

## Course description

**Name of the course:** Braille and Moon – Tactile Writings for the Blind

**Instructor:** Pajor, Emese PHD

**Aims:** The aim of the course is to make the student acquainted with the types of tactile writings. The course supplied is for students who want to read and write Braille and Moon on her/his own language. The goal of the seminar is that students can use both tactile systems on their own.

### Learning outcomes and competences:

Knowledge:

- Students are familiar with the needs of people with severe vision impairment, the special methods and tools of tactile writing and reading learning.
- Students have knowledge of braille and moon writing for people with severe vision impairment.

Skills:

- Students are capable to use specific methods and tools.
- Students can use Braille and Moon writing at a skill level.

Attitude:

- Students strive to differentiate and take into account the individual characteristics of persons with severe vision impairment.
- Students are aware of the goals of tactile writing developed for people with severe vision impairment and applies them appropriately.

Autonomy and responsibility:

- Students are committed to learning and independently performs learning-related tasks.
- Students take responsibility for their own learning, development, and achievements.

### The content of the course:

Main content and topics:

- Tactile alphabets:
  - Valentin Haüy's system
  - James Gall's "triangular alphabet,"
  - John Alston's system
  - Samuel Gridley Howe's Boston Line
  - New York Point, a system of points invented by William Bell Wait
  - Elia Chepaitis's ELIA Frame tactile alphabet etc.
- Braille reading and writing
- Moon reading and writing

### System of evaluation:

Writing and reading of Braille text; applying the most common mathematical codes.

### Assessment criteria:

5: Grade A (outstanding):

- writes and reads at an appropriate speed without any mistakes or mismatching.

4: Grade B (good):

- some of the characters are wrong in writing and reading. The speed of the writing and reading is appropriate.

3: Grade C (medium):

- some of the characters are wrong in writing and reading. The speed of the writing and reading is slow.

2: Grade D (sufficient):

- reads slowly and spelled out. When writing, students make a lot of mistakes in the dots of the Braille characters. Students mix up the characters.

1: Grade E (insufficient):

- unable to recognize Braille characters, unable to use them in writing and reading.
- unable to recognize and to use mathematical Braille codes.

**Relevant literature:**

1. Swenson, A. M. (2016). Beginning with Braille: Firsthand Experiences with a Balanced Approach to Literacy. APH.
2. Mintz, R. (2017). How To Read and Write Braille Alphabet Letters & Numbers - Grade 1: Step by Step PRINTED Braille Language Workbook For Beginner CreateSpace Independent Publishing Platform

Further required reading is part of every course syllabus.