

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

Thesis Author: **Jana Valečková**  
 Title: *Using popular music in social and media education at secondary school*  
 Length: 64 pages  
 Text Length: 44 pages

<b>Assessment Criteria</b>	<b>Scale</b>	<b>Comments</b>
1. Introduction is well written, brief, interesting, and compelling. It motivates the work and provides a clear statement of the examined issue. It presents and overview of the thesis.	<b>Outstanding</b> Very good Acceptable Somewhat deficient Very deficient	
2. The thesis shows the author's appropriate knowledge of the subject matter through the background/review of literature. The author presents information from a variety of quality electronic and print sources. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources are included (if appropriate).	<b>Outstanding</b> Very good Acceptable Somewhat deficient Very deficient	
3. The author carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Ideas are richly supported with accurate details that develop the main point. The author's voice is evident.	<b>Outstanding</b> Very good Acceptable Somewhat deficient Very deficient	
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	<b>Outstanding</b> Very good Acceptable Somewhat deficient Very deficient	
5. Conclusion effectively restates the argument. It summarizes the main findings and follows logically from the analysis presented.	<b>Outstanding</b> <b>Very good</b> 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 uses standard spelling, grammar, and punctuation.	<b>Outstanding</b> <b>Very good</b> Acceptable Somewhat deficient Very deficient	
7. The language use is precise. The student makes proficient use of language in a way that is appropriate for the discipline and/or genre in which the student is writing.	<b>Outstanding</b> <b>Very good</b> Acceptable Somewhat deficient Very deficient	
8. 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.	<b>Outstanding</b> <b>Very good</b> Acceptable Somewhat deficient Very deficient	

## Final Comments & Questions

This is a highly ambitious bachelor thesis in which the author analyses various issues of both educational and sociological significance. The modern mass media in all its guises cannot be ignored so, the argument goes, rather than fight against it, it might make sense to inform young people of how best not to be misled by all the entrappings of fake news and targeted advertising. The thesis aims to demonstrate how a heightened awareness of serious social issues could be promoted by use of music in the secondary school classroom.

The work is quite remarkable in the way the writer manages to include so many different elements without ever losing control of her overall focus: in addition to the theoretical background, which draws upon an extensive literature, and a practical part based on a questionnaire survey, the author reports on two relevant interviews she conducted in the course of her research, the first with a secondary school teacher who uses the approach being advocated in her own classes, the second with one of the project managers of the Zwiessel Jugendcafé in Germany, an organisation which provides a meeting point for young people and is prepared to offer them support and guidance with personal issues if required. The fourth chapter then presents a selection of songs for inclusion in social awareness classes, the rationale behind the choices and a methodological guide to their potential use.

There are a number of important issues raised in the main text, all of which in themselves would be worthy of expansion in a separate paper. Several of these stem from the early pages. To take just two examples: on p. 7, the author suggests teaching should be *more focused on students' requirements*. This rather begs the question of who should ultimately decide what these requirements are to be. Should students themselves have a greater say in curriculum design? Would there be a cross-curricular approach, so that social awareness would feature also in, say, history and geography classes? Further, on p. 9, the author advocates trainee teachers be acquainted with the benefits of incorporating elements of music and the arts into their classes. Would this apply to all teachers, including those specialising in exact sciences?

The concluding section contains a modest admission of the limitations of the practical part of the thesis and offers suggestions for a more detailed investigation into the issues. One would certainly encourage the author to continue in her endeavours in this direction. In the meantime, with specific reference to the current work, she is to be congratulated on the extent of her background research and her skill in combining all the differing and complex elements into a cohesive whole. The writing throughout maintains a very good standard, making this thought-provoking thesis a pleasure to read.

Recommended grade: **v ý b o r n ě**

Supervisor: Andrew Tollet

Date: 26th August 2022

Signature:

## Final Comments & Questions

This is a highly ambitious bachelor thesis in which the author analyses various issues of both educational and sociological significance. The modern mass media in all its guises cannot be ignored so, the argument goes, rather than fight against it, it might make sense to inform young people of how best not to be misled by all the entrappings of fake news and targeted advertising. The thesis aims to demonstrate how a heightened awareness of serious social issues could be promoted by use of music in the secondary school classroom.

The work is quite remarkable in the way the writer manages to include so many different elements without ever losing control of her overall focus: in addition to the theoretical background, which draws upon an extensive literature, and a practical part based on a questionnaire survey, the author reports on two relevant interviews she conducted in the course of her research, the first with a secondary school teacher who uses the approach being advocated in her own classes, the second with one of the project managers of the Zwiesel Jugendcafé in Germany, an organisation which provides a meeting point for young people and is prepared to offer them support and guidance with personal issues if required. The fourth chapter then presents a selection of songs for inclusion in social awareness classes, the rationale behind the choices and a methodological guide to their potential use.

There are a number of important issues raised in the main text, all of which in themselves would be worthy of expansion in a separate paper. Several of these stem from the early pages. To take just two examples: on p. 7, the author suggests teaching should be *more focused on students' requirements*. This rather begs the question of who should ultimately decide what these requirements are to be. Should students themselves have a greater say in curriculum design? Would there be a cross-curricular approach, so that social awareness would feature also in, say, history and geography classes? Further, on p. 9, the author advocates trainee teachers be acquainted with the benefits of incorporating elements of music and the arts into their classes. Would this apply to all teachers, including those specialising in exact sciences?

The concluding section contains a modest admission of the limitations of the practical part of the thesis and offers suggestions for a more detailed investigation into the issues. One would certainly encourage the author to continue in her endeavours in this direction. In the meantime, with specific reference to the current work, she is to be congratulated on the extent of her background research and her skill in combining all the differing and complex elements into a cohesive whole. The writing throughout maintains a very good standard, making this thought-provoking thesis a pleasure to read.

Recommended grade: **v ý b o r n ě**

Supervisor: Andrew Tollet

Date: 26th August 2022

Signature: