

OPPONENT'S REVIEW OF BACHELOR'S THESIS

Name of student: Petros Topouzis

Thesis title: Desirability and Discoverability of e-Learning Study Programs

Reviewer : Tereza Otčenášková

Thesis objective: The aim of this thesis is to conduct a qualitative research that investigates the general awareness and discoverability of electronic learning.

Criteria required for evaluation	Evaluation scale (grade)					
	A	B	C	D	E	F
Content relevant to the field of study	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting and meeting objectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treating theoretical aspects of the topic	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treating practical aspects of the topic	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequacy of applied methods and their use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depth and accuracy of implemented analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with literature sources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logical structure and composition of the thesis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language and terminology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal layout	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student's contribution	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical applicability of results	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments to results of anti-plagiarism check:

The results of anti-plagiarism check were all right and I agree with this fact, because the thesis is original and the used resources are cited appropriately.

Comments and recommendations:

Generally, the text makes sense and the whole thesis is developed in logical way. It is clearly structured and easily followed. Nevertheless, the content should include the numbers of pages where the chapters are. I only miss numbering of Introduction and Conclusion chapters. I would also appreciate unification of naming and addition of numbering of all figures. These are not properly labelled and referred within the thesis. Except from that, minor spelling and grammatical mistakes occur. These are linked especially with prepositions or these comprise e.g. "crysis" instead of "crisis" (p. 6) or "extend" instead of "extent" (p. 34). The tenses are sometimes not consistent and appropriately

chosen. Furthermore, there should be at least two/three linking or introductory sentences between two chapter titles (e.g. in case of chapter 1 and 1.1 or 2 and 2.1).

The extent of the thesis is border - the thesis, especially the results and their discussion could have been more detailed.

The student used relevant resources which he cited properly. Nevertheless, more books could have been used. The only problem with referencing is linked with resources number 42., 43. and 44. where the distinction of those (i.e. 2017a, 2017b and 2017c) is missing. Within 42. resource the redundant link remained in the citation by accident.

Overall assessment and reasons for the final grade:

The topic is useful as well as relevant. The student mentioned topical issues, concepts and introduced the methods of usability testing. The chapter 2.3 and 2.4 provide important and extremely valuable information linked with the latter. So, the overall value added is significant.

Moreover, the history and evolution of e-learning is provided in a comprehensible overview. I also appreciate that the author included persona creation, because this concept is not known sufficiently, even though it represents one of the most powerful current tools. Except from that, the figure on p. 7 is very well arranged and meaningful. Besides, the recognition and description of limitations is perfectly developed. It also provides worthwhile information for other people interested in similar issues.

Obviously, the author spent a lot of time with the interviews as well as testing itself. He also revealed interesting information from his research together with the identification of relevant recommendations. Therefore, I suggest mark B.

Questions for oral defence:

Are you planning to let the providers of the analysed platforms/systems know about the drawbacks?

Which problem do you consider as the most challenging and why? Please explain and outline the possible countermeasures.

I recommend the thesis for oral defence.

Suggested final grade: B

Hradec Králové, 03/01/2018

signature