

Dissertation marking and feedback sheet

Programme: Erasmus Mundus MA/Mgr. in Special and Inclusive Education

Module: Dissertation

Module code: ERM030L003S

Student Name: Kisley Di Giuseppe

Student Number:

1st Marker's name: doc. PhDr. Jan Šiška, PhD

2nd Marker's name: Dr. Pavlína Šumníková, PhD.

Use (i.e. exploration and discussion) of literature/evidence

1st Marker

Kisley presents in the dissertation extensive critical review of what has been written on the topic produced. The review provides a significant picture to have a sufficient understanding of what work has been done already in the field.

A clear link between earlier studies and the dissertation is present in the report.

Three key theories related to individual needs of children with ASD and their learning and social interactions were chosen with very good flows towards methodology chapter.

2nd Marker

Kisley uses the literature to build an argument and advance the field. Kisley works with importance of social interaction and he analyses three different psychological explanations: Theory of Mind (p. 14), Central Coherence (p.16) and Executive Function (p. 18). I appreciate Kisley adds own insights in text very sensitively (p. 9, 12, ...).

Theory is well conceived and logically consistent, Kisley compares completing theories very logically, he identifies problems and limitations (part 2).

Design of project– research question or hypothesis, and methodology

1st Marker

The kinds of data: five experiences teachers participated in the research. The reasons for this particular selection are presented. Kisley is aware of limitations of rather small number of participating teachers (p. 30) and reports about the reasons for doing so. However, is there any positive aspect of being a researcher who has no prior personal, social or cultural link to the environment observed?

An interesting discussion on author's direct experience in relation to ethical issues (p. 34). How would you avoid them in your future research?

2nd Marker

Kisley uses qualitative methods such as interviews, field notes and observation. Kisley works with five teachers and he develops key questions:

Do teachers with learners with ASDF know what these learners' needs are for interaction?

Do they encourage peers to interact,

Do they create the conditions and encourage the child towards social interaction?

Do teachers working with learners with ASD know what these learners' needs are for developind social skills?

How do they develop social skills with the child? (p. 8)

He uses coding and "memoing" – his own ideas on the codes.

Data analysis and Presentation

1st Marker

The kinds of data obtained are presented and justified. A reader has a clear picture how the data were obtained, including issue of access. The findings are logically summarized according the main themes. The author states on p. 59, chapter 5.2.3 that ageing is another identified issue. This sentence remains unpacked. Whose ageing and why? What is the "issue" in partial?

2nd Marker

Data analysis is sophisticated, robust and precise; Kisley presents data clearly and cleverly, he provides good interpretations. Kisley discusses limitations of research (p. 62).

Structure, communication, and presentation

1st Marker

Possible implications for future theory and practice are presented. Kisley extensively classified his findings, made strong effort to explore relationships between facts and how fact and relationships were explored. Kisley was aware of the tendency to present his rather subjective opinions. Overall, Kisley's writing significantly improved during his research and writing process. However, some rather long sentences can be still found in the dissertation. The study is nevertheless very well reported. Critical comments: sometimes Kisley opens a scene but leaves an audience without a clear answer. For example, word "issue" is rather overused in concluding chapters. "Issue" could have been well replaced by more appropriate academic or methodology word/s.

In flexible design often studies original research questions do not fully match with research answers. What are differences in your study if any?

2nd Marker

This study focuses how the interviewee-teachers in the Czech Republic operate to provide opportunities for social inclusion for leaders with ASD. The themes reflect on the research questions, the units of focus created to give structure and ease recording of his observation, and the main concepts from the review of literature (p. 35). Bibliography is adequate, actual, relevant topic.

This dissertation is well written, Kisley explains why the problem is important, he uses own experiences in Northern Ireland, Turkey, and Scotland... Kisley provides a road map of the dissertation.

Overall comments (including any areas for further improvement):

1st Marker

Overall excellent dissertation. The dissertation demonstrates Kisley theoretical and research skills same as his competence to implement his prior professional educational practice into research. Outcomes of the dissertation provides useful inspiration for future modifications of study programmes in the Czech Republic.

Please give an example of effective teachers' mediation on socialisation of children with ASD.

In chapter 5.4 you write about your future research plans. What will you change in the methodology used in this study and why?

Kisley was fully committed to his research project. Independence, hard work, deep awareness of ethical aspects of the field work in educational environment and good will have to be acknowledged.

2nd Marker

The work "Teachers' Experiences when Encouraging Social Interaction in Children with Autism Spectrum Disorder (ASD) in Mainstream Schools" of Kisley is structured logically and written comprehensively, it is illustrated professionally with a clear outline. The interviewee-

teachers recognise the importance of social development for the inclusion of pupils.

Kisley, I liked to read your works – this dissertation and your master’s assignment (Prague, 2012) - Disability in the context of international cooperation: suggestions and implications for better practice. You write very brilliant. You work with literature very sensitively, deeply and you compare researches with your praxis perceptive.

How do you see the future researcher in terms of learners with ASD? Any suggestions?

Confidential: for use by markers only – not for release to the student

1 st marker	Excellent
2 nd marker	Excellent
Agreed mark	Excellent