



KENYATTA UNIVERSITY

UNIVERSITY EXAMINATIONS 2010/2011

FIRST SEMESTER EXAMINATION FOR THE DEGREE OF MASTER OF EDUCATION (SPECIAL EDUCATION)

PSE 538: TRANSCRIPTION OF LITERARY BRAILLE

DATE: Thursday 25th November, 2010

TIME: 2.00 p.m. – 5.00 p.m.

INSTRUCTIONS

Answer question one and any other two questions of your choice.

1. You have been invited to a Braille teachers' seminar to deliver a keynote address entitled, "Teaching methods for tactile reading and writing." Prepare a detailed presentation for your audience. [30 marks]

2. Transcribe the following passage into English Grade Two English Braille
The young people, intent upon the task of learning the words which fell under the parts assigned to them, worked hard during the time left to them, before the great day fixed by the playwright who was also the producer. He insisted upon the immediate need for everyone to be word perfect and to know his or her part in the play before they could even begin to rehearse. "This is still more necessary," he said, "for those, whose parts represent the chief characters in the play; these should study the characters they are called upon to act, try to understand them and not only get the words by heart but spend as much time upon them as they can." And so hard did these enthusiastic young people work throughout those few days that remained, that even those high standards set by the playwright seemed within reach. In the meantime the older ones of the party set to work upon the necessary accessories to the staging considered essential by the producer. Several rehearsals a day were insisted upon by those taking part.

Those whose houses are made of glass ought not to throw stones. Several fairy tales start with these words: "Once upon a time" Those of us whose lives are spent in the Western hemisphere know scarcely anything of life in the Orient. She bought a letter-opener in the shape of a miniature sword. The old professor announced to his students "Most of these theses were splendid and all but one of you have passed! Well done. Whereupon the young chemists began rejoicing except for the one woebegone boy who quickly perceived that he was the single failure.

[20 marks]

3. Transcribe the following Braille passage into print.

Research design issues: planning research

Introduction

There is no single blueprint for planning research. Research design is governed by the notion of fitness for purpose. The purposes of the research determine the methodology and design of the research. For example, if the purpose of the research is to map the field, or to make generalizable comments then a survey approach might be desirable, using some form of stratified sample; if the effects of a specific intervention are to be evaluated then maybe an experimental or action research model is appropriate; if an in-depth study a particular situation or group is important then an ethnographic model might be more appropriate.

That said, it is possible, nevertheless, to identify a set of issues that researchers need to address, regardless of the specifics of their research. It is this set of issues that this chapter addresses. It acts as a bridge between the theoretical discussions of the opening chapter and the subsequent chapters that cover:

- (a) specific styles of research (Part Three):*
- (b) specific issues in planning a research design, e.g. sampling, validity, reliability, ethics (Part Two):*
- (c) planning data collection (instrumentation, Part Four)*
- (d) data analysis. The intention here is to provide a set of issues that need to be addressed in practice so that an area of research interest can become practicable, feasible and capable of being undertaken. This chapter indicates how research might be operationalized, i.e. how a general set of research aims and purposes can be translated into a practical researchable topic.*

To change the 'rules of the game' in midstream once the research has commenced is a sure recipe for problems. The terms of the research and the mechanism of its operation must be

ironed out in advance if it is to be credible, legitimate and practicable. Once they have been decided upon the researcher is in a very positive position to undertake the research. The setting up of the research is a balancing act, for it requires the harmonizing of planned possibilities with workable, coherent practice, i.e. the resolution of the difference between idealism and reality, between what could be done and what will actually work, for at the end of the day research has to work. In planning research there are two phases – a divergent phase and a convergent phase. The divergent phase will open up a range of possible options facing the researcher, whilst the convergent phase will sift through these possibilities, see which ones are desirable, which ones are compatible with each other, which ones will actually work in the situation, and move towards an action plan that can realistically operate. This can be approached through the establishment of a framework of planning issues.

A framework for planning research

Though, clearly, the set of issues that constitute a framework for planning research will need to be interpreted differently for different styles of research, nevertheless, it is useful to indicate what those issues might be.

These include:

1. The general aims and purposes of the research;
2. How to operationalize research aims and purposes;
3. Generating research questions;
4. Identifying and setting in order the priorities for and constraints on the research;
5. Approaching the research design;
6. Focusing the research;
7. Research methodology;
8. Ethical issues;
9. Audiences of the research;
10. Instrumentation;
11. Sampling;
12. Time frames;
13. Resources required;
14. Validity and reliability;
15. Data analysis;
16. Verifying and validating the data

[20 marks]

17. Reporting and writing up the research.

These can be arranged into four main areas (Morrison, 1993):

- (i) Orienting decisions;
- (ii) Research design and methodology;
- (iii) Data analysis;
- (iv) Presenting and reporting the results.

4. Transcribe the following passage into Grade Two Kiswahili Braille.

