

## SECTION A

### ASSIGNMENT 1

#### Assignment Feedback

Multiple choice questions (Unique number: 894878)

Question	Answer
1	4
2	3
3	1
4	1
5	4
6	1
7	3
8	1
9	4
10	3

Question	Answer
11	3
12	3
13	3
14	1
15	4
16	4
17	2
18	2
19	2
20	1

(20)

### ASSIGNMENT 2

(Unique number 881845)

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

#### QUESTION 1

1.1 Define the concept “Experiential Learning Cycle”.

(5)

The experiential learning cycle is a diagrammatic way of describing what happens in experiential learning. Experiential learning is all about thinking deeply and in detail about your experiences. By reflecting on your experiences, you learn.

## **1.2 Explain the steps in this model**

(20)

(a) 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 essay explanations:**

### **1.2.1 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.

### **1.2.2 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.

### **1.2.3 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

### **1.2.4 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.

### 1.2.5 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.

### 1.2.6 Reflection evaluation

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

## 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:

### 2.1 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

### 2.2 Content and structure (10)

The relevance of the content and how you structured your assignment discussion

Pay attention to your language use, correctness of grammar and your work should be *coherent*.

### 2.3 Application (5)

Application of the characteristics to design your teaching

### 2.4 Conclusion (5)

Summary of your assignment, you may give recommendations

**See p.34 of the study guide for possible answer(s)**

### QUESTION 3

**Jabu, like all other learners wants to learn. Briefly explain the reasons that motivate adults to want to learn.**

The following points are possible motives why adult learners want to learn. Please explain these points in your own words:

- To learn job skills
- To have a second chance to learn
- To improve themselves
- To get a certificate
- To help their children with their homework
- To gain general knowledge
- To progress at work
- To read and write their own letters
- To read the Bible
- To fill in forms
- To meet with other people

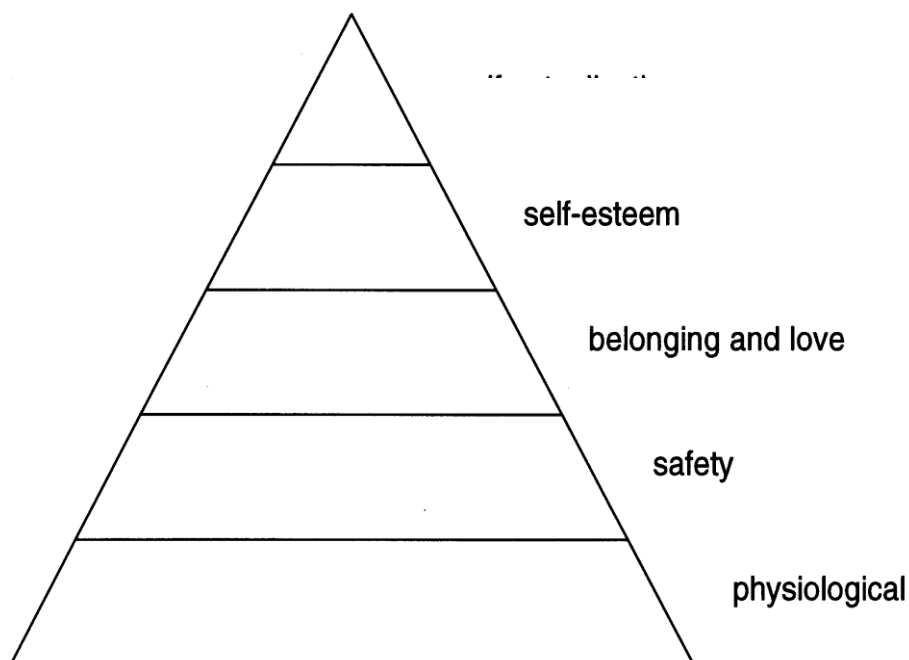
### QUESTION 4

**4.1 Draw and label the pyramid of Maslow's hierarchy of needs**

(10)

**Pyramid of Maslow's hierarchy of needs:**

**Self-actualisation**



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

**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 trans-generational 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 net 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 hospitalisation, 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 organisations, 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-actualisation**

"What a man can be, he must be." This quotation forms the basis of the perceived need for self-actualisation. This level of need refers to what a person's full potential is and the realisation 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 [100]**