

## Diploma Thesis Evaluation

**Title:** The impact of synchronous and asynchronous communication tools in distance education

**Author:** Alemat Gebru Gerecheal

**Reviewer:** Doc. RNDr. Jaroslava Mikulecká, CSc.

Evaluative criteria	Mark			
	1	2	3	4
Goal and its definition	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theoretical seriousness	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demand on practical skills and time requirement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methodical adequacy and its application	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logical structuring	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal setting and requisites	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language and terminological level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilization of sources, citation, bibliography setting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student's contribution	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Results utility in theory or in practice	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Partial comments and suggestions:

Non-standard references to the literature in the part 2.5.1. and formal mistakes on several places (pages 3, 10, 13, 29 34, 54).

### Questions:

1. Is the course Using BigBlueButton you created still available? Can you demonstrate the discussion forum questionnaires?
2. How many live class sessions you organised and what was the average number of participants?
3. Were the responses from non-Ethiopian participants analysed separately?

**Overall assessment and classification reasoning:**

The research purpose of the diploma thesis as stated in the page 34 is confusing. After reading it, and after exploring the list of respondents (23% of them were NOT from Ethiopia) I was not sure, whether the purpose was to assess the status of online learning in Ethiopia and examine the impact of synchronous learning tools per se, or focused on Ethiopia. Some numbers about the research participants presented in part 4.4 differ from numbers presented in Appendix 1. I suppose that the Universities with 0 respondents were addressed, but did not participate.

The diploma thesis was not very readable; I missed the clear description of the organisation of course activities, used for qualitative data gathering.

Nevertheless, the idea to use the communication in e-learning course to gather qualitative data is interesting. Author of the thesis created the appropriate environment, addressed 27 universities and gathered and analysed data from 87 respondents. Student demonstrated that he is able to solve a given problem and present it in a written form.

**Suggested classification: very good - good**

Hradec Králové, 21.05.2015

---

**Signature**