Pedagogická fakulta

Supervisor's report (Bc Thesis)

Supervisor: Aaron Marc Collier, B.A.

Programme and mode of study: PdF B-SPE LAJ kombin. [sem 7, roč 4]

Title of thesis: Developing Reading and Writing Skills Online

Fakulta: Pedagogická fakulta

Name of student: Mgr. Kateřina Černá

Department: Katedra anglického jazyka a literatury

Topic choice: adequately defined, original

Content and organisation of the thesis: mostly logical argumentation; good structure with some reservations

Methodology: relevant to the topic with some reservations

Aim of the thesis: not defined adequately or it is not formulated clearly

Formal quality and layout: very good

Language and stylistic appropriateness: very good

Quotations and references: according to the norm

List of resources: content and form according to the requirements

Length of the thesis and appendices: according to the requirements

Comments, justifications, questions, thesis contribution and – in case of supervisor's report – student's creative independence:
The author presented an interesting thesis on a useful an current topic. Combining the general theories of social constructivism into the environment of online education, an environment that offers many opportunities for different forms of constructing meaning in different social contexts, is certainly a worthwhile area of pursuit. The choice to develop the thesis is a reflective way was also very interesting, as the author's insights show through in both a more academic sense and a personal sense, which helps fulfill one of the aims of the thesis.

The thesis displays an understanding of general theoretical principles, such as the zone of proximal development and how its theory has been developed into the idea of scaffolding and so where the teacher fits in in a very general way (modelling, highlighting, hints p. 12). There are also some interesting practical applications, especially in the personal considerations of of how to achieve those applications and the practical applications of reading techniques such as scanning.

There are times when these two parts are not ideally connected. For instance, the aforementioned forms in which the teacher fits into the process of learners' social construction of knowledge are not very closely developed and expanded in practice. These seem to be in contradistinction to how the terms are sometimes deployed in the practical part, such as in the appliance of the concept of scaffolding in the second module. The connections generally seem to be of a more theoretical nature, which can be useful, but less than ideal in terms of the author guiding the reader as a knowledgeable other.

There are occasional language errors that distract from the text, but nothing that causes difficulty in understanding. The general level is high enough.

Questions for defence:

- You talked about the phases of course development (on page 34) - would you connect these in any particular ways with the concept of scaffolding? Does that concept relate at all to the process of designing the course? Is there room in this zone for the sort of meta-cognitive learning that might come from the reflections that you stress at times? How much of a role does learning about learning play in the proximal development?

- Which module would you consider the most difficult to implement? What are the greatest possible barriers to implementation?
- Which module do you feel the most proud of? Which offers the greatest possibility for learning, or can none of them be separated out in that way?
- What is the biggest lesson you’d like a reader of the thesis to come away with after reading it?

Final assessment: C

Defence: recommended

In Brno 30. 5. 2014

.....
Aaron Marc Collier, B.A.