



**NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY**

**FACULTY OF COMMUNICATION AND INFORMATION SCIENCE**

**DEPARTMENT OF PUBLISHING STUDIES**

**PRINCIPLES OF EDUCATION FOR PUBLISHERS**

**IPU 1114**

**Part I First Semester Examination Paper**

**December 2015**

This examination paper consists of 2 pages

**Time Allowed: 3 hours**

**Total Marks: 100**

**Special Requirements: None**

**Examiner's Name: Dr. N L Dlodlo**

**INSTRUCTIONS**

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 handwriting

**MARK ALLOCATION**

<b>QUESTION</b>	<b>MARKS</b>
1.	40
2.	20
3.	20
4.	20
5.	20
6.	20

- 1a) Critique the concept of SMART objectives in light of learning theories and or principles for effective learning. **(20 marks)**
- b) Evaluate the characteristics and needs of the following learner types:
- i. Visual learner **(5 marks)**
  - ii. Auditory learner **(5 marks)**
  - iii. Experiential learner **(5 marks)**
  - iv. Kinaesthetic learner **(5 marks)**
2. Analyse the concept of learning in the context of behaviourist theories and how books can be written to support such learning. **(20 marks)**
3. Justify the nature and purpose of objectives which some authors use in some books. **(20 marks)**
4. Discuss some key principles for effective teaching and indicate clearly how a textbook author would provide for them. **(20 marks)**
5. “It is more advisable to commission a trained Geography teacher to write an ‘O’ Level textbook for that subject than to commission a University Professor for that same book.” Critique. **(20 marks)**
6. Examine the notion of “product appropriateness”, relative to Piaget’s stages of cognitive development and its implications for a textbook editor’s responsibilities. **(20 marks)**