

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING**



**MAIN EXAMINATION
DECEMBER, 2016**

TITLE : RESEARCH ON TEACHING

COURSE CODE : CTE 603 /EDC 609

STUDENTS : MASTER OF EDUCATION

TIME ALLOCATION : THREE (3) HOURS

INSTRUCTIONS:

- 1. THIS PAPER HAS FIVE (5) QUESTIONS.**
- 2. CHOOSE AND ANSWER ANY FOUR (4) QUESTIONS.**
- 3. YOUR ANSWERS MUST BE IN CONTINUOUS WRITING.**
- 4. EACH QUESTION IS 25 MARKS, INCLUDING 5 MARKS FOR GRAMMAR.**

DO NOT PAGE THIS PAPER UNTIL YOU ARE TOLD.

QUESTION 1

“Traditional positivistic research has excluded schools and community stakeholders, and has been conducted within Eurocentric paradigms of logic and ethnocentric norms of reference, producing a racist and sexist knowledge base in which multiple ways of knowing and being are cast as deficiencies” (Pine 2009, p. 9).

Critically discuss this statement and its implications for research.

(25 Marks)

QUESTION 2

Some of the reasons behind the disconnection between research and practice advanced by Pine (2009) are the use of esoteric language by educational researchers and positivistic approach. Discuss these reasons fully.

(25 Marks)

QUESTION 3

Briefly discuss the following classroom complexities impacting research in schools.

- i) Multidimensionality (5)
- ii) Immediacy (5)
- iii) Simultaneity (5)
- iv) Publicness (5)

(25 Marks)

QUESTION 4

Corey (1953) cited by Pine (2009, p. 41) view action research as a recursive process proceeding through spiral cycles of planning, actions, reflections, and change reflected in five stages. Discuss any four of the changes.

(25 Marks)

QUESTION 5

School-wide action research may be affected by the culture of the school. Critically discuss four variables of culture that may affect research in schools.

(25 Marks)

END OF PAPER