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: 60 pages
Text Length: 44 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 examined issue. It presents and overview of the thesis.	Outstanding **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).	Outstanding 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.	Outstanding Very good Acceptable **Somewhat deficient** Very deficient	
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	Outstanding 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.	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 uses standard spelling, grammar, and punctuation.	Outstanding Very good **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.	Outstanding **Very good** 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.	Outstanding Very good **Acceptable** Somewhat deficient Very deficient	

Final Comments & Questions

This thesis discusses an up-to-date topic relevant to nowadays society. At the beginning of the thesis Ms. Valečková justifies the importance of media education and social justice education.
Although the effort to literature investigation is visible, most of the theories are based on Buckingham (2003).

Overall, there are several shortcomings of different types one encounters when reading the thesis:
Mainly, the whole study is too broad. The research questions (pg 2) aim at different directions of the research and should be narrowed down into one or two research questions which would be then possible to get in-depth answers for.

Subchapters 2.2 and 2.3 are rather short (one paragraph only) and they deal with art in general, not explicitly with music. Some chapters are not cited at all! – e.g. 2.4.1 and 2.4.2 (pg 15 – 18). Also, the analyses of lyrics of different songs are not cited whatsoever (pg 33 – 38).
Further, the title of chapter 2.4.1 does not match the content of the chapter. Why is it called "Misunderstood songs" (pg 15)?

There are mistakes in the data presentation and interpretation, too. The presentation of results would be easier to follow if the graphs are presented first and then commented. The descriptions of the graphs are rather hasty and disorganized, e.g. the description of Graph 14 mentioned in the text on page 23 does not fit Graph 14, Graph 9 lacks the percentages, the captions in Graph 21 on page 30 are overlapping. The mention of Appendix C on page 30 does not lead to the responses stated.
It is stated on page 21 that most students verify information received from media, thus why is this fact not considered in further discussion of the data?

It cannot be concluded that music would help media education and social justice education based on Graph 23 (pg 31). The data showed that students would welcome music in general during classes, not necessarily in connecting with the aforementioned education.

Concerning the suggested lesson plan, not much description is provided. When lesson plan is mentioned, one would expect concrete activities and more details on the content of the class. Nevertheless, the lesson plan was obviously not the main outcome of the thesis.

The results summarized in the Summary in Czech say that the study showed a strong correlation between using music in classes, students' attention and cognitive abilities. Where exactly in the thesis is this shown? The thesis also lacks proper conclusion. The chapter Conclusion is a mere summary of what has been already stated.

Despite the shortcomings mentioned, I believe that the Ms. Valečková enriched her knowledge of media and social education in connection with music and I suggest that the author is awarded the grade "**good**".

For the purpose of the defence, I would like the author to comment on the points and questions above as well as give information on how to specify the general question ("What do you think about it?") in the lesson plan, so more students would elaborate on their answers. Also, I would like to ask how would you organize the class for analyzing the content of the lyrics and how would you support "long series of conversations" you assume to happen.

Reviewer: Mgr. Barbora Reynaert, Ph.D.

Date: August 26, 2022

Signature: