

Graduate Thesis Assessment Rubric

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

Thesis Author: Petra Kuldová

Title: Cooperative Learning Versus Group Work in English Lessons

Length: 55 pages

Text Length: 47 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 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	
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	

<p>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.</p>	<p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p>	
<p>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.</p>	<p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p>	

Final Comments & Questions

This thesis provides useful insights into the topic of cooperative learning. Ms. Kuldová showed a very good awareness of the subject matter, its characteristics and specifications. I especially value the focus on both benefits and possible drawbacks of cooperative learning and group work.

The difference between cooperative learning and group work is well explained. Nevertheless, when describing the individual principles of cooperative learning, the author should make clear distinction among the individual principles as some of them are described rather similarly, e.g. positive interdependence – members work towards mutual goals x individual accountability – members try to meet the goals, or positive interdependence – learning from each other x face-to-face promotion – provide one another with feedback (pp. 3-4, p.54). Also in chapter IV. the commentaries on different principles are very similar. On the other hand, the principles of cooperative learning as such are very close to one another and naturally overlap.

It is visible that the research enriched the author's teaching expertise. The research was conducted in a logical way and brought valuable information about the real use of cooperative learning in classes investigated. I suggest that the thesis is awarded an "excellent" grade.

Questions:

Why didn't you opt for a scale when looking at meeting expectations of the individual principles of cooperative learning?

What do you see as the biggest obstacle in successful implementation of cooperative learning into English classes and how to deal with it?

Reviewer: Mgr. Barbora Benešová, Ph.D.

Date: August 24, 2018

Signature:

