book, showing clearly how learner collaboration and individual work are catered for. **(20 marks)**

END OF PAPER