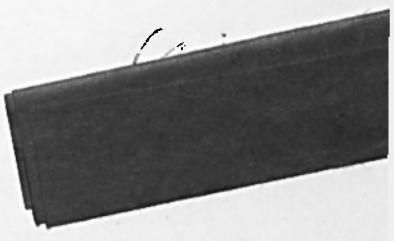
Review of Dissertation (Mgr. Diploma) Work
Faculty: Faculty of Education, Charles University, Prague; EMSEN study program
Student/Author: Daniel S. Q. Dogbe
Supervisor/Tutor: Doc. PhDr. Jan Šiška, PhD.
Dissertation Theme: An analysis of the SEN Degree Programme of the Department of Special Education at the Charles University in Prague
Reviewer: PhDr. Mgr. Libor Novosad, PhD.
Academic year: 2009 - 2010

Summary:
Presented work is focused on better knowing how teachers of students with SEN in CR are educated. Consequently the author finds the level of validity of the Czech system of special teachers education by the way to support of inclusive mainstream education. The text is compiled easy to read, understandable, well arranged and has a logical structure.
The author summarizes and comments on chosen theses or knowing from science/professional literature, related to scholar inclusion of people with disability in context of actual minds „education for all". Afterwards the author introduces with the methodology of made research, which is based on use of discussions, questionnaires and analysis relevant to the Czech scholar legislative and documents. Afterwards he structures and comments on his own research findings, and fulfill it by objective notes. In the end of work the author brings relatively acceptable results and recommendations, that some students found study of special pedagogy as too much theoretical.

Notes, themes for discussion:
- Although the presented research is limited by region (Prague) and by respondents and it comprises really small amount of research sample (3professional teachers, 1 officer of Ministry of education - MSMT, 15 students from Department of special education at the Faculty of Education by the Charles University) it brings interesting view from „outside" on a impulses (relation/ratio between theoretical and practical part of studying, professional application, barriers in a wider concept application of inclusive education in CR). All the same the whole research and itself results are too much general, and it loses needed specification.
- Discomfiture, that the author didn't focused more on questions about comparing two, most common realized conceptions in a world. Conception of primary preparation of SEN teachers - subject study of special education and/or primary education of regular/general teachers - subject study of pedagogy/teaching, with addition of study in special education after absolutory (HES degree), mainly focused on students with specific type of disorder, disability and specific SEN section.

Questions for advocacy/defense:
1) During your study in EMSEN program you had chance to closely know how educational system, resp. professional preparation system of SEN teachers in UK, NL, CR, and opinions of teachers, how did they school prepared for practices. If you have to frame-a-specification for program on your own in your country-what it will contain and which will be a relation/ratio between theoretical basis of section and learning of teaching, accordingly reaching abilities to work with pupils with SEN?
2) By which ways could affect SEN teacher check and observe the affectivity of his own work? Give examples.

Evaluation of the work:
I really evaluate author's efforts of topic compilation and obvious gains and benefits of that work. In consequence to major matters of fact and whole context a evaluate work with mark: „3".

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