

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

Thesis Author: Juraj Štefaničik

Title: iPad in English language classes

Length: 61 pages

Text Length: 58 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.	Outstanding Very good Acceptable Somewhat deficient Very deficient	
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 Very good Acceptable Somewhat deficient Very deficient	The literature review is rather sparse on background readings. The issues mentioned lack interconnection as well as depth of investigation. The author does not sufficiently elaborate on relevant theory in connection with the research. The apps mentioned tend to be deficient in concrete links to their usage in English language classes. There is also too much general information on iPads not directly linked with the topic of the thesis.
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 Very good Acceptable Somewhat deficient Very deficient	The research questions are stated quite vaguely. The methodology itself could be described more clearly. There is a discrepancy in the number of schools involved in the research and in some cases a lack of clarity on the actual usage of iPads in classes. This could be obtained by additional questionnaires, which the author first finds inefficient (p.25) and later suggests to use (p.53).
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 limitations of the research.	Outstanding Very good Acceptable Somewhat deficient Very deficient	Although the author finally provides an overall analysis and comparison of the answers, the conclusions made on the basis of the rather general type of questions cannot be considered robust.

5. The thesis shows critical and analytical thinking about the area of study and the author's expertise in this area.	Outstanding Very good Acceptable Somewhat deficient 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 Very good Acceptable Somewhat deficient 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 Very good Acceptable Somewhat deficient Very deficient	The thesis does not meet proper formatting and citation standards in multiple places (few of many examples failing APA style: p.3 – improper citation of author's translation, p.6 – Czech text, p.4 – different fonts, p.6 – wrong citations, p.19 – table without a caption), references lack proper format.

Final Comments & Questions

I value the author's intention to work on an up-to-date topic of implementing technology (namely iPads) into English language teaching. Nevertheless, the work is not very well organized and meets different shortcomings. The biggest shortcoming is the broad and thus shallow research into the existing body of literature as well as the superficial nature of the data collected.

Certain parts of the thesis tend to promote Apple and give examples of non-Czech educational context which is redundant for the aim of the research (p.19, p.23). Another weak point comes with the long direct citations, which lead to a ponderous presentation of the information.

On the positive side, Mr. Štefaničik's interest in innovations in teaching via iPads is visible. It is also gratifying that he is aware of the need of thoughtful usage of the iPad device. I suggest a passing grade, but expect Mr. Štefaničik to confirm this grade through answering the questions below.

Questions:
 Give concrete examples of using apps mentioned (e.g. iTunes, Maps) in English teaching with respect to the level of English of secondary school students. How would you adjust the tasks to the level required?
 Explain Lateral Literacy (p.7) in the context of using iPads in English classes. Give examples of apps/activities to promote this.
 How do the other parts of the SAMR model (Substitution, Augmentation and Modification) correlate with digital literacy? (Compare those with Redefinition shown by the graph on page 49)
 Name 3-5 useful tips for redefinition of tasks (ideally based on your research), which teachers who already use iPads in their teaching can benefit from.

Reviewer: Mgr. Barbora Benešová

Date: August 24, 2016

Signature: 