

Graduate Thesis Assessment Rubric

Department of English, Faculty of Education, University of West Bohemia

Thesis Author: Bc. Kristýna Šimková

Title: Projekt jakožto realizace Interdisciplinarity ve výuce: pohledem učitelů anglického jazyka a vybraných Školních vzdělávacích programu/Project as Interdisciplinary Education Realisation: EFL Teachers' Perspective and Concrete School Educational Programmes In Focus

Length: 54

Text Length: 43

<i>Assessment Criteria</i>	<i>Scale</i>	<i>Comments</i>
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 and 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	
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	
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	Explaining the reasons for including inter-subject relations and cross-curricular subjects in the SEPs' analysis regarding the thesis goal and focus on projects would clarify its role in the data interpretation.
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	The author's comments regarding the interpretation of the explored teachers' perspective, especially its comparison with the theoretical part and the depiction of a quality project, would

		finetune the final synthesis of the data obtained in the research.
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	Referring to the selected basic schools using only part of their official names – though introducing their list stating that the following schools are Pilsner schools – might be confusing.

Final Comments & Questions

The thesis deals with the broad topic of interdisciplinarity – particularly focusing on one of its possible realisation formats - projects. To explore this interdisciplinary format in detail, the author of the thesis selected the context of ELT at lower-secondary schools in Pilsen on two levels: the SEPs (actual occurrence) and EFL teachers' view (subjective perception), to compare these two dimensions and to discuss the possible realisation of interdisciplinarity through projects within these two perspectives. In the theoretical part of the thesis, the author provides the necessary theoretical background on interdisciplinarity in education, projects and, finally, the level of Czech education and national curricular policy. In the practical part, the dimensions mentioned above are examined through content analysis and questionnaires, implying that though the SEPs contain projects and aspects of interdisciplinarity, their real quality is difficult to measure based on the SEP's description. Moreover, EFL teachers are familiar with its occurrence in these documents frequently – though its realisation in the actual EFL classroom is still waiting for further research. The thesis thus provides an inspiring introduction into the topic and can be perceived as an incentive to further research on the issue of interdisciplinarity in education – including projects in the EFL classes.

Suggested grade: 1 -2

1. Would realising projects that would ask student teachers to integrate aspects from both of their subjects help them realise projects later in their language classroom practices? Suggest samples of such projects at the university level (i.e. reflecting your subject specialisation).

Supervisor/Reviewer: PhDr. Eva Skopečková, Ph.D.

Date: 29.8. 2023