

**Graduate Thesis Assessment Rubric**  
**Department of English, Faculty of Education, University of West Bohemia**

Thesis Author: Pavlina Bubnova  
 Title: Illustrators of classics of English children's literature: Children's preferences of illustrations  
 Length: 84 pages  
 Text Length: 46 pages

| Assessment Criteria  | Scale   | Comments   |
|--|---|--|
| 1. Introduction is well written, brief, interesting, and compelling. It motivates the work and provides a clear statement of the problem. It places the problem in context. It presents an overview of the thesis.                         | Very good<br>Acceptable<br><b>Somewhat deficient</b><br>Very deficient                | The author starts well grasping the readers' attention by raising various questions around the topic of her thesis; however, she fails to provide a clear and guiding overview of the thesis.  |
| 2. Literature review is comprehensive and complete. It synthesizes a variety of sources and provides context for the research. It shows the author's understanding of the most relevant literature on the subject matter.                  | Outstanding<br>Very good<br>Acceptable<br><b>Somewhat deficient</b><br>Very deficient | The author effectively supports the role of illustrations in books and how they compliment verbal texts. On the other hand, I miss a secondary literature supported section on characteristics of different age groups (e.g. cognition) and their perception of visual media. As I say below, the issue of illustrations in language learning presented in the chapter is not reflected in the research and thus it is not needed here.  |
| 3. The methodology chapter provides clear and thorough description of the research methodology. It discusses why and what methods were chosen for research. The research methodology is appropriate for the identified research questions. | Outstanding<br>Very good<br>Acceptable<br><b>Somewhat deficient</b><br>Very deficient | I wish the author provided information on the year of origin of the individual sets of illustrations. Also, the author fails to provide any demographics on the subject of the research beyond the age of the students. I wonder whether sets of representative art styles could have been used rather than all 23 sets of illustrations (which seems a large collection to choose from). Lost, the author claims to find differences in preferences between adults and students of 15-18 years of age yet she never clearly defines the differences between these two groups in psychological developments. |
| 4. The results/data are analyzed and interpreted effectively. The chapter ties the theory with the findings. It addresses the applications and implications of the research. It discusses strengths, weaknesses, and                       | Outstanding<br>Very good<br><b>Acceptable</b><br>Somewhat deficient<br>Very deficient | Due to the inclusion of the art in the appendices, sometimes it is hard to follow the text.  |

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| 5. The thesis shows critical and analytical thinking about the area of study and the author's expertise in this area.  | Outstanding<br>Very good<br>Acceptable<br>Somewhat deficient<br>Very deficient        |  |
| 6. The text is organized in a logical manner. It flows naturally and is easy to follow. Transitions, summaries and conclusions exist as appropriate. The author demonstrates high quality writing skills and uses standard spelling, grammar, and punctuation. | Outstanding<br>Very good<br><b>Acceptable</b><br>Somewhat deficient<br>Very deficient |  |
| 7. The thesis meets the general requirements (formatting, chapters, length, division into sections, etc.). References are cited properly within the text and a complete reference list is provided.  | Outstanding<br><b>Very Good</b><br>Acceptable<br>Somewhat deficient<br>Very deficient |  |

**Final Comments & Questions**

Ms. Bubnová brings together her two areas of studies – English and Art – and conducts an interesting analysis of preferences for various types of illustrations in children's books, Alice in Wonderland specifically. The thesis offers interesting insights into the role of illustrations in books and their perception. However, the whole thesis reads more like an art related thesis than one focusing on language instruction. The author attempts to address the issue of illustrations/images in language learning in the theoretical background section, but the research itself has nothing to do with it. To make a better fit, the author could have asked two sets of questions – those asking for preferences in children's books and those asking for preferences in language learning. Then, a parallel could have been drawn between the types of illustrations preferred in books and those preferred in language learning. In conclusion, the originality of the research focus deserves appreciation yet the actual value of it is in question.

I would like the author to address the following questions during her defense:

- You didn't verify whether the participants were familiar with the story. To what extent do you think a familiarity with the story (or the recent movie based on the story) could have shaped people's preferences? Justify your opinion.
- What did you, as a language teacher (not an artist) find the most beneficial about the project and why?

I suggest that the author is awarded the grade "very good" for her thesis project.

Reviewer: Mgr. Gabriela Kiečková, Ph.D.

Date: May 5, 2014

Signature: 