

Dissertation marking and feedback sheet

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

Module: Dissertation

Module code: ERM030L003S

Student Name: Sheikh Jamal Abdul Nasir

Student Number:

1st Marker's name: PhDr. Jana Stará, PhD.

2nd Marker's name: doc. PhDr. Jan Šiška, PhD.

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

1st Marker

The author uses the relevant literature. He approves the orientation in the topic area, including the situation of inclusive education in the Czech Republic. The historically conditioned narrow understanding of the inclusive education concept in the Czech society conflicts with the author's definition based on the modern concept (pg. 6: "...Inclusive education was viewed as a process of including all children in learning..."). Author is aware of it (chapter 1.1), maybe he could state it more clearly and take it more into account in the discussion and conclusions.

The references and quoting are well documented; self-originated work is clearly separated from other people's work.

2nd Marker

Well written introduction. The aims of the study are introduced and justified. Seeking answers to the research questions seem to be focused on teachers' practices. If this is a case, it should be spelled out in chapter 1.2.

It is evident that Jamal has a significant knowledge about educational policies and legal framework. Similarly, international framework of inclusion is presented. Theory of normalisation is mentioned on p. 13. What is a link between developments in inclusive education and theory of normalisation? On p. there is an interesting statement of the author about his country of origin. However, it is rather unclear what is meant here. Pity though. Link could be also well made with chapter 4.2. An interesting discussion about teachers beliefs, values and teaching based on literature review.

Design of project– research question or hypothesis, and methodology

1st Marker

The aim of the project is clearly stated. The research design and the theoretical and philosophical framework are interconnected in functional manner. I appreciate the acknowledgment of the author's philosophical position (pg. 27). The author focused mainly on the area the data are missing – on the beliefs and values (and teaching practices) of teachers so the work is a big importance. The selected qualitative approach to the research is sufficient. All the research activities are well documented.

2nd Marker

Chapter on methodology (3) is complex and creative. Jamal uses existing methods in corrective and creative way. However, critical comments on disadvantages of the hermeneutical approach would be appropriate here.

A link between research problem and research methods is evident.

Data analysis and Presentation

1st Marker

The data are analysed and interpreted using the process of hermeneutic circle. The author approves his deep understanding and sensitivity during the interpretations. The result of his work brings interesting findings that can illustrate some challenges of inclusive education not just in the Czech Republic. The conclusions (Chapter 5.2) by reason of the used methodology and research sample generalize more than it should do.

I am curious about the situation the respondent teachers argue that the personalized and differentiated learning materials, learning process and learning goals may end in exclusion (pg. 78) and the finding that they are able and prepare to personalize and differentiate the mentioned practices to fulfil students' needs but decide not to do it often because of reason of danger of exclusion. I would like to ask the author if the teachers give some examples/illustrations/evidence how the teachers personalize and differentiate the materials, learning process and goals.

2nd Marker

Data analyses are thorough, appropriate, and correct. However, at least a short example of units of paragraphs would provide better picture how the data were analysed. Otherwise a difference and link between set of data, set of concepts and set of themes remains rather invisible.

In flexible design it often happens that a research ends up the project with modified or even different research questions. Was it also your case, Jamal?

On p. 48 Jamal concludes the chapter saying, that the school was democratic and cooperative. What is an evidence for such statement?

The conclusions are short, concise and clear. They interesting, insightful however, however not that surprising. Conclusions identify some future directions. More complex reference to introduction would better tie everything together.

Structure, communication, and presentation

1st Marker

The work is structured in a logical manner.

The dissertation presents the result in a complex manner that extends dissertation's content by deeper reflex ion and evaluation, it corresponds with the aims and contains author's reasoned standpoint. It uses the professional terminology. The opinions are well reasoned and functional. The author have consulted individual parts of the dissertation during the process of writing with me, other experts and with his peer colleagues. His approach (consultations, pilot interview, visiting schools out of Prague, way of informing the schools and teachers, search for the literature, use of the literature in Czech, etc.) demonstrates big responsibility, motivation and ethical attitude.

2nd Marker *Chapters should have titles, not only figures.*

Overall comments (including any areas for further improvement):

1st Marker

Topics for author to be discussed during the advocacy:

1. One of the conclusions of the work is: "(1) ...differentiation and personalization in learning materials, learning process and learning goals should be used in a balanced way and only in cases where individual pedagogic/psychological or social needs and goals cannot be met within a group or whole class formation." (pg. 81). Explain what findings from the research lead you to this conclusion.
2. What do you recommend for choosing the participants in future studies (with the similar design) to avoid the limits described at pages 82- 83?

2nd Marker

Jamal selected wide range of literature and used literature to build a case for research.

A discussion about where the results of the study work in Jamal's home country is missing.

Question what lessons Jamal learnt in terms of transferring his knew knowledge to his home country could be considered in the viva.

1 st marker	Excellent
2 nd marker	Very good
Agreed mark	Excellent