

IMESS dissertation						
Name/code:	Nicole Kunzik					
Dissertation title:	"FIRST TEACHERS, THEN STUDENTS: MEDIA EDUCATION IN THE CZECH REPUBLIC"					
Scale: 5 - excellent, 4 - good, 3 - satisfactory, 2 - poor, 1 – very poor						
	5	4	3	2	1	
ARGUMENT:						
Clearly defined research question			X			No clearly defined research question
Answers research question			X			Does not answer research question
Well structured		X				Badly structured
Shows theoretical awareness		X				Shows no theoretical awareness
Conceptual clarity		X				Conceptual confusion
Empirically appropriate & robust			X			Full of empirical errors
Logical and coherent		X				Illogical and incoherent
Analytical			X			Descriptive
Critical		X				Uncritical
Shows independent thought		X				Does not show independent thought
SOURCES & USAGE:						
Evidence of reading/research		X				No evidence of reading/research
Effective use of sources/data			X			Ineffective use of sources/data
WRITING STYLE:						
Clear		X				Obscure
Good punctuation		X				Poor punctuation
Grammatically correct		X				Grammatically incorrect
PRESENTATION:						
Appropriate length		X				Too long/short
Good referencing		X				Poor/inconsistent referencing
Good spelling		X				Poor spelling
Good bibliography		X				Poor bibliography

Comments:

This is a well structured and well researched dissertation assessing the provision for media education at primary and secondary level in the Czech Republic. It draws on primary sources, including some Czech language material: mainly official policy documents and a small number of staff at education faculties. It gives a clear and informed overview of the nature and importance of media education and of the structure of the Czech education system, in particular curriculum and teacher training and reaches a number of clear conclusions. Insofar as I can judge it is empirically accurate.

Its weaknesses are that it lacks a clearly focused research question and any real context for the research: it is limited to assessment of the effectiveness of media education policy; does not really make meaningful comparisons between the CR and other states (even implicitly); and conveys a very limited sense of the broader political context education reform in the CR and current debates about it (which span a huge range of issues).

Methodology: the interviews conducted appear short and rigidly structured and are presented in descriptive way (who-said-what-in-reply-to-which-question) with little analysis. There is also no information regarding interviews (who was interviewed, when, where, in what language, on/off the record etc).

Specific questions for oral defence:

- (Why was media education the Czech Republic been chosen as case study?)
- What kind of case do they represent?
- How does the CR compare to other post-communist states – or indeed to Western democracies – in regard to the structure of its education system and provision of media education?
- Is there any research on media education in post-communist states – literature cited is based very largely on US experience?
- How does media education fit into broader context of educational reform in the CR? Have different governments/parties adopted different policies
- How media literate are young people in the CR? How do they use/consume the media?
- Why has the development of media education proved of limited effectiveness? Is it caused by specific factors or factors impeding many aspects of education reform?

Deducted for late submission:	Deducted for faulty referencing: 0	Mark*: 63 (C)
UCL marker: Sean Hanley	Signed: SH [<i>electronic signature</i>]	Date: 6/6/2010

*** Mark: A = 70+; B = 65-69; C = 60-64; D = 55-59; E = 50-54; F = fail, less than 50**