

Dissertation marking and feedback sheet

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

Module: Dissertation

Module code: ERM030L003S

Student Name: Becky Underwood

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

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

To start off with, it should be noted, that Becky has made a significant improvements in academic writing during the course of the study programme. Becky demonstrated, through the dissertation module, a deep engagement with the programme, its core values and learning outcomes.

She has made a strong effort to use and reflect her rich personal professional practice during the programme and dissertation module. Nevertheless, Becky's professional practice related to the research theme is rather hidden. Only on p.1 Becky introduces some examples from her professional experience related to the topic of her dissertation.

The focus of the research project and methodology chosen is challenging and the choice itself should be acknowledged. Becky presenting relevant ideas and theories. Her aim to be critical when using the literature is evident. However, in some parts of the assignment the writing remains rather descriptive than critical.

Becky presented issues which were matters of her conviction or personal belief based on her professional experience. Such statements are signalled as such. However reasoned argument for the belief should have been presented in more concrete ways (see above).

Design of project– research question or hypothesis, and methodology Data analysis and Presentation

Title of the assignment is carefully focused.

The analysis was conducted using a thematic interpretative approach. Together with transcripts Becky processed notes and memos. Several categories were identified and presented. It would have been useful to visualize and demonstrate the process (quotations, codes and categories) in a table. A table is only provided for participant information (the table p. 33 should have a number and title. Data are presented for each participant, structured according categories identified. Becky opted for rather alternative

<p>approach in presenting data. However, the choice is justified.</p> <p>Structure, communication, and presentation</p> <p>There is evidence of a analysis and evaluation of the research material. Becky used a clear writing style and organisation with appropriate and pertinent resources with references being cited. Very good performance.</p>
<p>Overall comments (including any areas for further improvement):</p> <p>The dissertation represents a work of very good performance, but with some shortcomings in data analyses, interpretation and conclusions. For example, the chapter 6, and in particular the subchapter, 6.3 is expected to answer the research questions. Instead, Becky is more focused on discussion of methods and experiences around interviewing children. Some statements also need evidence. For example statement about teachers in need of having better understanding of autism (p. 59). Secondly, on p. Becky present aim of her dissertation as gaining more knowledge about how inclusive practice can be improved (cont.) <i>For solid clarification, will you briefly summarise your findings (examples) directly related to that question.</i></p>

2nd Marker's Name: PhDr. Pavlína Šumníková, PhD.

2nd Marker's Comments:

“Listening to the voices of children with autism about their primary school experience” by Becky is very interesting work. It is structured logically and written comprehensively, it is illustrated professionally with a clear outline. Theory is well conceived and logically consistent, Becky compares completing theories very consequently, she identifies problems and limitations of research. Becky uses qualitative method such as semi-structured interviews. She discusses why method was chosen and describes advantages and disadvantages. The data is collected from transcribed interviews, field notes, memos and contextual background information provided by parents and teachers. She analyses these categories:

- Likes and dislikes
- Support and difficulties
- Social relationships
- Response to process of the interview
- Special interests and
- Silence and non verbal communication

The idea of listening to the voices of children with autism is very interesting.
 Question for the viva:
 What would you predict next steps of your eventual new research? Compare with your text - p. 58. What do you think about “different ways professionals can encourage children with autism to voice their views and opinions,...”?

1 st mark: 2
 2nd mark: 1
 Mark given: 1